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## 2017 Educators in Context and Community Conference Program

Educators in Context & Community Learning Community. Bowling Green State University

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**WELCOME TO THE  
EIGHTH ANNUAL**

# **EDUCATORS IN CONTEXT AND COMMUNITY CONFERENCE**

**Friday thru Sunday  
March 31-April 2, 2017**

**Bowling Green State University, Bowling Green, OH**

**Sponsored by Educators in Context & Community Learning Community (ECCO),  
the School of Teaching & Learning, College of Education & Human Development,  
Setting the Pace Lecture Series, and Coca-Cola**

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## CONFERENCE OVERVIEW

This is the seventh year of the ECCO Conference—where students present alongside University faculty, graduate students, professional teachers, and administrators—to learn from each other the complexities of teaching and learning in context and community. The ECCO Conference is an integral part of the annual Educators in Context & Community (ECCO) program. ECCO is a learning community of education majors at BGSU who are interested in learning more about the influence of context and community on teaching and learning. Undergraduate Teacher Candidates in ECCO are given the opportunity to disseminate the findings from their research-based inquiry projects which emerge from their intensive field placement experiences in high-need urban, rural, and suburban settings.

The Conference kicks off with the screening and discussion of the film *The Stanford Prison Experiment* (2015) on Thursday, April 7th at 7:00pm-10:00pm in Fine Arts 204. Then, on Friday, April 8th from 8:00pm-10:00pm, our keynote speaker, R. L'Heureux Lewis-McCoy, PhD, will present his talk “‘Burbs are the New Black: Race and Class Educational Inequality beyond the City.” And then Saturday and Sunday, April 9th-10th in the Education building is a whole series of conference presentations about a wide array of education issues. There are 9 sessions of presenters, varying in length from 45 minutes to 90 minutes—with multiple rooms of presentations occurring simultaneously. Sessions will include paper presentations, interactive experiences, and discussions. Sunday morning, April 10th, begins at 11:00am with a plenary session by Dr. Nancy Patterson in ED 115. Her talk is titled, “Nice White Lady Faces Race.”

The Conference is open and free to the general public. Thursday and Friday night activities do not require registration, but participants in the Conference should check in at the Check-In Table on Saturday morning to pick up their nametags, conference programs, etc.

## CONFERENCE THEME

The ECCO Conference welcomes presentations on any issue facing the field of education so long as the presentations are attentive to the impact of context and community on what is taught and learned. We expect that conference presentations will help us better understand educational issues, tools, and concepts by placing them in context(s). We are open to a wide array of presentations and topics related to teaching and learning. We discourage decontextualized presentations—those that share insights and information without sharing the circumstances surrounding their creation, that are overly general or abstract, strictly theoretical, or objectifying (or whose style of presentation is based on Freire’s “banking model”). Instead, we prefer presentations which help participants make meaning and make connections between where, how, and when things happen; who they happen to, who takes action, who benefits, who doesn’t, etc. ECCO and the ECCO conference are motivated by the goal to develop better educators/students/people by

- a) exploring the commonalities and complexities of teaching and learning in multiple and diverse communities (both in- and outside the classroom; in rural, urban, and suburban settings, as well as the public, private, online, homeschooling, unschooling, formal, informal, and higher education within those settings), and
- b) being attentive to the impact of context (including but not limited to cultural, economic, historical, legal, political, and social contexts) on what is taught, learned, and experienced by all participants in those settings as well as those impacted by those settings.

Special thanks goes to the Conference sponsors:

**Educators in Context & Community Learning Center (formerly PCC)**-- the ECCO living/learning community at BGSU located in McDonald Hall, is for education majors that have an interest in pursuing a career in high-need urban, rural, and suburban schools.

**School of Teaching & Learning (STL)** at BGSU, which is the largest teacher education program in Ohio. STL is proud of its reputation for preparing outstanding early, middle, and secondary level teachers as well as providing high quality graduate programs both on campus and at approximately 20 different sites across northwest Ohio. STL has standards-based, best practices-oriented programs which have established BGSU as the premier teacher education program in the state and one of the best in the United States.

**College of Education & Human Development** at BGSU which has over 5,000 students, including more than 1,000 graduate students, enrolled in more than 50 graduate and undergraduate programs, ranging from apparel merchandising and exercise science ... to sport management and the college student personnel program.

**Coca-Cola** for the donation of Coke products

# CONFERENCE SCHEDULE -- Session 1 (9:00-10:00)

SESSION #1      SATURDAY, APRIL 1, 2017  
9:00am-10:00am (60 minutes)

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**TITLE:**            **Behind Every Great Movement is One Hell of a Story: How Policy Narratives Shaped the School Choice Movement**  
*Individual Presentation (1 hour)*  
*Room: 203*

**PRESENTER:**    **GOODPASTER, CONNOR**, Graduate Student, Masters of Public Administration, Bowling Green State University

**ABSTRACT:**      At the very essence of any policy is a story. Whether we like to admit it or not, our political beliefs are seldom rooted in fact or evidence and are more frequently rooted in our responses to strong narratives. This hour-long presentation will demonstrate the power of narrative through the Narrative Policy Framework and apply NPF reasoning to the policy path of the school choice movement. This presentation will analyze the narratives behind the school choice movement in Ohio. Ohio has been chosen as a case study due its early adoption of school choice legislation. Arguments both for and against the movement will be analyzed. This presentation does not seek to take sides on the school choice debate, but rather to explain how school choice policy has arrived at its current space on the national agenda.

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**TITLE:**            **Breaking Out of Your Comfort Zone**  
*Individual Presentation (1 hour)*  
*Room: 205*

**PRESENTER:**    **CALDAREA, TOMMY**, Bachelors of Science in Education, Individualized Studies, Bowling Green State University  
**CALDAREA, CLAIRE**, Bachelors of Science in Education, Intervention Specialist- Moderate to Intensive, Bowling Green State University

**ABSTRACT:**      Claire and Tommy both graduated from BGSU in 2015 and are ECCO alumni. We currently live and work in the Cleveland area, Claire is an Intervention Specialist in an Autism Unit and Tommy works as a youth specialist with children who have mental health disorders. We both have experiences working with children of all ages and abilities. This presentation will focus on moving out of your comfort zone. Come and learn more about different ways we have stepped out of our comfort zones in order to further educate ourselves and have worked on becoming well-rounded educators. The stereotypical path of being a teacher in the same school for 30+ years is not for everyone, including us. Gaining experiences in other contexts is critical to developing as an educator to better meet your students' diverse needs. We have adopted this approach of gaining different experiences into our everyday lives and as a result have moved out of our comfort zones. We will talk about how we have done this, in the hopes of inspiring more people to gain multi-contextual knowledge in an incredibly diverse country. We hope to share what we have learned as well as raise awareness for a population of students whom are often pushed aside or written off.

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**TITLE:**            **"I'm Scared I Won't Be Good Enough": How Teacher Preparation Programs are Succeeding and Failing our Educational System**  
*Roundtable (1 hour)*  
*Room: 207*

**PRESENTER:**    **CASWELL, CHELSEA**, Undergraduate Student, AYA Integrated Mathematics, Bowling Green State University

**ABSTRACT:**      They always tell us: "Content won't save you." Then why is it that most of my classes are pure content and I have peers who go into methods with less than 50 hours of field placement hours? Many of these peers who are in this situation feel severely unprepared to not only go into methods, but to start teaching professionally. Researchers and experts recognize that the key to a great and effective school is having great and effective teachers, so what are we doing to properly prepare them? Considering our own program at BGSU is nationally ranked and seems to lack some qualities like getting enough field placement to all education majors, how does the rest of the country's teacher preparation programs compare and what does that mean for our nation's educational system? In this roundtable discussion, we'll be exploring and discussing the different requirements that each state has for their teacher licensure and what's there as well as what's missing.

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# Session 1 (9:00-10:00) -- CONFERENCE SCHEDULE

**TITLE:** Normal Schooling is Boring, Get Your Students Moving to Keep Them from Snoring  
*Skill-Building Workshop (1 hour)*  
Room: 209

**PRESENTER:** JAROLIM, JESSICA, Undergraduate Student, Intervention Specialist Education, Bowling Green State University.  
BUHROW, KAYLEE, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.

**ABSTRACT:** At the end of the day, I think we can all agree that taking notes and doing worksheets everyday for class is just down right boring. Every student learns differently, and we, as teachers, need to be able to realize this and be able to accommodate to those students. Come learn about different activities and games that you can do in the classroom to reach visual, musical, and kinesthetic learners. We will also show you how to incorporate these interactive activities for both an early childhood and special education classroom, as well as ways to adapt these activities for older students. Be ready to move around and learn in an exciting new way!

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**TITLE:** Teach Students to be FAN's of Math Story Problems  
*Demonstration (1 hour)*  
Room: 363

**PRESENTER:** BUSDEKER, NICOLE, Undergraduate Student, Intervention Specialist Mild to Moderate and Moderate to Intensive, Bowling Green State University  
WRIGHT-COMES, HALLIE, 4/5th grade Intervention Specialist, Springfield Local Schools

**ABSTRACT:** Many students, especially those with special needs, struggle with solving story problems in math. FAN-Math Education is a leading Singapore Mathematics Specialist program that has created visual models for students to use when solving story problems. We will be demonstrating how to teach the models to your students with explicit instruction and manipulatives, and we will also share the improvements we have seen with our own students.

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**TITLE:** All the World's a Stage: Using Acting and Roleplay Across the Curriculum  
*Skill-Building Workshop (1 hour)*  
Room: 359

**PRESENTER:** REED, JERRY, Undergraduate Student, AYA Integrated Social Studies Education, Bowling Green State University

**ABSTRACT:** Enjoy taking the stage and wowing an audience through the emotion and passion you can put into a performance, or perhaps you enjoy taking the role of a fearsome warrior and playing the numbers game that is Dungeons and Dragons, or maybe you just love active teaching methods. This workshop will show you a number of ways to integrate acting and roleplay into any of the core subjects. All age groups and all subjects can benefit from the usage of more participatory, hands-on teaching method of acting and roleplaying. Come prepared to discuss and listen, but mainly participate as we go through possible lessons in a number of subjects that involve the use of acting and/or roleplaying.

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**TITLE:** Taking Charge! Utilizing Counseling and Therapeutic Techniques in the Classroom.  
*Skill-Building Workshop (1 hour)*  
Room: 355

**PRESENTER:** TOEPFER-GAVER, GRANT, Masters in School Counseling, ECCO Grad Assistant

**ABSTRACT:** During my internship as a school counselor, I have experienced many moments where teachers have felt overwhelmed, lost, and uncertain on how to approach moments of difficulty in the classroom. Many times they seek out the principal or the school counselor to resolve the issue and to bring control back to the classroom. Seeing this happen time after time, I think teachers forget that they have the opportunity to be on the front line of support for their students. Through this workshop I will give instruction on basic interventions teachers can incorporate into their classroom to create a supportive space in developing relationships. I will be providing a hands on approach in understanding motivational interviewing, conflict resolution, and community circles to effectively engage your students and the school environment. These additions to the teacher's tool kit can be utilized in any age group and class structure.

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**BREAK** SATURDAY, APRIL 1, 2017,  
10:00am-10:15am (15 minutes)

# CONFERENCE SCHEDULE -- Session 2 (10:15-10:45)

SESSION #2            SATURDAY, APRIL 1, 2017,  
10:15am-10:45am (30 minutes)

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**TITLE:**            **How to Defend Your Class Against Grizzly Bears: The Rise of Anti-Intellectualism in Trump's America**  
*Individual Presentation (15 minutes)*  
*Room: 203*

**PRESENTER:**    **GRUSZECKI, LIAM**, Undergraduate Student, AYA Social Studies Education, Bowling Green State University

**ABSTRACT:**      The idea of anti-intellectualism is an idea that has existed for decades in the American education system. This has continued along the same trend over the last several years and has arisen questions to educator. How can we teach students certain values and skills when they can access information with a click of a mouse. This has become more prevalent and more of a dire question over recent months with the election of President Trump. Students now see a man bullying and manipulating the public into doing what he wants. The problem is how do teachers reach an audience that sees contrasting information to what they teach on such a large scale and how this has happened in the past and be changed in the future.

**TITLE:**            **Public Education... Will That Be a Thing of the Past with Betsy DeVos?**  
*Individual Presentation (15 minutes)*  
*Room: 203*

**PRESENTER:**    **SCHWIEFERT, CAITLYN**, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University.

**ABSTRACT:**      Will the education system change as you know it? Will kids in the future know what public education was? With the new Secretary of education; Betsy DeVos and her future plans for the education system, what will change or stay the same? We have all heard about the plans for making public schools extinct or the right to bear arms in the classrooms but what will happen? Betsy DeVos does not have the popular vote, especially from educators. With her plans, the future for the students, future educators, and their family will all be affected by the game plans Betsy DeVos has for education.

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**TITLE:**            **Alternative Grading System for the Classroom**  
*Individual Presentation (30 minutes)*  
*Room: 205*

**PRESENTER:**    **WERNER, TAYLOR**, Undergraduate Student, AYA, Bowling Green State University  
**JOHNSON, GRANT**, Teacher at Vanlue Local High School, High school sciences

**ABSTRACT:**      This presentation introduces an alternative grading system that has seen success with various high school science courses at multiple districts. This system reduces the direct impact of homework on a student's grade while encouraging true mastery of content. In fact, homework is made completely optional - but is simultaneously so critical that students actually want more to do! The teacher divides academic content and skills into "Objectives", similar to the state standards but in far more detail. Each Objective receives its own separate grade; this helps both students and teachers to focus their attention on the areas of greatest need. Objectives that are not sufficiently mastered initially can be retaken on an individual basis. Students may also use bonus points - earned from completing homework - to improve their scores on Objectives they don't quite master. Come learn how this system was developed, and how it works in practice. You'll hear from both the originator of this system, and a student who experienced great success with it in an upper-level science source. You'll also pick up some ideas that could help you try it out in your own classroom.

