Thursday, February 21st, 2019
9:00am – 9:30am Start/Registration
9:30am – 9:55am – Meet & Greet Session
10:00am - 3:55pm* – Breakout Sessions
*Lunch Break at Attendees’ Discretion

Friday, February 22nd, 2019
9:00am – 12:55pm* – Breakout Sessions
*Lunch Break at Attendees’ Discretion

ACKNOWLEDGEMENTS

The deepest appreciation of all International Society for the Social Studies members is extended to the following individuals for their significant contributions to the success of this year’s conference.

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* The ISSS Staff has worked very hard to ensure the accuracy of this program.  
  Notifications of any changes will be announced at the registration desk.  
  Thank you in advance for your understanding and consideration.
9:30 – 9:55
:::MEET & GREET SESSION:::

MORGRIDGE INTERNATIONAL READING CENTER FOYER

The International Society for the Social Studies:
Meet & Greet Session
Welcome! This meet and greet session will feature complimentary coffee and snacks. The session will allow participants to socialize with other conference attendees. The session WILL INCLUDE A WELCOMING NOTE from the conference coordinators and pertinent information regarding the conference.

10:00 - 10:55
:::CONCURRENT SESSION:::

TEACHING ACADEMY ROOM 117

Session Chair: Katie Rommel-Esham
Promoting Equity and Learning in the Social Studies Classroom Using Virtual Field Trips
Katie Rommel-Esham, SUNY College at Geneseo (USA)
Michelle Costello, SUNY College at Geneseo (USA)
We will describe how experiential learning can be used to promote access and engagement in social studies classrooms, and ways that Information Literacy is addressed using virtual field trips. Participants will receive materials that allow them to implement similar lessons.

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The Essential Elements of 4-H Integrated within the Traditional Classroom
Jason A. Hedrick, The Ohio State University (USA)
Mark D. Light, The Ohio State University (USA)
The presentation will classify the Essential Elements of 4-H into classroom concepts and describe how they meet student’s needs. Presenters will help attendees assess how well classrooms provide opportunities to meet each of the Essential Elements for students.
Getting Freaky with The Founders: Purposefully & Strategically Implementing Hamilton: An American Musical
Math Hensley, University of Tennessee - Knoxville (USA)
The purpose of this presentation is to provide social science educators an appropriate and efficient framework for implementing Hamilton: An American Musical into their classrooms, while also supporting the wider objective of leveraging music to foster disciplinary literacy skills and culturally relevant practices.

Using Digital Tools to Cultivate Intellectual Curiosity in Elementary Social Studies Teacher Education
Lori T. Meier, East Tennessee State University (USA)
This session shares digital learning and instructional design tools used in elementary social studies teacher education with a focus on how digital spaces and tools can cultivate intellectual curiosity towards transformative social studies teaching and learning.

Citizenship Types, Social Media Use, and Speaking Foreign Language as Predictors of Global Competence
Bulent Tarman (Turkey)
Emin Kilinc (Turkey)
The purpose of this paper is to examine the influence of gender, speaking foreign language, wish to live in a foreign country, social networks, and types of citizenship on global citizenship attitudes.

Effective Helpers: Who they are and Why
Kim McGarraugh Jones, Central Washington University (USA)
It should be a priority of schools to graduate students who are responsible citizens equipped to help others. Much of this inspiration will occur in social studies curricula. In this presentation, who helpers are and why will be discussed.

Teaching the Arab-Israeli Conflict with Primary Sources
Dori Gerber, Institute for Curriculum Services (USA)
The Arab-Israeli conflict is in the news every day and understanding it is critical to being a global citizen. With an emphasis on primary sources, this session connects the history of the conflict to the current situation. Participants will develop content knowledge, experience student activities, and receive lesson plans.
TEACHING ACADEMY ROOM 117

Session Chair: Akshit Badiani
Impact of Social Media On Political Campaigns
Akshit Badiani, Pandit Deendayal Petroleum University (India)
In this new year where every 'tweet' counts and every 'like' matters- How much Social Media has an influence on the way politicians use it to reach out to their electorate?

