

2011 Program of the International Assembly

The International Assembly provides a forum for collaboration and exchange of ideas among NCSS members from the United States and foreign countries. The Assembly promotes a network among NCSS educators to enhance professional development, enrich social studies learning and share research, learning activities, and teaching methods from a global perspective. All NCSS members are welcome to attend these events. All IA sessions will be at the Walter E. Washington Convention Center, except noted otherwise.

Thursday, December 1, 2011

4:30-6:30pm International Assembly Executive Board Meeting [Renaissance Meeting Room 2]

7:00-9:30pm IA-CUFA Joint Reception [South Pre-Function Area, 3rd Floor]

Friday, December 2, 2011

8:00–8:30 AM Breakfast and communication [Room 206]

8:30-9:00 AM Welcome, and Introductions [Room 206]

9:00-10:00AM Round #1 of Roundtable Sessions [Room 206]

10:10-10:15AM Transition

10:15–11:15 AM Jan L. Tucker Memorial Lecture Speaker: Guomin Zheng, Dean, Faculty of Teacher Education, Beijing Normal University, *Teacher Education Reform in the People's Republic of China*. [Room 206]

10:15–11:30 AM Transition

11:30 AM-12:30 PM Round #2 of Roundtable Sessions [Room 206]

12:30 –1:15 PM International Assembly Business Meeting [Room 205]

1:30–2:30PM 2011 Distinguished Global Scholar Award winner: Dr. Kenneth A. Tye. Award luncheon is sponsored by Eleanor and Elliott Goldstein EGEG Family Foundation [Room 206]

Roundtable Sessions

First Session

Table 1 – Global Aspects of Religion

American Muslims: How a Commitment to Pluralism and Democracy Fosters Positive Relations

This paper examines the status of American Muslims in the United States in relationship to other cultural groups and some of the widespread stereotypes that plague Muslims in contemporary society.

James Moore Cleveland State University Cleveland, OH

A Comparative Study of Confucian Influences on Satisfaction with Democracy

This presentation explores the influences of satisfaction with democracy in South Korea, Japan, and Taiwan. These countries all have a Confucian heritage which is said to hinder democratization.

Ryan Knowles, University of Missouri, MO

Turkey: Guardian of Islam's Past – Guidepost for Islam's Future?

Participants in a 2010 study tour sponsored by Turkish Cultural Foundation and World Affairs Council share images of historic sites and discuss Turkey's leadership potential in reshaping a democratic Arab world.

Nancy Maguire & Nancy Larkin, Cornwall Central High School, Vails Gate, NY

Table 2 – Developing Global Networks

Sister Cities International: A Global Citizen Diplomacy Network

Sister Cities International (SCI) is a nonprofit citizen diplomacy network that creates and strengthens partnerships between U.S. communities and international communities. SCI strives to build global cooperation at the municipal level, promote cultural understanding and stimulate economic and educational development.

Ronald G. Helms Wright State University Centerville, OH

Culturally Responsive Teaching for 21st Century Learners with Immersive World Learning Technology to Facilitate Continuous Professional Development

Learners of the 21st century are a new breed of students on the cusp of a technology that seems to hold no limits. This paper will discuss a network of continuous professional development with connections to ongoing related Digital Media and On-Line Resources.

Maryanne Maisano, University of North Carolina at Pembroke, Aberdeen, NC

Randy Olsen, Crescent View Middle School, Canyons School District Sandy, UT

Civic Voices: An International Democracy Memory Bank Project

To inspire students to greater civic engagement and political activism, *Civic Voices: An International Democracy Memory Bank Project* is developing comparative classroom resources from a bank of oral history interviews collected around the world, notably in Colombia, Georgia, Mongolia, Northern Ireland, the Philippines, Poland, South Africa and the United States.

Tim Evans, Academy of Urban Planning, Brooklyn, NY

Table 3 – Creating the Global Classroom

Methods and Procedures for the Global Classroom

Drawing upon Robert Hanvey’s five dimensions of a global perspective, this paper delivers activities that provide students with skills to thrive in an interconnected world. Strategies include simulations for teaching perspective consciousness, ways to use multi-media, and utilizing social networking sites to teach cross-cultural awareness.

Kenneth Carano, University of South Florida, Sarasota, FL

Robert Bailey, University of South Florida, Sarasota, FL

Experiences that Help Learners Develop a Global Perspective

This paper describes practical ideas that in-service and pre-service teachers K-6th grade can incorporate in their teaching to help young learner’s develop a global perspective.