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**TITLE:**            **"The NICU and PICU Experience": How Neonatal and Pediatric Intensive Care Unit Experiences Relate to Child Development**  
*Individual Presentation (15 minutes)*  
*Room: 207*

**PRESENTER:**    **ADAMIC, KAYLA**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**ABSTRACT:**      Have you ever wondered how development can relate to or be affected by an individual's early medical experiences, such as being placed in a Neonatal or Pediatric Intensive Care Unit? Approximately 500,000 infants in the United States are admitted into the NICU each year and the Children's National Health System alone serves around 1,400 patients in their Pediatric Intensive Care Unit annually. This semester, I am placed at Mercy Health St. Vincent Medical Center and have had the opportunity to work with children who are in the NICU or PICU as well as see how these experiences relate to their physical, cognitive, social/emotional, language, and adaptive development. During my presentation, I will give insight as to how we, as future educators, can



## Session 2 (10:15-10:45) -- CONFERENCE SCHEDULE

work with students who have had experiences such as these, and how we can ensure quality care and education for these students in each of their developmental domains. I will also present ideas as to how we can work with families of children who have been placed in the NICU or PICU by providing them with support and resources to promote a child's healthy development both in and outside of the school environment.

**TITLE:** **Physical Activity and the Common Development**

*Individual Presentation (15 minutes)*

*Room: 207*

**PRESENTER:** **WOOTEN, NICHOLAS**, Undergraduate Student, Bowling Green State University

**ABSTRACT:** In the presentation I will be covering how physical education and daily physical activity is beneficial to the growth and development of children. We will learn how students who have daily physical activity tend to have higher grades, participate in sports, and be more social throughout their community and schools. That is just some of the topics that will be covered in my presentation.

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**TITLE:** **"Educate A Girl and She Can Change the World": The Relationship Between Grammar, Language, Literacy in Acquiring Capital through Education of Females.**

*Individual Presentation (15 minutes)*

*Room: 209*

**PRESENTER:** **PLUFF, LIZZIE**, Undergraduate Student, Middle Childhood Education, Bowling Green State University.

**ABSTRACT:** How do we know what we know? When you hear the word, grammar, does a sense of dread overcome you? How does education relate to gender inequality? What does literacy and language have to do with societal and cultural norms? How does the importance of providing education to females throughout the world relate to this? Girl Rising, an organization that advocates for female education, states "a girl getting an education learns more than reading and arithmetic. She learns that she is important. She stands up for her rights. She goes after her dreams. And this kind of change happens fast" (Girl Rising 2017). In this presentation, we will discuss the development of language, grammar, and literacy skills in relation to the acquisition of cultural and social capital for females through education.

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**TITLE:** **The Importance of Nice Girls in a "Mean Girls" Crazy Society: A Peak into the Overlooked Damages of Bullying Among Adolescent Girls**

*Individual Presentation (15 minutes)*

*Room: 209*

**PRESENTER:** **SCHERER, MADISON**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**ABSTRACT:** Why is bullying so prevalent among adolescent girls? Are they all really that mean like the movie Mean Girls says that they are? Or is there something buried deep in history that has caused this unrest and tension? In this presentation, I explore the history of women and girls in education and how this history affects their behavior today. Research shows that adolescent girls often oppress other girls to lift themselves up. This presentation will discuss practical ways to prevent this from happening while also empowering girls to rise to their full potential as human beings and as future professionals. These tactics will help to counteract centuries of damage that discrimination against girls and women has caused. Ultimately, I hope to bring light to an issue that is often overlooked and provide ways to solve it.

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**TITLE:** **Giving a New Name to Education: Exploring the Autism Model School**

*Individual Presentation (30 minutes)*

*Room: 363*

**PRESENTER:** **HOLT, ERIN**, Undergraduate Student, Intervention Specialist, Bowling Green State University.

**ABSTRACT:** Have you ever wondered what it would be like to observe/work in a school that is disguised inside of a church that happens to serve students of all ages and on all areas of the Autism spectrum? Well that is exactly what I have had the opportunity to do this semester, and it is unlike anything I have ever done before. Join me as we explore this atypical school, the services it provides, and the students that attend there. I look forward to sharing with you information about Autism, assistive technology as a means of communication, and what a typical day looks like in the classroom.

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# CONFERENCE SCHEDULE -- Session 2 (10:15-10:45)

**TITLE:** **Are Your Parents the Reason You're a Failure? : How Parents Influence Their Child's Education**  
*Individual Presentation (30 minutes)*  
*Room: 355*

**PRESENTER:** **LEONHARDT, CARLEE**, Undergraduate Student, Early Childhood Education, Bowling Green State University  
**STEINEMAN, SARA**, Undergraduate Student, Early Childhood Education, Bowling Green State University

**ABSTRACT:** It is no secret that parents play a major role in their child's life. After all, parents are a child's first teachers, and their influence does not stop when the child enters school. During this session, there will be two presentations: the first presentation will be about how parents are contributing to the educational gap. The subsequent presentation will focus on the influence that parents have on their children's educations, and how educators can use it for the benefit of students. Following the presentations, there will be a group discussion on the topics. Parents have a huge impact on the education of their children, the effects of which can be lifelong.

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**TITLE:** **Teachers' Free Expression in the U.S. and China**  
*Individual Presentation (30 minutes)*  
*Room: 347*

**PRESENTER:** **LI, YIFEI**, Higher Education Administration, Bowling Green State University  
**LI, YIHUI**, Higher Education Administration, Bowling Green State University

**ABSTRACT:** We will provide a comparison and contrast of how teachers' free expression is handled differently in the U.S. and Chinese education systems. Educational institutions possess the unique nature than other social institutions. They are places of discovery and learning. Thus, ideas, ideally, could be expounded and shared freely in educational institutions. However, the connotation and interpretations of teachers' free expression in Chinese and the U.S. education are not quite the same. In this presentation, we will introduce the constitutional laws on teachers' free expressions in the two countries, followed by some cases and ruling rationales. Then we will discuss how the two education systems differ from each other in teachers' free expression.

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**TITLE:** **Can You Really Go Home?- I Spent My Spring Break on a True Alternative Spring Break Trip; A Whole Week of Field Placement at My Alma Mater.**  
*Individual Presentation (30 minutes)*  
*Room: 345*

**PRESENTER:** **SNAPP, THOMAS**, Undergraduate Student, Adolescents Young Adult Integrated Language Arts, THE Bowling Green State University.

**ABSTRACT:** I remember when I came BGSU in the Fall of 2014 I said to myself that I would never teach at my alma mater. I didn't out and out hate Bellefontaine High School but it held the pain of adolescents, the politics of small town favoritism, and a kind of close mindedness that I couldn't get behind anymore. When I go home anymore I feel like a foreign dignitary from some far-off country because of the huge gulf of who I was when I graduated in 2014 and who I am today. But as fate would have it I needed field experience for this semester and it made the most since to do a week of it during Spring Break. Instead of going back to one of my previous placements I made the choice to go home to BHS. I consider it to be an experience akin to Hunter S. Thompson going to the Kentucky derby. What strange creatures will I encounter? What has changed since I have left? What's the same? How do I feel about it now that I'm coming from the other side of the equation as an educator? All of these answers and more when you come to my session. Don't miss this cathartic journey to find out if I can truly go home.

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**TITLE:** **That is So Stereotypical**  
*Individual Presentation (30 minutes)*  
*Room: 351*

**PRESENTER:** **ZINSMEISTER, JAMIE**, Undergraduate Student, Early childhood Education, Bowling Green State University

**ABSTRACT:** I walked into a inner-city school with a stereotypical expectation that students who go here are bad and less fortunate, and I was right. There was back talking from students to teachers, aggressive minds, and low grades along with low test scores. While observing this intimidating type of environment, all I could think of was, what are suburban schools doing right? I came from a suburban city with the thought that inner-city schools are just scary, but actually there is more to it. Along with inner-city schools there are inexperienced teachers, lack of resources, and children who do not believe they can succeed. This is completely opposite of the type of setting that would be in a suburban city. After seeing the mess that inner-city schools are dealing with, the word succeed came to my mind and now it is helping me figure out what inner-city schools are doing wrong, and what the white picket fence suburban schools are doing right.

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## Session 2 (10:15-10:45) -- CONFERENCE SCHEDULE

**TITLE:** What is Mindfulness? Why the Heck Does it Even Matter?  
*Skill-Building Workshop (30 minutes)*  
Room: 303

**PRESENTER:** MCDONNELL, MEGAN, Undergraduate Student, Middle Childhood Education, Bowling Green State University

**ABSTRACT:** Have you ever heard about mindfulness? To sum it up, mindfulness is self-regulation of emotions and thoughts, without judgement. Seems easy, but there are so many more pieces involved. Why would mindfulness matter to teachers? It has been found to help special education classrooms, urban youth, students with learning disabilities, and individuals with mental illnesses like depression and anxiety. Mindfulness is becoming more popular as a therapy strategy and schools around the world have started to use it in their classrooms. Come join a discussion, hands on activities, and get some takeaways about how mindfulness can help you and your students.

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**BREAK**                      **SATURDAY, APRIL 1, 2017,**  
**10:45am-11:00am (15 minutes)**

**SESSION #3**              **SATURDAY, APRIL 1, 2017,**  
**11:00am-12:00pm (60 minutes)**

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**TITLE:** When Sh\*t Hits the Fan: A How-to-Guide for Surviving “The Worst Year Ever”  
*Individual Presentation (1 hour)*  
Room: 203

**PRESENTER:** SCHNERER, KRISTIN, Former ECCO Member, High School Social Studies Teacher at Toledo Public Schools for 3 years

**ABSTRACT:** When teaching life hands you lemons and/or “bad eggs,” how do you deal with them? What do you do when you dread the thought of seeing your students the moment you wake up in the morning? A career in education cannot be contained inside the walls of a classroom or school building, and some days it is difficult to “leave work at work,” especially when nothing seems to be going the way you want it to go. This ECCO Conference presentation will delve into the realities and importance of balancing your personal life and teaching life and help you to grow as an educator. There will also be discussions and practical tips for getting through a year of teaching difficult students, dealing with demands from the district and state, as well as drudging through passionless content. All educators have up years and down years, and training yourself to learn through the bad years only makes the good years even better.

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**TITLE:** A Down Dog a Day Keeps the Doctor Away: The Importance of Yoga in the Everyday School  
*Skill-Building Workshop (1 hour)*  
Room: 205

**PRESENTER:** KREILL, CORINA, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.  
KNAUSS, GABRIELLA, Undergraduate Student, Adolescent Young Adult Education, Bowling Green State University.

**ABSTRACT:** Do you ever have trouble keeping your students on task due to other things being on their mind, like work, extracurriculars, or other assignments? Have you experienced disciplinary actions that are not working? Do you worry about students’ physical, mental, or emotional health? No matter the age of the students, research shows that incorporating yoga into the school and classroom is beneficial for all involved. Yoga can be used as a stress relief, a brain break, calming, and so much more. Different ideas and practices of yoga can be integrated into the classroom and school setting whether it is just breathing exercises or doing sun salutations. There have been studies done to see the benefits of yoga being done in school and we would like to share with you the ways you can bring yoga into any setting and how it will benefit you and those around you.

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**TITLE:** A Different Way to Learn a Second Language.  
*Individual Presentation (15 minutes)*  
Room: 207

**PRESENTER:** PLATFOOT, LIZA, Undergraduate Student, French Education, Bowling Green State University.

**ABSTRACT:** Many students in America start to learn a second language late in their education, usually in middle or high school, and most of them only learn a minimal amount or forget most of it quickly. But there are other schools that take a different approach to learning a second language. Immersion schooling is one of these alternatives. Many people don’t know much about

# CONFERENCE SCHEDULE -- Session 3 (11:00-12:00)

these types of schools but they are becoming more popular. I will discuss what these schools are like and how they run, as well as the different types of immersion schools. And of course, I will go over the main benefits of this alternative type of schooling and why more and more people are choosing to go to them.

**TITLE:** **Different Languages. Different Cultures. One Family.**  
*Individual Presentation (15 minutes)*  
*Room: 207*

**PRESENTER:** **KLEAR, ELIZABETH**, Undergraduate Student, Foreign Language Education Major - Spanish Education, Bowling Green State University

**ABSTRACT:** **MAZZOLA, MARTINA**, High School Senior, Liceo Classico Pietro Giannone, Caserta, Italy  
Meet my Italian sister Martina Mazzola. Via FaceTime, Martina and I will tell our stories of how we met, some of the challenges we had, the enjoyment of hosting an exchange student, and discuss the benefits of studying abroad. We will each share our views on the experience such as our different perspectives, thoughts, feeling, and views. We will also share the similarities and differences in our schools from Italy to the United States. During this presentation, Martina and I will share our experience of how a sisterly bond developed between us as my family and I hosted her in our house for an academic year as she learned the American way and we learned some Italian traditions. This experience helped me learn and grow on a personal level because I never thought I would expand my family, learn a new culture, gain a new perspective, and make a difference all in one year.

**TITLE:** **The Importance of ASL (American Sign Language) to Intervention Specialists and Other Education Majors**  
*Individual Presentation (15 minutes)*  
*Room: 207*

**PRESENTER:** **GARCIA-FREDERICK, ALEXA**, Undergraduate Student, Intervention Specialist, Bowling Green State University.

**ABSTRACT:** I will be sharing information on the background of ASL and how it can specifically connect to Intervention Specialists, other education majors and students inside or outside of the classroom. I will be discussing ways that educators are able to use ASL to communicate inside and outside of the classroom including the benefits and struggles of the students with or without disabilities. I am also going to talk about the ways educators and students with disabilities view it. I am going to talk about the ways educators or anyone can use ASL anywhere and why it is important and recommended for Intervention Specialists to learn it. I will provide a list of positives and negatives and allow discussion of others thoughts on ASL.

