

2018 Educators in Context and Community Conference Program

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

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**WELCOME TO THE
NINTH ANNUAL**

EDUCATORS IN CONTEXT AND COMMUNITY CONFERENCE

Artwork by Todd Berman (2009). "Substitute teacher, grade 1." Retrieved from <http://www.flickr.com/photos/heartdantstop/413083770/>

**Thursday thru Sunday
April 5-8, 2018**

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,
and Coca-Cola**

CONFERENCE OVERVIEW

This is the ninth year of the ECCO Conference—where undergraduate students present alongside University faculty, graduate students, professional teachers, administrators, community members, and K-12 students—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 investigations which emerge from their classroom and intensive field placement experiences in high-need urban, rural, and suburban settings.

The Conference kicks off with the screening and discussion of the film *Captain Fantastic* (2016) on Thursday, April 5th at 7:00pm-9:30pm in Olscamp 113. Then, on Friday, April 6th from 7:30pm-9:30pm, our keynote speaker, Dr. Paula Groves Price, will present her talk “Clarifying your “Why”: Engaging in Critical Frameworks in K-12 Education” And then Saturday and Sunday, April 7th-8th in the Education building is a whole series of conference presentations about a wide array of education issues. There are 11 sessions of presenters, varying in length from 30 minutes to 90 minutes—with multiple rooms of presentations occurring simultaneously. Sessions will include paper presentations, interactive experiences, and discussions. Sunday morning, April 8th, begins at 11:00am with a plenary session by BGSU Alum, Jessica Tozzi in ED 115. Her talk is titled, “Got Grit?”

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 or Sunday mornings 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

- 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
- 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.

**Those who can accept the world as it is, do.
Those who cannot, teach.**

--Nina Poole, ECCO Alum

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 3,700 students, including more than 750 graduate students, enrolled in more than 50 graduate and undergraduate programs, ranging from apparel merchandising and exercise science ... to sport management and teacher preparation.

Coca-Cola for the donation of Coke products

CONFERENCE SCHEDULE -- Film (7:00-9:30)

FILM SCREENING THURSDAY, APRIL 5, 2018 7:00PM-9:30PM (2 1/2 HOURS)

FILM: *Captain Fantastic* (2016)

Time: 7:00pm-9:30pm
Room: Olscamp 113
Facilitator: Dr. Patrick Vrooman

DETAILS: Director: Matt Ross
Rating: R

Runtime: 118 minutes

REVIEW: "*Captain Fantastic*: Tale of a Charismatic Off-the-Gridder Raising a Brood of Kids." Ann Hornaday, *The Washington Post*, July 14, 2016.

"*Captain Fantastic*" opens with a magnificent aerial shot of the treetops of the Pacific Northwest, a verdant, atmospheric prelude to the sensory plunge about to take place. In the next scene, we're on the ground, observing a young deer warily making his way through the foliage; he's being quietly observed by a young man who, within moments, will have captured the animal and swiftly, solemnly slit its throat. He is then joined by his five brothers and sisters who, like him, have slathered their faces in thick, tarlike mud.

These young savages aren't the feral creatures of a prehistoric era. Rather, they're the sons and daughters of Ben (Viggo Mortensen), the principled, adamantly independent nonconformist who turns out to be the film's title character. His handsome blond features camouflaged behind a bushy beard, Ben and his wife, Leslie (Trin Miller), have been rusticated in the dripping woods with his six kids since the birth of their now-teenage son Bodevan (George Mackay), whose slaughter of the deer is part of a primitive coming-of-age ritual. With Leslie in the hospital, George now oversees a free-range brood of bright, curious, physically brave kids who are as comfortable with a boning knife as they are reading "*Middlemarch*" while wearing a gas mask.

That last touch is a nod to Ben's mistrust of an outside world that, by his lights, is fatally commercialized, hypocritical and lazy. Written and directed by Matt Ross — familiar to most viewers as an actor in such TV shows as "*Silicon Valley*" and "*American Horror Story*" — "*Captain Fantastic*" vividly captures Ben's overpowering influence on his children, who can't help but come under his implacably demanding spell: When one of his daughters describes "*Lolita*" as "interesting," he lights into her, accusing her of using a "non-word" and insisting that she provide a more nuanced, sophisticated literary analysis. Later, during the family's annual celebration of Noam Chomsky Day, he gives his 6-year-old son a copy of "*The Joy of Sex*."

It goes without saying that, for all his efforts to instill self-reliance and fearlessness into his kids, Ben can be a sanctimonious pain and — more dangerously — prone to overlook the risk his survivalist lessons entail. That dualism lies at the heart of "*Captain Fantastic*," wherein Bodevan and his brother Rellian (Nicholas Hamilton) begin to chafe against their father's didacticism, and a family crisis sends the whole clan on an antic bus trip to New Mexico. It's during that journey — punctuated by visits to Ben's sister and brother-in-law (Kathryn Hahn and Steve Zahn) and a stay with his wife's parents (Frank Langella and Ann Dowd) — that Ben and the children realize just how alienated they've become while living in Walden, and the rest of the world has gone Walmart.

"*Captain Fantastic*" joins a small canon of films dedicated to American off-the-gridders, from Sean Penn's masterful "*Into the Wild*" to Rebecca Miller's "*The Ballad of Jack and Rose*" and Campbell Scott's "*Off the Map*." It's of a piece with adventure tales set in magnificent wild spaces this summer, from "*Hunt for the Wilderpeople*" to "*Swiss Army Man*." Working with a terrific ensemble of attractive young actors, Ross delivers a nuanced, lived-in, frequently very amusing contribution to an oeuvre that, at a time of discontent with the political and economic status quo, feels perfect both in its timing and its affectionately skeptical tone. Just as valuably, he has provided a superb showcase for Mortensen's particular gifts as an actor of exceptional physical beauty and sensitivity. As easy as it is for him to slip effortlessly into Ben's most seductive qualities, he proves just as willing to embrace the character's darker, more narcissistic shadow material.

As is so often the case with even the best movies, "*Captain Fantastic*" falters just a bit as it moves toward an ending that the filmmaker can't seem to bring himself to tighten up. It goes mushy just where a bit of Ben's own ruthlessness would have been welcome. But even with that hiccup, "*Captain Fantastic*" leaves viewers with the cheering, deeply affecting image of a dad whose superpowers lie in simply doing the best that he can.



DISCUSSION TO FOLLOW

KEYNOTE (7:30-9:30) -- CONFERENCE SCHEDULE

KEYNOTE FRIDAY, APRIL 6, 2018 7:30PM-9:30PM (2 HOURS)

TITLE: Clarifying your “Why”: Engaging in Critical Frameworks in K-12 Education
Time: 7:30pm-9:30pm
Room: Olscamp 113
Facilitator: Shyla Henry, ECCO Conference Chair
Dr. Patrick Vrooman
Dr. Dawn Shinew, Dean, College of Education & Human Development

PRESENTER: PRICE, PAULA GROVES, Associate Dean for Diversity and International Programs and Professor of Cultural Studies & Social Thought in Education, College of Education, Washington State University



Dr. Paula Groves Price has published dozens of articles and book chapters and is the editor of the *Western Journal of Black Studies* and the forthcoming *Oxford Research Encyclopedia of Race and Education*. She is also a section editor for the *Second International Handbook of Urban Education* (2017) and the *Handbook of Research in Social Foundations of Education* (2011). She is currently the principal investigator for a \$2.5 National Science Foundation grant entitled “Culturally Responsive Indigenous Science: Connecting land, language, and culture for Indigenous STEM education.” Her research areas include, African American and Indigenous education, Hip Hop Pedagogy, Critical Pedagogy, and Critical STEM education.

Dr. Price teaches undergraduate diversity courses for pre-service teachers as well as graduate level courses in the areas of Critical Ethnography, Critical Race Theory, Qualitative Research Methods, and Critical Multicultural Education. She received a PhD from the University of North Carolina at Chapel Hill in Social Foundations of Education, and BA’s from the University of California Berkeley in Social Welfare and Interdisciplinary Field Studies.

Dr. Price was born and raised in San Diego, California and is the first person in her family to obtain a college degree. She currently lives in Pullman, WA with her husband Cedric, 10 year old daughter Sachiko, and 5 year old son Camden.

SAMPLE PUBLICATIONS:

- Han, E.J. & Price, P.G. (2017) Communicating across difference: Co-cultural theory, capital and multicultural families in Korea. *Journal of International and Intercultural Communication*.
- Cowan Pitre, C., Koch-Patterson, P., & Price, P.G. (2017). Developing civic-minded teacher leaders through service-learning school partnerships. *The Professional Educator*.

41(1), 1-17

- Groves Price, P., & Moore, R. (2016). (Re)claiming an activist identity as critical mathematics educators: addressing anti-black racism because #BlackLivesMatter. *Revista Latinoamericana de Etnomatemática*, 9(3), 77-98.
- Han, E.J. & Price, P.G. (2015) Uncovering the hidden power of language: Critical race theory, critical language socialization and multicultural families in Korea. *Journal of Intercultural Communication Research*, 44(2): 108-131. <http://dx.doi.org/10.1080/17475759.2015.1028427>
- Price, P.G. & Mencke, P.D. (2013) Critical pedagogy and praxis with Native American youth: Cultivating change through participatory action research. *The Journal of Educational Foundations*, 27(3-4):85-102.
- Kelley, J., Stair, M. & Price, P.G. (2013) Anthropomorphic veneers in the park: Questioning the master narratives through a socio-historical analysis of images and text. *The Dragon Lode*, 31 (2): 44-53
- Price, P. G. (2011). Social Context of Schooling, Teaching and Learning. Part V Editor of S. Tozer, B.P Gallegos, A. Henry, M.B. Greiner and P.G. Price (Eds.) *Handbook of research on the social foundations of education*.

ABSTRACT: Teacher Education programs across the country are including more discussions of culturally responsive pedagogies in an attempt to develop more “culturally competent” educators. While dialogue about equity, culture, and pedagogy are helpful, Dr. Price argues that liberal multiculturalism does not often address issues of anti-blackness and white supremacy, nor lead to more critical practices in schools In this presentation, Dr. Price will share personal experiences as well as examples of enacting critical frameworks in K-12 environments for greater justice.

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

CONFERENCE SESSIONS

SESSION #1 SATURDAY, APRIL 7, 2018

9:00AM-10:00AM (60 MINUTES)

CRITIQUING TEACHER PREPARATION

TITLE: Sh*t They Don't Tell You When Becoming a Teacher

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 9:00am-10:00am

Room: 203

Facilitator: Marie Wilker

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

ABSTRACT: When becoming an education major you don't really know what to expect when you first start school, but once you start actually taking major-specific courses you think "What the hell am I doing?" But you continue to go through the motions, assignment after assignment, day after day and then you realize it's worth the struggle. If you want to learn about the good, bad and ugly of the teaching profession and why it's worth it in every single way then stop by our presentation!

TITLE: Teachers Slipping Through the Cracks

Type: Individual Paper/Oral Presentation. (15 minutes)

Time: 9:00am-10:00am

Room: 203

Facilitator: Marie Wilker

PRESENTER: PIDCOCK, AMY, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

ABSTRACT: Last semester, my original field placement was a disaster. When I first walked in I knew it would be an experience. Every week seemed like chaos, until another teacher walked in the room. The students were behaved, they were actually able to get work done, and the room in general was organized better. But then the next week when the original teacher was back, the class returned to its usual self: disastrous. I will be talking about the impact these types of teachers have in the classroom, and discuss potential ways they can be stopped before they are officially placed in the classroom.

PHYSICAL EDUCATION BENEFITS & PEDAGOGY

TITLE: How Physical Fitness Benefits Students

Type: Individual Paper/Oral Presentation. (15 minutes)

Time: 9:00am-10:00am

Room: 207

Facilitator: Ali Kagy

PRESENTER: DUNDORE, ELIZABETH, Undergraduate Student, Early Childhood Education, Bowling Green State University

ABSTRACT: This presentation will be about how physical activity impacts elementary school students. When I say physical activity, I mean things such as recess, running, walking, or any sort of physical exercise that children do that exerts energy. I will specifically talk about how physical activity affects students' brains. I will also talk about how getting physical exercise helps students to not only focus and learn better, but to attain information easier. Another small topic I will discuss is how exercise does not only help students with their physical health, but it will also help them with their mental and emotional health. I will explain the difference in aerobic and anaerobic activities and discuss which one research has demonstrated as better for children.

TITLE: Changing Our Teaching Methods: How Gymnastics Can Improve Our Classrooms

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 9:00am-10:00am

Room: 207

Facilitator: Ali Kagy

PRESENTER: TREFZ, MEGAN, Undergraduate Student, Adolescent and Young Adult Education for Integrated Language Arts, Bowling Green State University.

