5th Annual International Conference On Civic Education
Gaylord Opryland Resort, Nashville, TN
December 6 – 8, 2009

Sunday, December 6 at 2:00 PM

Panel 1   **Service Learning Partnerships**
Sun 2:00 PM
Chair   Brian L. Heuser, *Vanderbilt University*
brian.l.heuser@vanderbilt.edu
Paper   Future Falcons: Establishing University Foundations for Local School Children
Hollie Cost, *University of Montevallo*
costhc@montevallo.edu
Jenifer Moore, *University of Montevallo*
moorejl@montevallo.edu
Overview: Modeled after the University of Wisconsin's Phuture Phoenix program, the Future Falcons program is designed to provide students in the Montevallo Elementary, Middle and High Schools with experiences on the university campus that will inspire them to pursue higher education. On April 15th, 20th and 30th of 2009, Montevallo schools' 5th graders, 8th graders and 10th graders participated in a variety of activities on the University of Montevallo Campus including academic, athletic and artistic experiences. University of Montevallo students served as Future Falcon guides and mentors to these students by meeting with them prior to the visit, accompanying them on the day of their visit and conducting a follow-up visit to evaluate the quality of the program and the degree to which they impacted the students' attitudes and feelings about university life.

Paper   A University-School Collaborative for Positive Youth Development, Well-Being, and Healthy Living
Jay Kimiecik, *Miami University*
kimiecjc@muohio.edu
Thelma Horn, *Miami University*
hornts@muohio.edu
Tom Poetter, *Miami University*
poettets@muohio.edu
Overview: The positive youth development movement assumes that youth are producers of their own knowledge and development and that mentoring can positively mobilize and motivate youth to create meaning and purpose for themselves, which has implications for their short- and long-term well-being and healthy living practices. The present service-learning oriented experience utilized college students recruited and trained by the author as mentors to facilitate a positive youth development, well-being curricular experience for 250 9th graders in a public school. Each spring semester, for two years, "well-being way" mentors were partnered with a teacher at the school to facilitate a weekly experience with groups of 12-15 9th graders in a classroom. Results via quantitative analyses indicate that students enhanced feelings of autonomy and relatedness, two signficant markers of well-being, and their enhanced well-being was significantly linked to increases in physical activity and consumption of fruits and vegetables. Post-program interviews with a sample of 9th graders and college students indicated a strong bond was created between these two groups, which greatly enhanced the well-being way experience.

Paper Involving Student Teachers in Service Learning: Making University/School/Community Connections to Enhance Teaching in a Democratic Society

Mary Jane Harkins, *Mt St Vincent University*
maryjane.harkins@msvu.ca
Mary Wambui Gatama, *Mt St Vincent University*
mary.gatama@msvu.ca
Overview: This session will provide an overview of a research project that involved student teachers in service learning in rural communities in Canada. The project completed in partnership with the Centre for Entrepreneurship Education and Development (CEED), was designed to address the out-migration of youth in rural areas. A collaborative approach was used to involve student teachers, school staff, and members of community organizations in developing localized curriculum units. For the students, the project enhanced learning, increased community pride, and promoted an interest in future entrepreneurial opportunities. In addition, student teachers learned the importance of connecting learning with the everyday lives of their students, and community members gained a new appreciation of their youth as a valuable community resource.

Paper Building Community Partnerships through Service-Learning: An Impact-Based Model

Melinda Clarke, *Union University*
mclarke@uu.edu
Overview: Service-Learning advances the values of civic education, yet many researchers and practitioners seek effective ways to demonstrate its impact. This presentation explores the perennial community impact challenge and helps to equip researchers and practitioners with a model that acknowledges, measures, and reflects the dynamic community impact of service initiatives.

Discussant Annette Mohan, *University of Montevallo*
mohana@montevallo.edu
Kisha N. Daniels, *North Carolina Central University*
kdaniels@nccu.edu

Wrkshp 105 **Youth Action Service**
Sun 2:00 PM

Presenter Youth Action Service
Deniece Ferguson, *Director of Youth Action, Oasis Center*
dferguson@oasiscenter.org
Overview: Oasis Center engages youth in participatory action research (PAR). The foundation of PAR utilizes the youth action service model to engage youth that are experiencing social problems to transform the conditions that impact their lives. Participants in this workshop will be led through a series of critical thinking social problem solving exercises designed to empower youth, promote civic engagement, and initiate community change.

Wrkshp 113 **Help Your Students Lead a National September 11th Anti-Terrorism Memorial**
Sun 2:00 PM

Presenter Kenneth Senter, *Oak Ridge High School*
ksenter@ortn.edu
Overview: Learn how your student leaders can work with their state legislature to place a 9/11 memorial plaque bearing steel from the World Trade Center at your capitol building. These plaques are designed to be an unprecedented unifying gesture in the wake of these unprecedented attacks on our nation.

Wrkshp 121   **Civic Journalism in University Media Curriculum**
Sun 2:00 PM
Presenter   Melanie Wilderman, *Northwestern Oklahoma State University*
mgwilderman@nwosu.edu
Overview: This workshop will explain the natural ties that exist between service learning/civic engagement and civic journalism. With media and communication educators in mind, the presenter will suggest ways to incorporate meaningful service learning and civic engagement into media and communication curriculum that both meets requirements of service learning and enhances the students' learning experiences. The presenter will outline a civic journalism project (functioning as a service learning component) that is carried out each semester in a college news reporting course.

Wrkshp 129   **Fostering Family and Community Involvement in Middle Schools to Support Literacy in the Lives of Young Adolescents**
Sun 2:00 PM
Presenter   Courtney Patterson, *Georgia College and State University*
courtney_patterson@ecats.gcsu.edu
Kristen Garrett, *Georgia College and State University*
kristen_garrett@ecats.gcsu.edu
Overview: Two key issues that negatively affect academic performance in today's middle schools are the lack of family and community involvement, and the lack of literacy programs. In what ways can middle schools foster more involvement and encouragement of young adolescent literacy while involving outside support systems?

Sunday, December 6 at 4:00 PM

Panel 2   **Character Education**
Sun 4:00 PM
Chair   Jay Kimiecik, *Miami University*
kimiecjc@muohio.edu
Paper   Building Character by Developing Creativity
Cathy Singletary, *Louisiana State University in Shreveport*
cathy.singletary@lsus.edu
Overview: A review of literature refines the framework for education which encourages development of one's character. The presentation seeks to establish critical connections between development of creativity and the purposeful exploration and self-reflection of academically and socially successful students. Additionally, a direction for future strategies for empowering students is identified for curricular purposes.
Paper   A study of the relationship between parenting style as perceived by adolescents and adolescent leadership behavior.
Esther S. Chavez, *Our Lady of the Lake University*
eschavez@lake.ollusa.edu
Mark Green, *Our Lady of the Lake University*
greem@lake.ollusa.edu
Malcolm Ree, *Our Lady of the Lake University*
mree@satx.rr.com
Diana Garza-Ortiz, *Our Lady of the Lake University*
dgarza-ortiz@lake.ollusa.edu

Overview: This research investigated the relationship between the leadership behaviors of middle school adolescents as reported by their teachers and the parenting style of their parents as reported by the adolescents. The study utilized the Parental Bonding Instument (PBI) as a measurement of parenting behaviors that assessed the extent to which parents utilize different styles of parenting including, parental care and parental control. The study also utilized the the Leadership Skills Checklist to measure leadership behaviors of the adolescents as perceived by their corresponding teachers. The sample consisted of 150 middle and high school adolescents representing students (grades 6th-11th) attending various private Catholic middle and high schools in the Central Texas Area (San Antonio/Austin). A multiple regression analysis was run on the collected data in order to determine if parenting along with other independent variables (such as academic achievement and gender) are most predictive of leadership behaviors in the sample adolescents.