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**TITLE:** **Why am I last? How Students Need to Come Before Learning**  
*Individual Presentation (15 minutes)*  
*Room: 209*

**PRESENTER:** **INNES, MADDY**, Undergraduate Student, Early Childhood Education, Bowling Green State University

**ABSTRACT:** Curriculum, testing, homework; the focus of many schools. Did you ever stop to think why some students can not pick up a lesson or why some students seem distracted? Well maybe it is time to stop thinking about what the students need to learn and focus on the students themselves. In this hands on presentation and discussion we will dive into what makes a teacher effective and how to prepare the students for learning. We will be discussing how to build rapport with the students and address the student's basic needs based on Maslow's Hierarchy of Needs. Come learn ways to help each student learn to the best of their ability!

**TITLE:** **Glass Half Full or Half Empty: What Are You Bringing to Your Classroom?**  
*Individual Presentation (15 minutes)*  
*Room: 209*

**PRESENTER:** **CORDES, CAITLYN**, Senior Student, Anthony Wayne

**ABSTRACT:** Encouraging and supporting relationships between teacher and student are very important for success in education. Positive relationships are crucial in classrooms because these relationships create an environment that meets student's emotional, academic, and developmental needs. However, there is a problem that schools and students are facing. Teachers do not try to establish this positive relationship with their students, thus creating a negative environment for the students. Students may then disengage and when the student disengages they will no longer pay attention and, therefore, will no longer learn or care enough to listen to what the teacher is teaching or saying. This has been going on for many years in school systems not just in the United States, but in other countries as well. A study was done in China to show how students struggled emotionally and academically without a positive teacher-student relationship. There were higher counts of self esteem and depression in those without that relationship compared to their peers who did have that relationship. This is why teacher-student relationships are important.

## Session 3 (11:00-12:00) -- CONFERENCE SCHEDULE

**TITLE:** **One Person, One Big Impact-Advocating and Implementing Change Everyday**  
*Individual Presentation (15 minutes)*  
*Room: 209*

**PRESENTER:** **HOVANCSEK, BRIDGET**, Undergraduate Student, AYA Integrated Language Arts Education, Bowling Green State University

**ABSTRACT:** If you were to think back to any time in your education experience, can you think of a teacher who has had a significant impact on your life? Now think back to a policy from your school. It does not have to be a big policy, but think of one you had an issue with during your time in school. Can you think of a teacher who fought for or against that policy and advocated for your education outside of the classroom? Unfortunately, it is more common for educators to take a backseat to their lessening of control in the school system rather than fighting in the face of adversity. Every accomplishment we have made in the education system, every battle we have won, every change we have implemented, started because one teacher spoke up and spoke out in defense of their students and their futures. Erin Gruwell, LouAnne Johnson, Melvin Tolson, Ayn Rand, George McKenna, and Joe Clark are just some names of educators who have made beyond significant changes in both their school systems and education principles across the United States. You are more than just one teacher, and one person can change the world.

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**TITLE:** **Playbase Preschool: The Right Kind of Play?**  
*Individual Presentation (15 minutes)*  
*Room: 363*

**PRESENTER:** **HERR, DANIELLE**, Undergraduate, Inclusive Early Childhood Education, Bowling Green State University

**ABSTRACT:** What is a playbased preschool? What is the purpose of a playbased preschool? Are playbased preschools the best way for the students to learn? What is the difference between a typical preschool and a playbased preschool? Playbased preschool is just one of the different types of preschools that students can attend. Learn about playbased preschool and some of the benefits and negatives. We will also talk about if it is the most beneficial for the students. We will even play with the different aspects of what makes a playbased preschool like a classroom.

**TITLE:** **“This is Why we Play All Day”: Appropriate Practices of Infants and Toddlers**  
*Individual Presentation (30 minutes)*  
*Room: 363*

**PRESENTER:** **BRENIZER, LAUREN**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University  
**SZAROLETA, KATHERINE**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**ABSTRACT:** We will be discussing appropriate practices to use in a childcare center with infants and toddlers. What environments are the best for kids? We will go over a variety of materials that should be available for young children. We will highlight the difference between accreditation and quality. A childcare center can be licensed without necessarily being a great option for parents. We have researched the best responses from interview questions by Step up to Quality, which gives stars to deserving centers. This means that we will be sharing practices that exceptional facilities provide. These implementations should be developmentally appropriate. For infants and toddlers, this means having the opportunity to play and explore their environment without harm.

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**TITLE:** **“But it’s a Good Resume Builder”**  
*Roundtable (30 minutes)*  
*Room: 355*

**PRESENTER:** **KERN, REBECCA**, Undergraduate Student, Adolescent Young Adult Education, Bowling Green State University

**ABSTRACT:** In schools around the country, students are being encouraged to join student government, honor societies, and volunteer clubs. A 2004 survey by Public Agenda found that 62% of students participate in a club or extracurricular activity. Adults tell students this is good for their resumes, college applications, or looks good to potential employers- but does it really have an impact as a “resume builder”? In this roundtable, we will be taking a deeper look into how these clubs impact their participants and their futures through the eyes of recent and current students, their parents, and their educators to debate whether or not it really is helpful to them.

# CONFERENCE SCHEDULE -- Session 3 (11:00-12:00)

**TITLE:** "To Make The Best Better": How the 4-H Program Educates Young Minds  
*Individual Presentation (15 minutes)*  
*Room: 355*

**PRESENTER:** HENDERSON, MALLORIE, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**ABSTRACT:** As a recent graduate of the 4-H program and a current volunteer, I have always been asked questions about this unique youth education program. "What is 4-H?" and "Isn't that just for farm kids and their animals?" come to mind. While 4-H is commonly associated with children from rural communities, the program is so much more than farming and raising animals for the local county fair every summer. In this presentation, I answer the question of what the 4-H program is and also address what the program provides for those involved in it. I will also share my personal story of how 4-H shaped me into the person I am today. This program lives up to its motto, educating young minds "to make the best better."

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**TITLE:** The Feminist Classroom: A Hidden Curriculum  
*Roundtable (1 hour)*  
*Room: 347*

**PRESENTER:** KRISHNA, HELAINA, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.

**ABSTRACT:** Does feminism have a place in the classrooms of young children? What can children learn from a teacher with a feminist tendency? What place does an organization designed for college-age girls have in an elementary classroom? While opinions of some may say otherwise, feminism is crucial to the development of young children, their perspectives on life, and their concept of not only themselves but each other.

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**LUNCH** **SATURDAY, APRIL 1, 2017,**  
**12:00pm-1:30pm (90 minutes)**

**LUNCH DISCUSSION CIRCLES—ROOM 201**

**Anyone is welcome to get their lunch and return to ED 201 to join informal Discussion Circles (around topics of your own choosing).**

**SESSION #4** **SATURDAY, APRIL 1, 2017,**  
**1:30pm-2:30pm (60 minutes)**

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**TITLE:** World Peace and Other Educational Achievements  
*Skill-Building Workshop (1 hour)*  
*Room: 203*

**PRESENTER:** PRITT, ISAAC, Undergraduate student, AYA Social Studies Education, Bowling Green State University  
KREILL, CORINA, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University  
REINECK, DEVENN, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University  
KNAUSS, GABREILLA, Undergraduate Student, Bowling Green State University

**ABSTRACT:** In Educators in Context and Community, we act, learn, and train for our future roles in the world under the belief that it is changeable, that it can be made into a better, more just, and peaceful place and not only that the children that we will serve in our schools deserve that, but they are instrumental in bringing that about. But if we really believe that, we need to throw away the book on teaching and treat our children like the revolutionaries that they can be! The new world we live in demands a different kind of teacher to save it, so come and experience Empty Space pedagogy as you will be immersed in a hands-on workshop where you will undergo the kind of teaching that guides activities like the WORLD PEACE GAME. Speaking of, we will also be sharing our adventure at the World Peace Game Master Classes with John Hunter (creator of WPG) with many photos and videos! In a war-torn world of melting ice-caps, conflicts among countries, and disunity across races and religions, the education of our children may be the only thing that can save us. Let us start acting like it and let chaos reign in the classroom so peace may rule our planet.

## Session 4 (1:30-2:30) -- CONFERENCE SCHEDULE

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**TITLE:** **Teachers' Pets; The Positive Effect of Service Animals in the Classroom**  
*Individual Presentation (1 hour)*  
*Room: 115*

**PRESENTER:** **AXE, BRITTNEE**, Undergraduate Student, Intervention Specialist, Bowling Green State University

**ABSTRACT:** How well do you work when you are stressed or anxious? I know that I do not perform very well when I am experiencing these feelings. I remembering being in elementary and high school and going into my core classes feeling anxious before the teacher even started the lesson for the day. I knew that I was not on the same level as my classmates, and it made me very anxious. This was very frustrating, discouraging, and stressful. I would come home with these feelings still from the school day and try to do the homework that the teachers had assigned. The only way that I found to help get rid of these feelings was to have my dogs Smokey and Tucker be close to me while I was doing my homework. Animals like cats, dogs, and rabbits have been used as therapy animals. These animals are brought in to facilities or assigned to people as a resource to help people cope with day to day stress and anxiety. What if we had these therapy animals in the classroom for students, like me, to have access to throughout the school year? Would this improve their performance in the classroom? Join me for my presentation on the positive effects of having therapy animals in the classroom as a resource for the students.

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**TITLE:** **Hunting for Exploration and Engagement.**  
*Individual Presentation (1 hour)*  
*Room: 205*

**PRESENTER:** **STELNICKI, ALEXANDRA**, Undergraduate Student, Psychology, Bowling Green State University.

**ABSTRACT:** Clue 1: This professional development activity can be a fun way to increase colleague teamwork, build relationships, collaborate, as well as learn and obtain knowledge. Clue 2: This activity can benefit children by increasing problem-solving skills, promote teamwork, encourage exercise, as well as foster knowledge in an engaging way. Clue 3: This activity is able to connect individuals with the community and the context around through exploration. Answer: Come to this presentation to learn and explore how scavenger hunts can be beneficial in professional development settings as well as in the classroom.

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**TITLE:** **Hungary for Best Practices and the Migrant Crisis.**  
*Individual Presentation (60 minutes)*  
*Room: 207*

**PRESENTER:** **FANEUFF, AARON**, Undergraduate Student, Adolescent/ Young Adult Social Studies Education, Bowling Green State University

**ABSTRACT:** Europe is under distress, but so are the people that are causing it. What does this mean for those who are still in school? Luckily, a college student was able to go to Hungary, which is at the center of this, in February to see what NGO's and other organizations are doing to help the youth in need. From understanding what is going on with the migrant crisis to knowing what Hungary is doing for them.

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**TITLE:** **"Different by Design": Why Catholic Schools are Worth the Tuition**  
*Individual Presentation (1 hour)*  
*Room: 209*

**PRESENTER:** **ALDERMAN, EMILY ROSE**, Undergraduate Student, Journalism, Bowling Green State University  
**GRAHAM, NATHAN**, Undergraduate Student, English, Bowling Green State University

**ABSTRACT:** The Catholic Diocese of Toledo prides itself in its "Different by Design" motto for its schools, upholding the idea that Catholic education is still the "gold standard" of education. But are they still the antiquated environments depicted by the media, filled with nuns slapping knuckles with rulers? Or have the schools adapted with the times, incorporating modern ideas and technologies into the faith-based learning environment? This project investigates the purpose and success of Catholic schools in the Toledo Diocese by researching enrollment numbers, tuition assistance programs, theology standards, and community involvement, while comparing test scores and enrollment numbers to national and public statistics. It takes an individualized look several schools across the 19 counties served by our Diocese, showing how they have changed over time, but still provide a high-quality education.

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**TITLE:** **Parkour and Discourse: Unorthodox Reciprocity**  
*Individual Presentation (1 hour)*  
*Room: 363*

**PRESENTER:** **WATSON, DANIEL**, Undergraduate Student, Bowling Green State University

**ABSTRACT:** Writing, reading, and parkour. Two of these are easily recognized, while the other seems foreign, if not dangerous. However, all three of these disciplines that have no level of perfection are



## CONFERENCE SCHEDULE -- Session 4 (1:30-2:30)

reciprocal to each other. Reading to writing, and vice versa, but where does parkour come into this? The discipline of parkour requires individuals to navigate obstacles across varying environments using only their bodies to maneuver themselves. Parkour is noncompetitive, and is steeped in the dogma of self development, where only the individual is at fault for halting their own progress. Writing and reading are no different from parkour, except in the medium used for navigation. Parkour demands a physical environment, whereas writing and reading require a metaphysical space where individuals develop ideas, create progressions of advancement, and all for the benefit of the mind and spirit. Come and enjoy the connections created between these three disciplines in an hour long demonstration where all three disciplines are integrated. One day, this could be the blue print for future education. Come prepared to actually do parkour, so bring shoes and clothes for the workout.

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**TITLE:** **Progressive Cartoons and You**  
*Roundtable (1 hour)*  
*Room: 355*

**PRESENTER:** **RUPPERT-MIDTVEDT, CHESSICA**, Undergraduate Student, Early Childhood Education, Bowling Green State University

**ABSTRACT:** Modern media presents new information to individuals through multiple platforms. Though some means may be impractical, others can provide light on certain topics that have become more prevalent I have found that through animated media, specifically cartoons, values and ideas can be presented in ways to reach younger generations. Through my round table discussion I plan on discussing how progressive (or at least modern cartoons) impact others. I would like to have an open discussion over the values and topics presented within these shows and discuss whether some of the topics are appropriate for their intended viewing audience. Please be ready to provide your own views on this topic.

