

**Thursday, February 27th, 2020**

9am-9:30am Start/Registration  
9:30 – 9:55am – Meet & Greet Session  
10:00am - 3:55pm\* – Breakout Sessions

**Friday, February 28th, 2020**

9:30am - 2:25pm\* – 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.

**CONFERENCE COORDINATORS**

William B. Russell III  
Allison Sheridan  
Kelsey Evans  
Stewart Waters  
Joshua L. Kenna

**ADVISORY BOARD**

Michael Berson  
Brad Burenheide  
Jesus Garcia  
Anthony Pellegrino  
William B. Russell III  
Elizabeth Washington  
Stewart Waters

**CONFERENCE SUPPORT STAFF**

Eric Brewington  
Damien Chaffin  
Sandra McCall

*\* 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.*

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## A MESSAGE FROM THE DIRECTOR

Welcome to the 11<sup>th</sup> Annual International Society for the Social Studies Annual Conference. I hope you enjoy the conference and find an array of useful sessions to attend. The conference program includes nearly a hundred presentations from individuals from all over the world, representing five continents.

I would like to thank the presenters and attendees. Without the dedication and professionalism of all the conference presenters and attendees this conference would not be possible. I would also like to thank the advisory board members, conference staff, and proposal reviewers for their dedication and hard work. Without all of these individuals we would not have the amazing, informative, and beneficial program that we do.

Again, I hope you enjoy the conference and find the presentations valuable. Enjoy the sessions and I hope to see you again at next year's conference.

Sincerely,



*William B. Russell III, Director*

The International Society for the Social Studies



9:30 – 9:55

::MEET & GREET SESSION::

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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::

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TEACHING ACADEMY ROOM 117

*Session Chair: Katherine Perrota*

**Pedagogical Conditions that Promote Historical Empathy with "The Elizabeth Jennings Project"**

**Katherine Perrota, Mercer University (USA)**

The purpose of this session is to highlight the results from the presenters study on which pedagogical conditions foster historical empathy in middle and secondary social studies through analysis of antebellum civil rights activist, and underrepresented historical figure, Elizabeth Jennings.

\*\*\*\*\*

**Pockets of Time: Finding Social Studies Teaching Opportunities in the Classroom**

**Shelly Bowden, Auburn University Montgomery (USA)**

Teachers use "pockets of time" during which they can incorporate Social Studies into their teaching with snack time, before/after lunch, and extra minutes before home, all offering opportunities. Examples are shared through mini lessons applying Social Studies teaching and learning.

TEACHING ACADEMY ROOM 130

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*Session Chair: Katie Rommel-Esham*

**Infusing STEM instruction into the Elementary Social Studies Classroom**

**Katie Rommel-Esham, SUNY College at Geneseo, Shear School of Education (USA)**

This session will highlight the ways in which virtual field trips can be used to incorporate math and science concepts into social studies instruction at the elementary level. Participants will receive materials that allow them to implement similar lessons.

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**Partnering Your Classrooms with Extension/Land-grant University Resources – OSU Extension and STEAM on the QUAD**

**Jason A. Hedrick, The Ohio State University (USA)**

**Mark D. Light, The Ohio State University (USA)**

Presenters will outline how cooperative extension services (the outreach arm of land-grant universities) can connect with K-12 classrooms and other colleges/universities to create unique learning opportunities in a range of disciplines, including the social sciences, for students and families.

TEACHING ACADEMY ROOM 301

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*Session Chair: Jeremy Hilburn*

**Preservice Social Studies Teachers Analyze Documentary Films about Immigration: Implications for Teacher Ed**

**Jeremy Hilburn, University of North Carolina Wilmington (USA),**

**Lisa Brown Buchanan, University of North Carolina Wilmington (USA)**

**Wayne Journell, University of North Carolina Greensboro (USA)**

In this study, preservice social studies teachers (PSTs) viewed clips from three documentary films that presented stories of immigration that run counter to the narrative projected by the Trump administration and often presented in mainstream media outlets. Our purpose was to analyze how preservice social studies teachers analyzed these films.

\*\*\*\*\*

**Virtually There: A Phenomenological Study of Secondary Student and Their Engagement with Virtual Reality Field Trip**

**Melissa Thomas, University of Mississippi (USA)**

In most American schools, educators and administrators work tirelessly to close academic gaps, working hard to create rigorous curricula and to demonstrate that social studies education is an essential ingredient for success in life. Although effective teachers are constantly in pursuit of the best strategy to teach content within the classroom, the use of virtual reality in the classroom to increase student engagement and improve teaching and learning is relatively new.