Turkish and American University Students' Attitudes Toward Global Citizenship
Emin Kilinc (Turkey)
Bulent Tarman (Turkey)
Hasan Aydin, Florida Gulf Coast University (USA)
This session will examine the research in which the authors aim to compare Turkish and American students’ attitudes toward global citizenship.

TEACHING ACADEMY ROOM 130

Session Chair: Jeremiah Clabough
Bottoms Up: Historical Inquiry to Combat the Master Narratives about the Civil Rights Movement
Jeremiah Clabough, University of Alabama at Birmingham (USA)
John Biclford III, Eastern Illinois University (USA)
During this session, we provide an overview of a study where sixth grade students explored Freedom Summer. The steps of our intervention and results are discussed. Audience members will receive resources to implement our activities in their classrooms.

Critical Peace Theory for Exposing Machinations of Hegemonic Violence
Matt Dingler, University of Arkansas (USA)
Critical Peace Theory outlines the role of violence in establishing and maintaining oppressive conditions. It’s concepts of cultural, structural, personal, manifest and latent violence may provide students a framework for discerning the veiled depths of hegemonic oppression.

TEACHING ACADEMY ROOM 301

Religion in the Classroom: Exploring the New C3 Supplement
Dori Gerber, Institute for Curriculum Services (USA)
Explore the major environmental challenges in the Middle East, particularly around water resources, and experience and apply critical pedagogy around these environmental crisis points in the region that are being addressed through peaceful transboundary collaboration and the introduction of new technologies.
TEACHING ACADEMY ROOM 303

Using Interactive, Socratic Dialogues to Create a Culture of Acceptance in Classrooms
Amber Godwin, Sam Houston State University (USA)
Session attendees will participate in a presentation and simulation over the importance of using Socratic Seminar as a way to facilitate oral language development in non-Standard English speakers thereby fostering a culture of acceptance in their classrooms through constructive dialogues.

MIRC GALLERY

Critical Pairings in Close Reading: Choosing the right documents to deepen students’ understanding
Judy Lindquist, University of Central Florida and The National Humanities Center Teacher Advisory Council (USA)
This presentation will explore the power of pairing a variety of primary and secondary documents in ways that help classroom teachers integrate the humanities into their ELA block through a variety of close reading strategies.
TEACHING ACADEMY ROOM 117

**Session Chair: Sarah Demoiny**

**Thoughtful Social Studies Integration: It’s Possible!**

**Sarah B. Demoiny, Auburn University (USA)**

This session will present the need for social studies integration, particularly with STEM disciplines, in the elementary classroom through a description of lesson vignettes taught by preservice teachers in a summer integrated STEM camp.

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**Echoes From The Holocaust: Antisemitism and Memorials**

**Karlyn Prisco, Florida State University (USA)**

After the Holocaust brought antisemitism to a violent crescendo, the Jews sought to heal their wounds by creating memorials. By exploring the obstruction, misplacement, and vandalism of these memorials, the continuation of antisemitism in the post-WWII decades is made apparent.

TEACHING ACADEMY ROOM 130

**Beginning Civil Conversations Through Literacy Instruction to Enhance Anti-Racism Education**

**Annemarie Kaczmarczyk, University of Central Florida (USA)**

**Karyn Allee-Herndon, University of Central Florida (USA)**

**Sherron Killingsworth Roberts, University of Central Florida (USA)**

This session invites participants to support anti-racist education for democratic citizenry and begin critical conversations regarding equity through literacy instruction. Strategies using literature to facilitate anti-racist education and to explore the concepts of power and privilege will be shared.
TEACHING ACADEMY ROOM 301

Session Chair: Christopher T. Dague

Why Care? Promoting Success in Social Studies Instruction
Janelle Martineau, Lambton-Kent District School Board, Lakehead University (Canada)
Understand how to apply concern, interest, and importance to social studies topics for students at various academic levels. The presenter will focus on the ‘why care?’ methodology within three streams of social studies: geography, history, and social justice.