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**BREAK** **SATURDAY, APRIL 1, 2017,**  
**2:30pm-2:45pm (15 minutes)**

**SESSION #5** **SATURDAY, APRIL 1, 2017,**  
**2:45pm-4:15pm (90 minutes)**

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**TITLE:** **NC-17: Who's Really RAPING Who on College Campuses!**  
*Roundtable (90 minutes)*  
*Room: 203*

**PRESENTER:** **BEHRENS, BRETT**, Undergraduate Student, AYA History, Bowling Green State University.

**ABSTRACT:** Education is a form a justice in the fact that it strips a human's morals down in the best of ways to allow a human to develop into what they believe is said to be their own version of right and wrong. As a human being is developing and turning into a full fledged member of society, education should be the backbone to that change and should allow that person to have a safe heaven when needed. This seems like a black and white system but when you truly look at it there is more blurred lines than assumed. When the education system strips away a humans morals in the wrong way as collegiate universities do regarding sexual assault, we do not become the safe heaven for a student as we become the war zone. Sexual assault is an occurrence that happens on every campus around the nation and when we fail to report it as well as deal with it in the appropriate manner, we as educators are hindering the educational growth and expansion of the future of our great nation.

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**TITLE:** **I Dream of a Nuclear Winter: A Cold War Simulation**  
*Demonstration (90 minutes)*  
*Room: 205*

**PRESENTER:** **PAUL, BRIAN**, Undergraduate Student, Adolescent Young Adult Education, Bowling Green State University

**ABSTRACT:** The Cold War was a s\*\*t show between the US and Russia, but what if it wasn't? What if instead of hoarding atomic plans the US gave them to the Russians? In an effort to bring a new light onto a very overlooked subject. I have developed a new simulation game that allows students to alter the history surrounding this somewhat idiotic display of power. My game gives players the same options world leaders were faced with at the time in the Cold War. Their choices will have consequences. After their choice is made and effects explained I will explain what actually happened in history as a counter to what happened in the game. In the essence of time, we will only use a few examples and then afterwards have a discussion about the game and how effective it was or if it needs improvements.



## Session 5 (2:45-4:15) -- CONFERENCE SCHEDULE

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**TITLE:** **I Know We've Made it This Far...BUT: A Critical Look at Social Justice Education for Suburban Students**

*Individual Presentation (90 minutes)*

*Room: 207*

**PRESENTER:** **SLUSHER, SAMI**, Graduate Student, School Counseling, Bowling Green State University.  
**SWANSON, EMILY**, Undergraduate, Individualized Studies, Bowling Green State University.

**ABSTRACT:** "For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others." -Nelson Mandela. In the wake of their many freedoms and opportunities, many suburban students are unaware of the purpose and importance of social justice. But what exactly is "social justice"? How does social justice impact the daily lives of suburban students? In this presentation, we will be unpacking what social justice is, the unique relationship it has with suburbia, equity, privilege, pop culture, and the integration of social justice education into the everyday classroom.

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**TITLE:** **Narcissistic Pedagogies, Teacher Education Recruitment Rhetoric, and the Craving to be Somebody's Role Model: A Discussion of the Prevalence and Implications of Narcissistic Motivations in the Teaching Profession**

*Roundtable (90 minutes)*

*Room: 209*

**PRESENTER:** **PINCHAK, NICOLO**, Undergraduate Student, Sociology, Bowling Green State University

**ABSTRACT:** Why do you want to be a teacher? Is it so that you may inspire and guide the next generation into a love of learning? So that those students who go unnoticed and neglected might be heard? To have the opportunity to make a difference in the world? Or, is it that you long to be obeyed, admired, and to have your interests validated? Perhaps, to be remembered as a superhero? Maybe, to earn your moral 'stars' in the war on inequality? If you recognize yourself in the latter half of these, willingly or not, you might just be a Narcissistic Pedagogue; or, a teacher who focuses disproportionately on their own needs rather than those of their students -- especially the need for admiration. With the ultimate goal of becoming better able to confront our own narcissistic predispositions, this seminar will introduce the topic in four steps: 1. A presentation and discussion on the topic of "Institutional Formalism," or, how the school context has historically been argued to sculpt teachers' narcissistic tendencies and reinforce narcissistic pedagogies; 2. A presentation and discussion of the narcissism-encouraging recruitment rhetoric (digital media, pamphlets, motivational movies, mottos, etc.) of some of America's most renowned Colleges of Education; 3. A presentation on pre-service teacher's covert narcissistic motivations for entering and exiting the teaching profession using data taken from BGSU pre-service teachers; 4. And finally, a conversation of the implications of our discussion themes as they pertain to the American education system, the teaching profession, and ourselves as critical, reflective (and potentially narcissistic!) pedagogues.

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**TITLE:** **Chutes & Ladders: The School-to-Prison Pipeline and How it Unfairly Targets Minority Students**

*Individual Presentation (15 minutes)*

*Room: 363*

**PRESENTER:** **BROWN, STEPHANIE**, Undergraduate Student, Middle Childhood Education, Bowling Green State University

**ABSTRACT:** Why are students in urban environments treated differently than their suburban counterparts? Does race play a part in punishing students? Why is the incarceration rate so high in the United States? Have these questions ever struck a chord in your mind? While at Martin Luther King Jr. Academy for Boys last semester, the way students were disciplined was nothing I ever saw before. As I discover more of the policy the teachers used when disciplining students, I wanted to know what happen to the students who were subjected to suspension and expulsion as punishment. Unfortunately, these students ended up in the prison system. Yet , what I want to know is whether imprisoning America's student more important than educating them? Delve into the School-to-Prison Pipeline, and discover why imprisoning urban students has become more important than educating them.

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**TITLE:** **Education Is Not Only for the Free: An Insight into Prison Education**

*Individual Presentation (15 minutes)*

*Room: 363*

**PRESENTER:** **EMCH, ERIKA**, Undergraduate Student, AYA Mathematics Education, Bowling Green State University

**ABSTRACT:** Movies and television shows such as the Emmy award-winning Netflix original, Orange is the New Black, are shedding light into what living behind bars is like, however, many components of prison remain a mystery even to super fans of these pictures. Topics such as funding, overcrowding, and living conditions are not discussed when viewers rave about the latest season or new

# CONFERENCE SCHEDULE -- Session 5 (2:45-4:15)

movies that are set in prisons. Education in prison is seldom brought up in mainstream media and entertainment because it almost ceases to exist. Although top universities such as Cornell and Harvard are trying to extend their campuses behind prison walls, they account for less than ten prison education programs. This nation focuses on bringing children out of poverty and putting them in school, however, there is little to no focus on putting adults in school once they enter the prison system. Education is seen as a financial burden instead of an investment in the eyes of wardens, policy makers, and politicians. Come and learn about how education can be incorporated into all types of prisons, and the benefits prison education has on a prisoner's life, recidivism, and the economic growth of the country.

**TITLE:** **Prison as a School: A Discussion of Educating Minors in Prison**  
*Roundtable (30 minutes)*  
*Room: 363*

**PRESENTER:** **GARLOCK, KATIE**, Middle Childhood Education, Educators in Context and Community, Bowling Green State University  
**WILLIAMS, AMY**, Middle Childhood Education, Educators in Context and Community, Bowling Green State University

**ABSTRACT:** In the United States, there are currently 2.3 million people locked up behind bars, and of those people, somewhere around 7,000 of them are minors in adult prisons. Even though most of us will not go to prison ourselves, we should still learn about the statistics and the pressing issue behind the education of these children. The extremely limited access to technology and other outside resources certainly makes educating minors in prison a difficult task. So what exactly is this country doing within these prison walls to educate these kids? How beneficial is a quality education for these kids? Come and discuss with us the issue of educating the kids who are living in prison, and see what is going on behind the iron bars of prisons.

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**TITLE:** **The Real Game of Life: Family and Consumer Sciences for Dummies**  
*Skill-Building Workshop (90 minutes)*  
*Room: 359*

**PRESENTER:** **WRIGHT, KYNA**, Undergraduate Student, Family and Consumer Sciences Education, Bowling Green State University.

**ABSTRACT:** Have you ever taken a Family and Consumer Sciences, (FCS) course? Does your school have FCS? Or do you not know what FCS even is? Family and Consumer Sciences (FCS) are courses that teach students valuable life skills such as food nutrition, financial literacy, child development, parenting, careers, and entrepreneurship. Learn about the impact it has on students who are in and have taken the course. Learn about the co-curricular student-led organization Family, Career, and Community Leaders of America (FCCLA) and its integration into FCS. Come and play "The Real Game"--an innovative career-exploration activity--that is used in FCS classes to help prepare students for success in the workforce and adult life.

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**TITLE:** **They Think What?: Student Misconceptions in the Classroom**  
*Individual Presentation (15 minutes)*  
*Room: 347*

**PRESENTER:** **HEROLD, JENA**, Undergraduate Student, Middle Childhood Education, Bowling Green State University

**ABSTRACT:** Have you every stopped to ask your students what they know about a topic before you teach it? You might be surprised to find out that they will have an answer. Students are not blank slates that are just waiting for knowledge to be thrust upon them. They have ideas about almost everything that have sprouted from a number of places or have no identifiable source at all. These false concepts and ideals that a student can have in any subject are known as misconceptions. They cause numerous problems because students are reluctant to let go of their explanation and believe the one that is being taught to them. Misconceptions in science and how to combat them with be the primary focus of this presentation.

**TITLE:** **Colors in the Classroom: What are the Effects on Student Learning and Behavior of Students**  
*Individual Presentation (15 minutes)*  
*Room: 347*

**PRESENTER:** **KAGY, ALI**, Undergraduate Student, Middle Childhood Education, Math & Science, Bowling Green State University

**ABSTRACT:** Did you know that certain colors can affect students in different ways? How can colors in the classroom affect a student's behavior(s)? "Psychological responses to color are both scientific (physiological) and emotional (psychological)" (Gaines & Curry, 2011). Elementary and high school students react differently to the same colors that they see. "For example, exposure to red causes the heart to beat faster, an increase in blood pressure, and a heightened sense in smell. In contrast, blue causes a slower pulse rate, lower body temperature, and reduced appetite (Engelbrecht, 2003). The research conducted by Torice and Logrippio (1989) has shown that ac

## Session 5 (2:45-4:15) -- CONFERENCE SCHEDULE

tive children prefer cool colors and passive children are more comfortable surrounded by warm colors" (Gaines & Curry, 2011). Having colors in the classroom is wonderful, but having too much color can be blinding for some children and may cause them to not focus as much. In this presentation, I will discuss on how different colors effect student learning and how the colors may affect their moods/behaviors.

**TITLE:** **I Can Do This! How to Bring Back Motivation, Grit, and Internal Drive into Schools Today.**  
*Individual Presentation (15 minutes)*  
*Room: 347*

**PRESENTER:** **WOODFORD, JUSTIN**, Undergraduate Student, Bowling Green State University  
**ABSTRACT:** Standardized testing, the common core, and politics, can all be seen as what is wrong with our education system today. While these aspects are not helping, I believe they are not the true problem. The true problem is the lack of motivation, grit and internal drive in our students' today. Students' lack the ability to keep fighting when the going gets tough, they lack the willingness for long nights in their textbooks, and they lack the responsibility to stay in and study on a Friday night instead of going out with their friends. Nowadays, most students want what is easy, they will do the work to get by, and they will have as much fun as possible. They give excuses about how they can't focus, they aren't smart enough, the teacher sucks, whatever it takes. Students' need to realize that the amount of motivation grit and internal drive is already inside them. I will be uncovering the facts behind these emotions and how to tap into these emotions when the going gets tough. No one has a limit on their potential, it is just a matter of how deep are you willing to go within yourself and how high are you willing to climb.

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**TITLE:** **Oh, the Places We'll Go : Talk on Methods, Student Teaching, Graduation and Future Plans**  
*Panel (1 hour)*  
*Room: 115*

**PRESENTER:** **NUTI, TIA**, Undergraduate Student, Intervention Specialist, Bowling Green State University  
**SCHWIEFERT, SARA**, Undergraduate Student, Intervention Specialist, Bowling Green State University  
**SCHUMACHER, MARIA**, Undergraduate Student, Middle Childhood Education, Bowling Green State University  
**WYSE, CALEB**, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University  
**NICHOLSON, KAITLYN**, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University  
**MCGURER, JORDYN**, Undergraduate Student, Intervention Specialist, Bowling Green State University  
**SHAFFER, TIFFANY**, Undergraduate Student, Intervention Specialist, Bowling Green State University  
**SMITH, HAILIE**, Undergraduate Student, Individualized Studies, Bowling Green State University  
**DOMBROSKI, CAITLIN**, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University  
**ABSTRACT:** We have spent the last couple years dreaming of the places we'll go and now is the time! Join a panel of ECCO's seniors and IEC juniors in discussing what the end of college looks like. Topics such as senior year, methods, student teaching, and post-graduation planning will be discussed to provide insight to prepare you for wherever your feet may carry you. Come ready with questions so we can help ease your nervousness and other stresses.

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**BREAK** **SATURDAY, APRIL 1, 2017,**  
**4:15pm-4:30pm (15 minutes)**

**SESSION #6** **SATURDAY, APRIL 1, 2017,**  
**4:30pm-5:00pm (30 minutes)**

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**TITLE:** **Burritos and Students: How Chipotle's Operating Model Can Help Teachers**  
*Individual Presentation (15 minutes)*  
*Room: 203*

**PRESENTER:** **KRUTSCH, MARY MARTHA**, Undergraduate, Adolescent/Young Adult ILA Education, Bowling Green State University

**ABSTRACT:** We all know and love Chipotle for its food - but have you ever taken the opportunity to explore what makes the restaurant chain so great? As a company, Chipotle's focus is both on the food and the people that work with it. They make sure their employees are trained to do excellent work, work well with others, and encouraged by their environment - just like you as a teacher will want to do for your students! This session will take a look at how Chipotle is run, and

# CONFERENCE SCHEDULE -- Session 6 (4:30-5:00)

explore how the company's strategies for operating their restaurants can be used to empower your students.  
(Chips and Guac provided!)

**TITLE:** **PSA: Don't Say This Sh\*t**  
*Panel (15 minutes)*  
*Room: 203*

**PRESENTER:** **THOMPSON, TAYLOR**, Undergraduate Student, Adolescent Young Adult Math, Bowling Green State University.  
**HARMON, SHAINA**, Undergraduate Student, Middle Childhood Education, Bowling Green State University.