11:00 - 11:55

::CONCURRENT SESSION::

TA 110

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**American Schools at Risk: Guns, Violence, and School Safety**

**Daniel W. Eadens, University of Central Florida (USA)**

**Danielle M. Eadens, University of Central Florida (USA)**

Effectively changing the culture of society is challenging, but necessary with regards to gun violence in educational institutions across America. The accompanying presentation is crucial for the safety of ALL educators K-20 who teach in a room on a campus. No matter how safe we feel now, unfortunately, the horrible potential for violence is a reality today and not preparing is a mistake. You will not want to miss these soft and hard practical strategies that are available and could be used to prevent tragedy and to best deal with the aftermath should an event occur. Offensive preparedness is our best defense.

TEACHING ACADEMY ROOM 117

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*Session Chair: Karyn Allee-Herndon*

**Examining Preservice Teachers' Potential to Incorporate Social Justice Through a Social Studies Thematic Unit**

**Karyn Allee-Herndon, Mercer University (USA)**

**Annemarie Kaczmarczyk, SUNY Cortland (USA)**

**Rebecca Buchanan, University of Maine (USA)**

Using data collected from elementary preservice teacher's self-analysis on Buchanan's Social Justice Continuum, the presenters will share findings on the perceptions and understanding of multicultural and social justice education through the creation of a Social Studies thematic text set.

\*\*\*\*\*

**Teachers as Political Actors: Engaging Pre-Service Social Studies Teachers with a Critical Literacies Pedagogy**

**Christine Morgan, Syracuse University (USA)**

**Anemone Zeneli, Syracuse University (USA)**

Both social studies education and critical literacies pedagogy (CLP) seek to create informed individuals for a democratic society. This study explored how pre-service social studies teachers engaged with CLP, finding important considerations for programs that employ a critical perspective.

11:00 - 11:55

...CONCURRENT SESSION...

TEACHING ACADEMY ROOM 130

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**Primary Source Arts: Strategies for Teaching High School Students about the Vietnam War Culture**

**Diane Polachek, Wilkes University (USA)**

**Mauri Bohan, Wilkes University (USA)**

**Domingo Franciamore, Wilkes University (USA)**

**Joanne Monfiletto, Wilkes University (USA)**

**Robbie Petrovich, Wilkes University (USA)**

This paper forges the link between social studies and the arts through identification of works by visual and performing artists who shaped the Vietnam War culture through music, poetry, photography, and arts. Relevant teaching experiences and strategies are shared.

TEACHING ACADEMY ROOM 301

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**Hey Teacher, Get Off That Stage: Using Socratic Seminars to Think Beyond the Text**

**Jacqueline Hunter, Clayton County Public Schools (USA)**

Research shows that students need opportunities to engage in strategies that will enhance their critical thinking skills. By engaging in dialogue, students can form their own views of the world, not believing everything they read or hear. Socratic seminar is a classroom methodology that can foster critical thinking skills and cultivate a democratic learning environment. This session requires active participation as educators learn how to implement Socratic seminars in their classrooms.

MIRC GALLERY

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**Journal Talk! Discussing the publishing of research and book reviews in JSSR**

**Stewart Waters, University of Tennessee (USA)**

**William B. Russell III, University of Central Florida (USA)**

**Sarah Shear, University of Washington at Bothell (USA)**

This panel discussion will include members of the Journal of Social Studies Research editorial team. Panel members will offer insights into the publishing process for JSSR and address projected trends moving forward.



12:00 - 12:55

...CONCURRENT SESSION...

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TEACHING ACADEMY ROOM 117

*Session Chair: Irenae Walker*

**Coloring Democracy in Teacher Education**

**Latoya Johnson, Tennessee State University (USA)**

The scholarly voices usually privileged in conversations around democracy and social studies in teacher education programs are white and male. The purpose of this presentation is to explore the epistemological and theoretical contributions of scholars/practitioners of color to democracy scholarship.

\*\*\*\*\*

**I Need to Know My Past**

**Irene Walker, University of Northern Iowa (USA)**

**William B. Russell III, University of Central Florida (USA)**

This research study focuses on fifth-grade African American students and the impact of integrating a Black history curriculum in elementary social studies. Incorporating a Black history curriculum enhances the self-esteem of African American students with knowledge about their culture.

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TEACHING ACADEMY ROOM 130

**A Comparison of Teacher Education Students' Spatial Thinking and Disposition for Teaching Geography**

**Ellen J. Foster, University of Mississippi (USA)**

This session focuses on research that compares Icelandic (N=38) and Mississippi (N=20) teacher education students (TEs) abilities and dispositions towards teaching geography and spatial thinking using the Spatial Thinking Ability Test (STAT) and the Geography Dispositions Inventory (GDI).