Exploring Implementation of Discussion Pedagogy in Support of Student Autonomy in AP Courses
Christopher T. Dague, The Citadel (USA)
Conclusions can be drawn from action research findings that suggest that the implementation of authentic instructional practices such as discussion pedagogy can support and promote the innate psychological needs of students while also creating opportunities for student empowerment.

TEACHING ACADEMY ROOM 303

“Stepping Stones’ and Robert E. Lee”: Using Memorials to Teach Contested History and Collective Memory
Dr. Mark Pearcy, Rider University (USA)
How do teachers deal with contested, controversial history? This presentation explores the use of memorials in Germany and the U.S. as a teaching resource for exploring divergent historical perspectives.

MIRC GALLERY

No Reluctant Citizens: Civic Education in the K-12 Social Studies Classroom
Jeremiah Clabough, University of Alabama at Birmingham (USA)
Janie Hubbard, The University of Alabama (USA)
Natalie Keefer, University of Louisiana at Lafayette, (USA)
Scott Roberts, Central Michigan University (USA)

With this presentation the audience will have the opportunity to interact and discuss issues in civic education with several of the chapter authors from No Reluctant Citizens: Teaching Civics in the K-12 classroom. Each chapter author will lead a station where he or she discusses the key ideas and concepts in his or her chapter. Audience members will have multiple opportunities to rotate through several author stations to learn about different topics in civic education. This station format enables audience members to learn about topics in civic education by engaging in meaningful dialogues with different perspectives on issues. Furthermore, audience members can gain new classroom activities about topics in civics education that they can adapt and use n their K-12 social studies classrooms or with their pre-service social studies teachers.
“Are Your People Getting Mad?”: The Mythification of George Washington in American History Textbooks
Benjamin Kaliff, Bridgewater State University (USA)
This research investigates the treatment of George Washington in American History textbooks, specifically in regard to Washington's political ideology and intelligence, as well as his use of force and critiques of force during and preceding his time in office.

The Current State of Secondary Social Studies in Western New York
Dana Serure, Buffalo State College (USA)
In New York State, a new history assessment commences in 2019. It was important to collect baseline data on teachers’ purpose and instructional practices. This mixed methods study replicated the S4 survey and collected focus group data to analyze alignment with NYS social studies reforms.

It's Gonna Be "HUGE"! Twitter During the Trump Era: Practical Considerations for Social Studies Teachers
Matt Hensley and Stewart Waters, University of Tennessee (USA)
Explore the strengths and limitations of incorporating Twitter during the Trump era in secondary social studies classrooms. Learn how Twitter can be used to promote social activism, political engagement, and encourage critical thinking by examining issues of confirmation biases and fact checking.

GDR Involvement in South Africa: When Does Solidarity become Engagement?
Edward Vaughan, Indiana University-Purdue University Indianapolis (USA)
This project examines whether or not the GDR actions are perceived as support and solidarity during the Cold War, or if the involvement of GDR constitutes active engagement with the conflict.

(Re)thinking our work: Post qualitative & anti-colonial research method(ologies) for social studies
Sarah B. Shear, Penn State University-Altoona (USA) Rebecca C. Christ, Florida International University (USA)
How we name/label our scholarship matters, especially as social studies research has seen a rise of case study methodology. This poster works to provide recommendations for social studies education toward rethinking and expanding the possibilities of our research.

A Regression Model of Social Studies Teacher Practice Discussing Current Events and Controversial Issues
Bonnie L. Bittman, University of Central Florida (USA)
A presentation of research regarding social studies teachers' willingness and comfort discussing controversial issues. The resulting regression model indicated the type of course taught, the political ideology of the teacher, the developed environment of the school, level of education, and experience teaching Advanced Placement courses, impacted teachers' willingness discussing current events in the secondary classroom.
TEACHING ACADEMY ROOM 117

Session Chair: Ochieng O. K’Olewe
Inclusivity of Diverse Populations in the Social Studies Classroom
Janelle Martineau, Lambton-Kent District School Board/Lakehead University (Canada)
The presenter will focus on the growing presence of diverse populations and the required manipulation of educational approaches to effectively include diversity and support equity in the classroom.