**ABSTRACT:** During the academic year of 2016-2017, some teachers have said some pretty dumb sh\*t, but don't worry it can be fixed. We have many quotes to share, and many things to explain on how you can be a better teacher and stop this cycle of teachers saying embarrassing sh\*t. We will be touching on how our words can affect our students lives and why you should be careful what you say in the classroom. If you need a good laugh and want to be a better teacher, come sit and listen as we ramble on about sh\*t our teachers have said.

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**TITLE:** **PTSD is Blossoming**  
*Individual Presentation (30 minutes)*  
*Room: 205*

**PRESENTER:** **KIMBROUGH, JESSICA**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University  
**LUNKA, ALYSSA**, Undergraduate Student, Intervention Services, Bowling Green State University

**ABSTRACT:** Did you know that military veterans aren't the only population that experiences Post Traumatic Stress Disorder (PTSD)? There is another population that experiences PTSD on a daily basis and it might surprise you who it is. It is young children. Come join us to discuss how young students can experience PTSD due to exposure to violent environments outside of the school setting. We will also be discussing how PTSD can affect students in the classroom and what you can do to help them cope with their trauma. We will introduce you to a school in Oakland, California that is already working with students with PTSD and what they are doing to help their students.

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**TITLE:** **Athletics Versus Academics: A Double-Edged Sword**  
*Individual Presentation (15 minutes)*  
*Room: 207*

**PRESENTER:** **APPELFELLER, BRI**, Undergraduate Student, AYA Social Studies Education, Bowling Green State University

**ABSTRACT:** Where can the line be drawn between academic success and athletic participation; or does this line even exist in the first place? Educators and coaches often stand divided about the importance of each. Student-athletes come to school on an athletic scholarship and are expected to commit numerous hours towards their sport, and are also expected to maintain above average GPA. Many outsiders believe that the distinction is easily made: education should by far be the more important matter. But where do the athletes that willingly commit themselves to these programs stand on the matter? It is their time and effort that they are putting towards this stress, so their opinion should be of primary importance.

**TITLE:** **A for Athlete: Does Being an Athlete Impact Your Educational Experience?**  
*Individual Presentation (15 minutes)*  
*Room: 207*

**PRESENTER:** **LUTHMAN, JOSIE**, Undergraduate Student, Middle Childhood Education, Bowling Green State University

**ABSTRACT:** Today, many high school students spend their free time out of school on the court. Sports have been around for a long time, but are we beginning to put too much value into them? In America especially, sports can be viewed as equally important as an education. People have began to question if sports are worth it and are wondering if student athletes get better treatment in classes than non-athletes. Are athletes getting better grades and treatment just so they can focus and perform better in the game? If this is true, is there any way we can put an end to it?

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**TITLE:** **"Instead of Morons or Idiots, We Now Call Them At-Risk Children": How Eugenics Shaped American Education**  
*Individual Presentation (30 minutes)*  
*Room: 209*

**PRESENTER:** **CARLOCK, ROBERT**, Undergraduate Student, History, Bowling Green State University

**ABSTRACT:** The early twentieth century was a time of social unrest and change. This gave way to the rise of eugenic theory, which calls for the promotion of a "superior" race while keeping "lesser" races from reproducing in an attempt to create a more perfect human race. Although Nazi programs

## Session 6 (4:30-5:00) -- CONFERENCE SCHEDULE

are generally pointed to as the leading example of eugenic policy, eugenic theory was implemented across the globe and persisted in America throughout the twentieth century. Educational theory did not escape the influence of eugenic ideals, and many prominent theories mirror eugenic principles. With a rise in the accessibility of education at this time, eugenicists began to look to education as a tool to exert their theories. Schools provided the perfect environment to analyze every child and determine their life path to support or deter certain bloodlines. This presentation will present information to defend the assumption that eugenic theory contributed to the system of education which still exists in America today.

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**TITLE:** **The Afterlife: The Options Students with Disabilities Have After Graduation**

*Individual Presentation (15 minutes)*

*Room: 363*

**PRESENTER:** **BEASECKER, CAITLIN**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**ABSTRACT:** Can a student with a disability go to college? Do they have any other options? Often times, students with disabilities do not know what options they have after graduating high school. In this discussion we will focus on college opportunities, work options, and the many resources available to those who have a disability. We will also discuss what a family or friend can do to help support their loved one in their next steps. Please join me in talking about a topic that most are not aware of and help spread the many options available to those who are living with a disability.

**TITLE:** **We All Want Jobs- ASAP!**

*Individual Presentation (15 minutes)*

*Room: 363*

**PRESENTER:** **BRENNAN, COLLEEN**, Undergraduate Student, Adolescent Young Adult Language Arts, Bowling Green State University

**ABSTRACT:** Are you worried you may not get a job in a classroom right after college? That is not something we all want to be concerned about right when we finish four long years of hard work. What is one thing that makes graduating seniors who will be applying for teaching jobs one step ahead of some others applying for the same job? Want to find out what it is? Then come learn and listen about one way that can get you ahead of the teaching curve and one step closer at reaching your teaching profession dreams. Stay achieved, stay relieved.

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**TITLE:** **Heteronormativity: The Silent Killer**

*Individual Presentation (30 minutes)*

*Room: 355*

**PRESENTER:** **CHILDRESS, AMY**, Undergraduate Student, Adult Young Adult Social Studies Education, Bowling Green State University

**HURTT, CLAIRE**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

**ABSTRACT:** LGBT+ students live in a world where they are constantly shamed for their sexual or gender orientation. Schools are no exception to a world that constantly exhibits this discrimination. In this presentation the effects of discrimination and how it affects LGBT+ students, such as the increased likelihood of depression in young adults facing discrimination, will be addressed. Then the presentation will cover ways for teachers to limit discrimination within their own classrooms, ways to be sympathetic with LGBT+ students' situations, and how to avoid accidentally saying something toxic will be taught.

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**TITLE:** **Las Manos de Mi Mama: The Perseverance of a Young Migrant Worker**

*Individual Presentation (30 minutes)*

*Room: 347*

**PRESENTER:** **MINER, MEGAN**, Undergraduate Student, History, Bowling Green State University.

**ABSTRACT:** When I was younger, I was fascinated by the texture of my mother's hands. They were rough where mine had always been soft. I did not realize then that her hands were a physical representation of the strength that she had to overcome the situations in which she was forced. She was working many months out of the year yet still was incredibly successful in school. Many people say that their mother is their hero, but most of those people mistake love and devotion for heroism. How many can say that their mother is truly a hero and strength in a physical form? Come listen to how a young girl persevered through situations a child should never be forced to and become the strongest most beautiful woman I have ever met. Come see the strength of my mother.

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# CONFERENCE SCHEDULE -- Session 6 (4:30-5:00)

**TITLE:** **Make Social Studies Great Again**  
*Individual Presentation (15 minutes)*  
*Room: 345*

**PRESENTER:** **TIMMINS, HALEY**, Undergraduate Students, Early Childhood Education, Bowling Green State University.

**ABSTRACT:** **THOMAS, TESSA**, Undergraduate Student, AYA Social Studies, Bowling Green State University  
Schools are teaching history wrong. Schools run by the state and federal level are given the content wrong. Textbooks and teachers teach lies about history and keep certain details out to make America look better than it really is. We will be using Jean Anyons findings from her 1980 article Social Class and the Hidden Curriculum of Work to explore how social studies is taught different between social classes, and whether lies of American history are taught in all the social classes or just lower class schools. We will also be exploring the different teaching methods used in all the classes and how they impact students like or dislike for the subject and what needs to be done to get students interested in the subject and show them that social studies really is important to know more than ever.

**TITLE:** **One Nation under God: Parting the Metaphorical Red Sea to Allow the World Religions to be Taught.**  
*Individual Presentation (15 minutes)*  
*Room: 345*

**PRESENTER:** **NUTI, ROMEO**, Undergraduate student, AYA Social Studies, Bowling Green University

**ABSTRACT:** In a world that is constantly plagued by the asinine political and societal views and norms considered by the growing America, our education is a looked upon as a holy and righteous movement. As education gets looked upon to be the backbone to the answers in our nation, we should also look upon the fundamental beliefs in our religious affiliations. As we grow as a nation, we are always in a constant ying and yang battle with different religious groups trying to place blame instead of truly wondering the reasons behind their actions and or feelings. If we as a nation looked upon the vital aspects of world religion, we would be able to show that not only do other religions work well with others but their valuable life lessons and abilities to look upon the good can help us in our daily lives even though we do not associate ideally with them in their views. When allowing our schools to teach a world religion class, we are not only allowing our students to get a better view of their surroundings but allowing them to grow into the true version they believe they should be.

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**END OF DAY            SATURDAY, APRIL 1, 2017,**  
**THANK YOU FOR PARTICIPATING IN TODAY'S SESSIONS**

6:00pm-8:00pm  
ECCO REUNION—ECCO LOUNGE, MCDONALD HALL, BGSU  
For all ECCO members, current or past (\$7.50 per person).

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# Plenary (11:00-12:00) -- CONFERENCE SCHEDULE

**PLENARY**                      **SUNDAY, APRIL 2, 2017**  
**11:00am-12:00pm (60 minutes)**

**TITLE:**                      **"Sucked into the Vortex. NO CAPES!"**  
*Plenary Session (1 hour)*  
*Education building, room 115*

**PRESENTER:**            **OGONEK, ALEXANDRA**, BGSU Alumnus, Sophomore Geometry Teacher, Collins Academy High School, Chicago, Illinois

**ABSTRACT:**              Urban education is a challenge... and I love it! At times it seems my life is a hurricane: a storm of the most intense severity. The eye is the center; the calm away from the storm. You never realize you have to battle day in, day out, to reach it. As an urban educator you battle academic and environmental struggles, stunted social and emotional growth, but it's not just you, your students are a part of it as well. In the storm, they are working hard, learning and striving to do good, but you are not their hero. I want to share how I am able to be a successful urban educator, despite my suburban schooling.

My kids don't need saving, they need to be heard. They want to be taught.

**PIZZA LUNCH PROVIDED**

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**BREAK**                        **SUNDAY, APRIL 2, 2017**  
**12:00pm-12:15pm (15 minutes)**

**SESSION #7**                **SUNDAY, APRIL 2, 2017**  
**12:15pm-1:15pm (60 minutes)**

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**TITLE:**                      **Trouble Sleeping? Strategies to Improve Sleep Hygiene**  
*Skill-Building Workshop (1 hour)*  
*Room: 203*

**PRESENTER:**            **LUCAS, LISA**, M.A.T. Spanish; Graduate Student, Mental Health Counseling, Bowling Green State University  
**HUFFMAN, ANNIE**, Graduate Student, Mental Health Counseling, Bowling Green State University

**ABSTRACT:**              Sleep can be a daunting task for some; war veterans, survivors of childhood or adult trauma, individuals suffering from insomnia or anxiety, people who have a lot on their minds, teachers, students, or anyone interested in sleeping will benefit from this workshop. You will leave with a toolbox of interventions to share with your students, friends, and self, to improve one's ability to fall asleep and stay asleep, which will likely decrease fatigue during the day and improve one's overall quality of life. Many students and teachers are faced with this underlying symptom, and here it will take center stage. This workshop will to equip you with a variety of tools and interventions to better meet their needs in regards to sleep. Beware: Come well-rested lest you fall asleep and miss the relaxation techniques!

**TITLE:**                      **Were Do I bLng?**  
*Individual Presentation (1 hour)*  
*Room: 205*

**PRESENTER:**            **NOBIS, JACOB**, Undergraduate Student, Adolescent to Young Adult-Integrated Language Arts, Bowling Green State University

**ABSTRACT:**              This presentation will cover how special education is the last frontier of segregation in the modern educational system. Also during this presentation we will discuss those with special needs and learning disabilities biologically, psychologically, and sociologically. Through the usage of case studies, both covered by the media and personal first hand experiences, we will discuss how there is this creation of segregation as well as how we as future educators can try to implement newer ways to teach the curriculum to special need students. An example of one of these theories include teaching Shakespeare to autistic students with Disney.

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# CONFERENCE SCHEDULE -- Session 7 (12:15-1:15)

**TITLE:** **Businesses Spend over \$35 Million a Year to Help Fund Schools, But at What Cost?**  
*Individual Presentation (15 minutes)*  
*Room: 207*

**PRESENTER:** **CAUDILL, MARK**, Bowling Green State University Pre-Business Major

**ABSTRACT:** Don't think Business is in your school, is your school locked in a partnership that can't be ended out of lack of other funding? Over 95% of schools are partnered with a business. Do you know what kind of deal they have? Not many people pay attention, but business do. School and business partnerships have influenced just about every aspect of schools but for the most part have kept under the radar for being a cause of influence. Come discover behind the scenes of a business and school partnerships, how they are formed, how they have been maintained, and if schools are entering into a partnership or a one side profit deal for business.

**TITLE:** **Tight Budgets Opened Doors: How Marketing Affects Children In and Out of Schools**  
*Individual Presentation (30 minutes)*  
*Room: 207*

**PRESENTER:** **KRONTZ, KAREN**, Undergraduate Student, Middle Childhood Education Science and Language Arts, Bowling Green State University

**ABSTRACT:** Children begin to recognize and ask for brands as soon as, and even before they can speak. In the materialistic society that we live in, children can influence more than \$600 billion in spending a year. Marketers have caught on to this and are using children's vulnerabilities to attempt to sell products with no regard for how this may affect the wellbeing of the child. "Marketers have come to realize that all roads lead to the schools" (Linn 2003). Not only are they exposed through media in the home, marketers have infiltrated the schools to market within, where students cannot get away. Through this presentation, I hope to expose the dangers of marketing aimed at children, inside and out of schools, and inform you about how to combat this "marketing maelstrom" as future educators or parents.