ABSTRACT: Our methods of teaching are failing our students. We are not setting up our students for success if we are not preparing them for life. By comparing my experience as both a student and gymnast, I can conclude that the methods in how gymnastics is taught is preparing young children for life better than our schools are teaching

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

them. By exploring our current methods of teaching and how we need to improve our education system, gymnastics fills those gaps. In this speech I will be discussing what I believe are the problems in our current methods of teaching, explaining how gymnastics is taught, what is gained by gymnastics' methods of teaching, how to implement those methods into our classrooms, and the benefits they will bring our students.

TITLE: **A Classroom without Walls: Forest Schooling**
Type: Roundtable. (60 minutes)
Time: 9:00am-10:00am
Room: 209
Facilitator: Kaitlyn Stone

PRESENTER: **LEONHARDT, CARLEE**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.

ABSTRACT: Earlier in the semester, one of my professors had shown a video in class about a forest school in Denmark. This video had intrigued me because I was unaware forest schooling was even a thing. I found it fascinating how the forest school operates and how their students learn. Children are left outdoors all day, sometimes in below freezing weather with nothing to do but explore their environment. This non-traditional form of schooling allows students to learn a variety of skills through their own exploration. In a roundtable discussion, we will talk about various aspects of forest schooling such as the benefits, concerns, and disadvantages that come along with this non-traditional form of education.

TITLE: **Enhancing Social and Emotional Well Being: 10 Ways to Better Your Classroom Using Social Emotional Learning**
Type: Skill-Building Workshop. (60 minutes)
Time: 9:00am-10:00am
Room: 301
Facilitator: Katie Dushek

PRESENTER: **WIDNER, MAHEA**, Undergraduate Student, AYA Social Studies, Bowling Green State University
KLINGSHIRN, MEAGAN, Inclusive Early Childhood, Bowling Green State University

ABSTRACT: In 2015, Yale's Center for Emotional Intelligence partnered with Lady Gaga's Born This Way Foundation to conduct a survey asking the question "how do you currently feel in school?" The question was answered by 22,000 students across the United States. The results of this survey displayed something troubling. Eight of the ten top responses were negative with some of the most common answers being tired, stressed and bored. Many students across the United States are experiencing low interest in school and with this being said are we really attending to the feelings of our nation's youth? Multiple kids in school are experiencing anxiety, low confidence, depression, and low interest in school which in turn is causing negative effects on their education. This presentation will help to build knowledge on how to alter your classroom to suit your students social emotional needs. Through social emotional learning students are able to lower stress levels, better achieve goals, positively alter students attitudes and help students interact with and treat their peers kindly. Every child needs a support system so why not let it be each other.

TITLE: **Hardly Working: Why Soft Skills Need Developed**
Type: Skill-Building Workshop. (60 minutes)
Time: 9:00am-10:00am
Room: 303
Facilitator: Connor Goodpaster

PRESENTER: **BONDI, CAROLINE**, Undergraduate Student, Middle Childhood Education, Bowling Green State University
ALBERTS, ZOE, Undergraduate Student, Middle Childhood Education, Bowling Green State University

ABSTRACT: While hard skills are taught soft skills are learned through practice. This workshop is designed to showcase the fundamental soft skills needed to set yourself apart from a world of cookie cutter applicants. We will be exploring the six main components of soft skills, venturing into how to mature competence in critical thinking, communication, leadership, as well as the three other broad topics. Specifically, this workshop will review materials such as being a positive influence in the workplace, learning how to effectively connect with others in professional settings, and properly manage conflict and difficult situations. After completion of the workshop, participants will be able to use these skills to not just build upon their experiences, but also apply them to future careers and daily life.

TITLE: **Self Confidence: How it affects you and your career.**
Type: Individual Paper/Oral Presentation. (60 minutes)
Time: 9:00am-10:00am
Room: 307
Facilitator: Nicole Parsons

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

ABSTRACT: This semester I have focused a lot of time on trying to help boost my self-confidence. I came up with the Love Yourself Challenge to try to help me love myself. Throughout this journey, I have found different tips and tricks that have not only helped me but others around me as well. During this semester, I have also thought about

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

how important it is to have a good self- confidence in your professional career as well. Come join me for my presentation/open discussion on Self- Confidence and find out ways to help boost your confidence, hear ideas about what has helped me, and how important self- confidence is in your professional careers.

TITLE: **Focus Time - Grab your Slime!**
Type: Skill-Building Workshop. (60 minutes)
Time: 9:00am-10:00am
Room: 309
Facilitator: Mary Martha Krutsch

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

ABSTRACT: Have you ever sat in class listening to a teacher drone on and on about topics that you do not care about? Wouldn't you wish you had something else to do to help you focus? Well come join Maddy and Kaylee and explore the world of focus tools! These tools are perfect to help anyone who struggles to pay attention during class, especially children with disabilities or attention issues. Be prepared to get involved and make a mess as we explore sensory tools like water bottles, stress balls, and SLIME! Worried that these things will just create a bigger problem in your classroom? Don't be! We will also discuss the benefits and how to use them in a proper manner, so that they do not cause a bigger distraction.

TITLE: **Junior Inclusive Early Childhood Panel**
Type: Panel. (60 minutes)
Time: 9:00am-10:00am
Room: 319
Facilitator: Sami Goodpaster

PRESENTER: **HERR, DANIELLE**, Undergraduate Student, Early Childhood Education, Bowling Green State University
SCHNITKER, ELLY, Undergraduate Student, Early Childhood Education, Bowling Green State University

ABSTRACT: What does junior year look like of an Inclusive Early Childhood (IEC)? Come learn out about some of the requirements that are expected of us and what happens during methods and student teaching. We will be talking about our personal experiences as juniors in the IEC program. Some tips that will be helpful in getting through the year, being able to manage your personal life and still have time for the academics. We want to share our knowledge with you so you can be very successful as a student in this program!!!

BREAK SATURDAY, APRIL 7, 2018
10:00AM-10:15AM (15 MINUTES)

SESSION #2 SATURDAY, APRIL 7, 2018
10:15AM-10:45AM (30 MINUTES)

TITLE: **Will You Be an Upstander?: Teaching the Holocaust in an Age of Antisemitism and anti-Muslim Sentiment**
Type: Individual Paper/Oral Presentation. (30 minutes)
Time: 10:15am-10:45am
Room: 203
Facilitator: Kaitlyn Stone

PRESENTER: **MURNEN, TIM**, The Ohio Council on Holocaust & Genocide Education

ABSTRACT: When a school community struggles with real world instances of Antisemitism and anti-Muslim and anti-immigrant sentiment, teaching Elie Wiesel's Night as a literary experience seems hollow (Lindquist, 2012; Nesfield, 2015). Working with English and social studies teachers at several schools in Ohio and Michigan, we redefined the teaching of the Holocaust by engaging literacy, media literacy, and cultural literacy (nonfiction literature, primary documents, video documentary, and personal narrative) to teach cultural understanding. Students learn to read and respond to texts more critically, and engage the Upstander Challenge. Participants will be challenged, too.

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

TITLE: **Who Really Controls How Schools Function? The Exploration In The Influence of The Government and The Economic Status Within Schools**

Type: Roundatable. (30 minutes)

Time: 10:15am-10:45am

Room: 205

Facilitator: Danielle Herr

PRESENTER: **MANN, BRYSON**, Undergraduate Student, Intervention Specialist, Bowling Green State University

ABSTRACT: Over the course of the last 10 years, our education system has been changed or modified time and time again, but who really has the greatest contribution in how our schools work? Is it the government with the No Child Left Behind Act and Every Student Succeeds Act? The economic status of the families and the fathers of the house hold? The government has tried to help the schools through the NCLB and ESSA by creating an equal standard to be help within all schools. While this seems like the perfect solution, what about the schools that are surrounded by high poverty residential areas with little to no money? The money and resourses that are required to pay for the qualified teachers to help teach the students with learning disabilities is scarce in high poverty areas. What is the solution to all of this? Is there even a solution be had? By breaking down both of these contributions, we will be able to take a closer look at how the government and the economic status of the schools and districts effect our schools.

TITLE: **Growth Mindsets for Students Success**

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 10:15am-10:45am

Room: 207

Facilitator: Emily Davis

PRESENTER: **ARMSTRONG, REBECCA**, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

KERKANICH, ALLISON, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

GREENLEE, CAMERON, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

ABSTRACT: The success of a student is determined by their mindset whether it be a growth mindset or a fixed mindset. A fixed mindset is a mentality that says intelligence and talents are fixed traits. These traits are determined by fate, meaning our hard work and efforts do not allow progress or success. A person with a growth mindset sees knowledge, talent, and skills as traits that can be learned, developed or cultivated. To them, failure is not demanding surrender, it is demanding growth in something they were not yet ready to succeed at. In order to become a successful student one can change or develop their mindset into a growth mindset in many different ways. In my presentation we will determine what mindset we currently have, explore ways to develop a growth mindset, and look into why having a growth mindset is important in a student.

TITLE: **Ensuring Literacy Success for English Language Learners**

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 10:15am-10:45am

Room: 209

Facilitator: Mary Martha Krutsch

PRESENTER: **BIXLER, ALISON**, Graduate Student, Reading, Bowling Green State University

EASTERLING, JASMIN, Graduate Student, Reading, Bowling Green State University

ABSTRACT: United States literacy classrooms are constantly undergoing changes in student populations. Between 2003 and 2013, the general student population grew at a rate of 7%, while the English Language Learner (ELL) population grew by 60%; this makes ELLs the single fastest-growing student population in the country. Not only is this a population on the rise, but ELLs are far less likely to demonstrate appropriate literacy skills (expressive and receptive oral language, reading ability, and writing ability) than their English-speaking peers; the 2011 achievement gaps between ELLs and same-age, English speaking peers on the National Assessment of Educational Progress reading assessment were a difference of 36 points in fourth-grade and a difference 44 points in eighth grade. However, there is a lack of appropriate teacher knowledge about serving this population of students, especially in the area of literacy. This presentation will help prepare you to effectively engage this population of students in meaningful literacy experiences by sharing strategies and approaches that have proven successful.

TITLE: **A Truthful School: Learning and Instruction in Today's Classroom**

Type: Demonstration. (30 minutes)

Time: 10:15am-10:45am

Room: 301

Facilitator: Ali Kagy

PRESENTER: **PARSONS, NICOLE**, Undergraduate Student, Middle Childhood Education, Bowling Green State University

MCVEHIL-PEFFER, HAILEY, Undergraduate Student, Adolescent/Young Adult, Language Arts Education, Bowling Green State University

ABSTRACT: Growing up in typical suburban public high school settings, Hailey and Nicole personally experienced the obstacles of learning from outdated teaching methods in addition to the fallacies being taught in Science,

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

Social Studies, and English. Both pre-service teachers were driven towards the education system because they believe they can do better. The styles of teaching methods in public schools have not changed much from the way they were a hundred years ago. Students sit at their desks staring up at a board, listening to a lecture, or reading from a textbook, while taking notes or completing worksheets. This kills the love of learning by attacking creativity and rejecting any movement or discussion in the classroom. To make matters worse, the content is not always truthful, by fault of the teacher. Bias rules the minds of some teachers and is engrained in the content of all textbooks. Ignorance is also a heavy force that weighs upon instruction and learning. In this demonstration, Hailey and Nicole analyze a few fallacies and the ways they are commonly taught. Then shine a light on the truth in an unbiased, interactive classroom.

TITLE: **Get the Hell Out of Ohio: A Reflection on Study Abroad and a Call for Better Global Citizenship**

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 10:15am-10:45am

Room: 303

Facilitator: Devenn Reineck

PRESENTER: **DUSHEK, KATIE**, Undergraduate Student, Adolescent/Young Adult Integrated Language Arts Education, Bowling Green State University

ABSTRACT: Do you ever wonder what the Pope is up to? Do you know who Angela Merkel is? What's going on with the violence in Sri Lanka, or feminism in France? Studies have shown that Millennials tend to be more globally-minded than previous generations, but we still have an abundance of opportunities to improve our own global citizenship and ensure that we are able to raise the next generation with this global citizenship in mind. This presentation will serve as a reflection on the presenter's study abroad experience, in which she will relay what she learned over her semester abroad in Keele, England. It will also contain a call for better global citizenship, discussing what you can do to improve your own global citizenship, and a few tips on how to teach global citizenship in the AYA classroom.

TITLE: **Behind the L in LGBT**

Type: Roundtable. (30 minutes)

Time: 10:15am-10:45am

Room: 307

Facilitator: Corrine Halker

PRESENTER: **GREYER, EMILY**, Undergraduate Student, Adolescent/Young Adult Integrated Language Arts Education, Bowling Green State University

ABSTRACT: Robotics club? Expected. Young Republicans club? Expected. So why is it that any club involving the LGBTQ community is so scarcely seen within public schools? Lack of teachers willing to be involved? Students not realizing it's possible to create "that" sort of club? All of the above? Either way, the lack of conversation and access to information about the LGBTQ community within public schools is detrimental to both students and teachers. To prove this, I will be sharing my own story and having a round table discussion to find out how extensive (or not) people within schools are exposed to information about the LGBTQ community.