Lydia Nganga, University of Wyoming/Casper Center, Casper, WY

Infusing Global Awareness into Social Studies Curricula: Suggestions for Educators

As the world becomes more interdependent, this presentation offers suggestions for infusing global awareness into the social studies curriculum to help prepare students to intelligently understand and actively participate in a rapidly changing, interdependent global community.

Denise R. Ames, Center for Global Awareness, Albuquerque, NM

Table 4 – Human Rights: Teaching about Genocide

Journalism in the 21st Century: An Examination of Nicholas Kristof’s Role as a Journalist in the Prevention of Modern Genocide and Human Rights Abuses

This presentation examines the content and techniques of Nicholas Kristof, a journalist for the *New York Times*, coauthor of *Half the Sky*, and author of numerous articles on contemporary genocide in places such as Darfur and the Congo. A central question will be whether journalists should be objective or advocate.

Mary Johnson, Richard Stockton College of New Jersey and Columbia College, SC

An Examination of Integrating the Holocaust and Comparative Genocide across the Curriculum

This presentation examines a secondary English teacher’s unique pedagogical approach to the Holocaust and comparative genocide which led him to create a learning environment for students that was reflective of his teaching disposition, with the ultimate goal of helping them become better citizens.

Robert A. Waterson West Virginia University Morgantown, WV

Making Holocaust Studies Curricula Accessible for English Language Learners

In 1994, Florida’s legislature mandated Holocaust instruction in the state’s public K-12 schools. This paper will discuss the development of three Holocaust curriculum units that have been revised and/or rewritten to reflect new research and to embed strategies and pedagogies for English Language Learners.

Rosanna M. Gatens, Florida Atlantic University, Boca Raton, FL

Shoba Thachil, Florida Atlantic University, Boca Raton, FL

Table 5 – International Perspectives on History Education

Commemorating Our Veterans: Students in Two Countries Remember

The purpose of this presentation is to discuss the public commemorations of military histories and veterans [Anzac Day, Veterans Day] in two church affiliated, private schools: St. Joseph's Nudgee College in Brisbane, Australia, and St. Paul's Episcopal School in Mobile, Alabama, U.S.A.

Martin Kerby, St. Joseph's Nudgee College Boondall, Queensland Australia

Julie Albrecht, St. Paul's Episcopal School Mobile, AL

Susan Santoli, University of South Alabama Mobile, AL

A Quest for Diversity in Ontario's Canadian History Curriculum: Two Case Studies

This paper consists of two multicultural case studies: Canada's Multicultural Heritage in Ontario, Canada's largest province, from the mid 1970s to mid 1980s. Then it jumps to an outline of the federal government's Community Historical Recognition Program.

John Myers, Ontario Institute for Studies in Education, University of Toronto, Canada

Table 6 – International Assembly: Going Global

Journal of International Social Studies

This presentation on the *Journal of International Social Studies* will include a discussion of the mission of the journal, author guidelines and how to submit a manuscript. Also included will be an overview of the different sections of the journal: IA Perspectives, Media Reviews and Articles. Hard copies of the different editions of the journal will be available.

Beverly Milner (Lee) Bisland, Queens College/City University of New York, Flushing, New York

Adopt-A-Well: The Mwanje School

Clean drinking water is perhaps the most critical issue for the Mwanje school in Malawi. IA's Adopt-A-Well project has raised nearly \$3,000. This paper will present the success and failures of the service learning projects in which the presenters have engaged their preservice teachers.

Frans H. Doppen, Ohio University, Athens, OH

Jennifer E. Tesar, Davis & Elkins College, Elkins, WV

A Tale of Two Countries: Comparing Civic Education Policy in the Philippines and Singapore

This paper presents the findings of a comparative case study that examined the historical contexts and impetus for civic education in the Philippines (*Makabayan*) and Singapore (*National Education*) and outlines policy and curriculum trajectories in both countries, as well as the national-global discourses that have shaped changing relationships between nation-states, citizens, and the world and new curriculum directives..

Jasmine Sim, National Institute of Education, Singapore

Agnes Paculdar, National Institute of Education, Singapore

Mark Baildon, National Institute of Education, Singapore

Table 7 – Globalizing Teacher Education

Negotiating Transformative Social Studies Teaching in Student Teaching

This paper explores the experience of two social studies student teachers who exhibited passion for and commitment to transformative, multicultural social studies pedagogy during their enrollment in a graduate course.