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What does it mean to be a Kenyan? Examining the School Curriculum
Ochieng O. K’Olewe, McDaniel’s College, (USA)
Kenya faces the challenge of creating a national psyche and this study raises the question: how does the school curriculum address the issue of identity in such an ethnically diverse country?

TEACHING ACADEMY ROOM 302

Session Chair: Masataka Kasai
Investigating the Effects of the Threaded Discussions on University Students’ Global Learning
Masataka Kasai, Kansai Gaidai College (Japan)
The study has attempted to investigate the effects of the online threaded discussions on university students’ global learning as well as to identify those of their factors on their learning through the online threaded discussions.

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The Self-Leadership Strategies and their Relationship to the Psychological Empowerment of the Faculty Members at Najran University
Dr. Wafa Aldighrir, Najran University (Saudi Arabia)
The study aims to understand the relationship between the self-leadership strategies and the level of the psychological empowerment of the faculty members at Najran University. The findings revealed that natural reward strategies and constructive thought pattern strategies showed the greatest correlation with psychological empowerment. In contrast, behavior-focused strategies had no correlation with psychological empowerment.

TEACHING ACADEMY ROOM 303

Discussion Triggers Through Feature Films
Dr. Samuel Gomberg, Shalhevet School (USA)
Ms. Linda Dawson, Downers Grove South High School (USA)
Some say there is no such thing as "teacher proof" curriculum and instruction. This session introduces strategies and techniques that come pretty close. Join Tom Joad. Miss Jane Pittman and the West Wing staff as we explore the educational power of their iconic works.
TEACHING ACADEMY ROOM 102

Session Chair: Amy Chapman

Turning Youth Civic Education into Lifelong Civic Participation: The Use of Social Media in Civic Education
Amy Chapman, Michigan State University (USA)
This presentation will present current research on methods of civic education shown to be most effective in developing lifelong civic participation, including my research, which explores the experiences of teachers who use social media with their students to teach civics.

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An Education Citizenry: Ethical Civics Education Through Constructivist Teaching Strategies
Trey Hennessy, Kutztown University of Pennsylvania (USA)
This study focuses on the synthesizing of current research regarding civics education, the impact of teachers within political socialization, and the impact of student-centered and constructivist teaching strategies in helping to acknowledge the impact of teachers in the socialization process.

TEACHING ACADEMY ROOM 117

Geographic Mobility in the Jim Crow Era
Josh Kenna, University of Tennessee (USA)
This presentation will discuss a fundamental theme of geography – mobility; and will demonstrate an example lesson regarding African-American’s mobility during the Jim Crow Era using historic data found in The Green Book.

TEACHING ACADEMY ROOM 201

Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach Secondary United States History
Scott Roberts, Central Michigan University (USA)
Charles J. Elfer, Clayton State University (USA)
This session will focus on structured instructional strategies for 6-12 teachers which incorporate the C3 Framework through an analysis of media (film) and historical documents. Films such as 12 Years a Slave, The Searchers, and Iron Jawed Angles will be discussed.

MIRC GALLERY-Student Presentations

Growing Goodness Through Children’s Literature Exemplifying Social Justice
Dr. Sherron Killingsworth Roberts, University of Central Florida (USA)
This interactive session, led by graduate students in LAE 5415: Children's Literature, provides multiple opportunities to interact with picture books that provide windows into the lives of others in order to develop empathy and to engage K-12 students in activities that grow good in our communities, our nation, and the world.
9:30 – 10:25
:::CONCURRENT SESSION:::

TEACHING ACADEMY ROOM 102

Session Chair: Sara Zamir
The perceptions of Israeli teachers towards PISA tests
Dr. Sara Zamir, Achva College & Ben Gurion University – Eilat (Israel)
The study examined what teachers know about the PISA test, what is their opinion about its validity and reliability, its relevance to the Israeli education system and the advantages and disadvantages of the test.

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Cultivating Effective Citizens in K-5 Social Studies with Mindfulness-based Strategies
Natalie Keefer, University of Louisiana at Lafayette, (USA)
This research will disseminate mindfulness practices that are effective for reducing preservice teacher stress and supporting academic focus and will indicate the types of mindfulness activities preservice teachers report they are most likely to incorporate into a K-5 classroom setting.