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**TITLE:** **Going Beyond Empathy: Creating a path to true action**  
*Roundtable (1 hour)*  
*Room: 209*

**PRESENTER:** **STANG, CARL**, Undergraduate, Political Science, Bowling Green State University

**ABSTRACT:** Empathy and Compassion are used interchangeably, as if they are the exact same, but Empathy is not Compassion. Empathy is about walking in another person's shoes, it is viewing the world the way that they view it and to feel what they feel. Compassion on the other hand is not only about trying to feel another's feelings, but attempting to help them resolve problems in life. Feeling empathy as a teacher is natural. Often times students' lives are harsh, but just feeling bad for their situation solves nothing. Rather teachers should feel the desire to change that students' life for the better. Come and have a roundtable discussion on Empathy and Compassion.

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**TITLE:** **Roses in the Concrete: Educators Who Give a Piece of Themselves to Their Students.**  
*Individual Presentation (1 hour)*  
*Room: 363*

**PRESENTER:** **NEWMAN, SARA-DANIELLE**, Undergraduate Student, Dual Intervention Specialist, Bowling Green State University

**ABSTRACT:** Imagine you're only 10 years old. Your parent(s) are in and out of prison. Bouncing from foster home to foster home. You don't know where your next meal is coming from due to poverty. You live in an abusive or neglectful environment. You have been sexually abused. Violence, drugs, and alcohol are all you know. You feel like nobody cares or loves you. School is the only stability you have in your life. It is your safe haven. You need to talk to somebody, anybody. You confide in your teacher. This is the reality for so many of our students. What do you do when they confide in you as their teacher? Do you become emotionally invested no matter the cost? Do you become cold and distant? Do you pretend it isn't happening? Do you take it easier on them? Do you push even harder? The traumatic stress of our students can affect us as educators in the form of secondary traumatic stress. I want to talk about the effects of secondary traumatic stress (STS) on teachers, how to determine the extent to which our own traumas affect us, and preventative measures that we can take to stay healthy.

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**BREAK** **SUNDAY, APRIL 2, 2017**  
**1:15pm-1:30pm (15 minutes)**

# Session 8 (1:30-2:30) -- CONFERENCE SCHEDULE

SESSION #8            SUNDAY, APRIL 2, 2017  
1:30pm-2:30pm (60 minutes)

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**TITLE:**            **Why is Music and Art Walking out the Door**  
*Individual Presentation (15 minutes)*  
*Room: 203*

**PRESENTER:**    **DOUBLE, JUSTIN**, Undergraduate Student, Middle Childhood Education, Bowling Green State University

**ABSTRACT:**      Why do schools have to cut music and art programs. This is mainly about the amount of funding that schools get to use on these programs. There is reasons why schools so keep these programs in their schools. Music and art help students get their minds off of their other school work. Music and art create student to use their created side of. The schools funding really hurt this since most schools need to have the updated facilities to provide the learning service that the already do. Music and art program are just a few things that school are cutting to support their school spending.

**TITLE:**            **Create. Sing. Get Moving: How to Integrate Art, Music, and Movement into the Classroom**  
*Individual Presentation (30 minutes)*  
*Room: 203*

**PRESENTER:**    **SCHNITKER, ELLY**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.  
**FAIRCLOTH, KATHERINE**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.  
**KALINOWSKI, OLIVIA**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.

**ABSTRACT:**      Through education many teachers and educators struggle integrating art, music, and movement into the classroom. We will be talking about how to integrate art, music, and movement into the core subject areas. There are many times teachers think that adding these into their lesson plan will make it more difficult, take up time that they do not have, and it will create a mess in their classroom. We will be discussing easy ways to integrate these into the classroom that will be fun, educational, and something new to bring into your future classroom when you become a teacher. We will show you different lesson plans that you can incorporate into your classroom and even bring in examples that we have made. Come get ready to create, sing, and get moving!

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**TITLE:**            **Did I Stutter?**  
*Individual Presentation (15 minutes)*  
*Room: 205*

**PRESENTER:**    **BISSLER, ANDREW**, Undergraduate Student, Communications Disorders and Sciences, Bowling Green State University

**ABSTRACT:**      Did you know that students with a language disorder face ridicule, isolation, and frustration in every day interactions? Each day we take one important thing for granted; the ability to communicate and be understood. In this session I will be explaining the trials and tribulations that those with communication disorders go through everyday. We will discuss and pick apart why kids with communication disorders have trouble inside and outside of school. The purpose of this session is to give future educators some understanding and empathy to those who struggle every day, and need our support as educators to help them excel in all areas, when there is odds against them.

**TITLE:**            **What Did You Say? An Eye-Opener on People Who Are Nonverbal**  
*Individual Presentation (30 minutes)*  
*Room: 205*

**PRESENTER:**    **ROOT, JESSICA**, Undergraduate Student, Intervention Specialist, Bowling Green State University.

**ABSTRACT:**      Have you ever met someone who is nonverbal? Have you ever met someone who should be talking for their age, but isn't? Have you ever wondered how someone could be nonverbal? In my presentation, I will be discussing my personal experiences with people who are nonverbal and how they communicate. I will be discussing the different styles of communication and I will be stressing the importance of it. There will be some small group activities that put into perspective how much we take verbal communication for granted. Every teacher is likely to work with a student who is nonverbal, and those who are not educators are likely to run into someone who is nonverbal in the community. It is important to know how to work with, communicate with, and support individuals who are nonverbal. Come check it out!

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# CONFERENCE SCHEDULE -- Session 8 (1:30-2:30)

**TITLE:** **Protect Your Students: Practice ALICE Training**  
*Demonstration (1 hour)*  
*Room: 207*

**PRESENTER:** **BOWEN, KAYLEIGH**, Undergraduate Student, Intervention Specialist, Bowling Green State University  
**PEGORCH, MIRANDA**, Undergraduate Student, AYA Mathematics, Bowling Green State University

**ABSTRACT:** Have you ever wondered how to protect yourself in a classroom from an armed shooter? Now is your chance to learn with our ALICE training presentation. Did you know that on average there is one school shooting every other day. This presentation will walk you through how to prepare and plan accordingly on how to proactively handle armed shooter. It is our duty as educators to protect our students from injuries and danger. By acting quickly and making the right decision it can help save children's lives. If you have ever felt unsafe in a school then this presentation is right for you!

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**TITLE:** **Engineers of the Soul; A Reflection of Chinese and American Education."**  
*Individual Presentation (1 hour)*  
*Room: 209*

**PRESENTER:** **CASWELL, CHELSEA**, Undergraduate Student, AYA Integrated Mathematics, Bowling Green State University  
**NICHOLSON, TAYLOR**, Undergraduate Student, AYA Integrated Mathematics, Bowling Green State University

**ABSTRACT:** Pre-service teachers Chelsea Caswell and Taylor Nicholson share their experiences working alongside Chinese pre-service teachers and professors of mathematics. What makes a Chinese classroom different from an American classroom? How do students in China view mathematics, and how does their perception of education differ from ours? These co-presenters will draw upon their experiences in examining the effectiveness of Chinese education versus American education. With extreme tracking, a lack of national standards for education, and traditional lecture-based classrooms, Chinese education holds many differences to the kinds of educational reform that the United States is currently undergoing. Despite their respective struggles, both countries continue searching for a balance between effective teaching and student academic achievement relevant to their culture, tracking, a lack of national standards for education, and traditional lecture-based classrooms, Chinese education poses many differences to the educational reform that the United States is currently undergoing. Despite the struggles, both countries continue searching for a balance between effective teaching and student academic achievement relevant to their culture. After studying abroad in China, co-presenters Chelsea Caswell and Taylor Nicholson relate their experiences working with Chinese pre-service teachers to examining the effectiveness of Chinese education versus American education. What differences are in Chinese education that puts their international math achievement scores ranked at 3rd as the United States is ranked at 12th, and how do these differences relate to their cultural perspective on education?

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**TITLE:** **Inclusion: Downfall or Uplift**  
*Roundtable (1 hour)*  
*Room: 363*

**PRESENTER:** **COX, OLIVIA**, Undergraduate Student, Intervention Education, Bowling Green State University

**ABSTRACT:** Public school settings are lacking one of the most important characteristics of democratic society learning: Inclusion. Lack of inclusion is often caused by lack of funds, fear that students with exceptionalities will feel stressed and pressured to "keep up", tension between collaborating educators, and request of parents for separate education for their students with exceptionalities. Inclusion has more advantages than disadvantages; Inclusion increases academic performance, student engagement, and positive behavior. Inclusion does require more funds to pay for the specialists that may have to follow the students with special needs. Various perspectives on inclusion include worrying about the stress and pressure a student with an exceptionality might feel in a classroom full of students that can work faster and with more efficiency than him/her. However, many studies show that, if started at an early age, inclusion helps all students- with special needs or no- to be more accepting of all kinds of students. Students with special needs learn how to be included and function with other types of students. It is all about planning and communication. Parents worry about the same situations that teachers do- that their children will not feel a part of the group even if they are with the mainstream group. Frequently, parents have been misled or misinformed about the facts and studies of inclusion; this happens with many families with a child with an exceptionality. Engaging with other students helps create a more positive atmosphere therefore, encouraging students to become more involved in class.

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## Session 8 (1:30-2:30) -- CONFERENCE SCHEDULE

- TITLE:** **Schooling Sheep: How Schools are Being Used by Nefarious Cabals to Derogate Students and Bring about the Downfall of American Society ... Or, How Conspiracy Theories are a Way to Approach the Elephant in the Room.**  
*Individual Presentation (1 hour)*  
*Room: 347*
- PRESENTER:** **VROOMAN, PATRICK, PH.D.**, Lecturer, School of Teaching & Learning, Bowling Green State University
- ABSTRACT:** We all know what's wrong with our education system: secret organizations like the Illuminati and Yale University's Skull & Crossbones and utopianists and European socialists—oh, and ultraconservatives, billionaires, and teacher unions, too—use schools to create a totalitarian, dumbed-down, anti-Christian, global miseducation system . . . and education leaders like John Dewey and his Communist sympathizers at Columbia's Teachers College (who were also eugenicists and evolutionists) deemed reading as too individualistic and sought to destroy reading practices and promote submission to the State . . . and . . . We know what's really going on here! Harkening back to the Latin origin of the word "conspiracy," I ask you to "conspire" with me—or "breathe together" with me—both knowledges that we take for granted and knowledges that are stigmatized. Yes, breathe them together. For common sense is not often good sense. And, the stigmatized is not always wrong. / This presentation will examine examples of conspiracy theories about schooling and the American education system and explore who believes them, how do they function, and to what ends—as well as a few other questions: Why is it that the field of education is full of conspiracy theories? What does the existence these particular conspiracy theories say about our education system? And, what do conspiracy theories tell us about ourselves, knowledge, learning, and truth?
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- TITLE:** **Why Teachers Drink**  
*Roundtable (1 hour)*  
*Room: 355*
- PRESENTER:** **HUBBELL-STAEBLE, DAWN**, Senior Lecturer, General Studies Writing, Bowling Green State University
- ABSTRACT:** The title is self-explanatory: we're going to talk about why teachers drink. There is a disconnect between why we go into teaching and what we are expected to do as teachers. That's why we drink. The profession is driven by people outside the profession. That's why we drink. There's the lack of respect. That's why we drink. Humans are not commodities. That's why we drink. The list goes on and on. Cheers!
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**BREAK** **SUNDAY, APRIL 2, 2017**  
**2:30pm-2:45pm (15 minutes)**

**SESSION #9** **SUNDAY, APRIL 2, 2017**  
**2:45pm-3:45pm (60 minutes)**

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- TITLE:** **Classroom Pets: How Furry Friends Create a Well-Rounded Student and Learning Experience**  
*Individual Presentation (15 minutes)*  
*Room: 203*
- PRESENTER:** **SERFOZO, JACLYN**, Undergraduate Student, Early Childhood Education, Bowling Green State University.
- ABSTRACT:** Hamsters and fish and birds, oh my! Did you ever have a teacher who had a classroom pet? Did you enjoy having that pet in your classroom? What kind of memories did you have with that classroom pet? Good? Bad? None at all? What about if you did not have a classroom pet, but another class did? How did that make you feel? Happy? Sad? Mad? Well, I can tell you that I was the student who never had a classroom pet. I remember always being jealous of my other peers who got to take home their classroom pet home and I never had that opportunity. I always felt like I was missing out on an experience that my peers got to have and I did not. Because of this experience I had during my early childhood I wanted to talk to you about the positive effects classroom pets have on students. Classroom pets help students socially, physically, and emotionally. It opens a whole new world of lesson plans for teachers and it helps teach students basic life character traits. Come join me as we dive deeper into the positive effects classroom pets have on students and their education.



# CONFERENCE SCHEDULE -- Session 9 (2:45-3:45)

**TITLE:** **Social-Emotional Development through Classroom Pets**  
*Individual Presentation (30 minutes)*  
*Room: 203*

**PRESENTER:** **GLANCY, JESSICA**, Undergraduate Student, Early Childhood Education, Bowling Green State University

**ABSTRACT:** The majority of households in the U.S. have pets, so why don't our classrooms? Classroom pets are proven to increase children's social, emotional, and academic well-being. The American Humane Association and Pet Care Trust have recognized the benefits of classroom pets and have created a grant program to place more pets into schools. Pets can be used for activities, class lessons, teaching responsibility, or as therapy. The emergence of pet therapy goes hand in hand with classroom pets by helping children who may have anxiety, depression, or attention deficit/hyperactivity disorder. There are several animals commonly placed in classrooms including fish, guinea pigs, and bearded dragons. These pets help to increase a child's social-emotional development.