Omiunota N. Ukpokodu, University of Missouri-Kansas City, Kansas City, MO

Impact of International Internship on Pre-service Teachers in Promoting Global Education

This paper investigates the long-term impact of international internship on 40 in-service teachers who participated in study abroad programs in China, Mexico, Sweden, and Norway during their student teaching.

Yali Zhao, Georgia State University, Atlanta, GA

Laura Meyers, Georgia State University, Atlanta, GA

A Preliminary Study on the Development of Pedagogical Content Knowledge among Economics and Primary Social Studies Teachers in Singapore

This paper presents the preliminary findings of a study on the development of pedagogical content knowledge among student teachers in the National Institute of Education, Singapore, who were trained to teach Economics and Primary Social Studies.

Ng Siew Fong, National Institute of Education, Nanyang Technological University, Singapore

Chan Oi Khum Karen, National Institute of Education, Nanyang Technological University, Singapore

Table 8 – Comparing Global Teaching Resources

Slavery in Two Nations: Examining the Presentation of Slavery in Secondary U.S. and Brazilian History Textbooks

In social studies classrooms textbooks serve as arbiters of official knowledge as well as tools for instruction. This paper presents the findings of an exploratory study of the presentation of slavery in secondary history textbooks in the two largest slave societies in the history of New World.

Nafees M. Khan, Emory University, Atlanta, GA

Moving beyond a Peace Education based on Sympathy: How to Use American Teaching Resources on Atomic Bomb in Japan

Teaching about the atomic bomb in Japan tends to be more emotional, whereas in the United States it tends to be more logical and reasonable. This paper examines the impression United States teaching resources had on students at a teacher training university in Japan.

Toshinori Kuwabar, Okayama University, Japan

Hidekazu Yamada, Okayama University, Japan

Exploring Afghanistan through Children's and Young Adult Literature

Understanding Afghanistan through mainstream media offers little to American citizens. Since 2001, children's authors have written many engaging stories about Afghanistan. These are excellent resources for teachers in the classroom.

Rachel Weiss, UW – Madison, WI

Nancy Heingartner, UW-Madison, WI

Table 9 – Developing Global Citizens

Unification Education: Toward a Global Education Practice on a National Level

This paper presents research on North Korea in the South Korea's national curricula and educational communities. Within a multicultural and global education framework, it deals with unification education about North Korea, which seeks to prepare citizens for a unified Korea.

Sung Choon Park, Seoul National University, Seoul

Changwoo Jeong, Seoul National University, Seoul

Study Abroad for What Kind of Citizen?

These days, middle-class South Korean families have been sending their children abroad to study at an unprecedented rate, making for a veritable education exodus. This paper examines what kind of citizen young Koreans seek to become through study abroad and how study abroad contributes to a formation of a global orientation.

Sohyun An, Augustana College, Rock Island, IL

Citizenship Education in the Global Age: The Early 20th Century Perspective.

This paper presents a case study of American social studies transformation by analyzing and comparing three different types of citizenship education in the early 20th century with contemporary citizenship education.

Jin'ichiro Saito, Tohoku University, Japan

Table 10 – Developing Global Awareness

Promoting Pre-service Teachers' Global Awareness

This paper presents the findings of a study that explored ways to help pre-service teachers shift their teaching paradigm to adopt a broader worldview by reading daily news from multiple sources, completing map quizzes, integrating the five themes of geography, reflecting on U.S. foreign policy, and sharing children's literature.

Lin Lin, SUNY at Cortland, Cortland, NY

Understanding, Teaching, and Promoting Universal Values in Global Civic Education

This paper will compare and contrast universal values among different cultures, including human rights, individual freedom, pursuit of happiness, democratic government. Strategies for teaching universal values and free online open resources will be shared.

Han Liu, Shippensburg University of Pennsylvania, Shippensburg, PA

Zhongtang Ren, Old Dominion University, VA

Authentic Aspen, Angola, Arabia and Beyond: Teaching Global Realities

Moving past predispositions and commonly held beliefs as well as misbeliefs to truly understand our interconnected world will be the focal point of this session.

Robert Mitchell, Ohio State University, Columbus, OH

Table 11 – Across the Globe: Breaking Barriers

LGBTQ Issues in Global Perspective: Teaching Taboo Topics

This session, which includes guidelines for instruction and lesson ideas, will bring a global perspective to the U.S. national deliberation over LGBTQ rights. Topics in the U.S. news about LGBTQ struggles for rights are better understood in comparison with trends and events in other countries.

