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10th Annual Graduate Student Conference
The Urgency of Now: A Clear Call to Action

March 8, 2019

MESSAGE FROM THE DEAN

James D. Anderson



The motto for our College is “Great Minds Think Illinois” and nowhere is that more apparent than in the caliber of the graduate students we attract. Our annual Graduate Student Conference, conceived and organized in every detail by our stellar graduate students, showcases not only the progress of their scholarship but their ever-evolving professionalism.

This year’s theme, *The Urgency of Now: A Clear Call to Action*, reflects our students’ deep understanding of the relationship between research and practice. It also indicates their awareness, as educators are always operating in complex conditions of constant change, and by their choices contribute to shaping

futures for individuals and for society. Our graduate students are prepared in every way to make a significant difference in the world not only by the knowledge they gain during their time at Illinois, but also by knowing how to collaborate productively, engage in difficult dialogues, search out the truth when it comes to complex, and at times, conflicting human agendas, and act with honesty and dignity.

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

James D. Anderson is an Edward William and Jane Marr Gutgsell Professor and Dean of the College of Education at the University of Illinois at Urbana-Champaign. His scholarship focuses broadly on the history of U.S. education, with specializations in the history of African American education in the South, the history of higher education desegregation, the history of public school desegregation, and the history of African American school achievement in the 20th century.

*Anderson has served as an expert witness in a series of federal desegregation and affirmative action cases, including *Jenkins v. Missouri*, *Knight v. Alabama*, *Ayers v. Mississippi*, *Gratz v. Bollinger*, and *Grutter v. Bollinger*. He served as an adviser for and participant in the PBS documentaries *School: The Story of American Public Education* (2001), *The Rise and Fall of Jim Crow* (2002) and *Forgotten Genius: The Percy Julian Story*. He was elected to the National Academy of Education in 2008. In 2012, he was selected as a Fellow for Outstanding Research by the American Educational Research Association and received the Lifetime Achievement Award from the American Association of Colleges for Teacher Education. In 2013, he was selected Center for Advanced Study Professor of Education Policy, Organization & Leadership at the University of Illinois.*

OUR HISTORY AND MISSION

The College of Education Graduate Student Conference began with the aim of building community and encouraging collaboration among graduate students in the college. Initiated by graduate students who desired to create a more inclusive and collaborative research environment, the first fully-fledged graduate student conference was held in April 2010. Each year since then, graduate student committees have looked to advance this mission of building and strengthening a collaborative research community. In many ways, the conference has become a space to build networks among faculty, colleagues, and graduate students within the field of education. Last year, we conscientiously worked to form a committee inclusive of students and departments from across the college as well as reaching out to, and including students from, the larger Illinois campus.

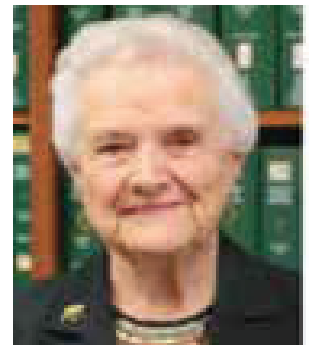
We decided that the 10th Annual conference would reach out to other campuses, with the goal of broadening the conversations that are happening here at Illinois. We are excited to see representation from students based in Colombia, Indiana, Maryland, Colorado, and North Carolina, in addition to the students from across the state

of Illinois. In an effort to further our professional development efforts and connections between current students and alumni, we have provided professional development opportunities that include college alumni, faculty, and representatives from the Graduate College. We have also brought in community partners that support and enhance learning and educational experiences.

This year, we wanted to build off of last year's theme "Education in Uncertain Times" through a call for papers that addressed the idea of "The Urgency of Now: A Clear Call to Action." This allows us to explore such questions as: When is silence or inaction harmful? Who is affected by our current educational policies and what changes are needed today? How might current research improve education and learning environments today? What might the field of education do to create safe spaces for our learners? How can the past inform what we do today? How can we as educators and researchers collaborate across digital, physical, disciplinary, and methodological borders to respond to this call to action?