Paper Cultural Transformation of Kenya by the year 2030
F.X. Gichuru, *African Cultural Regeneration Institute*
fx.gichuru@acri.or.ke
Easter Ciombaine, *African Cultural Regeneration Institute*
ciombaine@acri.or.ke
Overview: Cultural Transformation of Kenya by the year 2030. This project envisages mobilisation of multifaceted forces to train the young within the next 20 years into self-discipline, self-drive, integrity, harmony and patriotism.
Easter Ciombaine, *African Cultural Regeneration Institute*
ciombaine@acri.or.ke

Paper The Peace Project
Kisha N. Daniels, *North Carolina Central University*
kdaniels@nccu.edu
Kristan Fields, *East Carolina University*
KLF0812@ecu.edu
Overview: Participants will be engaged in a discussion of service learning, Montessori education and hear about the process of implementing a Peace Project program. The session will be interactive, as participants will have an opportunity to discuss idea and brainstorm with each other and the presenters and there will be a multimedia presentation of the program. Actual student artifacts will be presented as well.   Goals and Objectives: •Participants will learn about Montessori education •Participants will learn about service learning pedagogy •Participants will learn about the process of creating the Peace Project. •Participants will engage with each other to discuss possible Peace Projects at their schools or in their communities.   •Participants will view actual artifacts and lesson plans from the Peace Project.

Discussant Jun Xing, *Oregon State University*
jxing@oregonstate.edu

Panel 12 **Crime**
Sun 4:00 PM
Chair Cynthia M. Odle
cynthia@OdleLaw.com
Paper Of violence
Dibakar Pal, *Civil Servant in India & Independent Scholar*
dibakar1956@gmail.com
Overview: Thus the theory goes that he who wants war does not fight but he who fights does not want war. In fact, a leader wants war but never goes to the battle field. But an unwilling soldier is

compelled to go to the battle field to face gunpowder. He is charged with the sentiment to protect the chastity of motherland. But he dies and his motherland is enjoyed by the politicians.

Paper Cyber Crimes Against Children: Myth or Reality?
James P. Takona, *Spalding University*
jtakona@spalding.edu
Overview: Cyber Crimes Against Children: Myth or Reality? Cyber crime against children represents a criminal phenomenon unique to the 21st Century. The days of monitoring your kid's online activity by putting the home computer in the living room are long past, because cell phones, PDA's, wireless laptops, and libraries all offer easy Internet access. This presentation will encourage a discussion on dealing with this phenomenon.

Discussant Bryan F Wilson, *Eastern Kentucky University*
bryan.wilson@eku.edu
Cynthia M. Odle
cynthia@OdleLaw.com

Wrkshp 106 **Creating a Global Context for Change: A Developmental Constructive Approach to Classroom Learning and Citizenship**
Sun 4:00 PM
Presenter Gina Frieden, *Vanderbilt University*
gina.frieden@vanderbilt.edu
Overview: Increasing interdependency and global complexity requires students to have both the skills and competencies to understand and address novel social problems with insight and perspective. This presentation will describe an approach to classroom instruction and service learning that draw on principles of constructive developmental theory.   Specific classroom strategies will be discussed that encourage students active construction of meaning with others. Creating intentional experiences that build trust and lead to increased sensitivity and cultural complexity including awareness of cultural encapsulations will be explored. Both inner culture and outer context are identified as important co-constructors of meaning that inform practice.

Wrkshp 114 **A Recipe for Service Learning Success: The West Springfield High School Senior Capstone Project**
Sun 4:00 PM
Presenter Kerry Keith, *West Springfield High School*
krkeith@fcps.edu
Jennifer Beach, *West Springfield High School*
jabeach@fcps.edu
Overview: A Recipe for Service Learning Success: The West Springfield High School Senior Capstone Project   West Springfield High School has created and implemented a unique cross-curricular service learning program for their senior class where students combine research and service learning. In this presentation, the founders of this program will give the participants a recipe book, which includes stories, lessons and models so that they may leave with a strong foundation with which to build their own programs.
Jennifer Beach, *West Springfield High School*
jabeach@fcps.edu

Wrkshp 122 **Indicators of Post Traumatic Stress in Elementary Students**
Sun 4:00 PM
Presenter Michele T. Cole, *Private Practice Practioner*
mcole@movingforwardplc.com
Overview: This presentation will help clinicians, counselors and teachers to aid children presenting with symptoms of post traumatic stress disorder (PTSD), what the symptoms are and how to support this child. Specific tips and tools will be given. In addition, there will be a questions and answer period to aid in specific cases. Examples of how to talk to these children and their parents will be explained. Sample treatment plans and a brief group work guide will be given.

Wrkshp 130 **Financial literacy as Civics education**
Sun 4:00 PM
Presenter Kathleen S Cooter, *Bellarmine University*
kcooter@bellarmine.edu
Robert Cooter, *Bellarmine University*
rcooter@bellarmine.edu
Overview: How does the knowledge about economics and financial literacy spill into civic awareness and responsibility? Is it not civically responsible to teach our young from all contexts about the choices they make in the marketplace and how thise choices affect their future?

Monday, December 7 at 8:30 AM

Panel 3 **Urban Schools and Civic Education**
Mon 8:30 AM
Chair Trinetia Respress, *Tennessee State University*
trespress@tnstate.edu
Paper Peer-Group Moderators of Prosocial Behavior among Urban Middle-School Students
Adam Voight, *Vanderbilt University*
adam.voight@vanderbilt.edu
Maury Nation, *Vanderbilt University*
maury.nation@vanderbilt.edu
Overview: Findings from a study of 5,000 urban middle-school students confirm that a lack of parental engagement in students' lives is associated with lower prosocial behavior; however, this relationship is positively moderated by a grade-level cohort with high average prosocial behavior and high quality student-teacher relationships.
Paper Examining the Relationship Between Parental Involvement and Academic Achievement in Middle Schools in an Urban School District in the Mid-South: A Review of Literature
Carla Woodard, *Memphis City Schools*
cerwoodard@yahoo.com
Overview: Parental involvement has been considered to play a vital role in children's social development as well as the enrichment of students' academic growth and achievement for decades. This session will discuss recent literature concerning the various aspects parental involvement in urban middle schools.
Paper Restoring Democracy: Urban Youth and Civic Networks
Laura McNeal, *Michigan State University*
mcneall@msu.edu
Overview: For more than 250 years, Americans have embraced a vision of democracy in which all citizens understand, value, and actively engage in civic and political life. As a result, one of the long-

standing goals of public education has been to prepare young people for active engagement in the civic and political life of their communities and country (Lerner, 2004; Flanagan & Faison, 2001; Pasek et al., 2008). However, in recent years there has been a great deal of debate and discussion regarding the effectiveness of civics education in promoting the kind of behaviors, attitudes and actions that reflect the type of concerned and active membership in a community necessary to maintain a democratic society.This study sought to understand the purposes that urban high school youth attach to civic engagement and the meanings that they make of it within the contexts of their everyday lives and experiences.