Gloria T. Alter, DePaul University, DeKalb, IL

“We Just Teach History”

A teacher in New Zealand explained that the goal in teaching history was not the acquisition of facts, but the utilization of techniques used by historians in order to deeply understand a topic. This presentation aims to analyze and compare outcomes and goals of the US history curriculum with those of New Zealand.

Ashley G. Lucas, Towson University, Towson, MD

Students’ Perceptions of Civic Participation, School Participation, and Classroom Climate in Three Elite Singapore Schools

This study describes how students in three elite Singapore schools conceived of their roles as citizens. Quantitative survey and qualitative interview data served to create profiles of school and classroom climate, and illuminate students’ perceptions of citizenship, given their expectations of future leadership.

Theresa Alviar-Martin, National Institute of Education, Nanyang Technological University, Singapore

Li-Ching Ho, National Institute of Education, Nanyang Technological University, Singapore

Table 12 – Global Citizenship Education: Research from Diverse Classrooms and Teachers

Scholars working in citizenship education across the world have begun to rethink assumptions about citizens' roles beyond their nations' borders. The presenters will discuss implications of their research that explores questions of citizenship education with previously understudied populations through diverse research strategies. These research studies reinforce some old understandings of citizenship while identifying new conceptualizations of what it means to prepare students to be active citizens in the 21st century. Papers will address American Muslim students and Islamic schools, middle school teachers in rural Botswana, how teachers can influence each other's thinking about globalization and citizenship education, and how schools developed around global citizenship goals enact strategies to meet those goals.

Merry Merryfield, Ohio State University, Columbus OH

Lisa Duty, Director of External Relations, Knowledgeworks Foundation, Cincinnati, OH

Aleksandr Kvasov, Philadelphia University, Philadelphia, PA

Mavis Mhlauli, University of Botswana, Gaborone, Botswana

Session 2

Table 1 – Global Sustainability

Environmental Education and Global Citizenship

This presentation will focus on how international environmental education is being framed in the social studies as well as the sciences. It will discuss how environmental education, when framed in the social studies, becomes a social activity that is framed as a civic duty and contributes towards developing the notion of global citizenship.

Matthew Hollstein, Ohio University, Athens, OH

Sustainability of Teacher International Programs' Results

This paper identifies factors and contexts that facilitate sustainable development of international programs for educators and institutionalization of their outcomes. Two cohorts of international teacher program alumni from Russia and the United States were interviewed about the impact of exchange programs on participants' status and pedagogies.

Anatoli Rapoport, Purdue University, West Lafayette, IN

Educating for a Sustainable Future: Social Studies' Role in the System

This paper will address the findings of a qualitative research study which explored the relationship between social studies teachers' thinking and practices and the principles of Sustainability Education. Many of these principles are embedded in social studies teacher's thinking, practices, resources and standards, yet are not framed as such.

Bethany Vosburg-Bluem, Ohio State University, Columbus, OH

Table 2 – Issues in Education in Asia and Australia

From Retention to Promotion: Where Are We Heading?

This paper will present an analysis of school policy change in the People’s Republic of China from retention to promotion. Although some prefer promotion over retention, others are not in favor of this change and raise concerns.

Jing An, Ohio University, Athens, OH

Student-centered Teaching: Moving from Policy to Practice

This paper examines the views of Singaporean educators regarding their understanding of what entails a student-centered approach and proposes support structures from the teacher education perspectives that could encourage them to employ these approaches in their classroom.

E-von Lai, National Institute of Education, Singapore

Marilyn Lim So-San, National Institute of Education, Singapore

Asia-engaged Australians: Are We There Yet?

This paper will explore the context and importance for Australia to engage with Asia; and national policies, programs and educational approaches implemented to develop sustainable Asia literate programs to develop engaged young Australians with Asia.

Rose Mulraney, UNLEY, South Australia

Table 3 – New Concepts of Global Citizenship

Re-thinking and Re-visioning Global Education

In 2010, Abdullahi argued in *Rethinking Global Education in the Twenty-first Century*, that if the field of global education is to be truly international, it must develop a new framework for a new reality. This paper continues the discussion on developing a new curriculum for global education.

Sadiq A. Abdullahi, Florida International University, Homestead, FL

Mohammed K. Farouk, Federal University Kashere, Nigeria

Preparing “Glocal” Citizens: Engaging Students and Neighbors with Collaborative and Reciprocal International Service Learning

Emphasizing “glocal” citizenship and the need for strategic adaptation to emergent contexts, this paper details the efforts of one PK-12 school in the United States to develop literacies and competencies in its students through curricular and programmatic initiatives, including exchange programs involving reciprocal, collaborative service with international partners. Lessons and practical suggestions will be shared.