TITLE: **"Artists are the Jonny Appleseeds of Gentrification": The Many Factors of Gentrification and How it Affects Our Communities**

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 10:15am-10:45am

Room: 309

Facilitator: Connor Goodpaster

PRESENTER: **HOBBS, KAYLEE**, Undergraduate Student, Adolescent/Young Adult, Bowling Green State University.

ABSTRACT: Within the world's large cities, gentrification has become a major area of concern for policy makers. Within this presentation I will seek to prove that gentrification is alive, tearing away at low income neighborhoods and historical areas of cities. The many factors that put gentrification into place include affluent preference, poorly funded communities, and racial segregation within city neighborhoods. We will then focus on how gentrification has harmed the families and communities within the given low income neighborhoods. This overall throws off the economic, educational, and social systems within cities. The following topic of discussion will concern past and current solutions to the problem that we can evaluate as successful or unsuccessful. Lastly, we will explore the remaining issues that encourage and assist the process of gentrification, as well as solutions that are yet to be attempted.

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

FINDING YOUR VOICE

TITLE: **Are You Fluent?**
Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 10:15am-10:45am
Room: 319
Facilitator: Gabriella Knauss

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

ABSTRACT: Ever find yourself tripping over words? Ever contemplate the meaning of being “fluent”? This presentation is for you! I will be teaching you how to improve your fluency for any situation in your career, and life in general!

TITLE: **What if you had a voice that no one but you knew about?**
Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 10:15am-10:45am
Room: 319
Facilitator: Gabriella Knauss

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

ABSTRACT: What if you were really smart? Smarter than most of the others around you. You had all these thoughts, ideas, and arguments just wanting to come out. The only problem is, you’re non-verbal. Most teachers, doctors, and others believe that you are not capable of learning and treat you like a child because of it. If only there was a way that you could speak up. If only you could use all of your thoughts, ideas, arguments, etc. to tell teachers, doctors, and others that thought you weren’t capable of learning how you felt. How do you think others would react? How would you feel once your voice finally was out to the rest of the world? Now that your voice is out will you create a voice for those who are nonverbal to stand up to those who are? With the use of assistive technology, it will be easier to tell people who are verbal how people who are non-verbal feel and how they wish to be treated.

BREAK SATURDAY, APRIL 7, 2018
10:45AM-11:00AM (15 MINUTES)

SESSION #3 SATURDAY, APRIL 7, 2018
11:00AM-12:00PM (60 MINUTES)

TITLE: **Prepare & Prevent: Interrupting the Cycle of World Poverty in Education**
Type: Individual Paper/Oral Presentation. (60 minutes)
Time: 11:00am-12:00pm
Room: 203
Facilitator: Katherine Rowe

PRESENTER: **ST. JOHN, JORDAN**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

ABSTRACT: **FIEDELDEY, DARLA**, Kindergarten Teacher, Brent Elementary, Finneytown Local School District, Cincinnati, OH
This presentation will expose the inequality in American education systems to create more opportunities for individuals in poverty to thrive. There is an obvious poverty gap between children of low income families and their peers from higher income households that appears through test scores as soon as students walk through the door into kindergarten. This presentation will suggest an ideal type of education system that has the power to bridge the poverty gap in student lives. Likewise, it will include a list of strategies and techniques teachers and administrators should use to create an effective pedagogy within their classroom.

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

TITLE: **Better Ways to Approach Writing In Your Classroom**
Type: Skill-Building Workshop. (60 minutes)
Time: 11:00am-12:00pm
Room: 207
Facilitator: Mary Martha Krutsch

PRESENTER: **QUEEN, ELIZABETH**, Undergraduate Student, Early Childhood Education, Bowling Green State University

ABSTRACT: For the ECCO conference I will present an interactive workshop. Within this workshop I will explain different methods of teaching writing in an elementary classroom. Most of the time it is hard to get students to write full and detailed sentences. The methods that will be brought up in the workshop will help students create detailed sentences they can be proud of. This workshop will help create ease for the students as well as the teacher. When using certain methods students will be able to actively participate and easily write detailed sentences that are above grade level. When using these methods the goal is to use little resources so that if a teacher did not have adequate resources available to them, they would still be able to get the most out of the writing lessons. When preparing for this workshop I am will enlist the help of the faculty member who did writing workshops at my elementary school. The workshops she did with us always made us think outside the box and write with ease. During the presentation I will explain different writing activities and have the audience actively engage on their own handouts.

TITLE: **Tearing ECCO Down One House at a Time**
Type: Roundtable. (60 minutes)
Time: 11:00am-12:00pm
Room: 209
Facilitator: Caitlin Dombroski

PRESENTER: **REINECK, DEVENN**, Undergraduate Student, Early Childhood Education, Bowling Green State University

ABSTRACT: ECCO is built up of six smaller communities within itself and throughout the years we have been asking ourselves the same questions. What are Houses? What are their purpose? What importance do they serve to this community? Let's talk about it.

TITLE: **Not Just Empty Vessels: A Critical Conversation About What Children Actually Know**
Type: Roundtable. (60 minutes)
Time: 11:00am-12:00pm
Room: 301
Facilitator: Helaina Krishna

PRESENTER: **GOODPASTER, SAMI**, CT, Graduate Student, Clinical Mental Health Counseling, Bowling Green State University, ECCO Alum

ABSTRACT: "In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as a process of inquiry," (Freire, 1921, 72). There is this idea that children do not have the capacity for free, independent thought. How true is that in actuality? How do children develop their opinions? Do they have the ability to independently do so? When are children "allowed" to have political opinions? This roundtable will be a critical conversation about; the innocence of children, their ability to independently think and act, and education as a whole.

TITLE: **How to Teach Unbiased in a Completely Biased World**
Type: (60 minutes)
Time: 11:00am-12:00pm
Room: 303
Facilitator: Nicole Parsons

PRESENTER: **KRISTIN SCHNERER**, 4th year Social Studies Teacher, Start High School, Toledo Public Schools, ECCO Alum

ABSTRACT: What's it like to teach history, government, and media during the Trump era? How do teachers remain as unbiased as possible? Can Social Studies teachers even discuss their personal political views with students? These questions and others in the same vein will continue to come up in our controversial modern political era. This presentation will discuss answers to some of these questions from personal experience, as well as guide participants in a discussion about personal biases. Come prepared to listen completely, and discuss from multiple perspectives the importance of understanding bias in the social studies classroom.

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

TITLE: A Series of Unfortunate Events...That Led to New Discoveries

Type: Roundtable. (60 minutes)

Time: 11:00am-12:00pm

Room: 307

Facilitator: Jerry Reed

PRESENTER: THOMPSON, TAYLOR, Undergraduate Student, Adolescent Young Adult Math Education, Bowling Green State University

ABSTRACT: Towards the end of my sophomore year, I became unhappy with the idea of teaching. I was tired of sitting in my education classes and feeling like the professors were just handing out bullsh*t work that didn't truly have a purpose. I had a hard time connecting the ideas I was "learning" to a real-life classroom, something just felt wrong. Going into my junior year, I still was unhappy with my career choice, but I was too stubborn to change my major, because deep down I know I am meant to teach. I started to reflect on why the idea of being a teacher was making me unhappy, and discovered that what was truly bothering me was the way we are educating children and the way we are treating children. So, it was time to do some research on these topics, and after 12 books (which is a lot for a girl who has never enjoyed reading), I found the answers I was looking for. Through this process I have truly found my passion for teaching again, and I am ready to discuss my findings on how we should treat and educate children.

TITLE: We Made it This Far, So Can You!!

Type: Panel. (60 minutes)

Time: 11:00am-12:00pm

Room: 309

Facilitator: Shyla Henry

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

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

CASWELL, CHELSEA, Undergraduate Student, Adolescent Young Adult Math Education, Bowling Green State University

HOLMES, KELLY, Undergraduate Student, Middle Childhood Science and Language Arts Education, Bowling Green State University

DOMBROWSKI, CAITLIN, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

HOLT, ERIN, Undergraduate Student, Intervention Specialist, Bowling Green State University

KIMBROUGH, JESSICA, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

ABSTRACT: Do you find yourself wondering about methods and student teaching? Do you feel unprepared for your senior year? Are you TERRIFIED of taking your OAEs or the infamous edTPA? If you answered yes to any of these questions, then this conference is the one for you! Jessica, Karen, Chelsea, Kelly, Caitlin, Erin, Jess, and Danielle will be hosting this panel and discussing what we have gone through throughout college, but most importantly our senior year. You can ask us any questions, whether it be about student teaching, methods, testing, or even our social lives our senior year! We were once in your shoes, completely oblivious to what senior year entitles, and we would rather you not be super afraid. So come, talk to us about your worries and troubles. Remember, the tassel is worth the hassle!

TITLE: Relationships for Life

Type: Skill-Building Workshop (60 minutes)

Time: 11:00am-12:00pm

Room: 319

Facilitator: Carlie Pritt

PRESENTER: PRITT, ISAAC, Undergraduate Student, Tourism Leisure and Event Planning Major, Bowling Green State University

ABSTRACT: "I'm not saying you will find the meaning of life in other people, Im saying other people are the life to which you provide the meaning."
(Neil Hilborn)

Have you ever wondered how two people could go from complete strangers to baby birding food to each other in two weeks? When your life is over, you will not be able to credit your achievements, the impact that you have made in your career, or your personal happiness to material things, pure luck, or even your talents. Human relationships are the key to unlocking the true potential of our existence and are necessary to understand for every career. In this workshop, we will be learning some skills to help us become more competent of building relationships ranging from networking contacts to inseparable bonds that can become family to us. As well as performing these activities I will go through a few case studies of group development from my own personal life experiences including the ECCO learning community, Cross country cycling teams and camp groups.

"Kids don't learn from people they don't like."

(Rita Pierson)

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

LUNCH SATURDAY, APRIL 7, 2018 12:00PM-1:30PM (90 MINUTES)

You have time to go off-campus or stay on-campus for lunch. The Bowen-Thompson Student Union has

- Starbucks
- Black Swamp Pub & Bistro
- Falcon's Nest (which includes Chickendipity, Mondo Subs, Panda Express, Steak & Shake, and Wild Greens).

LUNCH DISCUSSION CIRCLES--Room 201

Everyone is welcome to go get your lunch and bring it back to Education 201 to join informal Discussion Circles (around topics of your own choosing).



SESSION #4 SATURDAY, APRIL 7, 2018 1:30PM-2:30PM (60 MINUTES)

TITLE: Education in Military Life

Type: Individual Paper/Oral Presentation. (60 minutes)

Time: 1:30pm-2:30pm

Room: 203

Facilitator: Connor Goodpaster

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

ABSTRACT: Have you ever wondered how having family members in the military impacts a student? They often must move somewhere new with very little warning or go without a family member for long periods of time. Have you ever considered working in a school on a military base? There are schools that need teachers here in the United States or overseas. In this presentation, I will go over both topics. I will go over how students are impacted by having family members in the military and what we can do to support them as teachers. I will also go over the benefits of working with the military (as a civilian) and different opportunities to get involved.

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

TITLE: **Teacher Prep Program, More Like Teacher Inept Program**

Type: Roundatable. (60 minutes)

Time: 1:30pm-2:30pm

Room: 207

Facilitator: Jena Herold

PRESENTER: **STAMPER, AUSTIN**, Undergraduate Student, Adolescent to Young Adult Integrated Social Studies Education, Bowling Green State University

ABSTRACT: Have you ever been sitting in a class and wondered why you were taking it or thought that you had already learned the material in another class? Well, this is the case for many education majors at Bowling Green State University. We take classes that are filled with repetitive information and, at times, are not seen as useful towards our future career. The courses that we are mandated to take are designed to prepare us for our future occupation, but who makes these requirements? This is where the Council for the Accreditation Educator Preparation (CAEP) comes in. This organization gives accreditation to Bowling Green State University's (BGSU) education program, as well as programs all over the United States. In this roundtable discussion, we will dig deep into the program admission requirements set out for BGSU's by CAEP and discuss whether we are truly being properly prepared for our future careers as educators.

TITLE: **Puns and Pedagogy: Vocabulary Acquisition in Classrooms**

Type: Skill-Building Workshop. (60 minutes)

Time: 1:30pm-2:30pm

Room: 209

Facilitator: Andy Bissler

PRESENTER: **SILVER, KELSIE**, Master Student, AYA (7-12) Education, Bowling Green State University

ABSTRACT: Vocabulary is a powerful tool inside and outside the classroom, yet there seems to be a disconnect in how vocabulary is taught and its applicability to the outside world. With the idea that there is a "standard vernacular", or what is referred to as "Standard English", puns and pedagogy focuses on how language acquisition can be done through the humor of puns and word play. Namely, the use of phonemic awareness, homophones, homonyms. The ultimate goal is to provide students an opportunity to actively engage with language in a meaningful way that will allow for scaffolding and transferability of skills in the classroom and beyond.