OUR SPONSOR: DR. K. PATRICIA CROSS

We extend special gratitude to Dr. K. Patricia Cross, a distinguished alumna of the University of Illinois and Professor Emerita at the Graduate School of Education at the University of California at Berkeley. She credits her time as a graduate student at the University of Illinois for laying out the foundation for her commendable career, and in that spirit she has continued to make this conference possible through her generous donation. Her career began as Assistant Dean of Women at the University of Illinois, and as Dean of Women and Dean of Students at Cornell University, after which she continued as a Director of College and University Programs and also as a distinguished research scientist at ETS (Education Testing Service).



Dr. Cross then served as Professor of Education and Chair of the Department of Administration, Planning, and Social Policy at the Harvard Graduate School of Education before assuming her position at Berkeley, from which she retired in 1995. She authored nine volumes and over 200 other works on classroom teaching and assessment, and has contributed significantly to the theory of adult higher learning. The 2018 committee would like to thank Dr. K. Patricia Cross for her continued support in helping us strengthen the community among all C broadening the conversations that are happening here at Illinois. We are excited to have reached four U.S. institutions, with students coming from Indiana University, Michigan State University, University of Iowa, and a student coming from as far as the College of Charleston. In an effort to further our professional development efforts and connections between current students and alumni, we have provided professional development opportunities that include college alumni, faculty, and representatives from the Graduate College. In addition to exciting panels, we also have a faculty book display, and an all-day interactive Black History Mobile Museum. It has been our goal to create a space for budding scholars to present their research within the College of Education and the broader research community.

2019 KEYNOTE SPEAKER & DISTINGUISHED ALUMNA

Margaret Kobia, Ph.D. is Kenya's Cabinet Secretary in the Ministry of Public Service, Youth and Gender Affairs. Prior to her Cabinet position, Dr. Kobia served as the Chairperson of the Public Service Commission (PSC). She has also served as the Vice Chair Judicial Service Commission and is a member of the United Nations Committee of Expert in Public Administration (CEPA) that advises the UN Economic and Social Council. Dr. Kobia is an Associate Professor of Management and Entrepreneurship. She Holds a PhD Degree in Human Resource Education from the University of Illinois, M.Ed. from Kenyatta University and a B.Ed. from the University of Nairobi.

As the Cabinet Secretary in the Ministry of Public Service, Youth and Gender Affairs, she provides strategic leadership on policy direction regarding the Public service, Youth Development and Gender issues. Prior to joining the Public Service Commission, she was the founding Director General of the Kenya School of Government. Between 2005 and 2013, she served as the Director/CEO of the Kenya Institute of Administration and made a profound contribution in transforming the institution into a truly modern Management Development Institute (MDI) leading to the Institute's elevation to Kenya School of Government. Between 2011 and 2016, she served as the Chief Editor of the refereed African Journal of Public Administration and Management.

In recognition of her distinguished service and contributions to national development, she was awarded

the Order of Grand Warrior (OGW), First Class Order of Chief of Burning Spear (CBS) by the President of Kenya in 2007 and 2009, respectively. Dr. Kobia was the winner of the Commonwealth Gordon Draper Award 2010 for her strong leadership and outstanding contributions in improving public administration in the Commonwealth. In 2011, she was honored by the American Biographical Institute for her dedication and contribution to management in the public service. In 2014, she won a regional recognition as Africa's most influential woman in Business and Government awarded by CEO Magazine of South Africa. In 2016, she was awarded the highest Head of State Honours of Moran of Golden Heart (MGH) for her strong excellent leadership in public service.



Professor Kobia sits on a number of Public Sector Management Boards. At the International level, she is a member of the UN Committee of Experts on Public Administration (CEPA), the Vice President of the Commonwealth Association of Public Administration Management (CAPAM), a member of International Commission on Accreditation of Public Administration Education and Training Programs and Co-chair of OECD's Effective Institutions Platform (EIP). Her research interests include Public Sector Reforms, Performance Management, Training Impact and Knowledge Management.