Chris Harth, St. Andrew’s Episcopal School, Ridgeland, MS

The Teachers of Táchira: Connecting Students to the Multicultural World

This project is centered on two key concepts: to gain the resources and skills to teach English through World Cultures, and to link ELT and their students with the world.

Mercedes Perleche, Dirección de Educación del Estado Táchira, Venezuela

Lisbeth Valero, Dirección de Educación del Estado Táchira, Venezuela

Table 4 – A Quest for Worldmindedness

A Comparative Look at Social Education in Norwegian Lower and Upper Secondary Schools

The presenters served as Fulbright roving scholars in Norway. This presentation will summarize philosophies, policies, and practices related to social education in Norway in comparison those in the United States.

David C. Virtue, University of South Carolina, SC

Geoffrey Scheurman, University of Wisconsin – River Falls, River Falls WI

The Worldmindedness of Graduating Seniors from High School

This round table will present the findings from a survey on worldmindedness completed at six high schools in urban and rural settings regarding their perception of the larger world and its people. The subscales of worldmindedness include cultural pluralism, global centrism, efficacy, interconnectedness and personal responsibility to the Other.

Toni Fuss Kirkwood-Tucker, Florida State University, Tallahassee, FL

Worldmindedness: Experiences with Malian Teachers Expand a Community Perspective

Explore the successes of this U.S. elementary school's experiences as you learn how to build an international relationship and future exchange for your own school.

Nancy E. Cardenuto, Kutztown University

Table 5 – Teaching and Learning about Global Justice

My Moroccan Civic Education in a Justice-oriented and Tolerant Islam

This paper presents a comparative study of Moroccan and American conceptualizations of citizenship that evolved into an auto-ethnography critiquing the author's own frameworks and re-visioning the entire experience.

Nancy C. Patterson, Bowling Green State University, Bowling Green, OH

Quest for Justice: Martin Luther King and Hrant Dink

Days after MLK Day was commemorated in 2007, Hrant Dink was martyred in Istanbul. Their work illuminates the ongoing struggle for basic rights of the individual--spanning time and place.

Sara Cohan, The Genocide Education Project

Teaching US Foreign Policies in Malaysia, Mexico, and Canada

This study provides perspectives from Malaysia, Mexico, and Canada; specifically, how educators present and discuss United States foreign policies with their students. Implications for US classrooms are discussed.

Timothy Cashman, University of Texas at El Paso

Table 6 – Service Learning and Global Justice

Service Learning in Teacher Education in Japan

This presentation will provide examples of successful service-learning since its introduction in Japan in the 1990s as well examine rationales and approaches, review research, and discuss issues and challenges related to service-learning in teacher education in Japan. The integration of service-learning into teacher education programs is relatively new.

Takeshi Miyazaki, Soka University, Tokyo, Japan

Masato Ogawa, Indiana University Kokomo, IN

Service Learning: Human Rights Education in Action!

This interactive session will provide participants with skills to implement service-learning into their classroom. Content will be delivered through human rights education pedagogy and immigration will be the topical example.

Kathy Seipp & Sarah Herder, The Advocates for Human Rights

Knowing and Doing Social Studies: Expanding Historical Thinking and Citizenship Thinking with the Work of Sylvia Wynter

This paper will discuss how the sociogenic framework of Sylvia Winter, an African Diasporic scholar, expands historical thinking and global citizenship education to answer the question what it means to be human.

Christopher R. Davis, The University of Texas at Austin, Austin, TX

Table 7 – Developing a Global Curriculum

Education and Social Responsibility

This paper will address a number of related questions, such as what instruments we can use to make choices about what to teach, what the important objectives are, and what we want pupils to learn about social education? Answers to these questions will be illustrated with examples from education in The Netherlands.

Hans Hooghoff & Jeroen Bron, Netherlands Institute for Curriculum Development, The Netherlands

A Survey Study: How Much Do They Know about Each Other's Country?

This paper will present the findings of a study based on a survey from two groups of college students in teacher education programs: one group was from China, and the other was from the United States. They were asked to provide basic knowledge about each other's country with an open ended question.