Paper <u>Service Learning and Civic Education as a "Zone of Proximal Development" for Pre-Service Teachers from an Historic Black University, and Urban 3rd-5th Graders Who Sometimes Struggle in School</u>

Liz Barber, *North Carolina A&T State University*

eabarber@ncat.edu

Tom Smith, *North Carolina A&T State University*

smithtg@ncat.edu

Daniel M. Miller, *North Carolina A&T State University*

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Overview: For five semesters 40-60 third through fifth graders have come by bus from their urban impact school one city block away to the campus of an historic Black university for tutoring. Pairs of university student tutors accept responsibility for groups of four to six children for two hours, two days a week. Service learning and social justice pedagogy ground their interactions. Findings to date indicate that the project scaffolds the learning of both children and tutors toward critical literacy and success in school.

Discussant Joshua Labove, *Louisville Collegiate School*

jlabove@gmail.com

Wrkshp 101 **<u>Preparing Preservice Teachers to Be Teachers of Civic Education</u>**

Mon 8:30 AM

Presenter Ann A. Adams, *Spring Hill College*

aadams@shc.edu

Overview: This workshop is designed to share strategies used in undergraduate social studies methods classes to prepare preservice teachers to be knowledgeable and committed teachers of civic education. Teaching lessons on the U.S. Constitution in a developmentally appropriate manner, connecting students in Alabama and Massachusetts colleges to work together in a community of learners, and designing integrated units of study about the Founders of the United States of America are among the strategies to be described. Student work will be shared.

Wrkshp 107 **<u>"Howdy, Ma'am, and Much Obliged" --- How the model set forth by the American Cowboy can help today's youth live a more productive and successful life.</u>**

Mon 8:30 AM

Presenter Jana R. Fallin, *Kansas State University*

jfallin@ksu.edu

David Fallin, *Kansas State University*

dfallin@ksu.edu

Overview: Come Ride the Chisholm Trail with the Cowboys who drove longhorn cattle from Texas to Kansas. Along the way, learn about the character traits that allowed these men to achieve great rewards against almost impossible odds, with a glimpse at the character flaws that kept others from reaching their goals as they made decisions to "veer from the path."

Wrkshp 115 **From Classroom Conduct to Civics: Leveraging the Use of Conduct Marks at the Secondary Level**

Mon 8:30 AM

Presenter L. Addison Diehl, *Metropolitan Nashville Public Schools*

l_addison_diehl@yahoo.com

Overview: Remember the childhood days of proudly brining home a report card with an "Excellent" or "Outstanding" in conduct? Imagine tapping the unleveraged potential of such "scores" at the secondary school level--even with the grade-reporting software currently in use by most districts. Join district-level assessment and evaluation policy makers and grade reporting personnel in examining the untapped potential for assessing and evaluating civics skills in secondary school classrooms.

Wrkshp 123 **Time To Teach, is what every educator needs. Promote responsible action in your classroom, as well as, increased learning.**

Mon 8:30 AM

Presenter Michelle Hughes, *Center For Teacher Effectiveness*

Scubaboop@sbcglobal.net

Overview: "Time To Teach" is a classroom management program giving an educator the power and tools to effectively run a classroom, increase rigor and productivity, and teach students how their behaviors affect not only themselves, but those around them.

Wrkshp 131 **Model United Nations and Model Congress in the Classroom**

Mon 8:30 AM

Presenter Michael Hinchliffe, *Institute for Domestic & International Affairs, Inc.*

michael.hinchliffe@idia.net

Overview: In addition to the traditional benefits of the Model United Nations/Model Congress experience, these programs, when used inside the classroom, can help students to develop the necessary life skills to be active participants in their communities.

Monday, December 7 at 10:30 AM

Panel 4 **Self-Esteem**

Mon 10:30 AM

Chair F.X.Gichuru, *African Cultural Regeneration Institute*

fx.gichuru@acri.or.ke

Paper The Relationships Among Body Dissatisfaction, Self-Esteem and Leadership in Adolescents

Alicia Gonzalez, *Our Lady of the Lake University*

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Malcolm James Ree, *Our Lady of the Lake University*

mree@satx.rr.com

Mark Green, *Our Lady of the Lake University*

mtgreen@lake.ollusa.edu

Esther Chavez, *Our Lady of the Lake University*

eschavez@lake.ollusa.edu

Overview: In a series of multiple regression analyses gender, self-esteem, reading score, annual income, poverty index, socioeconomic status were physical fitness score predictors of the degree to which the adolescents believed they engaged in different aspects of leadership. In a more complex analysis called structural equation modeling, self esteem was moderately related to engagement as a

leader PHI = .43. Body dissatisfaction was slightly negatively related to perceptions of self-esteem PHI = -.07. However, body dissatisfaction was slightly positively related to the belief that that adolescents engaged in forms of leadership PHI = .07. This positive relationship gives hope that children with higher body dissatisfaction can still emerge as leaders.

Paper   <u>Predictors of Self-Esteem and Attitudes About Leadership in Adolescents</u>

Margie Villareal, *Our Lady of the Lake University*

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Mark Green, *Our Lady of the Lake University*

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Esther Chavez, *Our Lady of the Lake University*

eschavez@lake.ollusa.edu

Meghan, Carmody-Bubb, *Our Lady of the Lake University*

macarmody-bubb@lake.ollusa.edu

Overview: This study administered the Children's Survey of Leadership Behavior (Villagomez, 2007), and the Coopersmith Self-Esteem Inventory (SEI) – School Short Form (Coopersmith, 1967) to 236 3rd through 5th grade students. A series of stepwise multiple regressions were run to predict which variables most influenced the children's attitudes about adult leadership as well as to predict the children's self-esteem

Paper   <u>The Arts, Smarts, and Self-Esteem</u>

Trinetia Respress, *Tennessee State University*

trespress@tnstate.edu

Overview: Schools are searching for effective strategies that will help to close the achievement gap. This article describes the Health, Education, in the Arts, Refining Talented Students (HEARTS), an after-school fine arts program which taps and develops the talents of African American middle schools who have the greatest risk and capacity for academic and social nonsuccess. Emphasis is placed on each student's inherent talents, skills, interests, aptitudes, competencies, and abilities.. This article is a longitudinal analysis of students' outcomes for the variables of grade point average (GPA), math and spelling scores, self-esteem, and attitude toward school.