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TEACHING ACADEMY ROOM 301

**Gathering Funds of Knowledge: An Elementary Social Studies Curriculum for Bilingual Settings**

**Natalie Keefer, University of Louisiana at Lafayette (USA)**

At the nexus of social studies and bilingual education are opportunities to explore students' Funds of Knowledge with vocabulary-rich content designed to reinforce second language acquisition. This social studies curriculum includes easily adaptable student-centered activities for dual immersion elementary classrooms.





12:00 – 12:55  
.:POSTER SESSION:.

MIRC GALLERY- Poster Presentations

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**Reducing Student Anxiety and Increasing Student Engagement by Changing the Delivery Mode of Group Presentations**

**V. Heather Fritzley, Sheridan College (CANADA)**

Group work presented via the often-used power-point method comes with many challenges. Specifically, increased student anxiety and decreased student engagement. Switching delivery modes to a more relaxed "conference style" poster session leads to less anxious and more engaged students.

\*\*\*\*\*

**Business Translation Teaching and Research in Spain: A social-network analysis**

**Daniel Gallego-Hernández, University of Alicante (SPAIN)**

Spanish scientific production in business translation training is described by focusing on social networks. Bibexcel and Pajek were used to detect co-authorship and plot sociograms. The results may be useful for researchers willing to establish institutional synergies between universities.

\*\*\*\*\*

**Combatting Cyberbullying Through Social Studies & Character Education**

**Matt Hensley, University of Tennessee (USA)**

We provide middle school social studies teachers with a rationale for understanding why cyberbullying is a critical issue necessary to explicitly address in the social studies classroom by connecting it to both character development and citizenship goals.

\*\*\*\*\*

**Releasing the Potential of African American Girls Through Social Studies**

**Tamika Williams, University of Central Florida (USA)**

The purpose of the presentation is to bring awareness of the potential that exists within the field of social studies education for tackling the achievement gap between African American and white high school girls

\*\*\*\*\*

**Let's talk about it: Discourse on Race in Families**

**Alexandra Ruiz, Florida International University (USA)**

Family plays a critical role in the process of socialization. This session will explore different real-life examples of racial discourse in family relationships and how they affect an individual's understanding of race.

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1:00 - 1:55

...CONCURRENT SESSION...

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TEACHING ACADEMY ROOM 117

*Session Chair: Carla-Ann Brown*

**Movies in The Social Studies Class: Analyzing Images to Boost Students' Cultural Knowledge**

**Bastien Sasseville, Université du Québec à Rimouski (CANADA)**

Movies are wonderful tools to help develop critical skills in high school students. They can also examine movies from a cultural perspective to understand how images are used to scaffold narration. In doing so, teachers widen the scope of interpretation.

\*\*\*\*\*

**The Influence of Student-led Conferences in a Project Based Learning Environment: A close look at the impact of student-led conferences on communication and dialogue with parents**

**Carla-Ann Brown, University of Florida, P.K. Yonge (USA)**

A World Cultures instructor inquired into gaining an understanding of the relationship between participation in student-led conferences/conversations and student agency in the reflecting individual progress and found a positive impact on student ownership, habits of work and communication with families.

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TEACHING ACADEMY ROOM 130

**Using "Green Books" Civic Literacy**

**Mark Percy, Rider University (USA)**

Despite the increasing diversity of our student population many Americans still live in relative racial isolation. This presentation empowers teachers to explore the daily realities of segregation in America by joining geographic mapping technology with "The Green Book," the motorist guide for African-Americans.

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MIRC GALLERY

**How to Improve L2 Listening**

**Omar Karlin, Toyo University (JAPAN)**

**Sayaka Karlin, Showa Women's University (JAPAN)**

This session is intended for teachers of language classes and will compare different teaching methodologies for imparting L2 listening skills. While the sample in this study were university-aged students, results are also relevant for middle and secondary school language students.

\*\*\*\*\*

**Entrepreneurship Education for Self-Reliance and Sustainable Development: Emerging Trends for Engaging Today's Learners**

**Henry Onoriode, Delta State College of Education Mosogor (Nigeria)**

Employing theoretical review, this paper mirrors the fundamental issues and challenges facing entrepreneurship education in Nigeria. A critical analysis of new trends and methods for engaging learners to be able to reap the full benefits of the system of education.

MIRC GCR

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**Screencasting: An Innovative Approach to Providing Academic Feedback**

**Joshua L. Kenna, University of Tennessee (USA)**

Providing rigorous and timely academic feedback is an essential competent to quality teaching. This is especially the case when attempting to teach abstract concepts and skills, which teachers often evaluate through student writing. While there is no one right way to provide academic feedback, screencasting — a digital recording of a computer screen's output — is an innovative approach that allows teachers the opportunity to save time while still providing rigorous academic feedback. Moreover, it allows teachers the opportunity to showcase a personal touch to the academic feedback they provide to students.