TITLE: **Voodont Segregation...Voodoo black teachers!**

Type: Roundatable. (60 minutes)

Time: 1:30pm-2:30pm

Room: 301

Facilitator: Connor Froehlich

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

ABSTRACT: When you examine the Black church as a social institution, you will find that they served as the foundation of education for Blacks in America. The Black church taught many slaves and freedmen to read, write, and how to properly handle the little bits of money that they saved or earned. When the Black church was the staple of Black education, the Black community thrived and prospered; Blacks focused on their own community and did not rely on the white man, even though they lacked a variety of resources, they received a more wholesome education. So I wanna discuss, what the hell happened? Was desegregation a good thing? Did it really benefit the black man, like we are all led to believe?

TITLE: **Cause and Cure: The Fourth Grade Slump**

Type: Roundatable. (60 minutes)

Time: 1:30pm-2:30pm

Room: 307

Facilitator: Sarah Boyk

PRESENTER: **MONNIN, KATHERINE**, Undergraduate ECCO Student, Inclusive Early Childhood Education, Bowling Green State University

ABSTRACT: When you were in the fourth-grade did your grades take a plunge? Research has shown many students suffer a decline in performance around the fourth-grade. One reason behind the slump in school is the lack of enthusiasm and excitement for learning during the transitional period called fourth-grade. If you want to learn about ways to cure the fourth-grade slump this is the place for you! We will talk about what caused the slump to occur and ways to prevent the slump in the future. Please bring ideas on different lesson plans that encourage enthusiasm and excitement for learning in the classroom.

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

TITLE: Teaching Without an Answer Guide ... or ... Calling Vrooman on His BS
Type: Roundtable. (60 minutes)
Time: 1:30pm-2:30pm
Room: 309
Facilitator: Taylor Thompson

PRESENTER: OTTING, ABBY, Intervention Specialist, Mercer County ESC, ECCO Alum
VROOMAN, PATRICK, Lecturer, Director of ECCO, School of Teaching & Learning, Bowling Green State University

ABSTRACT: A lot of effort is put into preparing teachers for the unknown. But much of what we do as teachers walks a thin line between the known and unknown, and many of us find ourselves spending far more time wrestling with the unknown. More often than not, we're teaching without an answer guide.
In the documentary, *The Unknown Known* (2013), Former US Secretary of Defense Donald Rumsfeld describes what we know: There are (1) Known Knowns—what we know we know, (2) Known Unknowns—what we know we don't know, (3) Unknown Unknowns—what we don't know we don't know; and (4) Unknown Knowns—what we think we know, but don't.
In this roundtable discussion, a BGSU and ECCO Alum (Ms. Otting), along with the Director of ECCO (Dr. Vrooman), will explore these unknown unknown and unknown known experiences. Rather than focus on what we know—like most other conference presentations—we will focus more on the unknowns, discussing the value of NOT knowing (what to do, how to proceed). Ultimately, we will explore how leadership comes less from clarity ("let's go this way!") and more from community ("we're all in this together").

TITLE: Teaching is for the Birds: A Senior Panel for Non- Teachers
Type: Panel. (60 minutes)
Time: 1:30pm-2:30pm
Room: 319
Facilitator: Sami Goodpaster

PRESENTER: REED, JERRY, Undergraduate Student, Individualized Education with Political Science Minor, Bowling Green State University
STANG, CARL, Undergraduate Student, Political Science with History Minor, Bowling Green State University
SNAPP, THOMAS, Undergraduate Student, English, Bowling Green State University

ABSTRACT: Have you ever wondered if teaching is truly for you? Have you wanted to switch your major but were too nervous to do so? Are you curious as to why there are people in ECCO who aren't going to become teachers? What can you actually do with an education degree besides teach? How do people jump from Education to Folklore, Political Science, or English? What about graduate school, how does one even get in? Come listen to our ECCO seniors: Carl Stang, Tom Snapp, and Jerry Reed, tell their stories and answer your questions about what it means to not teach.

BREAK SATURDAY, APRIL 7, 2018
2:30PM-2:45PM (15 MINUTES)

SESSION #5 SATURDAY, APRIL 7, 2018
2:45PM-4:15PM (90 MINUTES)

DIFFERENT TYPES OF SCHOOLING & PEDAGOGIES

TITLE: Agriculture Education Not Just for Farmers
Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 2:45pm-4:15pm
Room: 203
Facilitator: Connor Goodpaster

PRESENTER: HOLLAND, AVERY, Undergraduate Student, AYA Integrated Social Studies Education, Bowling Green State University

ABSTRACT: Did your high school have Agriculture courses? Have you ever heard of students taking an agriculture class? Did you ever take an agriculture class? Agriculture classes are a valuable tool that allow students to explore their environment, learn how to fix small engines and motors, and to understand how their food and clothing is produced. Come and learn how agriculture courses have shaped American schools. And learn about a co-

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

curricular student-lead organization called FFA. Learn the lasting impact it has had on the students involved in both course work and FFA. This presentation will help explain why agriculture education is one of our most needed course in high school.

TITLE: **On the Road Education**

Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 2:45pm-4:15pm
Room: 203
Facilitator: Connor Goodpaster

PRESENTER: **MURPHY, TAYLOR**, Undergraduate Student, Adolescence to Young Adult, Intergrated Language Arts, Bowling Green State University

ABSTRACT: Within this presentation, the topic of nontraditional homeschooling will be investigated and examined. More specifically, the unconventional education that students receive while their parents follow and tour with different bands and artists such as The Grateful Dead, Phish and other jam-bands that have a mass following. While the idea of life on the road may seem fun and liberating, the educations and academic futures of “lot kids” are something to be concerned about. Traveling all day and attending the shows at night leaves little room for young students to actually visit an academic building to learn in, so where does the real education come in? Concerts and festivals are not put on hold or work around the scholastic calendar so there has to be some kind of homeschooling in place, if the schooling is taking place at all. A deeper look at “hippy” education is made along with how their education has molded the rest of their lives after leaving tour.

TITLE: **Project Based Learning**

Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 2:45pm-4:15pm
Room: 203
Facilitator: Connor Goodpaster

PRESENTER: **WILLIS, TAYLOR**, Undergraduate Student, Integrated Mathematics, Bowling Green State University

ABSTRACT: Project Based Learning (PBL) is described as a teaching method where students are guided through the problem-solving process by designing and completing a project. While starting to conduct my research I was looking for topics related to standardized testing and its alternatives, when I came across an article of PBL. After reading what PBL was, I quickly related to the idea because of a teacher I once worked with in a middle school science classroom who gave her students a three-year long PBL task to be worked on over their middle school career on any chosen topic. Learning more about the different types of teaching and learning, such as PBL, will help me as a future integrated mathematics educator. In addition to a personal experience, this topic of PBL is currently relevant in all grade levels and subjects today because of the ways that students and technology are evolving. Several academic communities are researching and studying the effects of PBL on students and teachers in multiple grade levels. The preliminary research on this subject informs that there is a positive correlation between students’ attitudes towards learning and overall academic success with the increase of PBL usage in classrooms today. But with this, there is limited research on students’ previous experiences with PBL in different grade levels and subjects, as well as if a PBL assignment is preferred over a typical lecture-test style classroom. This has led me to ask the question: Is Project Based Learning more effective and favorable to students then a typical lecture-test classroom?

TITLE: **Growth Mindset vs Fixed Mindset Skill Building Workshop**

Type: Skill-Building Workshop. (90 minutes)
Time: 2:45pm-4:15pm
Room: 207
Facilitator: Sarah Boyk

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

ABSTRACT: The term “growth mindset” comes from the groundbreaking work of Carol Dweck. She stated that everyone holds ideas about their own potential. Some people believe that their intelligence is more or less fixed and in math - that you can do math, or you can’t. About 40% of students have these damaging “fixed mindset” ideas. Another 40% have a “growth mindset” - they believe that they can learn anything and that their intelligence can grow. The other 20% waver between the two mindsets. As future educators, we need to encourage our students to have a growth mindset instead of a fixed mindset. Come to this engaging and exploring workshop on growth mindset vs fixed mindset.

TITLE: **Create Your Own Pedagogy Interactive Workshop**

Type: Skill-Building Workshop (90 minutes)
Time: 2:45pm-4:15pm
Room: 209
Facilitator: Caitlin Dombroski

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

ABSTRACT: There are many parts of each person’s life which influence their approach to teaching and working with

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

students. Knowing and understanding these influences and stances held by yourself is extremely important and valuable when moving forward into a career in education. Through participation in this workshop, you will have a valuable resource of your educational stances to bring into job interviews and show yourself off as a well prepared and informed educator.

TITLE: **Why Do Kids Hate Social Studies and How to Change their Minds!**

Type: *Demonstration. (90 minutes)*

Time: *2:45pm-4:15pm*

Room: *301*

Facilitator: *Katie Dushek*

PRESENTER: **PRITT, CARLIE**, Undergraduate Student, AYA Social Studies, Bowling Green State University

ABSTRACT: The United States prides itself on being the true, self-governed nation and the purest example of democracy. American citizens have the power to create change within their communities, state, and country. America rests upon the shoulders of the citizens. They must be prepared to run the nation so that it operates successfully. Social studies education fulfills this need of citizenship education. But why is this purpose not what comes to mind when most students look back on their history classes? The average student sees social studies as boring, repetitive, and unnecessary. Social studies need to be presented in a more engaging manner that excites students so that they learn all the necessary lessons from the subject. In this presentation, we will discuss the reasons that students don't like social studies, the problems with how social studies is taught, and how we, as educators, can change it. We will also practice an exciting interactive simulation where we will compete to take over the world!!!

TITLE: **Diversity Issues in Classrooms that Need to be Addressed**

Type: *Roundtable. (90 minutes)*

Time: *2:45pm-4:15pm*

Room: *307*

Facilitator: *Jerry Reed*

PRESENTER: **DOLIN, ILANA**, Undergraduate Student, Early Inclusive Childhood Education, Sigma Kappa Sorority, Bowling Green State University

ABSTRACT: **WEBB, KAYLA**, Undergraduate Student, Foreign Language AYAA, Bowling Green State University
In this discussion, we will be looking at different case studies that come from the book "Case Studies on Diversity and Social Justice Education" by Paul C. Gorski and Seema G. Pothini. We will be reading a few of the case studies and discussing what we could do differently if this situation occurred in our future classrooms and what we can do to prevent it as well. I hope you come ready to have your brains working on your toes!

BREAK SATURDAY, APRIL 7, 2018 **4:15PM-4:30PM (15 MINUTES)**

SESSION #6 SATURDAY, APRIL 7, 2018 **4:30PM-5:00PM (30 MINUTES)**

TITLE: **Education vs. Virtues: School of Fish**

Type: *Individual Paper/Oral Presentation. (30 minutes)*

Time: *4:30pm-5:00pm*

Room: *203*

Facilitator: *Connor Goodpaster*

PRESENTER: **WOODFORD, JUSTIN**, Undergraduate student, Early Childhood Education, Bowling Green State University

ABSTRACT: My presentation is about Kipp Academy, a public charter school that acts as any normal school would. They grade their students academic success with letter grades, however, they also grade their students character growth with 6 different virtues, which each contain 3-5 other virtues. The test scores for these schools compared to other public and private schools is a ton higher. Why? Because the teachers care about the character development of each student and they work hard to develop their students academically and personally. In this presentation I will dive into the different virtues that teachers grade their students on, and how each of us contain these virtues. I will discuss how we as teachers can pull these virtues out of our students and ourselves. I will talk about the bridge between teaching something inside or outside of school

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

and attaching a deeper meaning to it. I will give my "School of Fish" example and how this camp i have created can give children a fun hobby/skill, but it also teaches them live long virtues. Finally, I will talk about why more schools need to be like Kipp Academy, and how this can benefit teachers and students globally.

TITLE: **20% of Students Have What?**

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 4:30pm-5:00pm

Room: 207

Facilitator: Shyla Henry

PRESENTER: **DAVIDSON, TINA**, Graduate Student, Masters of Education in Reading Program, Bowling Green State University
ABSTRACT: Dyslexia is the most commonly misunderstood learning disability. With 20% of people in the United States of America, that means that 1 out of every 5 students you will teach have dyslexia. Dyslexia is such a common learning disability that it often goes undiagnosed and students suffer through school having teachers that don't know what dyslexia is. So, what is Dyslexia and what makes me qualified to explain this complex topic you may ask? Well, I am Dyslexic and have done extensive research on what it is and isn't. Want to learn how to better sever 20% of your students? The answer is easy, learn about what Dyslexia is and how it will affect your students.