Discussant   Cathy Singletary, *Louisiana State University in Shreveport*

cathy.singletary@lsus.edu

Jay Kimiecik, *Miami University*

kimiecjc@muohio.edu

Panel 10   **<u>Higher Education</u>**

Mon 10:30 AM

Chair   Nick Ardinger, *University of Illinois at Chicago*

ardinger@uic.edu

Paper   <u>Developing Civic Skills Among Pre- And In-Service Teachers As A Precursor For Their Civic Engagement</u>

Leah G. Stambler, *Western Connecticut State University*

stamblerl@wcsu.edu

Overview: Pre- and in-service teacher candidates develop their civic skills as a precursor for their future civic engagement activities. Civic skills include personal communication skills, knowledge of political systems, and the ability to critically think about civic and political life. Pre-service students in courses devoted to learning the foundations of American education, methods of secondary teaching, and integrating language in the content areas participate in activities that foster their acquisition of skills that are civic in nature: (1) intellectual [e.g. understanding educational issues]; (2) participatory [e.g. working with diverse groups]; (3) research [e.g. tracking legislation]; and (4) persuasion [e.g.

writing position statements on issues]. In-service teachers enrolled in the course entitled Contemporary Educational Issues apply their civic skills when they attend and report on a meeting of a district's Board of Education; and, prepare analytical group presentations about education issues for their "Final Experience" of the course. In both instances, students use their intellectual, participatory, research, and persuasive civic skills to accomplish the requirements of the tasks.

Paper   Creating a Civic Engagement Institute at the University of Tennessee - Martin

Mike McCullough, *Univ of Tennessee - Martin*

mccullou@utm.edu

Overview: This presentation details the creation, organization and operation of an Institute for Civic Engagement at a medium-sized, Masters-level, southern University. The five-year effort to develop the institute came to fruition in the Fall of 2009, when the Institute was launched. Learn how it happened, obstacles overcome and plan for the future.

Paper   Organizing for Culture Change: A "Grassroots" Approach to Personal and Socially Responsible Formation in Higher Education

Paul N. Markham, *Western Kentucky University*

paul.markham@wku.edu

Overview: As the cultural and political climate increasingly turns to issues of personal and social responsibility, institutions of higher education are faced with determining how best to engender relevant skills and capacities within a diverse student population. In this session, the presenter will: (a) discuss the relevance of community organizing to issues of civic engagement in higher education, (b) highlight a number of strategies used to increase the interaction between campus and community populations and the subsequent focus on political/social participation, and (c) discuss the formation of the Western Kentucky University Institute for Citizenship and Social Responsibility as a model for integrating civic engagement through curricular and co-curricular means. This session will challenge participants to think of new ways of creating culture change at their respective institutions. Time will be given for questions and dialogue.

Paper   A Good Governance of Public University:Current Status and Expectation

Rattana Buosonte, *Naresuan University*

rattanabb@hotmail.com

Overview: This research concentrate to the good governance management of the administrator in the public university of Thailand according to the 3017 staffs' opinion from 16 universities.There were 9 dimensions and 76 indicators of good governance in this study.The research results found that there were differential in each dimension of good governance between each university .

Discussant   Brian L. Heuser, *Vanderbilt University*

brian.l.heuser@vanderbilt.edu

Sherry Fontaine, *Park University*

sherry.fontaine@park.edu

Wrkshp 108   **Using Tier 1 Positive Behavior Support Strategies to Meet K-12 Benchmark Standards**

Mon 10:30 AM

Presenter   Janet L. Fisher, *Eastern Michigan University*

jfisher3@emich.edu

Overview: K-12 administrators and teachers are faced with low-level disruptive student behaviors that interrupt learning for all students on a daily basis. Evidence-based Tier 1 interventions are available to positively address 80-90% of classroom interruptions that interfere with teaching, learning and student achievement.

Wrkshp 116 **Embracing Multiracial Students by Incorporating Multiculturalism into a Monoracial Education System**

Mon 10:30 AM

Presenter Lana Garris, *Doctoral Candidate at Rowan University*

lanagarris@yahoo.com

Overview: The participants will learn about the growing and changing needs of our students and how to start to provide teaching strategies and tools. Teachers will have a better understanding of the growing needs of creating more multicultural education strategies that incorporates all cultures and customs' perspectives. Teachers will also have an opportunity to learn from other people's narratives and reflections on the way multiculturalism impacted the development of their ethnic identity and their education experience. Teachers will gain new knowledge on teaching strategies to embrace more cultures based on their culture learning styles.

Wrkshp 124 **Engaging Teens and Parents in Neighborhood Improvement**

Mon 10:30 AM

Presenter Pat Davenport, *Families and Schools Together Inc*

pdavenport@familiesandschools.org

Overview: This workshop will introduce participants to Teen FAST, a family based prevention program that includes service learning. Participants will learn how this program brings parents, youth, and teachers together to work towards community improvement.

Wrkshp 132 **Roundtable, Win-Win-Win: Benefits to Students, Community and Organizations of Service-Learning Internships in Arts Administration**

Mon 10:30 AM

Presenter Laura Donnelly, *The University of Arizona*

laurad1@arizona.edu

Overview: Win-Win-Win Roundtable Discussion focuses on sequential, related internships as service-learning opportunities. Participants are encouraged to ask questions and contribute comments from personal experience. While this research is focused on arts administration, discussion points include methods for applying the Win-Win-Win format and basic structure to areas of public, community and academic administration.

Monday, December 7 at 2:00 PM

Panel 5 **Service Learning**

Mon 2:00 PM

Chair Melinda Clarke, *Union University*

mclarke@uu.edu

Paper Service-learning and its Connection to Cronon's Liberal Education

Hesham Elnagar, *Northern Arizona University*

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Overview: William Cronon's essay " 'Only Connect…' The Goals of a Liberal Education" presents a philosophy that inspires learners to connect from human freedom. Service-learning, when re-contextualized within the goals of a liberal education, provides the curricular frameworks to promote student learning, civic engagement, experience, development, and responsibility. This paper discusses the connection between a liberal education and service-learning, using a quantitative and qualitative study of first-year honors college students for the investigation of this relationship.

Paper   Awesome Author's Day: A Literacy Partnership

Jenifer L. Moore, *University of Montevallo*

moorejl@montevallo.edu

Hollie Cost, *University of Montevallo*

costhc@montevallo.edu

Overview: The purpose of the presentation is to describe a unique partnership between the University of Montevallo and Shelby County Schools, which relates to the conference theme of service learning. The service learning project that will be discussed within the session is Awesome Author's Day, a collaboration between university students and kindergarten students at Montevallo Elementary School.

Paper   How service-learning supports personal moral vision: The preparation for future learning (PFL) model

Lindsay Oishi, *Stanford University*

loishi@stanford.edu

Overview: Although researchers have identified numerous positive outcomes associated with service-learning, few studies have utilized control groups and none have considered service-learning's potential for preparing students to learn from future civic or moral lessons. This study used mixed methods to compare two intensive, residential programs for Asian college students: a service-learning (SL) course on environmental and health issues (n=28), and a matched, non-service-learning (NSL) course emphasizing cultural and language learning (n=55). Qualitative analysis of participants' future plans revealed that although SL and NSL students listed civic, service and other-oriented intentions at the same rate, students in the SL group had more specific and practical plans, and rated themselves as more likely to carry out their intentions. These findings suggest that service-learning directly impacts civic and moral attitudes, and also uniquely prepares students for learning how to combine personal values and character strengths into concrete plans.