TEACHING ACADEMY ROOM 117

Session Chair: Steve Masyada
Critical Literacy, Civics, and the C3 Framework in Social Studies
Steve Masyada, Florida Joint Center for Citizenship at the Lou Frey Institute (USA)
Elizabeth Washington, University of Florida (USA)
This session presents an approach to civic education that integrates critical literacy with the research-based promising practices of civic education and the College, Career, and Civic Life (C3) Framework for Social Studies Standards.

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Interactions in Black and White: Narrative Purpose and African-American Experiences in Two History Textbooks
Travis L. Seay, University of Florida (USA)
This study examines the narration of African American experiences in two history textbooks, which represent diverse author positionalities. In examining authors’ narrations of American history, I nuance the concept of positionality for writing and making sense of historical experience.
TEACHING ACADEMY ROOM 130

Session Chair: Andres Miness
Exploring Overlap Between Legislators and Social Studies Policy Enactors in Michigan's Public Act 4136
Dr. Andrew Miness, Kutztown University (USA)
My research explores how Michigan legislators and social studies policy enactors conceive of powerful, engaging social studies education in the context of Public Act 4136 in order to configure how positionality impacts one’s beliefs related to teaching and learning.

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Developing School/University Partnerships through Teaching with Primary Sources
Autumn Magliocca, University of Tennessee (USA)
Anthony Pellegrino, University of Tennessee (USA)
Stewart Waters, University of Tennessee (USA)
This presentation will provide preliminary data from a school/university partnership program that brought together social studies mentors and teacher candidates around the practice of teaching and learning with primary sources.

TEACHING ACADEMY ROOM 201

Session Chair: Patricia A. Crawford
Exploring Female Characters Enacting Social Justice in 21st Century Caldecotts, 2000-2018
Patricia A. Crawford, University of Pittsburgh (USA)
Sherron Killingsworth Roberts, University of Central Florida (USA)
Vassiliki (Vicky) Zygouris-Coe, University of Central Florida (USA)
This session explores representations of female characters in 21st century Caldecott books that enact social justice and highlights additional touchstone texts in regard to issues related to social justice. Pedagogical implications and additional resources as well as recommendations for utilizing these multimodal texts are provided.

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Fostering Critical Multicultural Citizenship Through Inquiry: Fifth graders investigate oppression in social systems
Sara Demoiny, Auburn University (USA)
Leah Hartman, Auburn University (USA)
This session will present how to use a modified version of the Inquiry Design Model to investigate the oppression present within our social systems in a fifth-grade classroom, highlighting the tenets of critical multicultural citizenship.
TEACHING ACADEMY ROOM 301

Session Chair: Christopher Berg

Teacher Beliefs and Perceptions about Historical Thinking and Historical Significance
Christopher Berg, Walden University (USA)
There have been six “History Wars” in the United States since WWI. The way history “ought” to be taught continues to be contested; in spite of calls for accountability, reform and high-stakes testing, traditional history teaching methods dominate instruction.

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Using Fiction and Nonfiction in the Classroom
Christa Rawald, Charlotte Mecklenburg Schools (USA)
Utilizing the Facing Ferguson unit from Facing History and Ourselves, as well at the novel Dear Martin by Nic Stone, scholars will be able to investigate police brutality/police involved shootings from the fiction and nonfiction perspective. Teachers will walk away with the curriculum unit.

TEACHING ACADEMY ROOM 303

Generation “THEM”: Navigating a Multi-Generational Workforce
Heather Lebischak, Birmingham (USA)
This presentation will assist teachers in better understanding how the time they grew up in affects the way they see work ethic, respect, and intelligence. It is a funny, yet informative, glance into how the gradual changes in American cultural norms has changed the way their
TEACHING ACADEMY ROOM 102
Escape Rooms in Your Social Studies Classroom
Lauren Yarnell Bradshaw, University of North Georgia (USA)
Explore Escape Rooms created for social studies classrooms and examine how these problems based social studies lessons can promote inquiry in your own classes.