TITLE: **"You Is Smart, You Is Kind, You Is Important": Believing in Yourself, Believing in Your Students.**

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 4:30pm-5:00pm

Room: 209

Facilitator: Katie Dushek

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

ABSTRACT: Too many people lack confidence in themselves. We let failure scare us and stop us from what could be an amazing achievement. We do not ask out that person because we are scared of rejection, we do not try out that new move in the game for the fear of messing up, and we are terrified of tests and speeches for the fear of failing. We let our weaknesses consume us; we see all of the ugly parts of ourselves, but do not see how those ugly parts may be what makes us beautiful. It is time to change that in our lives, and in our students' lives. We need to learn how to believe in ourselves so we can show our students how to do the same. If you tell them they are smart, important, amazing, etc., and help them learn to not be afraid of failure, they will be unstoppable. "Speak to your children as if they are the wisest, kindest, most beautiful and magical humans on earth, for what they believe is what they will become" (Brooke Hampton).

TITLE: **Self-Authorship Development of College Students and Cultural Differences**

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 4:30pm-5:00pm

Room: 301

Facilitator: Jerry Reed

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

ABSTRACT: Self-authorship could be understood as authoring one's life, or developing an internal voice to navigate life's challenges. It is a sophisticated and inclusive theoretical account for understanding the holistic development of college students. It represents the most ambitious effort to cover three dimensions of student development: epistemological, intrapersonal, and interpersonal. Each of the three addresses a fundamental question. The epistemological domain addresses "How do I know?"; the intrapersonal domain addresses "Who am I?"; the interpersonal domain addresses "How do I want to construct relationships with others?". These three are intertwined with each other to "conceptualize the way people interpret and analyze what happens to them and draw conclusions about what experiences mean to them" (Creamer & Laughlin, 2005, p. 16). Learning outcomes of college nowadays, such as lifelong learning, critical thinking, inquiring, independent thinking, and informed decision-making, are founded on students' self-authorship. This presentation will address the following questions: 1. What is self-authorship development? 2. Why is self-authorship development important? 3. What is the developmental trajectory of self-authorship? 4. What are the cultural differences in self-authorship development?

TITLE: **Discovering Experiential Learning**

Type: Skill-Buiding Workshop (30 minutes)

Time: 4:30pm-5:00pm

Room: 303

Facilitator: Katherine Rowe

PRESENTER: **WILKER, MARIE**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.

ABSTRACT: Experiential learning is vital in a child's development when they are growing up. Children want to learn about the world around them, but there are many obstacles in their ways. Believe it or not, parents can sometimes constrict the child from learning at their fullest potential. Parents like to approach their child's education

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

in a construction sort of approach, rather than an experimental approach. Children can learn more on their own than when someone forces them to learn things. This also relates to children who are in grade school. There have been studies that show students do not learn as well when being lectured to but having hands on experience will allow the student to retain the information. So, during my presentation I will be first informing everyone how important experiential learning is in child development. Different activities will be set up for people to walk around and feel like a child who is discovering the world around them for the first time again. For instance, having different textured objects and having them describe and sort the differences between them all. And setting blocks out also lets children explore different shapes that can be made along with their imagination. All of these examples are different ways to allow children to explore things around them by using hands on objects, rather than someone telling them the information.

TITLE: **Teaching with Diverse Media**

Type: Individual Paper/Oral Presentation. (30 minutes)
Time: 4:30pm-5:00pm
Room: 307
Facilitator: Taylor Willis

PRESENTER: **WESTRICK, CLAIRE**, Undergraduate Student, Intervention Specialist, Bowling Green State University.
ANDRUS, MARA, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University
WELTY, TIFFANY, Undergraduate Student, AYA Integrated Mathematics, Bowling Green State University

ABSTRACT: Every student learns in their own way. Some students learn through auditory learning, some hands-on, others kinesthetically. With all these different approaches to learning, it is critical that we, as future teachers, learn how to engage our students in various ways. Although there are a multitude of ways in which we can teach our students, we will be focusing on three specific learning approaches: learning through music, learning through art, and learning by playing educational games. This presentation will be shaped around how to incorporate these three teaching methods into an everyday classroom setting. The implementation of diverse teaching methods is key to success in the classroom. This presentation will not only be beneficial to attendees, but also to their future students.

TITLE: **Emotional Support Animals in Elementary Schools**

Type: Individual Paper/Oral Presentation. (30 minutes)
Time: 4:30pm-5:00pm
Room: 309
Facilitator: Sami Goodpaster

PRESENTER: **WILLIAMS, PRISCILLA**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.

WINDAHL, ERIKA, Undergraduate Student, Inclusive Early Childhood, Bowling Green State University
WHITTIE, SHAYLA, Undergraduate Student, Intervention Specialist, Bowling Green State University

ABSTRACT: Emotional support animals can be extremely helpful in schools and classrooms across the nation. Emotional support animals have the ability to help with students who may need some more support emotionally in school. They can help students with anxiety, or other mental health disorders that may prevent them from staying calm and collected inside of classrooms. Come learn how they can be implemented into classroom and school life. Also, how emotional support can help individual students with their mental health. This presentation will focus on integrating emotional support animals into elementary schools, and the consequences and benefits from having them interact with students.

END OF THE DAY SATURDAY, APRIL 7, 2018
THANK YOU FOR PARTICIPATING IN TODAY'S SESSIONS

5:00PM-8:00P--ECCO REUNION

SamB's Restaurant (163 South Main, Bowling Green, Ohio 43402)

For all ECCO members--current or past--who made prior arrangements (\$7.50 donation)

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

occurring in their lives. Those in attendance will be invited to share experiences, personal or otherwise, that they feel have proven effective in engaging students in the middle childhood field in meaningful learning. We will also discuss factors that impact the development and educational experiences of these students, including those that are sociocultural, institutional, physical, and mental. This panel is not just for Middle Childhood majors - anyone from any background, content area, or grade level is invited to join and discuss with us.

TITLE: **Students Beware: Your Textbooks are Probably Lying to You**
Type: Roundtable. (60 minutes)
Time: 12:15pm-1:15pm
Room: 207
Facilitator: Austin Stamper

PRESENTER: **HEROLD, JENA**, Undergraduate Student, Middle Childhood Science and Social Studies Education, Bowling Green State University

ABSTRACT: Have you ever questioned the information provided by a textbook, or do you just take the content that is inside of them as the whole truth? Numerous social studies textbooks are one-sided accounts of past events. In science textbooks, evolution is presented as an idea that lacks validity or left out entirely. I will be presenting the faults and discrepancies that are found in textbooks. There are many occurrences where the truth or legitimacy of the information that is placed or emphasized in them is quite questionable. I find this concerning, as textbooks can be the core of what educators teach to their students. I argue that the use and/or role of textbooks in the classroom should be questioned.

TITLE: **The Transitional Context: Transtheoretical Strategies for Mental Health Development Across Educational Settings**
Type: Individual Paper/Oral Presentation. (60 minutes)
Time: 12:15pm-1:15pm
Room: 209
Facilitator: Connor Goodpaster

PRESENTER: **DESPOSITO, MICHAEL**, Graduate Student, Mental Health Counseling, Bowling Green State University
DURHAM, STEPHANIE, Graduate Student, Mental Health Counseling, Bowling Green State University
GOODPASTER, SAMI, Graduate Student, Mental Health Counseling, Bowling Green State University, ECCO Alum

ABSTRACT: Research continues to recognize educational settings as critical venues to address mental and emotional issues facing children and adolescents across the lifespan. While research has continued to explore mental disorders of the populations within primary, secondary, and postsecondary educational contexts, limited research has been conducted regarding transitional stressors that often occur across students' mental and emotional development. Recognizing these transitory factors in context would provide a more holistic view of student needs beyond the current standard intellectual practices.

The Transtheoretical Model of Health Behavior Change (TMM) provides a useful, cyclic, and stage-based model for educators who work with children and adolescents across educational settings by assisting in the conceptualization of student difficulties that could otherwise be pathologized. While originally proposed as an integrative approach for mental health counseling, adaptations have been suggested for both educational and organizational settings. Therefore, this presentation will describe how the TMM can provide a model for conceptualizing mental and emotional development factors often impacted by the transitions across these three specific educational settings. Strategies for educators will then be explored to address the mental and emotional readiness for the transitional struggles both throughout and following the school-aged years.

TITLE: **The Hat We Are Not Prepared to Wear: How to Counsel Students for People with No Counseling Training**
Type: Demonstration. (60 minutes)
Time: 12:15pm-1:15pm
Room: 301
Facilitator: Shyla Henry

PRESENTER: **REED, JERRY**, Undergraduate Student, Individualized Studies in Education, Bowling Green State University

ABSTRACT: In this demonstration, we will be discussing one of the most important roles a teacher has, yet are expected to be fully prepared to carry out without any real training, the role of a counselor to students experiencing troubled times. Schools expect teachers to be able to manage students emotionally, while also being experts in curriculum, discipline, and a myriad of other areas. Discussion will include basic techniques in regards to listening and properly responding as an educator, and also ways to offer help and support to students, when you sense something wrong.

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

TITLE: **Speak up, your student's lives depend on it**
Type: Roundatable. (60 minutes)
Time: 12:15pm-1:15pm
Room: 303
Facilitator: Miranda Honacki

PRESENTER: **CALDAREA, TOMMY**, Child/Youth Specialist, Crossroads, ECCO Alum

ABSTRACT: Being an educator is a unique job that will challenge you in every way possible. Sure, creating curriculum can be difficult, but as Maslow teaches us, our students can not learn unless their other needs are first met. This presentation will address issues that you will have to deal with in your classroom. You may not be prepared for these problems and you will likely not receive the support you need while handling them. I have worked the last 2+ years in the mental health field not as a teacher, but as a group therapist and have gained a unique perspective on everyday classroom problems that occur. Some of these problems include mental illness (especially undiagnosed ones), being part of the LGBTQ community in a harsh society, abusive situations in the home, and poverty (especially food insecurity). Having gone to Bowling Green State University for a degree as a general education teacher I see the gaps in the curriculum around these specific areas and with this presentation I hope to raise awareness for these problems, while engaging in an active conversation.

TITLE: **The 3 C's of Concussion Intervention – Concussion, Combat, and Curiosity**
Type: Individual Paper/Oral Presentation. (60 minutes)
Time: 12:15pm-1:15pm
Room: 307
Facilitator: Carlie Pritt

PRESENTER: **LEONARD, ZOEY**, Undergraduate Student, Intervention Specialist, Bowling Green State University
MAMULA, JENNA, Undergraduate Student, Pre- Communication Disorders and Science, Bowling Green State University

ABSTRACT: About 45 million United States children and adolescents participate in organized youth sports. This number is continuously growing. As students are getting involved in athletics there are more and more injuries, like concussions, being seen in the classroom. What is a concussion? How are educators supposed to combat the implications of these concussions? Most importantly, what is the best way to support a student affected by a concussion and the consequences that comes with it. As we explore the intervention plans for children going through concussions, we will be able to answer these and more questions for you.

TITLE: **Mental Health and the Modern Educator**
Type: Individual Paper/Oral Presentation. (60 minutes)
Time: 12:15pm-1:15pm
Room: 309
Facilitator: Katie Dushek

PRESENTER: **NOUSAK, SAMANTHA**, Undergraduate Student, Sociology/Psychology, Bowling Green State University

ABSTRACT: Mental health issues are far more prevalent than most are aware; according to the National Institute of Mental Health (NIMH), 46.3% of 13 to 18-year-olds will qualify for a DSM-5 mental illness. Mental health concerns will impact students in every single classroom, yet curriculum for Education majors does not include more than rudimentary information on this topic. This presentation aims to provide basic facts pertaining to mental health (including incidence rates, educators' responsibilities, and the impact mental health issues can have on students), discuss broad strategies to employ with students with mental health concerns (basic do's and do not's), and provide resources pertaining to this topic.

BREAK **SUNDAY, APRIL 8, 2018**
1:15PM-1:30PM (15 MINUTES)

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

SESSION #8 SUNDAY, APRIL 8, 2018 1:30PM-2:30PM (60 MINUTES)

TITLE: **Trauma and Challenging Behaviors in the Classroom**

Type: *Roundtable. (60 minutes)*

Time: *1:30pm-2:30pm*

Room: *203*

Facilitator: *Kaitlyn Stone*

PRESENTER: **CALDAREA, CLAIRE**, Intervention Specialist-Early Childhood Prevention Specialist, Crossroads
Early Childhood Services, ECCO Alum

ABSTRACT: As a teacher it seems as though we have to juggle many jobs, educate, consultant, counselor and the list can go on. We have the opportunity to provide students not only with education but with skills needed to be successful in all aspects of life. In this session, we will discuss how we as teachers can best support our students through all of life's ups and downs. Trauma and challenging behaviors are obstacles that we will have to handle in the classroom. Behavior is a form of communication that can often be a typical response to an event that is atypical. Come and discuss best practices and strategies to utilize when experiencing challenging behaviors in the classroom. As a former ECCOphant and graduating class of 2015, I have taught in the field of special education for 2 years, currently, I am working in the field of mental health as a consultant and I am the Clinical Director and co-founder of Footprints Center for Autism.