Paper   Exploring the Crossroads between Science Education and Citizenship

Rachel Lyons, *Rutgers Cooperative Extension*

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Janice McDonnell, *Rutgers Cooperative Extension*

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Laura Bovitz, *Rutgers Cooperative Extension*

bovitz@njaes.rutgers.edu

Overview: When science education is coupled with active citizenship, youth develop the skills and understanding to deal with complex socio-scientific issues. The Rutgers 4-H Youth Development program conducted a Climate & Environmental Change Summit (C&EC) for New Jersey teens that not only increased teens' knowledge and understanding of climate change science but also gave them the opportunity to positively impact their community by implementing youth-designed, science-based service project. Strategies and best practices for designing, implementing and evaluating an interactive, citizen-science program involving teens and scientists will be shared. Participants will receive a tool kit comprised of materials and resources for implementing a program of this nature.

Discussant   James P. Takona, *Spalding University*

jtakona@spalding.edu

Wrkshp 102   **BaFa'-BaFa': A Cross Cultural Simulation**
Mon 2:00 PM
Presenter   Annie Dillon, *University of North Alabama*
adillon@una.edu
Victorial Hulsey, *University of North Alabama*
vwhulsey@una.edu
Overview: BaFa'-BaFa': A Cross Cultural Simulation! Participants are divided into two groups or "cultures". Time is allowed in each culture for participants to become comfortably familiar with customs, languages, beliefs, values, expectations, norms, and traditions. Then the two cultures meet and interact in a specific task designated by the presenters. After the interaction, a debriefing that addresses feeling, responses, and any epiphanies from the participants occurs. The goal of the simulation is to enable our teacher candidates to model authentic cultural tolerance and respect through cultural responsive teaching methods.

Wrkshp 109   **The 5 Essentials for Effective In-School Suspension**
Mon 2:00 PM
Presenter   Jim Lawson, *A. Crawford Mosley High School*
lawsojf@bay.k12.fl.us
Overview: This session will offer the specific "how to" information conference attendees are seeking by featuring an effective in-school suspension model designed to positively affect student behavior, reduce discipline referrals, increase student achievement, and reduce the rate of dropouts by providing the individual ISS student with an opportunity to overcome a potentially negative learning situation with a positive one.

Wrkshp 117   **Building a BRIDGE in Your Community: Connecting Citizens to Resources and College Students to Community**
Mon 2:00 PM
Presenter   Lee Goldstein, *The George Washington University*
leegold@gwu.edu
Natalie Kaplan, *The George Washington University*
nkaplan@gwu.edu
Honey Nashman, *The George Washington University*
hnashman@gwu.edu
Overview: This workshop will detail The BRIDGE Project, a student-led initiative of the Human Services Program at The George Washington University. BRIDGE (Bridging Resources In DC to Guide and Educate) provides an up-to-date and comprehensive guide to social services and public resources in the District of Columbia. By synthesizing and streamlining the wealth of resources available to the DC community, BRIDGE strives to educate and empower society for the future, fulfilling a long-standing gap between knowledge and access to important social service agencies and providers in Washington, DC. This is an example of civic engagement that can be replicated at universities and in communities throughout the world. This workshop will provide a unique framework for future campus-community partnerships and service-learning initiatives.

Wrkshp 125   **Designing Cognitive Complex Civics Assessments**
                   Mon 2:00 PM
Presenter   Rebecca Stobaugh, *Western Kentucky University*
                   rebecca.stobaugh@wku.edu
                   Overview: As you sit at your desk reviewing the test you have created, your head drops in
                   frustration. While your test questions align to state and national standards, you realize that many of
                   your questions are fact-based questions. They do not correspond to the critical thinking skills called
                   forth in the higher levels of Bloom's Cognitive Taxonomy. This session will present several practical
                   strategies that can increase the Depth of Knowledge levels in instruction and assessments.

Wrkshp 133   **Educational leadership and civic education for minority students**
                   Mon 2:00 PM
Presenter   Rudo Tsemunhu, *University of Arkansa at Little Rock*
                   retsemunhu@ualr.edu
                   Overview: This presentation employs the theory of human agency to frame the argument that
                   agentic leadership style promotes high expectations for ethnic minority students. The human agency
                   theory is based on the beliefs of personal efficacy. This core belief is the foundation of human
                   motivation, well-being, and accomplishments (Bandura, 2005). In the US ethnic minority students are
                   often viewed through the lens of a negative stereotype characterized by low expectation (Steele,
                   1998). Many of the explanations, however, focus on the students' environment, and less attention is
                   paid to the psychology of being an ethnic minority student in America. This study suggests that an
                   agentic leadership orientation may enable principals to motivate ethnic minority students
                   academically to look beyond the narrow confines of their immediate culture, internalize inclusive civic
                   attitudes, solidarity and a sense of the common good. However the leader's success is constrained by
                   the unsettled prevalence of the present implicating that principals can challenge students to exercise
                   self-efficacy and civic attitudes within the permissible structural constraints of the school, but may
                   not be able to overcome structural constrains such as student's orientation toward school,
                   commitment to success, their perception of success

Monday, December 7 at 4:00 PM

Panel 6   **Race and Gender**
                   Mon 4:00 PM
Chair   Michael Hinchliffe, *Institute for Domestic & International Affairs, Inc.*
                   michael.hinchliffe@idia.net
Paper   Political socialization of femal adolescents in Taiwan
                   Der-Hsiang Huang, *Graduate School of Professional Development for Education, Da-Yeh University*
                   dhhuang@mail.dyu.edu.tw
                   Lee-Min Wei, *Department of Counseling and Applied Psychology, National Taichung University*
                   w001145@yahoo.com.tw
                   Ting Chang, *Center of International Education and Exchange,Technology and Science Institute of
                   Northern Taiwan*
                   ting02122000@hotmail.com
                   Overview: Politics excludes female? Or females exclude politics? Sense of power, political interest,
                   political preference, political activities and related factors of female adolescents in   Taiwan