TEACHING ACADEMY ROOM 117
Session Chair: Madelyn Flammia
Role Retreatism of Social Studies Teacher-Coaches: An Unequal Balancing Act
Dr. Caroline J. Conner, Kennesaw State University (USA)
This study explores role retreatism in secondary social studies teachers who coach. Results indicate that participants prioritized coaching over teaching to cope with role conflict. The study highlights the unequal rewards system in American schools, which promotes athletics over academics.

*********
Preparing writers and translators for the workplace; virtual collaboration between U.S. and French Students
Madelyn Flammia, University of Central Florida (USA)
The presenter will describe a virtual collaboration between graduate technical communication students at the University of Central Florida and graduate translation students at the Université Paris Diderot. The students worked together to write instructional documents and prepare them for translation.

TEACHING ACADEMY ROOM 130
Mindful Citizenship: Theory and Practice in the Classroom
Kelsey Evans-Amalu, University of Central Florida (USA)
Explore how Social Emotional Learning (SEL) and Mindfulness Meditation (MM) aid citizenship education and help schools develop effective citizens.

TEACHING ACADEMY ROOM 201
Integrating the Arts to Increase Students' Motivation and Engagement in the Social Studies Classroom
Shane Trenta, University of Central Florida (USA)
Norine Blanch, University of Central Florida (USA)
Practical ways for elementary teachers to integrate the arts into their classroom for the purpose of increasing their students' motivation and engagement for learning the social studies content.
Understanding Instructional Decision-Making in Matters of Historical and Instructional Significance: A multiple-case study
Christopher Berg, Walden University (USA)
As instructional gatekeepers, teachers wield significant power in the classroom. Using pedagogical content knowledge (PCK) and instructional significance as complementary lenses, the researcher explored seven (N=7) world history teachers’ decision-making processes when confronted with determining material of historical significance from material of instructional significance.

Discovering and Using Elementary Social Studies Literature to Spark Curiosity and Develop Conceptual Understanding
Dr. Melissa Parks, Stetson University (USA)
Designed for preservice and beginning elementary teachers, this session will share ways to find and evaluate children’s literature infused with social studies content. The session will present ways to create meaningful, content-rich, literature-based lessons with take-aways provided.

Getting Students to Write in the Social Studies: Insights from Rural High School Teachers
Josh Kenna, University of Tennessee (USA)
This presentation shares preliminary results from a professional development project that taught rural high school teachers how to use disciplined inquiries as a means to get their students to write.

Using a Cultural Interview to Teach Mindfulness Across the Disciplines
Dr. Madelyn Flammia, University of Central Florida (USA)
Dr. Houman Sadri, University of Central Florida (USA)
Dr. Cynthia Mejia, University of Central Florida (USA)
This presentation describes how a cultural interview assignment was used in three distinct disciplines to help students develop as mindful intercultural communicators. The presenters will offer suggestions for adapting the assignment in other disciplines.

How Are We Preparing Social Studies Teachers for Global Mindedness in these Uncertain Times?
Lydia Nganga, University of Wyoming (USA)
John Kambutu, University of Wyoming (USA)
This study examined the perceptions of pre-service teachers relative to teaching for global social justice issues. Data showed that learners were initially uncomfortable but gained confidence exploring these issues using the 4Cs (Collaboration, Critical thinking, Creativity and Communication).
TEACHING ACADEMY ROOM 130

Session Chair: Patricia Sealy
EFL Literacy Classrooms: Do In-Service EFL Teachers Help Early Graders Become Readers?
Yousef M. Alshaboula, Qatar University (Qatar)
Randa A. Almahasne, Qatar University (Qatar)
EFL teachers’ adeptness contribute to the reading difficulties early graders encounter. This paper investigates two-hundred and ten EFL teachers’ awareness, knowledge, beliefs and practices related to phonological awareness (PA) and examines the impact of teachers’ experiences, qualifications, and gender on shaping teachers’ instruction.