Xinmin Ji, Xinzhou Teachers College, China

Han Liu, Shippensburg University of Pennsylvania, Shippensburg, PA

Rethinking Teaching about East Asia and South Asia in the Era of Globalization

This presentation critically examines representation of East Asia and South Asia in American high school and college curriculum and classrooms. It argues for a reorientation of Asia-related teaching in the context of globalization, economic forecasts, and increasingly dense trade relationship of the United States and the Asian countries, such as India, China, South Korea.

Sarasij Majumder, Kennesaw State University, Suwanee, GA

Guichun Zong, Kennesaw State University, Suwanee, GA

Table 8 – New Responses to Global Learning

Responding to the Crisis in Japan: Using Social Networking in Social Studies Education for Global Citizenship

Within a decade, the world has experienced more than three devastating earthquakes in Sumatra, Haiti, and Japan. During each disaster, citizens from all around the world turned to 21st century communication technology. This paper discusses the ways in which social studies teachers and students harnessed social networks to learn about the 2011 earthquake in northern Japan.

Misato Yamaguchi, Augusta State University, Dublin OH

Brad Maguth, University of Akron, Twinsburg, OH

The Stickiness Factor in University-Wide Global Learning Initiatives

This paper outlines the premises, processes, and educational leadership model being used in the university-wide initiative, *Global Learning for Global Citizenship*, at Florida International University, in Miami, Florida requiring all undergraduates take a minimum of two global learning courses and participate in integrated co-curricular activities prior to graduation.

Hilary Landorf, Florida International University, Miami, FL

Table 9 – Thinking Globally

Fostering Students’ Global Citizenship through Geography Education

This paper, using Bank’s theory on personal identity, will discuss how geography education can help students develop their global identity from a spatial perspective by sharing exemplary geography curricular resources, including international collaboration in creating curriculum focusing on global issues and the development of resources using geospatial technologies.

Eui-kyung Shin, Northern Illinois University, Cortland, IL

Creating an Institutional Culture of Global Thinking and International Mindedness

This paper will discuss conceptions of K-8 citizenship education and their implications for instruction within the context of current geopolitical events. Curriculum documents from the United States and the curriculum frameworks of the International Baccalaureate Primary Years Program and Middle Years Programs will be used to illustrate points made.

Carolyn O’Mahony, Oakland University in Rochester, MI

Global Partnerships: One Senegal School at a Time

What do students in Kentucky and students in schools in Senegal have in common? Through Skype, email, and Facebook students learn about each other and their countries.

Denise Dallmer, Northern Kentucky University, KY

Table 10 – Pluralistic Global Citizenship

Community Citizenship as a Path to Pluralistic Citizenship: Using a Lesson on Earthquake/Tsunami Disaster Issue

This paper presents the findings of a study that, based on Japan's earthquake/tsunami disaster, examined students' exploration of human security to help them develop a pluralistic citizenship by understanding how people's daily lives are secured in the community and what role or influence the damaged area has on national and global levels.

Ken'ichi Nagata, Tohoku University, Japan

Citizenship Education in Singapore

Based on the types of learning and possible game styles outlined by Marc Prensky in his book *Digital Game-Based Learning* (2001), this presentation will demonstrate how his framework was adapted to the presenter's school.

Bee Kee Lim, Dunman High School

Fair Trade Certification by Government: Economic Justice or Unwarranted Intervention?

This session explores the controversy of fair trade certification using materials and methods successfully developed through the Deliberating in a Democracy project.

Nisan Chavkin, Constitutional Rights Foundation Chicago

Table 11 – Promoting Global Inquiry

The Power of Narrative and Inquiry for Developing Young Children’s Academic Language

This paper will describe how English Language Learners (ELLs) in highly diverse classrooms in Sydney, Australia, and Seattle, USA, benefited from Storypath, an inquiry-based social studies program approach, which became the explicit focus for their academic language and literacy learning while simultaneously enhancing their conceptual understandings of social studies.

Margit E. McGuire, Seattle University, Seattle, WA

Bronwyn Cole, School of Education, University of Western Sydney, Australia

As-Salaam-Alaikum! Changing the World One Student at a Time

What classroom activities can be used to promote civic multicultural competence? Join a literature circle and experience how reading Three Cups of Tea promotes critical consciousness.

Marilyn Lees-Yensick, Slippery Rock University

A Day in the Life of a Child: Summer Rwanda 2010

What it is like to grow up half way around the world? Explore life in Rwanda through the photos taken by children, ages 4-21, personal interviews, and presentation of curriculum.

Melissa Collum, Clemson University, Clemson, SC

Jennifer Morgan, West Salem Middle School, West Salem, WI