Paper   Ethnicity, Identity, and the Attitudes and Opinions Towards Muslims

Liba H. Engel, *Queens College, CUNY*

liba.engel@qc.cuny.edu

Overview: The attacks on the Pentagon and the world Trade Center followed by the bomings of four commuter trains in Madrid, Spain on March 11, 2004; the bombings in the London transportation system on July 7, 20005; and the bombing of a Red Sea resort at Sharm el-Sheikh, Egypt on July 24, 2005 increased the tendency to link international terrorism. Islamophobia increased.   In order to begin to understand how ethnicity and identity are linked to attitudes towards and opinions of Muslims, a questionnaire survey study of undergraduate student teachers (N=23) was undertaken. The undergraduate student teachers were seniors at an urban university.   GENERAL FINDINGS Ethnicity: The survey study found little evidence of a general anti-immigration sentiment. Identity: The respondents felt that Muslims in the United States have at least some sense of Islamic identity. 52% of the respondents stated that violence concerned them the most aobut Islaamic identity in America. 66% of respondents were either very or somewhat concerned about the rise of Islamic extremism. Concern about violence or the rise of extremism and or violence in the USA, according to the rpeservice respondents, created a situation where many or most Americans were hostile. 44% of respondents maintained that most Muslims coming to the USA want to maintain their customs and traditions as a way of life or be distinct from the larger society.   Media is the primary source for the respondents' feelings and information about Muslims. Note: This study's questionnaire was patterned after the one used in the Pew Global Attitudes Project (07/06/06)/

Paper   Women Education in Islamic Urban Context

Mehri Mohebbi, *Head of Dept., Dept. of Archtiecture*

mehri_mohebbi@yahoo.com

Zahra Mohebbi, *Dept. of History, Pune University*

z_mohebbi@yahoo.com

Overview: As a very preliminary fact in Islamic societies, women are isolated from being active at social level. In the recent 6 years of study, we tried to encourage women to be an active part of society and feel public spaces as their own space. The field work was focused on the public spaces of a Sunni port in the Persian Gulf; the research group was a gathering of professional female students of architecture. There was a basic reason to define research group in this regard. Women were working on women's life, women decided for women's life, and women drew the future of women's life. The influence of such an approach was more effective than any other approach to encourage them to feel a member of the society. We designed two main gathering spaces for them respecting the local values of the context and the cultural limitation which we faced in this traditional context. It is a kind of development of democracy: public participation. Women as more than half of the urban population have a significant position in social context but their role has been ignored through out the history of Islamic cities. To know more about the meaning of life, the philosophy of creation and the meaning of urban life, makes the female population to find out their right position in social life and to affect the existing social context positively. It was the first part of what we have done to define democracy for local society.   Keywords: Women, Islamic Cities, Urban Life, Persian Gulf, Public Participation, Democracy.

Paper   Fulfilling the Civic Responsibility and Promoting the Academic Success of Minority Students

Nan Li, *Claflin University*

li_nan1998@yahoo.com

Overview: The U.S. demographic is rapidly changing. Today's school minorities, i.e., students of the color, will be the majority. Thus, academic success of the minority students is important and it directly concerns the nation's social, economic benefits. Yet, the research shows the achievement gap is persistent and even become greater in recent years. This presentation discusses a research

study regarding the academic success of African-American students. In light of the study findings, it provides teaching strategies working effectively with African-American students in order to fulfill our civic responsibility, promote the academic success of minority students, and close the persistent achievement gaps.

Paper   Agentic Leadership Orientation and Civic Education

Rudo Tsemunhu, *UALR*

retsemunhu@ualr.edu

Overview: This presentation explores the role of human agency in educational leadership and how that may be used to promote positive civic attitudes among ethnic minority students in the US. An agentic leadership orientation may enable principals to motivate ethnic minority students academically and get them to look beyond the narrow confines of their culture and internalize inclusive civic attitudes, solidarity and a sense of the common good.

Discussant   Jun Xing, *Oregon State University*

jxing@oregonstate.edu

Panel 11   **Civic Education in Context**

Mon 4:00 PM

Chair   Anwar Sanusi, *National Institute of Public Administration Republic Indonesia*

anwaru@rocketmail.com

Paper   "Clio's Warriors": The Role of Textbooks in History Education and Its Wider Impacts in the International Realm

Bosun Jang, *Academy for Educational Development*

bjang@aed.org

Overview: History education attempts to transmit a sense of collective identity and cohesion through one common experience. History textbooks help foster such values in society and citizens.   While every society and state generally agrees on the significance of history education and role of textbooks in schools, there exists a lack of consensus on the delivery of the contents, both within and among countries—all at the expense of trust between one another.   The purpose of history teaching, role of textbooks, and elements defeating the enterprise of history education are discussed to provide a theoretical and conceptual overview of the "textbook problem." Concrete examples of its unfolding realities, socially detrimental impacts, and efforts made to reach compromises on domestic and international grounds are displayed through a case study in Japan. Included are recommendations of appropriate policy and curricular solutions to address the problem at all levels— from federal governments to individual classrooms.

Paper   A Cultural Perspective: Role of Role Models in Character Education in China

Han Liu, *Shippensburg Uniiversity*

lliuhan@gmail.com

Zhongtang Ren, *Old Dominion University*

zren@odu.edu

Overview: Role models have played a very important role in character education in the Chinese society. The Chinese leadership and rank and file believe that the powers of role models are enormous and inconceivable to children and adults. This paper discusses what core values the role models represent, how role models are identified, modified, and promoted, and what a strong influence role models have on young people's character formation and value reasoning.

Paper   Developing and Nurturing Civic Responsibility in Schools: A Report of Best Practices in New York State

Kristen Wilcox, *University at Albany*

kwilcox1@uamail.albany.edu

Overview: The presenter will share findings from a qualitative study of best practices in New York state middle schools focusing on characteristics of civic responsibility. Civic responsibility in this study is seen to be a component of a broad school and district-wide focus to nurture respectful relationships inside and outside of schools and draw on the strengths of all community members to enhance teaching and learning. Salient features of best practice gathered from teacher and administrator interviews and documentary evidence in 16 case study schools will be explained and implications for policy-makers and school administrators explored.

Discussant Brian L. Heuser, *Vanderbilt University*
brian.l.heuser@vanderbilt.edu

Wrkshp 110 **Teens, Vampires, and Human Responsibility**
Mon 4:00 PM

Presenter Jocelyn A Dimm, *University of Victoria*
jdimm@uvic.ca
Sherri Zimmerman, *University of West Florida*
szimmerman@uwf.edu
Overview: In a practical, drama-based workshop, participants will explore community awareness, responsible citizenship, and personal ethics by engaging with the characters of the popular YA novel series, The Twilight Saga by Stephenie Meyers. Intended for middle and secondary school practitioners.

Wrkshp 118 **Cultural Competency for Educational Leaders**
Mon 4:00 PM

Presenter Lee Mun Wah, *StirFry Seminars & Consulting*
munwah@stirfryseminars.com
Overview: As communities, schools and workforces become increasingly diverse, cultural competency and the elimination of cultural and personal bias become correspondingly important issues. What are some of the new skills and perspectives needed to meet the challenges of a more diverse population? Through personal stories, group exercises, and films, participants will learn that cultural competency requires awareness of cultural differences, cross-cultural communications skills, community development expertise, and an understanding of social issues and contexts.

Wrkshp 126 **Common Ground-Using Children's Literature to Increase Dialogue and Knowledge about Class, Race, and Global Awareness**
Mon 4:00 PM

Presenter Roberta Gardner, *University of Georgia*
r.gardner@gallowayschool.org
Overview: Overview: This presentation introduces participants to "model " examples of children's literature titles that are useful for increasing dialogue and knowledge about issues of global awareness, class, and race. A series of exercises will be introduced to highlight critical literacy strategies that can be utilized to pose questions and engage students in dialogue with texts that omit marginalized groups and individuals.