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Pre-Service Teachers’ Beliefs of Competence with Teaching Socially Sensitive Issues
Patricia Sealy, University of Trinidad and Tobago (Trinidad and Tobago)
This mixed method, cross-sectional, phenomenological study, explores pre-service teachers’ belief of their competencies to teach socially sensitive issues at secondary level. The findings show that a gap exists between their belief and the demands of transformative pedagogy.

TEACHING ACADEMY ROOM 201

The Journal of Social Studies Research- Journal Q and A
William B. Russell III, University of Central Florida (USA)
Sarah B. Shear, Penn State University-Altoona (USA)
Stewart Waters, University of Tennessee (USA)
This Q and A session aims to provide individuals an opportunity to talk with the Editor about the Journal of Social Studies Research, submitting manuscripts, the review process, and more.

12:30 – 1:25
:::POSTER SESSION:::

MIRC GALLERY- Poster Presentations

Sparking Student Agency in Social Studies
Matt Hensley, University of Tennessee (USA)
Autumn Magliocca, University of Tennessee (USA)
Learn how to spark student agency in social studies with a civic action plan! This framework is designed for universal implementation & facilitation to transcend the learning environment in the average Government, Contemporary Issues, Civics, U.S./World History, and/or Economics classroom.

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Teacher Candidates Civic Attitudes and Knowledge Levels: A Comparative Study
Brian Furgione, University of Central Florida (USA)
Leveraging survey research, teacher candidates in various fields of study were analyzed to explore their civic attitudes and knowledge levels. Findings based on various demographic and academic variables are reported and implications and future research explored.

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Argentinian Artistic Manifestations and the 1930s Crisis
Tamara Eugenia Améndola, Universidad Nacional de la Matanza (UNLAM)
Maria Julia Cabail, University of Central Florida (USA)
Argentinian artistic manifestations of the early twentieth century had the ability to perceive, express and anticipate the deep social fracture caused by the crisis of 1930. Our project analyzes how plastic arts, theater, and music were part of this process.

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Bridging the Achievement Gap: An Examination of Factors Influencing Student Performance on Florida’s Civic End-of-Course (EOC) Assessment
Allison Sheridan, University of Central Florida (USA)
Chris Spinale, University of Central Florida (USA)
Our research looked at methods some counties are implementing in order to close the achievement gap on the Civics EOC.

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Using Government Data to Create a One Year Budget for High School Economics
Bonnie L. Bittman, University of Central Florida (USA)
A teaching demonstration focused on financial literacy for secondary students, the presentation will examine a presentation project where students create a one-year budget based on current real-world data.

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C-SPAN Classroom: Using Primary Source Video Clips
Arren Swift, Seminole High School Pinellas County and University of South Florida (USA)
C-SPAN Classroom provides primary source video clips that enhance learning. Explore four thousand bell ringer activities and lesson plans that cover multiple content areas. Learn how to search over 240,000 hours of video to create your own clips and personalized lesson plan.

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Social Studies Alive: Using Augmented and Virtual Reality in the Classroom
Lucy Bush, Mercer University (USA)
Jeffrey Hall, Mercer University (USA)
Become familiar with ways to effectively incorporate virtual reality (VR) and augmented reality (AR) into your classroom. Get hands-on experience with Metaverse, Oculus Go, Figment, and other tools. Learn about best practices and leave with a wiki for future use.
TEACHING ACADEMY ROOM 102

Session Chair: Joseph Nichols
Life History Methods as Pedagogy for Democracy in Teacher Education
Joseph R. Nichols, Jr., Ph. D, Saint Louis University (USA)
This presentation will outline how life history methods can be used as a pedagogical tool in teacher education as well as explore how life history methods can help teacher educators support candidates’ developing rationales for teaching for democracy.

Relationship Between Personality Type and Color Preference
Srishti Sharma, Pandit Deendayal Petroleum University (India)
The study is based on understanding the correlation between an individual's personality type and their color preferences. The main idea is based on understanding could a person's behavior be altered by changing his/ her color preference for a specific time duration.