TITLE: **How Do We Become Punks ... or ... How to Take Charge of Your Own Education**

Type: *Roundtable. (60 minutes)*

Time: *1:30pm-2:30pm*

Room: *207*

Facilitator: *Megan McDonnell*

PRESENTER: **THOMPSON, TAYLOR**, Undergraduate Student, Adolescent Young Adult Math Education, Bowling
Green State

VROOMAN, PATRICK, Lecturer, Director of ECCO, School of Teaching & Learning, Bowling Green State
University

ABSTRACT: What do you do when a teacher hands you an assignment? Do you merely complete it the way they want it to be completed? Or, do you look at and wonder how you can f*ck with it? Join our roundtable discussion about how we've found an effective way to complete other people's assignments our own way.

Schooling seems designed to put students in a position where we are doing work created by others, for their purposes, on their timelines. We have to pass tests over what they wanted us to learn, never asked what we want to learn, never allowed to ask our real questions, follow our real interests. Somehow, within this context, both of us have found an anger-driven disposition toward classroom assignments we call "the f*ck-its" which allows us to change schoolwork from "theirs" to "ours." We've found this approach to work well for us: mostly without feeling like we've sold out or abdicated our creativity or just done a load of busy work. Their work is changed to our work by saying, "F*ck it, I'm doing this MY way." Our work is usually better than they could possibly assign. And, we enjoy the process and our product.

We would like to explore our own questions with you, such as: Why do we respond this way? Why don't others respond this way? Is it possible to get others to respond this way? Is this really what our instructors want us to do, but cannot possibly assign us to do? Are we defying authority or acquiescing to it? Why do some teachers appreciate our ownership of an assignment while others do not? And moreâ€¦.

Parental Warning: Roundtable discussion will include coarse or crude language.

TITLE: **The Brain Needs More Dendrites!**

Type: *Skill-Building Workshop. (60 minutes)*

Time: *1:30pm-2:30pm*

Room: *209*

Facilitator: *Shyla Henry*

PRESENTER: **LUNA, SARAH**, Undergraduate Student, Middle Childhood Education, Bowling Green State University

ABSTRACT: As teachers, we need to help our students grow more dendrites in their brain! Teachers can help their students grow dendrites by doing hands-on activities, allowing the students to actually see, touch, and experience what is happening rather than just sitting in a classroom. Dendrites help the students remember what they are learning and they get to have fun while doing it! So together we will work with our hands and dive deep into having some fun with growing those dendrites!

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

TITLE: Connecting Mental Health to Schooling

Type: Skill-Building Workshop. (60 minutes)

Time: 1:30pm-2:30pm

Room: 301

Facilitator: Ali Kagy

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

ABSTRACT: Our country's leaders keep saying that we have a mental health problem, but then they fail to do anything about it. Instead of arming our teachers with guns we should be arming them with the skills and ability to combat this rising issue. To do this, teachers need to learn skills and techniques that can help them with their own mental health and help their student build coping skills. This skill-building workshop will be a calming but informative time to talk, learn, and make stress balls as a takeaway. It is a safe space where anyone can share, but there may be triggers.

TITLE: Building Blocks for the Future

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 1:30pm-2:30pm

Room: 303

Facilitator: Zoey Leonard

PRESENTER: LEONARD, BILL, Founder, Financial Planning, Pittsburgh, Pennsylvania

ABSTRACT: I am founder of a Financial Planning firm in Pittsburgh, Pennsylvania. As a team we work to clarify our clients goals and develop strategies to help them achieve their goals. By helping clients focus on the future rather than the short term, we help them develop an ideal vision of their financial future. We believe that everyone needs to develop a vision of his or her desired future, develop a plan to get there, then review and update the plan to keep it in focus. Goals that seem too distant or difficult are easy to forget about or quit. Developing a plan and monitoring it along the way allows us to achieve our long-term vision and goals in our financial matters and our life in general. I would love to share with an audience some basics of building a plan and monitoring the plan along the way. I would find great satisfaction in helping attendees define and establish a plan to achieve their goals.

TEACHING STUDENTS WITH DISABILITIES

TITLE: How to Teach Students with Disabilities.

Type: Skill-Building Workshop. (15 minutes)

Time: 1:30pm-2:30pm

Room: 307

Facilitator: Brittnee Axe

PRESENTER: HALKER, CORRINE, Undergraduate Student, Intervention Specialist, Bowling Green State University

CONKLIN, LAUREN, Undergraduate Student, Family & Consumer Sciences, Bowling Green State University

ECKLES, HALEY, Undergraduate Student, Adolescent/Young Adult Language Arts, Bowling Green State University

ABSTRACT: Learn how to teach a normal general education class where students with learning and physical disabilities and even behavioral issues can be included. Most schools cannot afford to hire extra teachers to teach the students with behavioral and learning disabilities. So I believe that instead of letting these kids fall super behind in class and not receive the education they deserve, we as teachers should be trained on how to deal with behavior issues and how to teach students with learning disabilities instead of kicking them out into the hallway to catch up on homework or instantly send them to the principal to keep them from disrupting the class.

TITLE: Disabling the Stigma of Disability

Type: Individual Paper/Oral Presentation. (15 minutes)

Time: 1:30pm-2:30pm

Room: 307

Facilitator: Brittnee Axe

PRESENTER: LOOS, MOLLY, Undergraduate Student, Intervention Services, Bowling Green State University.

ABSTRACT: As an aspiring intervention specialist, students and peer with disabilities have always been close to my heart. In this presentation, I seek to understand the stigma that surrounds disabilities and the ways in which it affects the lives of people who have them. This presentation begins with a brief introduction to the following key points that are to be addressed: disability, stigma, education and culture. In attempt to understand the derivation of stigma, the paper includes details on its history, dating all the way back to theories on prehistoric humans up to recent years. I incorporate research about and from multiple countries, in order to create a deeper understanding of global implication. This text covers multiple pieces of literature and media to apprehend what is currently happening in the field of disability studies and stigma. The goal of this essay is to inform the public about ongoing difficulties faced by people with disabilities all over the world in numerous aspects of everyday life.

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

TITLE: **How Does Music Therapy Affect People With Disabilities and Exceptionalities?**
Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 1:30pm-2:30pm
Room: 307
Facilitator: Brittnee Axe

PRESENTER: **VILAGI, STEVEN**, Undergraduate Student, Choral Music Education, Bowling Green State University

ABSTRACT: Where did music therapy come from? What even is music therapy? This presentation will answer any questions you have about music therapy and I will go over the history of music therapy, what it is, how it affects people with disabilities and exceptionalities and even what benefits come with music therapy. Come on down and see for yourself how music heals everyone. This program is for anyone who likes music or just wants to know about something that is least known in the world of music.

TITLE: **Whiteness: An explanation of privilege, right, and opportunity within the United States**
Type: Demonstration. (60 minutes)
Time: 1:30pm-2:30pm
Room: 309
Facilitator: Emily Davis

PRESENTER: **BRACY, CARTER**, Undergraduate Student, Ethnic Studies, Bowling Green State University

ABSTRACT: Race has played a large part in the ways in which our modern society functions and operates. It is something that has held down those that people within a position of authority see as a threat to the ways of life within a society. Whether this is through laws, social interaction, or from outside influences, these issues all affect each and every one of us. I shall be discussing the social constructions and movements against these beliefs in a short demonstration and discussion focused to pinpoint what issues exist, as well as ways to advocate and go about seeking change in the right ways to resolve these problems.

BREAK **SUNDAY, APRIL 8, 2018**
2:30PM-2:45PM (15 MINUTES)

SESSION #9 **SUNDAY, APRIL 8, 2018**
2:45PM-3:45PM (60 MINUTES)

TITLE: **What We're Losing- The Necessity that is Early Diagnosis of Mental Illness**
Type: Roundtable. (60 minutes)
Time: 2:45pm-3:45pm
Room: 203
Facilitator: Tessa Thomas

PRESENTER: **STONE, KAITLYN**, Undergraduate Student, Integrated Social Studies Education, Bowling Green State University

ABSTRACT: In my conference, I intend to talk about the importance of diagnosing mental illnesses earlier in childhood than we currently we. Many children face mental illness and do not get the help they needed both due to stigma that follows mental illness, and just the fact that parents and doctors do not wish to "label" their children early on. However, it is affecting our children in the worst ways. By not diagnosing them, we risk them leading adulthoods full of grief and misery, or losing them entirely to suicide. It is time that parents remove their heads from the sand and see the truth, we are losing our kids. And we have to point the finger at ourselves.

TITLE: **Donald Trump Attacks the Fourth Estate: How Does This Affect The Public's Perception of Education in the Media?**
Type: Roundtable. (60 minutes)
Time: 2:45pm-3:45pm
Room: 207
Facilitator: Caitlin Dombroski

PRESENTER: **BAILEY, ANDREW**, Undergraduate Student, Adolescent/Young Adult, Integrated Language Arts, Bowling Green State University

ABSTRACT: I will be discussing how Donald Trump's attacks on the fourth estate impact education and how the public perceives it today. It will be a lecture style presentation, featuring a PowerPoint covering this topic. Some topics that will be covered: Betsy DeVos, arming teachers with firearms, school choice, Common Core, and standardized testing. All of these topics are prevalent issues in education, and the public has opinions on

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

them! The voracity of Donald J. Trump surely affects these opinions, and whether it is for better or for worse, he creates a magnificent maelstrom of mistrust on both sides. After each topic is discussed, a brief discussion will be held to get opinions from the audience. If you want to learn more about educational issues, voice your opinions on them, or both, come to my conference!

- TITLE:** **Going to Hell: Why Are Socialist, Communist, Atheist, Pro-Public, Anti-Private, Egalitarians So Deeply Enamored with Jesuit Education (and how might this shape discussion in the public realm)?**
Type: Individual Paper/Oral Presentation (60 minutes)
Time: 2:45pm-3:45pm
Room: 207
Facilitator: Mary Martha Krutsch
- PRESENTER:** **HUBBELL-STAEBLE, TYNAN**, High School Senior, St. John's Jesuit High School and Academy, CCP
Bowling Green State University
- ABSTRACT:** **HUBBELL-STAEBLE, DAWN**. Senior Lecturer, English, Bowling Green State University
Tynan, a senior at St. John's Jesuit High School, will discuss his experience as an atheist and secular humanist attending an all-boys Jesuit private high school. He will explain why someone like him would willingly choose to attend and be passionate about the Cura Peronalis and the concept of Magis. In other words, why is it worth wearing a shirt and tie every single day and not having girls in class to become a Man for Others? Dawn, mother to Tynan, has for years considered herself a socialist, supporting public institutions, especially public education. She is also a long-time atheist and socially liberal advocate. In other words, she is the opposite of everything commonly deemed 'Catholic.' Come learn why she chooses and advocates for an all boys, Jesuit education for young men, how she wrestles with the contradiction to her personal values, how--without knowing it--the Jesuit Values are an integral part of her life, and how she sees a future for such values in secular education.
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SEX, DRUGS, AND FIREARMS: ISSUES IN EDUCATION

- TITLE:** **The History of Sex Ed and its Importance**
Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 2:45pm-3:45pm
Room: 301
Facilitator: Aaron Warren
- PRESENTER:** **TUCKER, CORA**, Undergraduate Student, Adolescent Young Adult Integrated Language Arts,
Bowling Green State University
- ABSTRACT:** Sex education is an uncomfortable topic that's been around for over a century. It's been exploited in media, dreaded by high school students all across the nation, and become a taboo topic to talk about. When people think about it they probably think about putting a condom on a banana, looking at gross pictures in health class, or signing some piece of paper that states something like, "I will abstain from having sex until I am married." How has sex education changed over the last 126 years? How has the curriculum changed and is it effective in promoting sexual health amongst young people? Come find out!
- TITLE:** **The Drug Epidemic in Schools: Is D.A.R.E. Doing Its Job?**
Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 2:45pm-3:45pm
Room: 301
Facilitator: Aaron Warren
- PRESENTER:** **GREGORY, LAUREN**, ECCO Undergraduate Student, Middle Childhood Education Language Arts
and Social Studies, Bowling Green State University
- ABSTRACT:** D.A.R.E. is an educational program implemented in a large number of American middle schools with the goal of providing students with tools and knowledge to keep them from using drugs and alcohol in high school. Recently, the success of D.A.R.E. and other related programs has been debated, and many people are calling for it to be removed from the middle school curriculum. In my conference presentation, I will be exploring the success of D.A.R.E. and other drug resistance education programs in America's schools. I will be going in depth into the effects of such programs, and how they can be improved. Finally, I will discuss steps that we can take as future educators to help combat the drug epidemic more successfully than D.A.R.E. and other related programs.
- TITLE:** **Assassination of a Generation**
Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 2:45pm-3:45pm
Room: 301
Facilitator: Aaron Warren
- PRESENTER:** **CRAIG, TERAYSA**, Undergraduate Student, Middle Childhood Education, Bowling Green State University
- ABSTRACT:** There is no doubt that there is an increasing amount of gun violence at schools in the United States. Many have come forth to suggest ways of dealing with such a unique issue. However, we must first consider how

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

exactly we should address this issue by taking into account all of the possible factors. The American fixation with firearms seems to dominate the debate for gun control. Due to this, we cease to consider important factors, such as the limitations of research on school shootings, mental health concerns, and firearm access. While it seems as though we, as a nation, began to become numb to school shootings, recent events have pulled the United States out of its sedated mindset. Far too often, we prepare for school shootings instead of preventing them. In my presentation, I beg the question, at what point do firearms stop being a freedom and start being a concern?