Wrkshp 134   **Fostering Family and Community Involvement in Middle Schools to Support Literacy in the Lives of Young Adolescents**
Mon 4:00 PM
Presenter   Kristen Garrett, *Georgia College and State University*
kristen_garrett@ecats.gcsu.edu
Courtney Patterson, *Georgia College and State University*
coutney_patterson@ecats.gcsu.edu
Overview: Two major issues seen in today's middle schools are the lack of family and community involvement and literacy programs. In what way can schools foster more involvement and encouragement of young adolescent literacy while involving outside support systems?

Tuesday, December 8 at 8:30 AM

Panel 7   **High School Civic Ed**
Tue 8:30 AM
Chair   Laura McNeal, *Michigan State University*
mcneall@msu.edu
Paper   Secondary student understanding of the First Amendment to the Constitution
David L. Buckner, *Oklahoma State University*
david.buckner10@okstate.edu
John Curry, *Oklahoma State University*
john.curry@okstate.edu
Pat Jordan, *Oklahoma State University*
patricia.jordan@okstate.edu
Overview: Researchers will provide a detailed view concerning how well high school aged students understand their rights and responsibilities as citizens under the First Amendment to the Constitution of the United States.
Paper   The Poverty of Citizenship Education Research
Emery Hyslop-Margison, *University of New Brunswick*
ehyslopm@unb.ca
Overview: Hyslop-Margison evaluates the actual contribution to classroom practice of research in citizenship education conducted by two major international organizations: the International Association for the Evaluation of Educational Achievement (IEA) and the National Foundation for Educational Research (NFER).
Paper   Teaching Civic Engagement: The Promises and Pitfalls of Enterprise Learning at a Bay Area High School
Greta Kirschenbaum, *UC Berkeley*
gretak@berkeley.edu
Overview: This paper examines the pedagogical approach employed at a Bay Area High School to incorporating civic engagement and community building into academic work.
Paper   The Impact of Standards-Based Reform on One High Performing High School
Michael Mangan, *Unionville High School*
mmangan@ucfsd.org
Overview: In this recently-defended dissertation, I examined the effects of standards-based reform policies such as No Child Left Behind on one high achieving high school.

Paper <u>Learning about the Past, Understanding the Present, and Hoping for the Future: How Israeli adolescents Make Meaning of the Collective Narrative</u>
Shai Fuxman, *Harvard University Graduate School of Education*
shf706@mail.harvard.edu
Overview: Intractable conflicts, such as the Israeli-Palestinian conflict, require opposing societies to inculcate their members with conflict-supporting beliefs and ideologies. These beliefs include justification for one's owns goals, delegitimization of the opponent, and the need for unity and patriotism. Such beliefs help society members adapt to the conflict, as well as to mobilize to carry out the struggle until victory is achieved, thus contributing to the perpetuation of the conflict. One method in which these beliefs are transmitted is through the dissemination of each side's collective narrative—a society's shared understanding of its past. Therefore, an important step towards promoting peace and reconciliation is to gain a deep understanding of how collective narratives are developed and disseminated by societies engaged in intractable conflicts, and more importantly how individual members of these societies use these narratives to form their personal understanding of the conflict. The mixed-methods study presented in this paper shed light on this process by investigating how do Israeli adolescents weave personal experiences with Israel's collective narrative—transmitted to them through family, schooling and the media—to develop their political understanding of the conflict.

Discussant Chris Salituro, *Stevenson High School*
csalituro@d125.org

Wrkshp 103 **Using civic based activism and electoral politics to transform urban youth into engaged and active citizens**
Tue 8:30 AM
Presenter Brenan Smith, *Mikva Challenge*
brenan@mikvachallenge.org
Overview: The Mikva Challenge develops the next generation of civic leaders, activists, and politicians by getting young people involved in politics now. This workshop will provide an overview of how we have been successful engaging youth in electoral politics and classroom-based activism projects along with suggestions for how you can create a similar program in your own school or community.

Wrkshp 111 **Dr. Drew's Lightening Fast Grant Writing Techniques – Best Practices for Winning More Grants from Corporate, Foundation and Government Sources**
Tue 8:30 AM
Presenter John C. Drew, *Drew & Associates*
johndrew25@msn.com
Overview: Dr. Drew's grant writing workshop uses PowerPoint presentations, humor, role play exercises, the Internet, and other tools to create a vivid and memorable experience for workshop participants. At the root of Dr. Drew's presentation is the bold vision that grant writing must change to embrace the latest technology needed to speed up the grant writing process.

Wrkshp 119 **Picking up where civics breaks down: Building capacity for talking across passionate disagreement.**
Tue 8:30 AM
Presenter Mary Jacksteit, *Public Conversations Project*
mjacksteit@publicconversations.org
Overview: How are civic values sustained when passions are aroused by issues of identity, religion, morality - when world views collide? This participatory workshop will introduce methods of the Public Conversations Project for fostering constructive talk over highly polarizing issues.

Wrkshp 127 **An International Dialogue on the Character and Civic Development of Children and Youth**
Tue 8:30 AM
Presenter Sharon J. Burton, *U.S. Department of Education*
sharon.burton@ed.gov
Overview: Representatives of the U.S. Department of Education (ED) will present a summary of several discussions facilitated by the agency in an effort to learn about what other countries are doing to teach character, values, moral education and democratic citizenship. ED believes that this information is crucial because understanding how to promote and teach character and civic education in an interconnected world is functionally and critically an international undertaking.

Wrkshp 135 **Students Engaging Students: A Systematic Approach to First-Year Community Learning**
Tue 8:30 AM
Presenter Hesham Elnagar, *Northern Arizona University*
hhe2@nau.edu
Overview: HON 100- Introduction to Honors is a peer facilitated first-year orientation course centered on community experiences and connections. By introducing students to new and expanding conceptions of learning, projects involving community outreach and research serve as the foundation for each students' individual understanding of themselves and the communities in which they are a part of.

Tuesday, December 8 at 10:30 AM

Panel 8 **Social Justice**
Tue 10:30 AM
Chair Lindsay Oishi, *Stanford University*
loishi@stanford.edu
Paper Moving From Salsa to Social Justice: How and What Our Borderland Schools Should Teach
Azadeh F. Osanloo, *New Mexico State University*
azadeh@nmsu.edu
Overview: The many discourses surrounding borderland students place existing educational policies in a tenuous space. The theories of cosmopolitanism and democratic education will be used to highlight how our borderland schools should approach education taking into account this specific student population.
Paper A curriculum of conscience: Engaging talented students in meaningful learning
Corine Meredith, *Rowan Unversity*
meredithc@rowan.edu
Overview: This paper proposes the need for a different type of thinking in public education. Talented students in K-12 schools should be challenged not only by the content of curriculum, but also

by the level of conscience in the curriculum. The infusion of morality and ethics into complex content will truly challenge today's learners.