TEACHING ACADEMY ROOM 117

Session Chair: Brandon J. Haas
Justice For All: Case Studies and Social Studies Teachers’ Perceptions of Bias
Dr. Andrew Miness, Kutztown University (USA)
Trey Hennessy, Kutztown University (USA)
We explore how preservice social studies teachers develop responsiveness to bias through case study analyses in tandem with their emerging field experiences.

(Re)Considering the Holocaust: Sensitive Content as a Vehicle for Emotional Citizenship
Brandon J. Haas, Plymouth State University (USA)
The role of emotion is central to our civic identity and choices that we make. This session seeks to (re)consider the Holocaust as a means of engaging students’ emotions as a fundamental component of civic education and engagement.

TEACHING ACADEMY ROOM 130

Teaching About Refugees: Overcoming Misconceptions
Vance Geiger, University of Central Florida
Refugees are a major issue in the US today. It is important that students have access to accurate information as a basis for understanding the issue and engaging in informed discussions. This paper will explain what sets refugees apart from other migrants and the process that refugees go through.

Third Graders' Inquiry into Diverse Women's Stories
Janie Hubbard, The University of Alabama (USA)
Monisha F. Moore, University of Alabama in Birmingham (USA)
Lois Christensen, University of Alabama in Birmingham (USA)
This action research facilitated third graders’ inquiry into typically unknown, diverse women. Another purpose was to help children begin to conclude for themselves that Women’s History Month does not do justice to multitudes of women impacting history and contemporary life.
TEACHING ACADEMY ROOM 201

Session Chair: Erika M. Heredia

Legal Abortion in Argentina: a social imaginary issue

Erika M. Heredia, University of Central Florida (USA)

This research analyzes the discourse around a meme posted through social media, related to the legal abortion campaign in Argentina, with the aim of inquiring social constructions about the role of women in this digital age.

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Expenditure on Educational Institutions as a Percentage of GDP in Turkey and its Impacts on Quality: A Comparative Analysis

Nihal Yildirim Mizrak, Anadolu University in Eskisehir (TURKEY)

This presentation outlines how the public educational expenditure is lagging behind in an economy that has a declining growth trend, the economic distribution of said spending, how it is affected by a political push, and finding that educational expenditure is one of the least effective in OECD member nations.

TEACHING ACADEMY ROOM 301

Gabbing While Gaming: Commandeering Commercial, Off-the-Shelf (COTS) Video Games to Structure Student-Centered Social Studies Discussion

Joshua M. Patterson, University of South Florida (USA)

Digital games, while brimming with technological affordances, have yet to be earnestly studied in classroom contexts. Consequently, much of the rich qualitative data evoked through the reflection, discussion, collaboration, and competition that accompanies gameplay has gone undocumented.

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Augmented Reality does not give you wings: A new method for using AR for education in Museums apps

Sahar Eissa, University of Central Florida (USA)

The paper analyzes three augmented reality museums apps and suggest a new pedagogy method for improving the integration of augmented reality in these apps and the enhancement of the educational outputs of museums apps. Constructivism pedagogy theory is used for the improvement of mobile learning process. The paper proposes a new method for mobile learning that incorporates new technologies such as augmented reality.

TEACHING ACADEMY ROOM 303

Ditch the Lecture and Jump into the Learning Pit

Dana Serure, Buffalo State College (USA)

This session applies James Nottingham’s Learning Challenge concept to a historical inquiry - was John Brown America’s first hero or terrorist? Without a lecture, participants will jump into a learning pit, engage with high-impact strategies, and dialogue about this inquiry.
Driving Directions*

From West: Take University Blvd East across Alafaya Trail on to the University of Central Florida campus. Stay on University through the first light (Gemini). After the light, make a slight left into Parking Garage A. Use code provided at kiosk located on each floor to print parking receipt; display parking receipt on car dashboard.

From East: From Colonial Drive make a right at Alafaya Trail. Stay on Alafaya Trail for 1.8 miles. At University Blvd, make a right on to the University of Central Florida. Stay on University through the first light (Gemini). After the light, make a slight left into Parking Garage A. Use code provided at kiosk located on each floor to print parking receipt; display parking receipt on car dashboard.

*Parking is not allowed in restricted/reserved spaces.