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2:00 - 2:55

...CONCURRENT SESSION...

TEACHING ACADEMY ROOM 117

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**Online Portfolios as Developmental and Employment Tools**

**Madelyn Flammia, University of Central Florida (USA)**

The presentation addresses the need for students to view their accomplishments from the perspective of the workplace and to develop a professional identity. The presenter will describe how a portfolio assignment is used as both a developmental and an employment tool.

\*\*\*\*\*

**Best Practices in Student Virtual Teams: Preparation for the Workplace**

**Madelyn Flammia, University of Central Florida (USA)**

The presentation describes a virtual team project and the preparation given to students to help them meet the challenges of virtual collaboration. The presenter will discuss the benefits to students and will also offer suggestions for setting up similar projects.

TEACHING ACADEMY ROOM 130

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*Session Chair: Brianna Kurtz*

**Successful Integration of 1st and 2nd Generation Migrant Students within a Florida Secondary School**

**Brianna Kurtz, University of Central Florida (USA)**

**Karen L. Biraimah, University of Central Florida (USA)**

This paper discusses the education of voluntary immigrant students in a Florida high school. It explores the challenges experienced by these students and the role their school plays in creating a sense of belonging and opportunities for success

\*\*\*\*\*

**How Gender Inequalities Affect Women and Girls in an Era of Climate Change**

**Hadas Marcus, Tel Aviv University Divisions of Language (ISRAEL)**

Women and girls are far more endangered by the detrimental effects of climate change and environmental degradation than are men. Socially-embedded gender inequalities directly influence the degree to which females are adversely affected by climate change and its consequences.

TEACHING ACADEMY ROOM 202 B

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**Coping with Difficult History**

**Kelsey Evans-Amalu, Delta State University (USA)**

**Jacqueline A. Goldman, Delta State University (USA)**

In this presentation, the coping tools of Social Emotional Learning (SEL) and Mindfulness Meditation (MM) will be explored as possible coping tools to utilize when exploring difficult history.

TEACHING ACADEMY ROOM 203

**Is this Credible? Pushing Students to In-Depth Source Evaluation**

**Heather Hagan, Coastal Carolina University (USA)**

**Allison Faix, Coastal Carolina University (USA)**

**Elif Gokbel, Coastal Carolina University (USA)**

This session introduces strategies teachers and teacher educators can use to develop students' source evaluation skills. Stemming from an on-going study, this instruction provides students with hands-on experience evaluating online sources such as websites, Wikipedia, and YouTube.

MIRC GALLERY

**For Goodness Sake: Using Childrens Books to Highlight Social Justice and Authentic Writing in Social Studies**

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

**Patricia Crawford, University of Pittsburg (USA)**

**Nancy Brasel University of Central Florida (USA)**

Using children's books that highlight social justice, this presentation will focus on purposeful writing for authentic audiences in social studies. Thus, students' motivation to write as well as their writing skills might be elevated, while promulgating goodness in the world.

**3:00 - 3:55**

**:::CONCURRENT SESSION:::**

MIRC GALLERY

**Reading and Writing for Goodness Sake: Leveraging Literacy for Growing Goodness**

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

This session, led by graduate students and undergraduate students Language Arts Methods courses, provides an authentic and meaningful window into using writing activities as an avenue for growing goodness in our community and our world.







9:30 – 10:25  
...CONCURRENT SESSION...

TEACHING ACADEMY ROOM 117

*Session Chair: Michael J. Berson*

**Deciphering Historical Artifacts with a Digital Interactive for Young Learners**

**Michael J. Berson, University of South Florida (USA)**

**Ilene R. Berson, University of South Florida (USA)**

**Bert Snow, Snow & Co (USA)**

The presenters will demonstrate how to use greeting cards from the Library of Congress Rosa Park's Collection to foster critical literacy skills among young learners. Strategies for engaging early elementary grade children with a new KidCitizen episode will be explored. Screen reader support enabled.

\*\*\*\*\*

**Elementary Read Alouds and Teacher Supported Choice Readings to Develop Conceptual Understanding**

**Melissa Parks, Stetson University (USA)**

Designed for preservice and beginning elementary teachers, this session will share ways to evaluate and use children's literature infused with social studies content. The session will present ways to create meaningful, content-rich, literature-based lessons with take-always provided.