COLLEGE OF EDUCATION DISTINGUISHED ALUMNI AWARD

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

2019 DISTINGUISHED ALUMNI AWARD RECIPIENTS



Patricia Clark, Ph.D. is a professor of Early Childhood Education and, currently, Chair of the Department of Elementary Education, at Ball State University in Muncie, IN. She received her doctorate in Early Childhood Education from the College of Education at the University of Illinois in 1993. Dr. Clark has presented at numerous national and international conferences; has published articles related to early childhood education, teacher education, and diversity; and recently received an outstanding book award for her book, *Transforming Teacher Education for Social Justice*. She is most proud of her work in co-founding the teacher education program, "Schools Within the Context of Community." This program, which has won numerous national awards, addresses issues of diversity and social justice in the preparation of elementary and early childhood teachers.

Jennifer Dillavou, B.A. is a 1982 graduate of the University of Illinois College of Education. Dillavou serves in a dual role as president of the University of Illinois Alumni Alliance (UIAA) and associate vice chancellor for alumni relations of the University of Illinois at Urbana-Champaign (UIUC). She is the first woman to hold a permanent president position at the UIAA. Prior to this post, she was assistant vice president of alumni relations & executive director for the OHIO Alumni Association at Ohio University in Athens. In this role, she oversaw an alumni association that serves 220,000 graduates from six campuses; established a strategic vision for the organization and implemented tactical plans; and employed innovative tools and techniques to better engage both alumni and students. Under her leadership, the OHIO Alumni Association received over two dozen Council for Advancement and Support of Education (CASE) awards for excellence in alumni and student programming. Previously, she served in roles at the Indiana University Alumni Association, Georgia State University Alumni Association, and Carnegie Mellon University.



Ann Larson, Ph.D. has served as dean of the College of Education and Human Development at the University of Louisville since 2014, and as a faculty member since 1995. Her areas of research include curriculum studies, teacher education and teacher development, professional development schools, and English education. Ann has served on numerous boards and committees at the local and national levels and is an advocate for diversity, equity and inclusion in educator preparation and human development programs. She is currently an executive board of directors member for the American Association of Colleges for Teacher Education (AACTE) and previously served as president of the state affiliate organization, Kentucky Association of Colleges of Teacher Education (KATCE). She has published journal articles, book chapters and recently co-edited a theme issue of the Peabody Journal of Education, Vanderbilt University, that focused on clinical models of teacher preparation.

2019 DISTINGUISHED ALUMNI AWARD RECIPIENTS



Joel Malin, Ph.D. is an Assistant Professor of Educational Leadership at Miami University. He received his Ph.D. in educational policy, organization and leadership from the University of Illinois at Urbana-Champaign in May 2015. His research interests include research use and engagement, cross-sector collaboration, and leadership and policy (e.g., surrounding ambitious high school college and career readiness reforms). Joel's scholarship has appeared in several top journals, including Educational Administration Quarterly, the Journal of Educational Administration, and AERA Open. His primary teaching responsibilities have concerned educational policy/politics, research methods, and introductory statistics. Before becoming a faculty member, Joel served in several roles spanning P-16 education, including as school psychologist and district-level administrator (e.g., as director of human resources and coordinator of research and assessment).

Elegwa Mukulu, Ph.D. holds a B.A. (Literature) from University of Nairobi, an MA (Communication) from Michigan State University and a PhD (Entrepreneurship) from University of Illinois at Urbana-Champaign. He is Principal and Professor of Entrepreneurship at the College of Human Resource Development of Jomo Kenyatta University of Agriculture and Technology in Kenya (JKUAT). His experience as a manager at the university level dates back to 1997. He has been teaching at the university level since 1991 when he joined JKUAT as a lecturer. Mukulu has been published more than 95 times in esteemed journals including the Journal of Human Resource and Entrepreneurship Development and International Journal of Academic Research in Business and Social Science. He has been a training consultant and mentor to many entrepreneurs in the micro and small enterprise sector in Kenya. He was Editor-in-Chief of the Journal of Human Resource and Entrepreneurship Development from 2006 to 2016.