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**TITLE:** **No Body Puts Baby in the Corner: Managing Bad Behavior with Meditation, Not Exclusionary Discipline.**  
*Roundtable (1 hour)*  
*Room: 205*

**PRESENTER:** **DOLIN, ILANA**, Undergraduate Student, Early Childhood Education, Bowling Green State University

**ABSTRACT:** Currently in placement, I have a few students in the classroom I am observing with behavior that can scare most people away from teaching; they are the worst-case scenarios for bad behavior. The students in context will kick, hit, and throw their desks and will growl, yell and be disrespectful to my supervising teacher, the Para in the classroom, and myself. In this discussion, we will discuss the issues in the education system in how we discipline students and different ways of doing so that stimulate students instead of bring them down. A particular way is through meditation instead of other forms of discipline such as: sending them to the office, detention, etc. To begin the conversation, we will watch a video about an elementary school in West Baltimore who uses meditation for every issue; which given each issue gets a particular amount of time in meditation.

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**TITLE:** **The Atrocity That is Abstinence Only Sex Education in America**  
*Roundtable (15 minutes)*  
*Room: 207*

**PRESENTER:** **VALIENTE, AMANDA**, Undergraduate Student, Bowling Green State University

**ABSTRACT:** This presentation will discuss the issues that are caused by abstinence only sex education. We will talk about potential solutions to help deal with rising teen pregnancy/STI rates. There will be an overview on what is typically discussed in traditional sex education in public schools. The debate between abstinence only and comprehensive sex education will be discussed. Lastly we will talk about legislation that has been passed to remove abstinence only sex education from public school curriculum.

**TITLE:** **Just as Qualified, but Never Hired**  
*Roundtable (15 minutes)*  
*Room: 207*

**PRESENTER:** **WOOD, SARAH**, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

**ABSTRACT:** This presentation will be covering the inequalities and hardships faced by LGBTQ teachers. Most people do not know the multitude of issues faced by LGBTQ teachers such as being able to achieve the job of working with children or prejudices faced within the classroom and community. LGBTQ teachers are incredibly beneficial in the classroom and within schools because they have certain knowledge and experiences others do not. Having LGBTQ staff members has been proven to decrease bullying and increase self confidence in students who are not heterosexual. Discrimination is still faced daily for LGBTQ teachers, forcing them to stay closeted, therefore not being able to help students. The phrase "we all bring something to the table" is a very effective and beneficial motto for a school to use when considering what staff to hire.

**TITLE:** **Teaching Social Justice Under A Donald Trump Administration**  
*Roundtable (15 minutes)*  
*Room: 207*

**PRESENTER:** **MOMMSEN, HANNAH**, Undergraduate Student, Bowling Green State University

**ABSTRACT:** Social justice has been an increasingly popular topic over the last several years. It has also increased discussion about social justice being taught in schools. Few schools and teachers have jumped on board to teach social justice. However, teaching social justice has become immensely more important since Donald Trump was elected as President of the United States. Trump is



## Session 9 (2:45-3:45) -- CONFERENCE SCHEDULE

known for making derogatory comments about women, people of color, and minorities. His words are heard by millions of people across the United States, including students. The President is supposed to be a role model for students. Instead, his words of hate negatively impact students. This discussion will dig into the benefits of teaching social justice, as well as the methods for teaching it in the classroom. It will also explain the urgency of teaching social justice based on the actions of President Donald Trump.

**TITLE:** **The Better Secretary of Education: Betsy DeVos or the Grizzly Bear?**

*Roundtable (15 minutes)  
Room: 207*

**PRESENTER:** **VANCE, SUMMER**, Undergraduate Student, Adolescent/Young Adult, Social Studies Education, Bowling Green State University

**ABSTRACT:** The Secretary of Education changes with every presidency, this term has changed for the worst. With Betsy DeVos as the new Secretary of Education, many educators across the country are worried. Betsy DeVos supports "school choice" which is a voucher system which takes taxpayers money as a way to allow students of low-income families to attend private schools. With Betsy DeVos' strong views of privatizing public schools, leaves many parents of students with disabled children concerned because private schools can reject these students because they are not required to withhold the laws of Individuals with Disabilities Education Act (IDEA). IDEA is federal laws that require public schools to facilitate these students and give them equal opportunity to education. American people were shocked when watching her hearing prior to becoming the Secretary of Education because she showed how unqualified for the position that she has been given. Betsy DeVos will destroy public education with her policies and viewpoints.

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**TITLE:** **Those Who Cannot Teach, Do: The War Between Content Knowledge and Passion**

*Roundtable (1 hour)  
Room: 209*

**PRESENTER:** **BROWN, ALI**, Undergraduate Student, Adolescent Young Adult Integrated Language Arts Education, Bowling Green State University

**ABSTRACT:** **BROWN, DARCY**, Intervention Tutor, Anna Local Schools, Anna, OH  
Is your content knowledge enough to truly save you? Do you need something more substantial than a piece of paper to prove your worth as a teacher? Teacher candidates are told at every turn of their collegiate career they must be a master of their content knowledge in order to be a successful educator. However, this may not be the case. If one has the desire to teach and connect with students, are they able to successfully pursue their passion without a degree? This round table discussion will highlight Darcy Brown, an intervention tutor to 70 plus students in a rural public school, with no collegiate experience of her own. Darcy Brown will speak on her experience as a non-traditional teacher in a traditional public school system.

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**TITLE:** **Nico's Favorite ECCO Student: Reflecting on Ardy's Four Years in ECCO**

*Panel (1 hour)  
Room: 363*

**PRESENTER:** **GONYER, HOWARD (ARDY)**, PhD Candidate, Higher Education Administration, Bowling Green State University

**ABSTRACT:** **PINCHAK, NICO**, Undergraduate Student, Sociology, Bowling Green State University  
Nico and Ardy will have a casual conversation about Ardy's four years "in ECCO" and how he has experienced concept change throughout his time working with ECCO. The conversation will be organic in nature and will allow audience members to join in the conversation by asking questions and reflecting on what they are hearing as well as their own time in ECCO.

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**TITLE:** **I Refuse to Leave My S\*\*\* at the Door**

*Roundtable (1 hour)  
Room: 347*

**PRESENTER:** **HEITKAMP, ABBY**, Intervention Specialist, Mercer County ESC

**ABSTRACT:** In my undergraduate experience, I repeatedly received well-meaning advice; namely, when you enter the classroom, you leave your crap at the door. At this time in my learning journey, I agreed with this advice wholeheartedly under the premise that one needs to be emotionally available to guide students. Upon entering the profession and a few years of experience, I have come to find this to be an unrealistic expectation in which I would never expect of my students. This presentation aims to explore the role of emotions not only in traditional classrooms, but also in all teaching and learning environments by all participants in the learning process.

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# CONFERENCE SCHEDULE -- Session 9 (2:45-3:45)

- TITLE:** "False Empathy": How Race and Ethnicity Affect Student's Perception of Their Teachers.  
*Panel (60 minutes)*  
*Room: 345*
- PRESENTER:** **STAMPER, AUSTIN**, Undergraduate Student, AYA Social Studies Education, Bowling Green State University.  
**WOODRUFF, EVAN**, Undergraduate Student, Sports management, Bowling Green State University.
- ABSTRACT:** **SIGLER, ALLISON**, Undergraduate Student, Undecided, Bowling Green State University.  
Have you ever felt that someone tried to sympathize with you, but you knew that they were full of it? This is how some students feel when interacting with their teachers. Minority students make up fifty percent of the enrolled students in the United States, but only eighteen percent of teachers are minorities. This diversity gap can cause students to not perform well in their courses because they feel that their teachers cannot fully connect with them. Being a white teacher in a highly diverse area can be difficult, because some students feel as if the teacher is an enemy. Students seem to learn better and retain more knowledge when they enjoy their teacher. By having a large diversity gap between teachers and students, needs are not being filled. During this presentation, we will discuss the effects on how the race of a teacher can affect student's outcomes in the classroom, and how assimilation processes can be implemented to help make schools more comfortable.
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**BREAK**                      **SUNDAY, APRIL 2, 2017**  
**3:45pm-4:00pm (15 minutes)**

**SESSION #10**            **SUNDAY, APRIL 2, 2017**  
**4:00pm-4:30pm (30 minutes)**

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- TITLE:** **You Do NOT Control Your Education! Dig Deep Into How Society's Hidden Rules and Regulations Take Control of Your Education, In Ways You Were Never Aware Of**  
*Roundtable (30 minutes)*  
*Room: 203*
- PRESENTER:** **DURHAM, KAYLEN**, Undergraduate Student, Intervention Specialist, Bowling Green State University
- ABSTRACT:** "The quickest way to silence a mouth, is to treat it as if none had come before." Our education system silences the mouths of minorities everyday. The European American Influence on our education system is so dangerously large that students of minority decent are taught to read and learn from textbooks that are filled with everything but who they are. The true problem in our education system is the mindset of the European American. The disgraceful mindset that tries to cover up the truth about America's history. European Americans should not be training our educators to sugar code the actions of the ancestry that has caused infinite bloodshed, just to become powerful and stay powerful. Come join me in an open discussion about the negative affects of influences within our society that negatively affect all lives, especially within our education systems.
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- TITLE:** **The Untold Story: Pregnant and Parenting Students**  
*Roundtable (30 minutes)*  
*Room: 205*
- PRESENTER:** **HENRY, SHYLA**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University
- ABSTRACT:** Picture this; its 10 o'clock at night and after 2 hours you're still slaving over a computer, fingers typing a thousand words a minute while you try to complete this 10-page research paper due at midnight. Sounds stressful, right? Now imagine the same scenario, but with a sick two-year-old child clinging to your leg. You had to miss class that day because the daycare wouldn't take him while his fever was active, so you missed in-class points your instructor won't allow you to make up. This is a common scenario for college students who are pregnant or parenting. In addition to the stress and struggles of college, they attempt to conquer parenthood and survive. Have you ever wondered how they do it? I've wondered, and I want to know how we can help them complete their education. Many pregnant and parenting students face discrimination on college campuses from faculty, instructors, and other students. They are persuaded to enroll in alternative programs with questionable academic quality, or worse, encouraged not to enroll at all. I want to know how not only BGSU can improve the education and accommodations for these students, but colleges across the nation. The rate of early parenthood is increasing in America, these students have a family to care for, and it seems that colleges are sweeping them to the side and waiting for them to drop-out. What can we do to help? At this time, I would like to hold

## Session 10 (4:00-4:30) -- CONFERENCE SCHEDULE

a panel of pregnant and parenting students at BGSU for an open discussion about these issues. Come hear their stories and discuss how to improve BGSU for all parents on campus receiving an education.

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**TITLE:** **Por Favor, Profesor. No Hablamos Ingles: Dealing with Students that Do Not Speak English as Their First Language.**  
*Demonstration (30 minutes)*  
*Room: 207*

**PRESENTER:** **MCCROSON, MAGGIE**, Undergraduate Student, Spanish Education, Bowling Green State University

**ABSTRACT:** In this part workshop, part discussion Presentation, we will explore ways to help students that do not speak English as their first language. It is becoming more important than ever that teachers remember some students they will come into contact with, struggle with language barriers. The first half will be a mini classroom lesson in which I will teach the group a basic Spanish lesson. We will then discuss the difficulty of understanding a teacher when we do not speak the language that is being spoken. We will then break down the statistics of Spanish speakers around the world as well as within the United States, and discuss what that means in today's education system.

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**TITLE:** **Laziness or Attention Deficit Hyperactivity Disorder: A Closer Look at ADHD**  
*Individual Presentation (30 minutes)*  
*Room: 209*

**PRESENTER:** **ORZECOWSKI, MEGAN**, Undergraduate Student, Adolescent Young Adult Education, Bowling Green State University

**ABSTRACT:** Do you ever find yourself frustrated with students who do not put any effort into your class? Do you often find these students staring out the window or zoning out? These behaviors are often seen in student who have Attention deficit hyperactivity disorder (ADHD). Students who show these behaviors are often considered lazy by teachers because they don't make the connection between the symptoms of ADHD and the student's behavior. In this presentation, we'll take a closer look at ADHD and how it affects students. I'll discuss the solutions teachers can help students stay focused in class.

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**TITLE:** **B is for..... Bullying**  
*Roundtable (30 minutes)*  
*Room: 363*

**PRESENTER:** **SMITH, ELIZABETH**, Undergraduate Student, Inclusive Early Childhood Educator, Bowling Green State University.

**ABSTRACT:** Have you ever been bullied? I want to hear about your own experience of bullying and how it has affected you. I will discuss how bullying can damage a child's learning process and how teachers can help with the prevention of bullying. I will share my own experiences of what I have done in the prevention of bullying and I want to help others stand up for themselves. I want teachers to be aware of what may be going on in their students' lives, ranging from home to the internet to even the bus ride. How every second someone could be torn down and their life forever changed. It is time for future educators to take a stand against bullying.

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**TITLE:** **Creativity in Mathematics**  
*Individual Presentation (30 minutes)*  
*Room: 355*

**PRESENTER:** **SCHULTZ, EMALEIGH**, Undergraduate Student, AYA Mathematics, Bowling Green State University.

**ABSTRACT:** When I say mathematics classroom what do you think of? The immediate picture most see is of a teacher lecturing students who have open textbooks on their desks taking notes or sleeping because they could care less about the subject. For the most part, this is the reality of the situation because teachers are focused on the impending state and national tests students are required to take. However, as a future mathematics educator I want to change this standard of thought. I want to make that picture in your mind change to one of an active and engaged learning environment that provides students enjoyment while working through content. I am going to share methods and activities from personal experiences during my high school and collegiate years that have driven me to aspire for an engaged classroom. These activities are hands on and require critical thinking; therefore, create a space where students enjoy walking into their math classroom everyday. Shying away from the fun is the quickest way to have students become uninterested and disconnected from the context and classroom atmosphere that you are trying to implement. So I say let's allow students to have fun in the classroom, yes content is important, but freedom and creativity are equally important for education.

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# CONFERENCE SCHEDULE -- Session 10 (4:00-4:30)

**TITLE:** Teaching Activism  
*Individual Presentation (30 minutes)*  
*Room: 347*

**PRESENTER:** REINER, COURTNEY, Teacher, Bachelors Degree in Integrated Social Studies from Kent State University, Masters in American History and Government from Ashland University

**ABSTRACT:** I will be discussing how I, as a ninth year teacher with a Master's of American History and Government, am finally embracing my active role in the government with this last election and attending the Women's March in DC, and the turn I am taking in teaching- gearing my students to be active citizens ready to rally against hatred and bigotry, and always be seeking and defending truth.