TITLE: **Tips for a Stress-Free Learning Environment (Early Childhood)**
Type: Skill-Building Workshop. (60 minutes)
Time: 2:45pm-3:45pm
Room: 303
Facilitator: Brittnee Axe

PRESENTER: **KRESKY, KIT**, Undergraduate Student, Early Childhood Education, Bowling Green State University
MAY, SIERRA, Undergraduate Student, Early Childhood Education, Bowling Green State University

ABSTRACT: Young students often have a hard time relieving stress. As an early childhood teacher, you will have students with a large array of home life difficulties. This can put a lot of stress on young students. There are many ways early childhood educators can alter or enhance the classroom environment to help students let go of their worries. In this class, we will be explaining and demonstrating different ways teachers can help create a stress-free learning environment for their students. We will explore the benefits of aromatherapy in the classroom and which oils are suitable for effective stress relief. We will talk about the benefits of class pets and which pets are effective stress easers. We will introduce the idea of fidgets and how teachers can make their own fidgets. We will talk about the use of certain types of music in the classroom. We will also talk about how to create a cozy corner for students to go when they are feeling extra stressed and could use some comfort. Finally, we will talk about coloring and how it can help relieve stress and how to incorporate it into lesson plans. Creating a stress-free environment for your students can be challenging. With the tips and ideas you will learn from this presentation, you will be on the right track to a calmer classroom.

TITLE: **How Evil are For-Profit Schools? or Why Would a Chinese Company Buy an American School?**
Type: Individual Paper/Oral Presentation. (60 minutes)
Time: 2:45pm-3:45pm
Room: 307
Facilitator: Devenn Reineck

PRESENTER: **VROOMAN, PATRICK**, Lecturer, Director of ECCO, School of Teaching & Learning, Bowling Green State University

ABSTRACT: In this presentation, I will explore two relatively unknown trends in the American education system: the rise of for-profit schooling and the emergence of international ownership of American schools.

On a recent ECCO trip, we visited Florida Prep, a boarding school that was purchased in 2017 by a California-based investment company, Newopen USA, a subsidiary of the Congqing, China-based company, Newopen Group, that operates 2 universities, 5 middle schools, 2 affiliated primary schools, 31 kindergartens, and portfolio of education “brands” in China. This is the first American school that Newopen has purchased and they have intentions to create a network of schools in the U.S. Also, they have turned Florida Prep from a private school into a for-profit school.

There’s all sorts of profits to be made from schooling: testing companies, book publishers, food and transportation services, and Teachers Pay Teachers all make considerable profits from the schooling industry. And, for-profit schools (schools designed to run for profit for shareholders like owners and investors in the school) have developed relatively recently with the rise of charter schools (about 16% of charter schools are for-profit). Schools have a business component to them, but turning them into profit-making machines seems inimical to many. In these schools, profit seems to replace education as the primary goal.

How big is this profit-making part of our education system? What sort of profits can be had? What is the impact of “foreign” and “for-profit” management of American schools? Are these trends for good or evil?

CLASS, SOCIO-ECONOMIC STATUS, AND SCHOOLING

TITLE: **Generational Poverty in Urban America: How is Insufficient Education Contributing to the Cycle’s Continuation?**

Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 2:45pm-3:45pm
Room: 309
Facilitator: Connor Goodpaster

PRESENTER: **BOYK, SARAH**, Undergraduate Student, Intervention Specialist, Bowling Green State University

ABSTRACT: Even a classroom fruitful with learning and growth struggles to break free from the vicious reality that kids live and breathe at home. 43.1 million Americans lived in poverty in 2016, with over a third of those being children (UC Davis, 2018; NCCP, 2017). Children and their families fall victim to the cycle of generational poverty, with the alarming truth that less and less children are surpassing their parents economically. In this presentation we

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

will explore the state of poverty in the United States since President Johnson introduced the War on Poverty in 1964. We will specifically address the impact poverty has on urban school success and what systemic measures can be taken to combat challenges associated with living in poverty. The presentation will conclude with an analysis of how insufficient education for poor urban American children is contributing to the cycle's continuation.

TITLE: **Capitalism: The Unknown Killer**
Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 2:45pm-3:45pm
Room: 309
Facilitator: Connor Goodpaster

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

ABSTRACT: Capitalism has killed millions yet people refuse to see it. It has destroyed the people's livelihood along with their hopes and dreams. It has set up a system in which some cannot afford to eat while others have more money than they could spend in 100 lifetimes. It sets poor children up for failure while ensuring the rich become untouchable. Come learn more about how capitalism is the root of all problems with the American education system and the United States itself. Think that I am wrong? Prove it in the short discussion at the end of the presentation.

TITLE: **Why Does the Quality of Education Vary Based on Location and School District?**
Type: Individual Paper/Oral Presentation. (15 minutes)
Time: 2:45pm-3:45pm
Room: 309
Facilitator: Connor Goodpaster

PRESENTER: **WHITAKER, MORGAN**, Undergraduate Student, Early Childhood Education, Bowling Green State University

ABSTRACT: For my presentation I will be discussing the quality of education that students are getting and how vastly different it is depending on the location of the school. As a country that promotes fair and equal opportunity for all, it should be our goal to give each child a fair and equal shot at success. As future teachers, it is our job to push for a good, quality education for everyone and as a society, we should want everyone to have a good quality education to make our country stronger together. Money is a big part of this struggle for an equal quality of education, however, we as teachers should focus on giving students the best education possible.

BREAK SUNDAY, APRIL 8, 2018 3:45PM-4:00PM (15 MINUTES)

SESSION #10 SUNDAY, APRIL 8, 2018 4:00PM-4:30PM (30 MINUTES)

TITLE: **TeachProv, Part 1**
Type: Skill-Building Workshop. (30 minutes)
Time: 4:00pm-4:30pm
Room: 201
Facilitator:

PRESENTER: **HOWARD, ZOLEE**, Undergraduate Student, Early Childhood Education, Bowling Green State University
BENDER, DANIELLE, Undergraduate Student, Adolescent Young Adult Integrated Language Arts, Bowling Green State University

ABSTRACT: **DURHAM, EMILY**, Undergraduate Student, Adolescent Young Adult Science, Bowling Green State University
We all know what teaching is, but what is improv, and what does that have to do with teaching? Well, that is what we are here to tell you! Improv is just what it sounds like: improvisation. The kind of improv we usually do at BG is comedy improv, which is not exactly good for classrooms. However, all improv contains valuable skills that you can use in and out of the classroom. For example, no matter how much preparation one puts into their lesson plan, students have minds of their own and teachers cannot plan for the unexpected. That is where improv comes in! Improv is all about thinking on your feet, speaking in front of groups, and being prepared for whatever may come your way. So, in this professional workshop, we are going to be running through improv basics, playing games, and applying the skills you learn here to skills that you can use in the classroom as a teacher.

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

ISSUES IN YOUTH SERVING ORGANIZATIONS

TITLE: FFA: What is FFA and should it be implemented in schools?

Type: Individual Paper/Oral Presentation. (15 minutes)

Time: 4:00pm-4:30pm

Room: 203

Facilitator: Andrew Bailey

PRESENTER: COPELAND, KASEY, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

WILLIAMS, LINDSEY, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

ABSTRACT: FFA stands for Future Farmers of America which is an American youth organization based around agriculture education for middle and high school students. FFA is very common in rural schools but not as commonly seen in urban schools. In our presentation, we will be exploring if FFA should be placed into urban schools as well. In the past, FFA was for students that were from the country but today, more and more students are joining for the great leadership opportunities. It is important for young people to become knowledgeable about farming as our daily lives would be much different without it. Everyone in American society is positively and negatively affected by the farming industry so it is important to educate our students on the topic. This presentation will provide some history of FFA, the opportunities available for students, and the importance of FFA placed in urban schools.

TITLE: How the Boy Scouts Won't Survive without Girls

Type: Individual Paper/Oral Presentation. (15 minutes)

Time: 4:00pm-4:30pm

Room: 203

Facilitator: Andrew Bailey

PRESENTER: DAUGHERTY, MAX, Undergraduate Student, Communications and German, Bowling Green State University

ABSTRACT: Times are changing and as such so are peoples tastes and interests. The Scouting movements are experiencing shrinking numbers and less funding. Aside from the large discrepancy in both members and revenue between the Girl Scouts and Boy Scouts, Girl Scouts are provided less opportunities than Boy Scouts. By allowing Girls in the Boy Scouts, both organizations will experience a revitalization and allow both boys and girls equal opportunities. As both an Eagle Scout and former employee of the Girl Scouts of Western Ohio I hope to provide an inside look in the organizations and the benefits of inclusion.

TITLE: Sign Language in the Early Childhood Classroom

Type: Individual Paper/Oral Presentation. (15 minutes)

Time: 4:00pm-4:30pm

Room: 205

Facilitator: Caitlin Dombroski

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

ABSTRACT: It is a well-known fact that American Sign Language is essential when supporting deaf or hard of hearing learners. In this presentation, we will explore the use and benefits of the utilization of sign language with young children in a classroom setting, as well as strategies for implementation. We will discuss introducing sign language to the whole class through the use of direct instruction, in addition to embedding ASL in routines and various aspects of classroom management. For early childhood classrooms specifically, sign language is beneficial during circle time when it is popular to sing common songs. The presentation has been inspired by observations of my current classroom mentor teacher and recommendations based on scholarly research. Those in attendance will walk away with concrete information and ideas that can be put to use in the classroom with all students.

TITLE: The People's Education: What can we learn from our socialist neighbor?

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 4:00pm-4:30pm

Room: 207

Facilitator: Carlie Pritt

PRESENTER: FROELICH, CONNOR, Undergraduate Student, AYA Social Studies, Bowling Green State University

ABSTRACT: It is no secret that the United States does not have the best education system in the world, and it is also well known that many other capitalist democracies have new and innovative ways of teaching their youth. However, this presentation does not wish to focus on our German, English, or French counterparts when it comes to educating children. Instead, this presentation will focus on nations whose education might be radically different from ours, whose society and government is structured in a way that does not mirror our own. Specifically, I will be talking about socialist countries, such as Cuba. Cuba will be the main focus for

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

multiple reasons, one of which being they are a well-known rival of ours. However, this presentation will argue that maybe we should study our southern neighbor, and open our eyes to how socialist nations operate their school systems. Now, being a tiny island nation means that Cuba is very culturally, economically, different than us, but studying the way they treat education, and who is allowed to have it, could offer insight into how we should fix ours. The presentation will be no longer than half an hour, looking at education in socialist Cuba, comparing it to our methods, and seeing if there is anything to gain from our island neighbor.

TITLE: **How Water Balloons Start a Fire: Student Protest and the Administrative Response at BGSU**

Type: Individual Paper/Oral Presentation (30 minutes)

Time: 4:00pm-4:30pm

Room: 209

Facilitator: Sarah Luna

PRESENTER: **CARLOCK, ROBERT**, Graduate Student, History, Bowling Green State University, ECCO Alum

ABSTRACT: Two protests of note have occurred at Bowling Green State University. The administrative response to these protests were drastically different, although both protests were successful. In 1961, students had been subject to an authoritarian administration that restricted their basic freedoms for the greater part of a decade. Alcohol was banned for all students, and women were subject to harsh curfews. However, just before Easter that year, the spark of student protest against this authoritarian rule was ignited with a water balloon; the resulting movement, a spontaneous outburst that evolved into an organized movement for student rights, led to the resignation of President McDonald as he refused to change in response to student demands. Less than a decade later, President Jerome was also faced with student protest following the Kent State Shooting. There was already student unrest due to the sociopolitical climate of the Vietnam era, and students were fearing for their lives. Rather than quelling the student protest, Jerome provided the students with educational agency through what was called the New University. This curriculum, parallel to the university, allowed students to opt out of their university classes in order to explore topics that were of interest and relevance to their lives, and kept Bowling Green State University from closing like nearly every other campus in Ohio. I will compare the two administrative responses, showing how student agency and democratic leadership is superior to authoritarian rule in the face of student protest.