Travis Wilson, Ph.D. is an associate professor in the Department of Psychology at Oberlin College, where he teaches undergraduate courses in child development and guides undergraduate research. Earlier in his career, he taught high school science and middle school mathematics in Houston and as a Peace Corps volunteer in rural Kenya. His scholarship investigates children's interracial relationships and achievement motivation in urban elementary schools. He has published on these topics in leading journals in the field, including Child Development, Social Development, and Developmental Psychology. His work earned him the 2014 Outstanding Dissertation Award in Human Development from the American Educational Research Association and a position as associate editor with the British Journal of Developmental Psychology. In bridging research and practice, he works with community organizations and schools to promote children's readiness for kindergarten and urban high school students' resilience in college.

2019 DISTINGUISHED ALUMNI AWARD RECIPIENTS

Rebecca Woodard, Ph.D. focuses her scholarship on examining writing development, teaching and learning, and pedagogy. She explores both students' and teachers' expansive literate landscapes, and the interplay of talk, bodies, feelings, and materiality in composing processes. Undergirding her work is a commitment to educational equity and an asset-orientation that honors the cultural and linguistic resources that are often unrecognized in schools, particularly for youth from marginalized communities.



Woodard is focused on expanding on what counts as writing and learning in schools, and cultivating writing pedagogies that are social and critical. Her recent work centers on the development and enactment of culturally sustaining writing curriculum and instruction, and she is leading an effort at the University of Illinois at Chicago (UIC) to design and implement a makerspace in their College of Education where teachers, university faculty and staff, youth, and community members can collaborate, create, and compose. Along with a team of faculty and graduate student collaborators, she was recently awarded a University of Illinois Presidential Initiative to Celebrate the Impact of the Arts and Humanities grant for a project called Young People's Science Theater: Chicago Public School and University of Illinois at Chicago Students Creating Performances for Social Change. Woodard has published numerous peer-reviewed articles in both research and practitioner journals, received recognition for her teaching through UIC's prestigious campus-wide Teaching Recognition Program, and serves as the co-chair of the Language, Literacy, and Culture doctoral program.



2019 CONFERENCE SCHEDULE

- 8:00 - 5:30** **North Lobby** **REGISTRATION**
Continental Breakfast 8:00 - 10:30 a.m.
**All day hospitality (snacks & beverages)
- 8:45 - 9:45** **Room 2** **KEYNOTE ADDRESS: MARGARET KOBIA, Ph.D.**
“Education’s Influence on Our Understanding of Global Issues”
Dean’s Opening Remarks - **James Anderson, Ph.D.**
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- 10:00 - 11:00** **Room 162** **GLOBAL PERSPECTIVES ON TEACHING**
Organizer: **Ross Toedte**
Chair: **Elegwa Mukulu, Ph.D.**
- “Global Perspectives on Early Childhood Education and Early Childhood Intervention for Children with Special Education Needs” - **Jami Swindell & James Lee, Illinois**
 - “Understanding Cultural Differences in Classroom Practices; Student Teachers’ Experiences Abroad” - **Ana Garner, Rachel Davies, Constance Hackler, Allison Witt, Illinois**
-
- Room 192** **IMPORTANCE OF LEARNING COMMUNITIES**
Organizer: **Carrie James**
Chair: **Rebecca Woodard, Ph.D.**
- “Youth Education, Community Resilience, and Environmental Sustainability: Making Boulder a Child-Friendly City Through Participatory Planning” - **Grace Carlin, Jing Liu, & Hunter Meldman, University of Colorado Boulder ***
 - “Students Today: The Effects of Leadership on Student Development” - **Gregory French, Illinois**
-
- Room 210A** **EDUCATION THAT SERVES ALL**
Organizer: **Alissa Irvin**
Chair: **Patricia Clark, Ph.D.**
- “Instructor Intentionality within Social Justice Focused Study Abroad Programs” - **Michael Lolkus et al., Purdue University**
 - “Barriers to Planning and Organizing Work-Based Learning Experiences for Students with Intellectual Disability”
- **Magen Rooney-Kron, Illinois**
 - “No Way In: The University’s Answer to Reentry of Formerly Incarcerated Individuals” - **Larry Barrett, Education Justice Project & Jim Sosnowski (presenter), Illinois**