TEACHING ACADEMY ROOM 130

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*Session Chair: Amber Godwin*

**Efficacy of Bridge Program Mentoring in Creating Graduate STEM Opportunities for Underrepresented Undergraduate Students**

**Emily Renee Carroll, Arkansas State University (USA)**

This presentation examines the efficacy of an NSF funded undergraduate Bridge Program in increasing the number of scientists and innovators from groups underrepresented in STEM fields through successful recruitment and graduation of PhDs in sciences by providing mentoring.

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**A Brief Analysis of the Perceptions of the Teaching Profession**

**Amber Godwin, Sam Houston State University (USA)**

Roughly one hundred and twenty-five years ago, Dr. Hinsdale from the University of Michigan compiled excerpts of writings that showcased various perceptions of teachers that he felt needed to be addressed by the population of his time. Today we have teacher writers like Baruti Kafele, Tara Westover, and Gavin Oattes providing new, innovative perceptions of teaching from their experience in today's world. What can we learn about who teachers "are" from authors of the past and of today, and how can we use that knowledge to grow better citizens for tomorrow...that is the question presenter and participants will set out to answer in this Socratic-style presentation.

TEACHING ACADEMY ROOM 203

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**The Disappearing Social Studies: What role does curriculum integration play?**

**Rachel K. Turner, Texas A & M University (USA)**

Integrated curriculum, a buzzword in elementary classrooms, fails in its promise to bring relevance to the social studies. This paper, utilizing the history of curriculum integration in the 21st century, seeks to determine ways integration influences elementary social studies instruction.

TEACHING ACADEMY ROOM 204

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**Hook Line and Sinkers...How to Reel Your Students In...**

**Elizabeth Stoner, Orange County Independent Teacher (USA)**

Imagine a classroom where the non-compliant student learns to self-correct inappropriate behavior. Where you could spend more time doing what you love...teaching! Learn classroom management techniques that will increase your time spent teaching and decrease time spent disciplining.

TEACHING ACADEMY ROOM 301

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**Designing a Classroom Space to Promote Democratic, Experiential Learning Opportunities**

**Rory Tannebaum, Merrimack College (USA)**

**Ashley Tannebaum, Harvard University (USA)**

The purpose of this workshop is to help social studies teachers understand the need for a well-designed classroom and to help design a space that is better suited to encourage experiential learning and democratic practices.

**10:30 – 11:25**  
**::CONCURRENT SESSION::**

**TEACHING ACADEMY ROOM 117**

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**Student Perceptions of Civic Learning in an AP American History Course**

**Arren Swift, Sam Houston State University (USA)**

We will explore the perceptions of students who participated in the Elections Simulation. The presenter will share how the simulation encouraged discussion, along with how students responded to their peers and discuss best practices are for teaching government courses.

**TEACHING ACADEMY ROOM 130**

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***Session Chair: William McCorkle***

**Teaching from Learning and Learning from Teaching: Engaging Lesson Study in Social Studies Methods**

**Eliel Hinojosa, Jr., Texas A&M University (USA)**

Engaging preservice teachers with lesson study emphasizes teaching from learning and learning from teaching, the essence of lesson study. Highly reflective and collaborative, lesson study reveals practitioner vulnerabilities that require group member interdependence and, ultimately, changes in thought and practice.

\*\*\*\*\*

**Using a Critical and Peace Education Framework when Studying the American Revolution**

**William McCorkle, College of Charleston (USA)**

Unlike some other conflicts, the American Revolution is often sacrosanct in the classroom. The contention of this paper is that a critical and peace education lens should be used when studying this war. Practical classroom methods that use this lens will be explored.





TEACHING ACADEMY ROOM 201

**Ensuring All Students Meet Rigor: UDL, Disciplinary Literacy and Graphic Organizers**  
**Bernadette Bennett, School Board of Sarasota County (USA)**