TECHNOLOGY AND THE iGENERATION

TITLE: **Is Technology Good in the Classroom?**

Type: Individual Paper/Oral Presentation. (15 minutes)

Time: 4:00pm-4:30pm

Room: 301

Facilitator: Teraysa Craig

PRESENTER: **KREUTZER, CAILEY**, Undergraduate Student, Adolescents and Young Adults, Bowling Green State University

ABSTRACT: Technology has become more and more integrated into our school system, but is it having a positive impact on our students? In this presentation I will discuss how technology in the classroom has a negative effect on students education. It's a distraction, not everyone has access to the internet or a computer, and technology takes away from learning time.

TITLE: **Education of the iGeneration**

Type: Individual Paper/Oral Presentation. (15 minutes)

Time: 4:00pm-4:30pm

Room: 301

Facilitator: Teraysa Craig

PRESENTER: **WARREN, AARON**, Undergraduate Student, Early Childhood Education, Bowling Green State University

ABSTRACT: The iGeneration is a term rarely used or even known amongst our society today. They are a major part of our community, but only few know who or what they truly are. The iGen, or, Generation Z, is our youngest, and most advanced, generation yet. They are the first generation to be surrounded and completely immersed in technology as early as birth. When the iGeneration started is highly debatable amongst researchers, but most commonly said to be born from 2000 to 2020, and makes up roughly 25% of the U.S. population. Since they are engaged in technology so much, they have gained new characteristics at the age they are better and faster than any before. They are developing so quickly, that basic education is not the best way to cultivate the students for their future life decisions. With this new generation of youths and adults, we need to revise our teaching methods in order to cater to their needs of education. With the expansion of technology not slowing down, we have begun implementing social networking and technology into our modern education systems.

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

TITLE: **The Mindful Classroom**
Type: Individual Paper/Oral Presentation. (30 minutes)
Time: 4:00pm-4:30pm
Room: 303
Facilitator: Beth Dundore

PRESENTER: **RESHNI, AMY**, Undergraduate Student, Early Childhood Education, Bowling Green State University.

ABSTRACT: This presentation will be on incorporating meditation in the classroom. I will be discussing how to teach children meditation and explain why I, and many other people, believe it should be taught to the students. We will go over the benefits of mediation for both the students and the teachers. Teaching students to develop mindfulness and encouraging them to take a step back and understand why they are feeling what they are feeling will help students be less stressed, less angry and more even-tempered. There is no doubt that meditation has numerous benefits in the classroom. Come see for yourself how you can help your students and yourself find a happy place.

TITLE: **How Mnemonic Devices benefit the Human Memory**
Type: Individual Paper/Oral Presentation. (30 minutes)
Time: 4:00pm-4:30pm
Room: 307
Facilitator: Shyla Henry

PRESENTER: **HONACKI, MIRANDA**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

ABSTRACT: The human memory is a complex thing that we are still learning about how it works and what affects it today. As teachers it is important that we know our students are learning and retaining important information. Luckily there are things called Mnemonic Devices which help us to retain specific information for longer periods of time. In this presentation we will look closer at what the human memory is, how it works, how we can improve it, and what happens when we don't remember. We will also talk about Mnemonic Devices and how they can benefit teachers with helping students retain information. We will review the different types of mnemonic devices, explain how they work with retaining information, and even teach a specific mnemonic device that will help students with being prepared for upcoming exams.

TITLE: **Do School Lunches and Their Nutritional Value Affect Your Learning?**
Type: Individual Paper/Oral Presentation. (30 minutes)
Time: 4:00pm-4:30pm
Room: 309
Facilitator: Sarah Boyk

PRESENTER: **SHIRK, DANIELLE**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University
HAMMER, ABBY, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

ABSTRACT: Have you ever thought about how the nutritional value in what you eat affects your ability to learn? Your brain is an organ that needs nutrients to function properly and to its full potential. Everyday students eat lunches provided by their school but they might not be full of the nutrients they need. Common lunch time foods such as pizza, french fries, and chicken nuggets may be what the students prefer to eat but are not what will fill them up with the nutrients they need to learn when they go back to class. We will look at how what students eat affects their learning ability in the classroom, and the nutritional standards that school lunches have to meet to get these children the nutrients they need.

TITLE: **Being an Effective Teacher without the Degree**
Type: Roundtable. (30 minutes)
Time: 4:00pm-4:30pm
Room: 319
Facilitator: Connor Goodpaster

PRESENTER: **THOMAS, TESSA**, Undergraduate student, AYA Social Studies Education, Bowling Green State University

ABSTRACT: Teaching is a job that is considered to be a highly regarded profession which requires years of classes and training in order to become an educator. But can you be an effective educator without an education degree? In this presentation I talk about my experiences at the maumee valley school, where many of the teachers do not have an education degree yet are simply pure naturals at the teaching profession! This roundtable discussion will let the audience ponder and reflect whether teachers without education degrees can still be effective teachers without education degrees and the qualities a person must possess in order to teach.

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

TITLE: **The Big A: Anarchist Pedagogies in Education**
Type: Individual Paper/Oral Presentation (30 minutes)
Time: 4:45pm-5:15pm
Room: 207
Facilitator: Steve Vilagi

PRESENTER: **BRIGHTWELL, KAYLA**, Undergraduate Student, Bowling Green State University

ABSTRACT: During this presentation, I will be discussing anarchist pedagogies in education. The presentation will include an overview of what anarchy is as a school of thought and in practice, a look at the early introductions of anarchism to education, written works by Antliff, McLaren, and DeLeon (including "Oh no, not the 'A' word!"), and modern examples of anarchism in education, such as anarchist free schools and classroom tactics. Following the informational session, a discussion will be conducted to answer any questions, as well as share information amongst the group.

TITLE: **Effects of Animal Assisted Therapy (AAT) on Pervasive Developmental Disorders**
Type: Individual Paper/Oral Presentation. (30 minutes)
Time: 4:45pm-5:15pm
Room: 209
Facilitator: Nicole Parsons

PRESENTER: **MCCARTNEY, MARLY**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.

ABSTRACT: **GUMP, CHLOE**, Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University. Animal Assisted Therapy (AAT) is defined as a goal-directed intervention in which an animal that meets specific criteria is a fundamental part of the treatment process. AAT is directed and/or delivered by a health/human service professional with specialized expertise, and within the scope of practice of their profession. AAT is provided on an individual basis, has a set plan in place, notes are taken to monitor progress and typically appointments are scheduled. Research demonstrates a positive relationship between AAT and areas of language development and autism. Therapies involving animals can be used to help individuals with autism to develop skills, including sensory and social skills, to manage challenging behaviors, and improve quality of life. Whether participating in therapeutic horseback riding, utilizing a trained service dog, visiting a dolphin therapy center, or simply experiencing companion animal therapy, those with autism can obtain a variety of benefits from interactions with furry, feathered, and finned friends.

TITLE: **Radical Eyes: Investigating the Online Education of Radicals**
Type: Individual Paper/Oral Presentation. (30 minutes)
Time: 4:45pm-5:15pm
Room: 301
Facilitator: Max Daugherty

PRESENTER: **GOODPASTER, CONNOR**, Graduate Student, Public Administration, Bowling Green State University, ECCO Alum

ABSTRACT: There is a massive body of research investigating the roots of radicalization. In these papers, the internet takes center stage as a potential breeding ground for radical thought and idea sharing. Some scholars argue that these platforms are where radicalization occurs, others argue that radicalization occurs prior to engagement with online materials and that one must already have radicalized views to seek out such resources. In either case, social media platforms and other online mediums play a crucial role in the education of a radical. Utilizing evidence from previous works on ISIS, Al-Qaeda, and Boko Haram this presentation will analyze the educational pedagogies at work in these online radicalization platforms. This presentation is a small part of a larger working paper on the impacts of social media on radicalization.

TITLE: **Disability is Not Inability**
Type: Individual Paper/Oral Presentation. (30 minutes)
Time: 4:45pm-5:15pm
Room: 303
Facilitator: Gabriella Knauss

PRESENTER: **BREWER, KATIE**, Undergraduate, Intervention Specialist, Bowling Green State University
DAVIS, EMILY, Undergraduate, Intervention Specialist, Bowling Green State University

ABSTRACT: A disability is not inability. Video clips of interviews taken of parents whose children have disabilities will be presented. The questions are directed towards the comments and feelings they have towards how other people see them and their everyday challenges. In addition, they will discuss their experiences with different educators who have come in contact with their child. Video clips of a Special Olympic gymnastics team will be played between interviews, including the two children of the parents who were interviewed. If you want your eyes opened, to see how in ANY classroom you can be a light to families who have children with unique needs, come out!

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

TITLE: **Complementary and Alternative Medicine**

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 4:45pm-5:15pm

Room: 307

Facilitator: Caitlin Dombroski

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

ABSTRACT: What do we think of when we say we live or seek a healthy lifestyle? How do we know which health care choice is right for our individual healing? How would one respond to a guardian/parent who does not believe in vaccinating their children? Or a parent/guardian who does not want to give prescription medication to their children? What is Complementary and Alternative Medicine (CAM)? We live in a society that values and promotes the knowledge and notions of Western Medicine practices. The goal of this presentation is to provide information on a different form of healing than the traditionally emphasized healing form practiced in American culture. In this presentation, various forms of Complementary and Alternative Medicine or Eastern Medicine practices throughout the world will be explored. There are over one hundred different forms of CAM, but this presentation will focus on the more commonly sought-after practices; Oriental Medicine, Homeopathy, Acupuncture, Chiropractic Care, etc. and how these practices can interact with personal beliefs about health care.

TITLE: **The Problems of Urban Schools**

Type: Individual Paper/Oral Presentation. (30 minutes)

Time: 4:45pm-5:15pm

Room: 309

Facilitator: Tessa Thomas

PRESENTER: **WORTHINGTON, CARLENE**, Undergraduate Student, Early Childhood Education, Bowling Green State University

FANNIN, GILLIAN, Undergraduate Student, Early Childhood Education, Bowling Green State University

ABSTRACT: There are a lot of negative factors that any student will face in schools. Something they should never have to face is having four different teachers in one school year. Unfortunately, this is the case for a lot of students in urban schools. In this presentation we will be discussing the high attrition rates urban schools have. This is a severe problem in our society today and needs to be addressed. We will discuss why there are such high attrition rates, how to possibly help combat them, and the effects it has on the students there.

TITLE: **Why It is Impossible to Give an Unbiased History**

Type: Individual Paper/Oral Presentation (30 minutes)

Time: 4:45pm-5:15pm

Room: 313

Facilitator:

PRESENTER: **MENDEN, JOSHUA**, Undergraduate Student, Adolescent/Young Adult Social Studies, BGSU

ABSTRACT: As educators we are told to try and give as unbiased of an opinion as possible, and there is a lot of pressure of taking politics out of history discussion. However in this presentation we will examine if it is possible to give an unbiased presentation of any historical event or figure. This presentation will go through the issues around historical discussions and see why there are the issues of politics in history. Covered in this will be, the issue of time in historical discussions, the issue of sources, and the issue of language which all make it difficult to give an unbiased view of any event.

TITLE: **Time Management and the Downfalls of Procrastination**

Type: Individual Paper/Oral Presentation. (15 minutes)

Time: 4:45pm-5:15pm

Room: 319

Facilitator:

PRESENTER: **BOTTA, CORRINNE**, Undergraduate Student, Inclusive Early Childhood Education, BGSU

ABSTRACT: Time management has been a big problem for me for most of my school career. I constantly procrastinated and waited until I had meager hours left to write large papers or complete big projects. I have begun to fix this since entering college, and have seen how beneficial time management truly is. I never listened in high school when teachers and my parents would tell me to start early or work ahead. I did fine grades wise, and I never saw the point. I now can see how much less stress I have, and how it actually helps me get even better grades on things. Time management is a vital skill, in life and at school.

END OF THE DAY SUNDAY, APRIL 8, 2018
THANK YOU FOR PARTICIPATING IN THE ECCO CONFERENCE

NOTES

SCHEDULE AT A GLANCE

THURSDAY, APRIL 5, 2018

7:30pm-9:30pm **FILM SCREENING—Olscamp, room 113**
Captain Fantastic (2016)
DR. PATRICK VROOMAN

FRIDAY, APRIL 6, 2018

7:30pm-9:30pm **KEYNOTE ADDRESS—Olscamp, room 113**
"Clarifying your "Why": Engaging in Critical
Frameworks in K-12 Education"
DR. PAULA GROVES PRICE

SATURDAY, APRIL 7, 2018

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
(bring your lunch back and keep the discussion going)
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 (30 minutes)

SUNDAY, APRIL 8, 2018

10:00am-11:00am Check-In (Education building, First Floor)
11:00am-12:00pm **PLENARY—Education building, room 115**
"Got Grit?"
TOZZI, JESSICA
(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)