Paper Hegemony and the Political Imagination: Moving from the Probable to the Possible

Eric J. Weiner, *Montclair State University*

ericjweiner@yahoo.com

Overview: The political imagination in the United States is currently dominated by neo-liberal and neo-conservative ideologues of various hues and temperaments, whose considerations of, and engagements with political reality are mediated by fantasy. Their ideas about the political converge in a shared ideology of fantastic thinking; this is thinking that is materially and psychically disconnected from the imperatives of a democratic and socially substantive life, which is the only kind of thinking valued in the official sphere of political discourse. And this is the point of fantasy that mediates fascist ideology; it makes no claims to knowing or caring about the needs born out of social reality, needs whose satiation can only be conceived in and through imagination. It only promises an escape from misery or oppression, allowing both to continue unmolested by political solutions. On the surface of experience, contemporary articulations of fascism are animated by material comfort, individual cultural expression, and technologically mediated freedom. Without real political power, individuals experience their power primarily in the service of narcissistic interests. Personal consumption is elevated to a form of freedom, intimate relations replace social movements as a means of protection against political violence, and virtual space is completely severed from terrestrial notions of time, just as the techno-time/space relation constitutes what appears to be a new geography.

Paper Learning for Justice: Teaching Educators About Social Justice

Karon N LeCompte, *Vanderbilt University*

karon.n.lecompte@vanderbilt.edu

Overview: This paper presents case studies based on an assignment given to graduate students who are enrolled in an education course. The purpose of the assignment is to identify ways in which future teachers can participate in changing the oppressive dynamics that are pervasive in our lives and society. How can teachers individually and collectively, participate in personal and social change?   So what are social justice teachers - those who care about nurturing all children to do? How can they go against the grain of establishment and use their classrooms to work in the service of their students? This assignment purposely asks teacher candidates to participate in social justice, reflect upon how the experience informs their thinking (e.g., your understanding of the issue, of what it means to act for social justice, etc.), and consider the implications for their work as teachers.

Paper A Full-Service Community School: Democracy and Social Justice in Action

Pat Williams-Boyd, *Eastern Michigan University*

patwilliamsboyd@aol.com

Overview: Full-service community schools, which are often called 'hubs of services' for their local neighborhoods, are but one response to the complex and interacting problems of the most disadvantaged urban contexts. We will examine what the democracy of collaboration looks like in practice and how this common-good community exists through the service of connectedness, safety, self-emancipation, contextual identity and shared power.

Discussant Michael Carbone, *Muhlenberg College*

profman@rcn.com

Panel 9	**Adults and Civic Education**
	Tue 10:30 AM
Chair	David Buckner, *Oklahoma State University*
	david.buckner10@okstate.edu
Paper	Community Energy Planning of Civic Groups for Economic Crisis Solution
	Benjamas Siripatra, *Local Development Institute*
	ldi@loxinfo.co.th

Overview: The economic crisis effected communities in Thailand. Community people try to reduce the expenses of energy which is about 50% of their income. Most of the cost is for farm input, home consumption and transportation. The project aims to bring civic groups to help 500 communities to mobilize resources and integration of local wisdoms together with all stakeholders. New technology was introduced to the communities and new ideas were initiated by the people and civic organizations.   This had resulted alternative energy for the communities which helped to decrease the expenses for the people and they have a long term plans on using their community resources for sustainable energy.

Paper	Leadership for Democracy
	Joan Wynne, *Florida International University*
	wynnej@fiu.edu

Overview: What kind of leadership does the 21st century demand? Many of us in education today realize that top-down hierarchal thinking and behaving is stultifying students' and teachers' imaginations, disenfranchising student voices, failing marginalized populations, and foiling national school reform. Asa G. Hilliard, III (1997), a decade ago, suggested that with a broken system, "revolution, not reform is needed." That revolutionary vision can be seen in a model of leadership, exemplified in the transformational educational work of Civil Rights legend Bob Moses. I will describe the qualities/stratgies of that model, first developed in the Southern Freedom Movement, as a possibility for moving us closer to our dream of real democracy.

Paper	The Success of Democratic Deliberation: A Case for Civic Education
	Louise Fleming, *Ashland University*
	lfleming@ashland.edu

Overview: This research presents a case study of the development and maintenance of the Ashland County Park District, which is entirely volunteer run. It then calls for civic education which engages students in local associations to discover that they can make a difference in their local communities and to learn the skills of democratic deliberation.

Discussant	Mary Jane Harkins, *Mt St Vincent University*
	maryjane.harkins@msvu.ca
	Pearl Sims, *Vanderbilt University*
	pearl.g.sims@vanderbilt.edu

Wrkshp 104	**Empowering Students to Lead: Exploring Student Leadership and Service Learning**
	Tue 10:30 AM
Presenter	Craig Willie, *Tulane University*
	cwillie@tulane.edu
	Ashley Chapman, *Tulane University*
	aschapma@tulane.edu

Overview: In an era where citizens must acquire civic knowledge, skills and abilities to lead, college campuses provide abundant opportunities to nurture, develop, and empower students' leadership capabilities. More specifically service-learning challenges and supports students as they embrace fertile leadership opportunities that combine both academic and civic goals. In this session

presenters will detail Tulane University's success in transforming students into activists through the Public Service Fellows program and Service Learning Assistant program.

Wrkshp 112 **PALs Make a Positive Difference**
Tue 10:30 AM
Presenter Katrina Plank, *PAL Facilitator/Trainer*
kplank@anson.esc14.net
Overview: Come learn of a researched based program that trains young people to not only make good choices for themselves, but also teach younger children to do the same.

Wrkshp 120 **Nature as a Catalyst for Civic Engagement**
Tue 10:30 AM
Presenter Matthew Schlein, *The Walden Project*
willowellfoundation@earthlink.net
Overview: This presentation will give an overview of The Walden Project, a nationally renowned public school program , where students spend the entire school year outdoors in the woods of Vermont living out Thoreau's philosophy while examining essential relationships between self, society, and the natural world.

Wrkshp 128 **Preparing Students for Disaster**
Tue 10:30 AM
Presenter Thomas R. Baker, *Moorpark High School*
tbaker@mhsweather.org
Rita Foy Moss, *U.S. Department of Education*
rita.foy.moss@ed.gov
Overview: RADIO (Radio Amateurs and Disaster Operations) is an elective class for 9th through 12th grade students at the high school level. Students will be trained and certified as rescuers in American Red Cross, CERT (Community Emergency Response Team) training and in amateur radio. The students receive training on a daily basis. The local fire department "audits" this class through a field day of assigned problems for the students to solve in their own respective "rescue" squads of 4.

Wrkshp 136 **Character formation through Initiations in African culture.**
Tue 10:30 AM
Presenter F.X. Gichuru, *African Cultural Regeneration Institute*
fx.gichuru@acri.or.ke
Easter Ciombaine, *African Cultural Regeneration Instutute*
ciombaine@acri.or.ke
Overview: The African traditional education brought up children through experiences that introduced them to specific responsibilities in life. When the child became an adult certain expectations were required of him/her in socio-economic life. Erratic behavior was not allowed. This method of education through initiations could be used in modern character formation for responsible citizenship.