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**TITLE:** Teachers Suck, Go Straight to the Students!  
*Individual Presentation (30 minutes)*  
*Room: 345*

**PRESENTER:** LUNA, SARAH, Undergraduate Student, Middle Childhood Education: Mathematics and Language Arts, Bowling Green State University

**ABSTRACT:** There are so many situations where teachers think that they know what is best for their students. But have you ever considered asking the students what they want? I have been working with many students, and man do they have a lot to contribute! Don't you want to know how you could help your students succeed in the classroom? Because come-on, we all suck and could use a little guidance from our little friends!

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**BREAK**                      **SUNDAY, APRIL 2, 2017**  
**4:30pm-4:45pm (15 minutes)**

**SESSION #11**            **SUNDAY, APRIL 2, 2017**  
**4:45pm-5:15pm (30 minutes)**

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**TITLE:** ¡Wepa!: Why In An Era of Educational Advancement Latinas Are Still Falling Behind, and How We Can Help, Beginning with BGSU  
*Individual Presentation (30 minutes)*  
*Room: 203*

**PRESENTER:** TORRES, RACHEL, Undergraduate Student, Undecided, Bowling Green State University

**ABSTRACT:** In Puerto Rican communities, wepa is a term with a dual meaning- it is used when there is a cause for celebration, or when someone has messed up, big time. There is no better term for describing the current state of education for Latinas. While retention rates are rising across the nation, Hispanic females are still falling behind. My presentation takes a look at the history of educational discrepancies between Hispanic and non-Hispanic students, common reasons behind dropping out in our community, examples of colleges and universities that have successfully combated this issue, and how we can help our Latina students right here at BGSU.

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**TITLE:** The Writing ACT's Effects on Students of Different Cultural Capitals  
*Individual Presentation (30 minutes)*  
*Room: 205*

**PRESENTER:** DASTOLI, DANIELLE, AYA Life Sciences and Chemistry, Bowling Green State University

**ABSTRACT:** This presentation highlights the various parts of the Writing ACT that need to be reconsidered for students with different cultural capitals and how those students are affected by such parts. Students with different styles of speech and regions in which they are raised are not considered in their scoring of the optional (but usually necessary in college entrance) portion of the ACT. Although the purpose of such a test is to standardized all students to be on equal playing grounds, there are many factors that are unfair and biased towards students are differing races and backgrounds. All of these points and more are talked about throughout this essay.

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## Session 11 (4:45-5:15) -- CONFERENCE SCHEDULE

**TITLE:** Taking the YoU Out of AbUse  
*Individual Presentation (30 minutes)*  
*Room: 207*

**PRESENTER:** PLEIMAN, SHELBY, Undergraduate Student, Early Childhood Education, Bowling Green State University.  
BURNARD, MEGHAN, Undergraduate Student, Adolescent Young Adult, Social Studies Education, Bowling State University.

**ABSTRACT:** "In the United States, more than four children die from child abuse and neglect on a daily basis. Over 70% of these children are below the age of three," (11 Facts about Child Abuse, para. 6). With being future teachers, it is important to understand abuse and neglect plus be able to pick out the signs of the secluded problem of child abuse and neglect. Children are suffering from the epidemic of abuse and neglect. The United States of America has one of the highest records of abuse and neglect among other industrialized nations. Our country loses children every day to child abuse and neglect and as role models and teachers, it is important to lower the number of deaths.

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**TITLE:** Learning to Love Learning  
*Individual Presentation (30 minutes)*  
*Room: 209*

**PRESENTER:** KENDALL, KERESTIN, Undergraduate Student, Early Childhood Education, Bowling Green State University  
GORRELL, KAITLYN, Undergraduate Student, Early Childhood Education, Bowling Green State University

**ABSTRACT:** Are you struggling to keep your students engaged and excited about learning? If so, come to this presentation where different teaching strategies will be discussed and looked at! We will explore different ways to incorporate songs, dances, rhymes and other fun activities into the learning experience of students in elementary schools. We want all students to feel comfortable and want to come to school. This presentation will go into depth on different 21st century skills taught and how they can influence a child's educational outcome. By learning and using new strategies we can help accommodate each student's learning needs in the classroom. Please join us in helping students learn to love learning!

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**TITLE:** The Literary Canon: Relevant or Nah?  
*Roundtable (30 minutes)*  
*Room: 355*

**PRESENTER:** SNYDER, JESSICA, Undergraduate Student, Adolescent Young Adult Integrated Language Arts Education, Bowling Green State University.

**ABSTRACT:** Have you ever heard of the literary canon? Do you love to share your passion for it or love to tell everyone to throw it in the trash? Come to my presentation where we can discuss what the literary canon is and what we think we can do with it. Some might say that the canonical texts are irrelevant to life as we know it today, while some may think that we can tie canonical texts with modern day texts to teach our students life lessons. Come to my presentation and tell me what you think!

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**TITLE:** Guns, Trumpets, and Festivals; The Ways We Promote Non-Violence in and Out of the Classroom  
*Individual Presentation (30 minutes)*  
*Room: 347*

**PRESENTER:** BRACY, CARTER. AYA Social Studies.

**ABSTRACT:** Henry Ford once said that "The most dangerous notion a young man can acquire is that there is no more room for originality. There is no large room for anything else". As teachers, we must find ways to promote originality within our students no matter what the cost, especially in urban sectors where students may not see an open door to escape the constant struggles of life. I will be presenting on how we, as teachers, can help steer our students off the path of self-harm and into the direction of positive self-expression. The subjects that we teach will not always be the passions of those we teach, so it is important that we find ways to support and encourage students to go towards a path of success in whatever they wish to do.

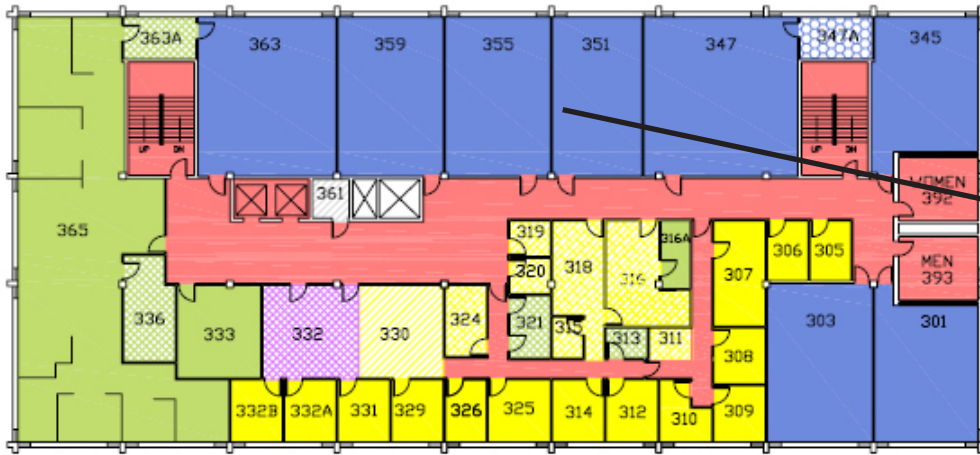
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**END OF DAY            SUNDAY, APRIL 2, 2017,**  
**THANK YOU FOR PARTICIPATING IN THE 8<sup>TH</sup> ANNUAL ECCO CONFERENCE!**



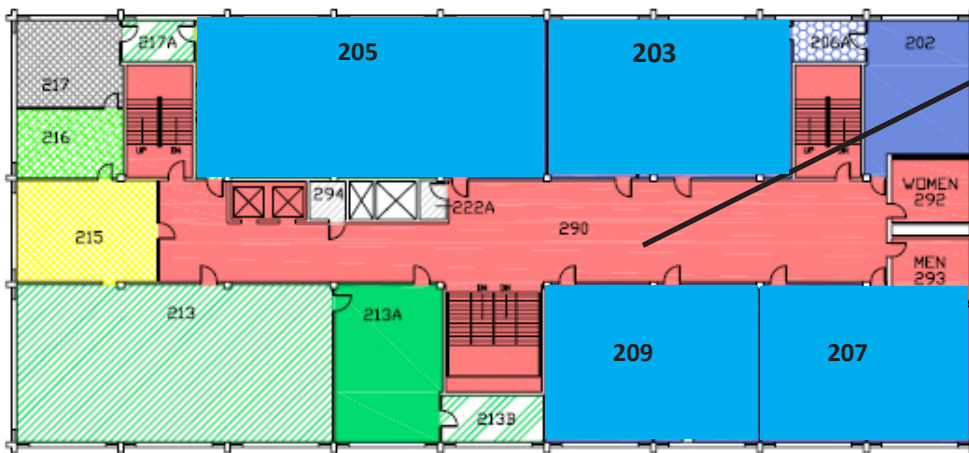
# MAP OF EDUCATION BUILDING MEETING ROOMS

## Third Floor



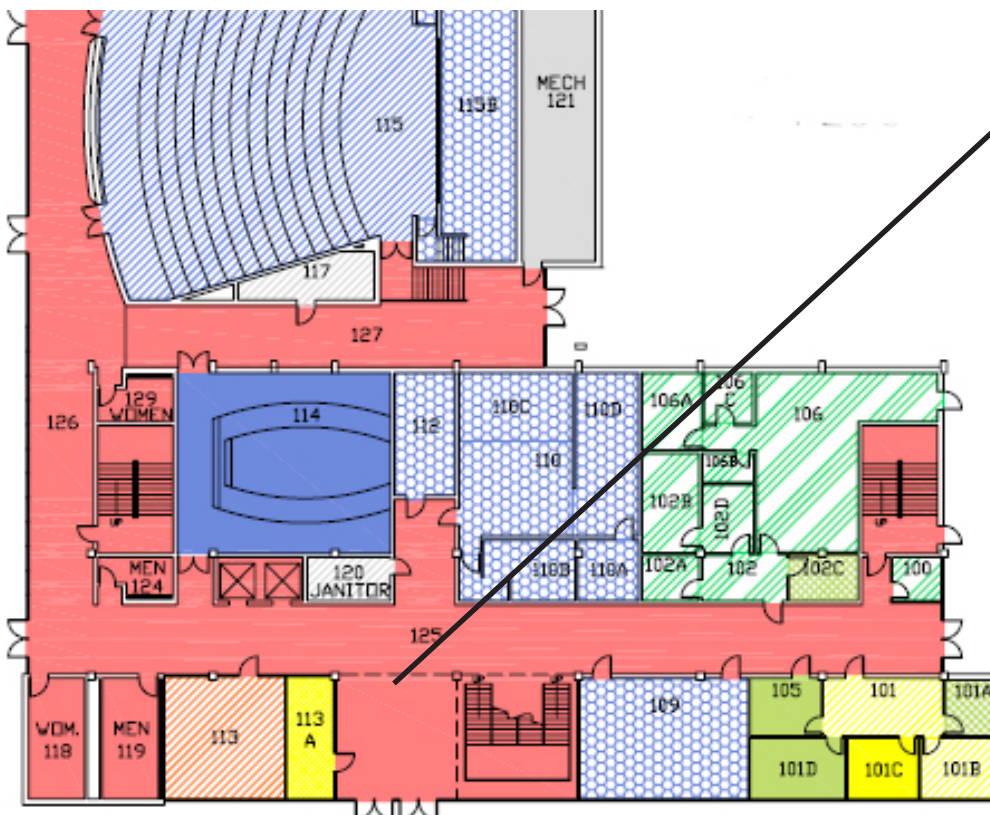
- Conferences Meetings  
Rooms--Saturday & Sunday:
- 345
  - 347
  - 351
  - 355
  - 359
  - 363
  - 303

## Second Floor



- Conferences Meetings  
Rooms--Saturday & Sunday:
- 203
  - 207
  - 209

## First Floor



- Check-In Table  
Conferences Meetings  
Rooms--Sunday Plenary  
Session:
- 115

## SCHEDULE AT A GLANCE

### FRIDAY, MARCH 31, 2017

8:00pm-10:00pm KEYNOTE ADDRESS—Education building, room 115  
“Demand the Impossible Because the Impossible Has Happened: Issues, Actions and Awareness during a Trump Administration”  
DR. KATHY FARBER

### SATURDAY, APRIL 1, 2017

8:00am-9:00am Check-In (Education building, First Floor)  
9:00am-10:00am Session #1 (60 minutes)  
10:00am-10:15am Break  
10:15am-10:45am Session #2 (30 minutes)  
10:45am-11:00am Break  
11:00am-12:00pm Session #3 (60 minutes)  
12:00pm-1:30pm Lunch (90 minutes)  
DISCUSSION CIRCLES—Education building, room 201  
1:30pm-2:30pm Session #4 (60 minutes)  
2:30pm-2:45pm Break  
2:45pm-4:15pm Session #5 (90 minutes)  
4:15pm-4:30pm Break  
4:30pm-5:00pm Session #6

### SUNDAY, APRIL 2, 2017

10:00am-11:00am Check-In (Education building, First Floor)  
11:00am-12:00pm PLENARY—Education building, room 115  
“Sucked into the vortex. NO CAPES!”  
OGONEK, ALEXANDRA  
(Pizza Lunch provided)  
12:00pm-12:15pm Break  
12:15pm-1:15pm Session #7 (60 minutes)  
1:15pm-1:30pm Break  
1:30pm-2:30pm Session #8 (60 minutes)  
2:30pm-2:45pm Break  
2:45pm-3:45pm Session #9 (60 minutes)  
3:45pm-4:00pm Break  
4:00pm-4:30pm Session #10 (30 minutes)  
4:30pm-4:45pm Break  
4:45pm-5:15pm Session #11 (30 minutes)

Those Who Can **DO**  
accept the world as it is  
Those Who Cannot  
**Teach**

--Nina Poole, PCC