2019 CONFERENCE SCHEDULE

11:15 - 12:15 Room 333

MOTIVATION & MENTAL WELL-BEING

Organizer: **Alissa Irvin**

Chair: **Chris Napolitano, Ph.D.**

- “Current research on education to increase effectiveness and promote psychological flexibility”
- **Sebastian Garcia-Zambrano, Darwin Koch, & India Pauly Hertel, Southern Illinois University**
- “Educational Psychology Students’ Enrollment Motivation and Achievement Goal-Orientations: A Latent Profile Analysis”
- **Andrea Kunze, Illinois; Sarah Karamarkovich & Teomara Rutherford, North Carolina State University**

Room 210A

LATINX POPULATIONS & LANGUAGE IDEOLOGY

Organizer: **Hannah Valdiviejas Cohn**

Chair: **Gloriana Gonzalez, Ph.D.**

- “Latino ESL Epistemological Beliefs about Learning English”
- **Wilson Ramon Hernandez Parraci, Northern Illinois University**
- “English language student-teachers developing agency through community-based pedagogy projects”
- **Wilson Damian Hernandez Varona & Daniel Gutierrez, Universidad Surcolombiana (Colombia) ***

Room 22

SUPPORTING LEARNING USING EDUCATIONAL TECH

Organizer: **Xiaoyun Zhuang**

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

- “Make Education Great Again (Using Videogame Technology in Classrooms)” - **Sherry Yi & H. Chad Lane, Illinois**
- “Investigation of Online Language Teaching Practices in Post-Secondary Education” - **Natalia Barley, Edgar Roca, & Sonia Estima, Illinois ***

12:30 - 1:30 Room 22

LUNCH & PANEL WITH DISTINGUISHED ALUMNI

“Public Education and Equal Access to Education for All”

Panel Moderator: **Christopher Span, Ph.D., Illinois**

Food will be set up in Room 17 starting at 12:15 p.m.

* Denotes Online Presentation

2019 CONFERENCE SCHEDULE

1:00 - 4:00 Room 42A **COMMUNITY EDUCATION PARTNERSHIPS**

1:45 - 2:45 Room 22 **SHAPING IDENTITY**

Organizer: **Xiaoyun Zhuang**

Chair: **Liv Dávila**

- “The Creation of Students’ Gender Subjectivities Through Middle School Mathematics Textbooks”
- **Weverton Ataide Pinheiro, Indiana University**
 - “Identities and Ideologies of Indonesian Transnational Children: Creating Translanguaging Space through Technology”
- **Noerhayati Ika Putri, Illinois**
-

Room 210A **MINDFULNESS & GROWTH MINDSET**

Organizer: **Carrie James**

Chair: **TBA**

- “May You Be Happy, May You Live with Ease: Exploring Mindfulness & Wellness with Fifth Graders” - **Jadyn Harris, Illinois**
 - “A Teacher’s Role in Mindset Development: A Look at Feedback to Early elementary Students” - **Kate Curry, Illinois ***
-

Room 192 **INNOVATIONS IN HIGHER EDUCATION**

Organizer: **Brent West**

Chair: **Cynthia D’Angelo, Ph.D.**

- “Improving Data Quality in Socio-scientific Learning Research”
- **Ross Toedte, Illinois**
- “Integrating Technology to Support Teachers’ Monitoring and Intervention Strategies During Collaborative Activities”
- **Luettae Lawrence & Saadeddine Shehab, Illinois**

2019 CONFERENCE SCHEDULE

3:00 - 4:00

Room 22

INTERSECTIONS OF RACE & EDUCATION

Organizer: **Chequita Brown**

Chair: **Ann Larson, Ph.D.**

- “Grown Black Men at 2-year Public Colleges: Advancing Post-Secondary Success and Scholarly Visibility”
- **Jason Keist, Illinois**
- “The Role of Reading and Discussing Culturally Relevant Texts with Students Who Struggle with Reading”
- **Laporsha Glass, Illinois**
- “I Hate School! African American Student Motivation for Academic Achievement (K-12)” - **Alicia Robinson, Illinois**