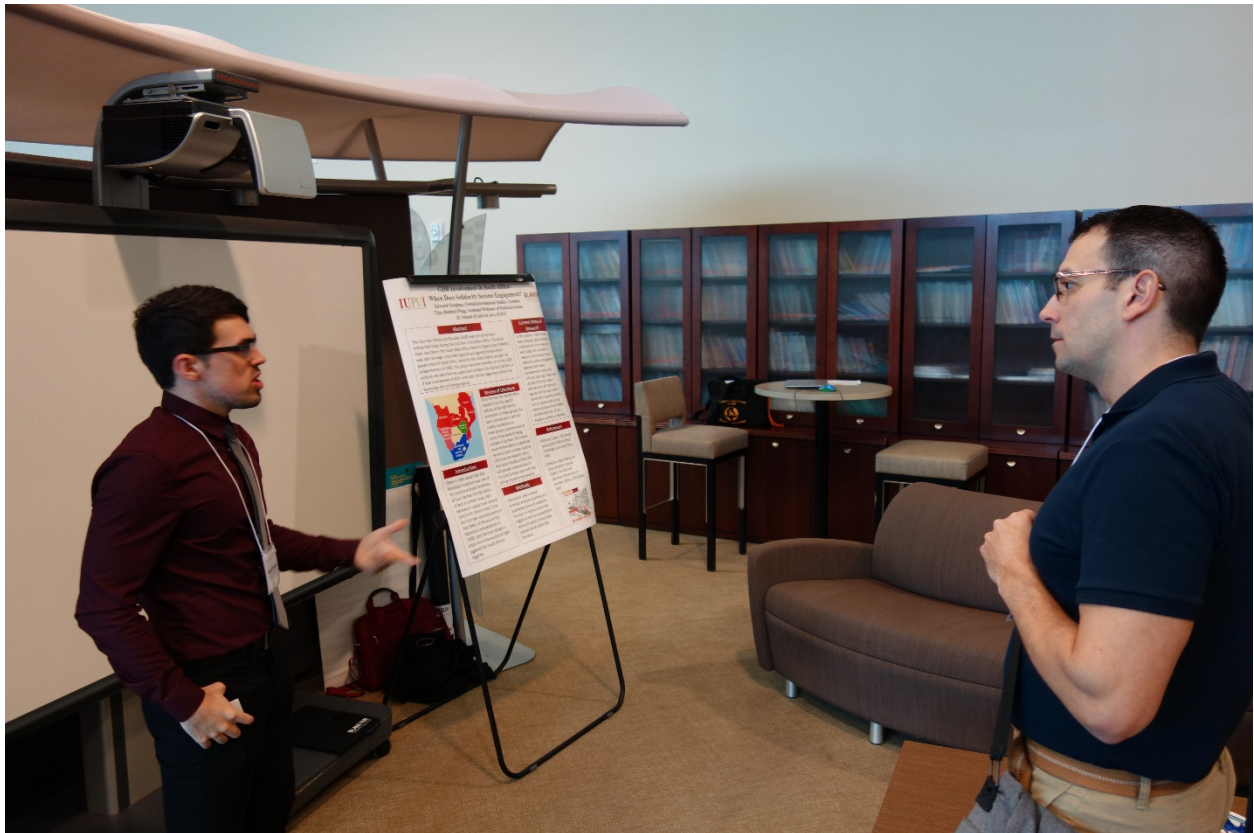
Political cartoons, charts, graphs and maps are stumbling blocks for many students, especially students with different learning abilities. Learn a new twist on using your favorite graphic organizers while incorporating specific literacy skills, ensuring all student understand these complicated sources.

TEACHING ACADEMY ROOM 301

**Internationalizing Early US history Instruction: Oman, Andrew Jackson, and trade**  
**Kenneth Anthony, Mississippi State University (USA)**

**Emma O'Connor, Dunwoody Elementary School (USA)**

Conventional history characterizes early US history as isolationist. Our task is to challenge that and inquire into ways to internationalize our instruction of US history in elementary and middle grades.



11:30 – 12:25

...CONCURRENT SESSION...

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TEACHING ACADEMY ROOM 117

*Session Chair: Janella Abela*

**Escúchame: Listening to marginalized voices in social studies through podcasts**

**Jessica Ferreras-Stone, Western Washington University (USA)**

This session demonstrates how podcasts have been used in social studies methods courses to honor the voices of historically marginalized people. Useful instructional strategies for podcasts along with a list of podcasts that honors diverse stories will be presented.

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**Overcoming Eurocentrism in the Secondary Classroom**

**Janella Abela, Lakehead University (CANADA)**

The exponential growth in population diversity present in the classroom has required immediate action from educators to move away from the sustained Eurocentric perspective enacted through current teaching approaches. This presentation will focus on how to alter instruction and resources to adapt to changing demographics and the needs of students today.

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TEACHING ACADEMY ROOM 130

**The Past Isn't Past: Uncovering Throughlines to Generate Engagement**

**Justin Hauver, Summit Public School (USA)**

This session will delve into examples of connecting the past to the present, such as linking Enlightenment thinkers to modern activism, and provide time to discuss how this could be done across a range of topics.

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TEACHING ACADEMY ROOM 201

**Omar Ibn Said: Noble, Scholar, Muslim and Slave**

**Drinda Benge, North Carolina State University (USA)**

**Micha Jeffries, North Carolina State University (USA)**

This session presents the unique life of Omar Ibn Said, a noble, scholar and Muslim who was captured and shipped to America to be sold as a slave in the early 1800s. He is the only known slave to have written his autobiography in Arabic, unedited by his master so it is considered to be a highly accurate portrayal of slave life. Using materials available on-line through the Library of Congress and the Owen Family Papers from the North Carolina Archives, the presenters will share sample secondary social studies lessons that incorporate his unique story into the complex history of slavery in America and the history of Muslims in the country.

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TEACHING ACADEMY ROOM 301

**Creating a Collaborative Learning Community**

**Jim Leahy, Guided Learning (USA)**

In just one workshop, a better way! Using hands-on strategies, we'll learn how to optimize teaching time by 1) remaining calm and responding right when challenged, 2) teaching to expectations, 3) providing adequate, fair, and timely consequences, 4) arranging the classroom for maximum performance, and 5) developing strong student-teacher relationships.

12:30 – 1:25  
.:POSTER SESSION:.

MIRC GALLERY- POSTER PRESENTATIONS

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**Clinical Implications for Treating Victims of Domestic Violence Among Partners in LGBT Relationships**

**Alexandria Marullo, Albizu University (USA)**

**Rita M. Rivera, Albizu University (USA)**

**Denise Carballea, Albizu University (USA)**

**Alfredo Ardila, Albizu University (USA)**

This presentation examines clinical implications for treating LGBT victims of domestic violence (DV). This population faces several barriers when seeking treatment, such as fear of outing, homophobia, and the notion that DV services are limited to heterosexual victims.

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**Maximizing Retention of Nutritional Knowledge and Healthy Behaviors Through The Teen Teaching Model**

**Anaderi Iniguez, Washington State University (USA)**

**Elizabeth Weybright, Washington State University (USA)**

We want to determine if being a teen teacher helps improve retention of nutritional knowledge and healthy behaviors amongst teenagers.

\*\*\*\*\*

**Incorporation of Cross-Curricular Training in Social Studies and English Language Arts Pre-Service Teacher Preparation Programs**

**Allison Sheridan, University of Central Florida (USA)**

**Chris Spinale, University of Central Florida (USA)**

**Mary C.H. Dougherty, University of Central Florida (USA)**

Our research examined whether social science pre-service teachers were trained to implement ELA standards. Additionally, we examined ELA pre-service teachers to see if they had been trained to incorporate civics standards.



1:30 – 2:25

...CONCURRENT SESSION...

TEACHING ACADEMY ROOM 117

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*Session Chair: Caroline Conner*

**The Marginalization of Latinxs in the Georgia Standards of Excellence for U.S. History**  
**Caroline Conner, Kennesaw State University (USA)**

The current study analyzes the cultural inclusion of Latinxs in the Georgia Standards of Excellence for U.S. history (K-12). Results demonstrate that the revised curricular standards continue to be culturally exclusive—perpetuating Latinxs marginalization from the social studies curriculum.

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**Citizenship and Environmental Education Concepts through Reflective Teaching Practice**  
**Esther Obiajulu-Anyia, Delta State College of Education Mosogar (NIGERIA)**

The teaching of citizenship and environmental education through reflective teaching practice will help promote strength and value of cultural diversity. This review is designed to unraveling the benefits of reflective teaching practice as it affects citizenship and environmental education.

TEACHING ACADEMY ROOM 130

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*Session Chair: Keunsu Han*

**Motivation and Benefits of College Student Volunteers in the 2018 Paralympics**  
**Keunsu Han, Towson University (USA)**

This research was designed to enhance understanding of volunteer motivation and benefits among college students in the 2018 Winter Paralympics. This study can contribute to guide such educational institutions that seek to encourage volunteerism by students and young people.

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**Effects of Concept Mapping Strategy on Junior Secondary Students' Achievement and Retention in Social Studies in Benue State**

**Idoko Otoja, College of Education, OJU Benue State (NIGERIA)**

This study investigated the effect of concept mapping on junior secondary school students' achievement and retention in social studies education in Zone C of Benue State.

TEACHING ACADEMY ROOM 201

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*Session Chair: Gbolahan Olasina*

**Cultural Expression Using Digital Media by Students**  
**Gbolahan Olasina, University of KwaZulu-Natal (SOUTH AFRICA)**

This presentation responds to calls for a better understanding of cultural expression using digital media by exploring the affordances and utilization of digital forms on users. The study informs practice and enhances our understanding of digital media.

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**Role of Social Studies in Combating the Menace of Corruption in Nigeria**  
**Suleiman Yusuf Aliyu Federal College of Education Yola (NIGERIA)**

The presentation addresses corruption in Nigeria and the inability of Social Studies to eradicate the problem, despite a focus on solving this issue. A change of strategy is explored.