Room 210A

UNDERSTANDING (META)COGNITION

Organizer: **Hannah Valdiviejas Cohn**

Chair: **Travis Wilson, Ph.D.**

- “Connecting whole-number reasoning to integer reasoning on subtractive negation and additive identity problems”
- **Lizhen Chen & Laura Bofferding, Purdue University**
- “The Interplay Between Confusion and Metacognitive Self-Regulation” - **Yingbin Zhang & Luc Paquette, Illinois**

Room 192

IMPROVING EDUCATION SYSTEMATICALLY

Organizer: **Laura Valderrama**

Chair: **Joel Malin, Ph.D.**

- “Searching and Selecting a Superintendent: an application of Mazzone’s Arena Model” - **Pamela Callahan, University of Maryland - College Park ***
- “Disillusioned Partners: Public Policy for Higher Education in Illinois, 2003-2015” - **Brent West, Illinois**

4:15 - 5:15

Room 22

CLOSING REMARKS & AWARDS CEREMONY

Closing Remarks: **Patricia Clark, Ph.D.**

Awards Presentation: **Dean James D. Anderson**

* Denotes Online Presentation

HONG KONG GRADUATE STUDENT EXCHANGE PROGRAM

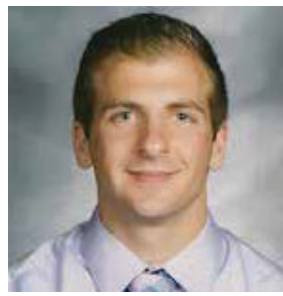
In cooperation with the College of Education Office of International Programs and the University of Hong Kong Faculty of Education, we are pleased to announce the Second Annual Hong Kong Graduate Student Exchange Program. Two students (exchange recipients) from the University of Hong Kong will be on campus this coming fall to share their research. Following a competitive process within the College, two Illinois graduate students will be announced as the 2019 exchange winners. They will represent the College of Education at the Postgraduate Research Conference at the University of Hong Kong in May 2019.

2018 HONG KONG STUDENT EXCHANGE RECIPIENTS | ILLINOIS



Karie Brown-Tess is a doctoral candidate in Curriculum and Instruction. Her research interest include democratic classrooms, equity, and mathematics education. Her presentation titled “Conceptions of a mentor for training pre-service teachers in an advocacy stance” focused

on reviewing literature to examine ways that pre-service training can help math education pre-service teachers align a social justice mindset with their practice. This literature review analyzed and evaluated twelve case studies and program evaluation studies addressing mentoring in teacher education or professional development as well as four books or guides that serve as resources for teacher mentor training. This research aimed at addressing a critical issue in mathematics education: Despite increased research in the politics of mathematics education, researchers find teachers continue to struggle with the negotiation of politics in daily practice. She concluded that further research needed to be done to assess impact.



Rob Wallon is a doctoral candidate in Curriculum and Instruction. His research interest is educational technologies for science learning. His presentation titled “‘My Hand is a Ray of Light’: How Students Interpret and Use Gestures Prompted by a Seasons Simulation” addressed recent

perspectives on embodied cognition that suggest an integral link between body and mind. He examined this link by exploring how body movements may shape thinking and give rise to new thoughts in middle school students in science classrooms. Findings included: Students rarely considered what their hands represented explicitly during the learning activity. Also, individual students took up the gestures to varying degrees and in ways that seemed to relate to their understanding of the topic. Although using a gesture-augmented simulation helped some students learn causes of the seasons, more research is needed to learn ways to best support all students with this type of learning environment.

2018 HONG KONG STUDENT EXCHANGE PARTNERS



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



Sarah Wang is a Ph.D. student in Policy, Administration and Social Sciences Education, Faculty of Education at The University of Hong Kong. Her research interests include Teacher Education and Childhood Education, Her Ph.D. study investigates the impact of teacher Professional Learning Communities on Rural-Urban literacy learning gap.

Being a former school teacher, Sarah has intimate knowledge of teacher professional life in Chinese education system.

Selected Journal publications: “School Context and Instructional Capacity: A Comparative Study of Professional Learning Communities in Rural and Urban Schools in China”, “Bridging the Rural-Urban Literacy Gap in China: A Mediation Analysis of Family Effects”.

COLLEGE OF EDUCATION AT ILLINOIS

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