**TEACHING ACADEMY ROOM 301**

**Student Engagement and Motivation: Differentiating Instruction**

**Jim Leahy, Guided Learning (USA)**

In just one workshop a better way! This hands-on and practical experience will help teachers 1) promote positive classroom feelings, 2) promote student attention and interest, 3) promote relevance and connection, 4) promote self-efficacy, and 5) differentiate using best practices!

**TEACHING ACADEMY ROOM 304**

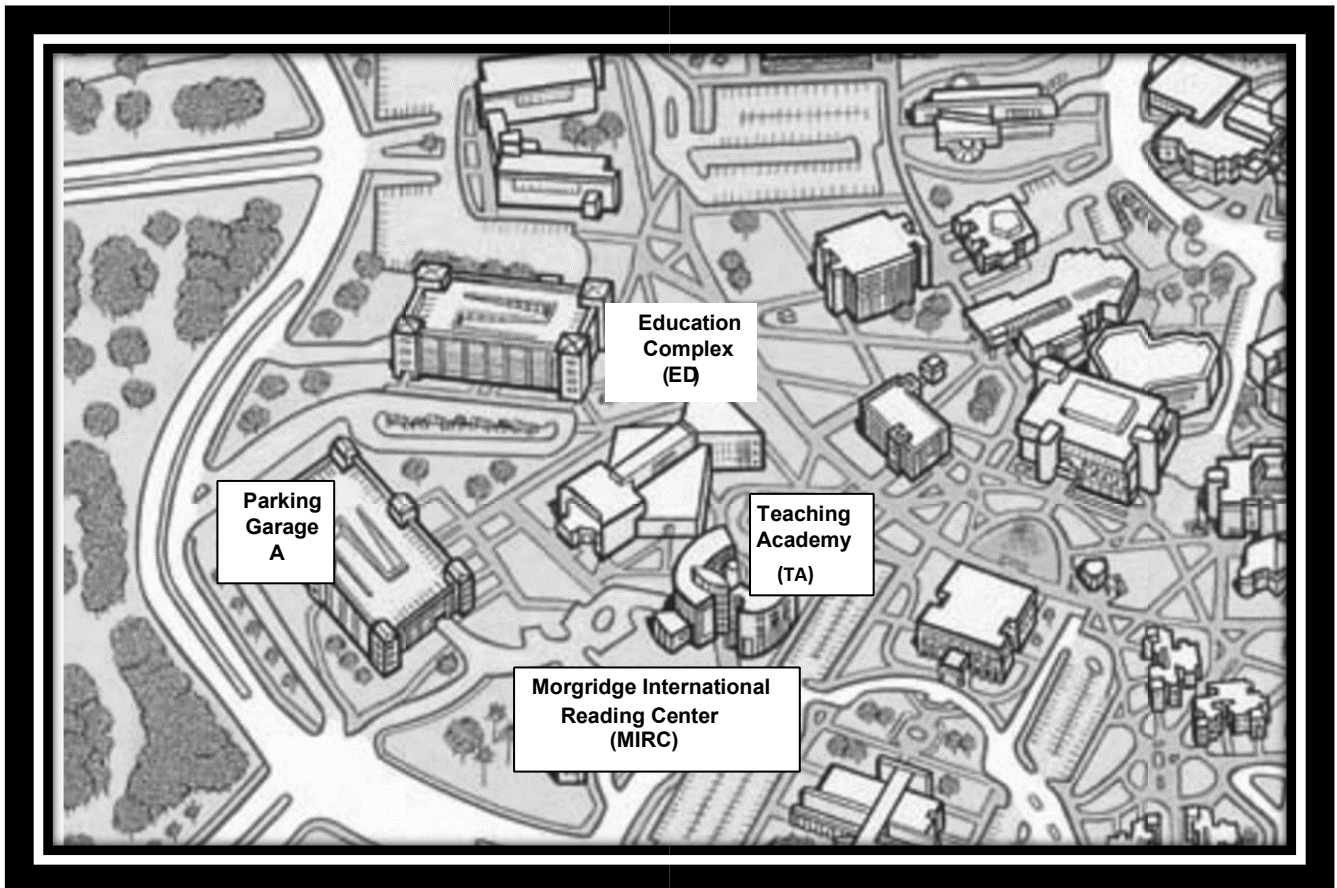
**Assessing the Impact of Integrated Group Based Mastery Learning Model on JSS Social Studies Students' Academic Achievement.**

**Nathaniel Ethe, Delta State College of Education (NIGERIA)**

The study assesses the impact of integrated mastery learning model on junior secondary school social studies students' achievement.



## UCF College of Community Innovation and Education Complex



### 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.