About

The See/Saw Festival is a combined film festival and research conference with a commitment to community engagement, interdisciplinarity, and social justice. The See/Saw Festival is a project of KU Professionals for Inclusion & Social Justice, a graduate student organization in the KU Department of Special Education.

Festival Theme

The 2016 See/Saw Festival theme focuses on the concept of pushing and navigating “borders.” We imagine borders operating across multiple domains, such as physical or geographical boundaries, personal space, and identity. This weekend of interdisciplinary events will engage the university and Lawrence community in dialogue that explores the intersections of borders, boundaries, and social justice across multiple contexts. In occupying these public spaces with care and courage, we will facilitate difficult, yet critical, conversations, navigating the positive and negative aspects of operating “on the brink.” Our overriding intent is to build our local capacity for social change as we further our collective efforts toward equity, inclusion, access, and justice.

Contact

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The Research Conference

“Listening, Collaborating, and Acting: The Promise of Publicly Engaged Scholarship”

Dr. Valerie Kinloch

The See/Saw Festival is proud to have Dr. Valerie Kinloch as our keynote speaker. Dr. Kinloch is a Professor of Literacy Studies and Associate Chair of the Department of Teaching and Learning at The Ohio State University (OSU). At OSU, Dr. Kinloch is also the Chief Diversity Officer and the Director of the Office of Diversity and Inclusion at the College of Education and Human Ecology. Dr. Kinloch received her MA in English and African-American Literature and her PhD in Composition and Rhetoric (emphasis on Urban Studies) from Wayne State University.

Dr. Kinloch’s current research focuses on the language, literacies, and community engagements of youth and adults, particularly within urban communities. Her recent projects have included work on African-American youth perceptions and use of language and literacy, and transformative service-learning initiatives. She has also worked extensively engaging communities in research, and looking at the impact of space and context on literacy.

Dr. Kinloch won the 2011 Exemplary Research Award for her book, Harlem on Our Minds: Place, Race, and the Literacies of Urban Youth (2010), from the American Education Research Association (AERA) Division K. Harlem on Our Minds was selected as AERA’s 2012 Outstanding Book of the Year Award. Dr. Kinloch is also author of Crossing Boundaries – Teaching and Learning with Youth of Color (2012) and editor of Urban Literacies: Critical Perspectives on Language, Learning, and Community (2011).

The See/Saw Festival would like to thank Dr. Kinloch for contributing to the research conference this year and for her many scholarly contributions that promote social justice and the creation of more equitable opportunities.
Jun Ai (Special Education)

*Participation of Children with Typically Development in Ecological Systems of Early Childhood Inclusion*

The influences of typically developing children could be both facilitative and challenging for the implementation of high quality inclusion. This poster presents the empirical literature reviewed that focuses on typically developing children’s participation in early childhood inclusive programs to examine the roles they could play in the ecological systems of inclusion. Based on Bronfenbrenner’s ecological systems framework, this study provides a refined mapping of variables proximal to the participation of typically developing children within the micro and mesosystem levels. Four influential channels that connect typically developing children to: (1) their peers with disabilities, (2) their families, (3) teachers, and (4) the mesosystem influences of teacher-parent interaction are identified. Substantially, the current knowledge gaps are examined for future research and practice that aim to promote typically developing children as facilitators for high quality early childhood inclusion.

Ahmed Alanazi (ELPS)

*Assessing Students’ Self-efficacy Beliefs by Using Four Resources in Online Learning Environments*

By using effective resources in online learning environments, educators can assess students’ self-efficacy beliefs, which is an essential aspect of motivation in social cognitive theory (SCT) on order to be more productive in academic contexts. Effective educators need to create collaborative, communicative, and motivational online learning environments in order to effectively promote efficacy beliefs. To achieve enhanced self-efficacy beliefs in online educational environments, educators can successfully assess self-efficacy from four sources. Instructors can use four resources to assess students’ self-efficacy asynchronously and synchronously.

Awad Alzani (Law)

*The Saudi Judicial System*

The poster will present the Saudi Judicial system, which is one of the main authorities in Saudi Arabia government. It is based on the Islamic principles (Sharia). Beside Islamic principles, the legislative authority codifies some laws such as: labor law, commercial law, civil procedure, criminal procedure, foreign investment, capital market Act, competition law, bribery and forgery Act. The judiciary courts are divided to general courts and board of grievances. In addition stated courts, Saudi Arabia has judicial committees which have authority to decide cases that related to specific laws such as: labor committees, foreign investment committee, sports committee, media committee, banking transactions dispute committee.
Ibrahim Alfarhan  
(Curriculum & Teaching)  

The Principals as Instructional Leaders

The English language became the most dominant language in the global. English learning became a necessity to increase the opportunities for job seekers as well as for proceed in academic life. Learning English in a foreign language classrooms has many challenges. The most debating challenge is the use of the mother tongue in EFL classes. The Monolingual and Bilingual approaches argued the mother tongue use in many different ways. The poster facilitates the main issue which is the level of mother tongue use in EFL classes.

Hussein Almansour (Law)  
Gulf Countries Council (GCC) Judicial Commission

Beside the local judicial system, interestingly, Saudi Arabia and other Gulf countries (GCC) established a judicial committee which is authorized to look at any dumping or countervailing issue. Then, any interested party may file a petition challenging the decision before the committee. Finally, either interested party may challenge the administrative decision before judicial committee. The poster will illustrate the procedure of investigation, the review of anti-dumping and countervailing duty, and the administrative and judicial review.

Sahal Alshammari  
(Curriculum & Teaching)  

The Development of Language Writing Teaching Approaches in the Classroom

The presentation will go through the development of teaching writing through different approaches from 1970 to the present day and how this effect teaching writing today. Different approaches in teaching writing will be discussed and their applications on methods of teaching writing. The first approach is the general knowledge approach of teaching writing. The second approach is the local knowledge approach. Both approaches will be connected with their applications in the classroom, the process-oriented approach and the product-orientated approach. Also, countries that use either of the approaches will be verified. Finally, the presentation will narrow its scope to one of the applications of the general knowledge approach and the process-oriented approach, Self-Regulated Strategy Development (SRSD). The SRSD model will be discussed thoroughly through explain it components and how it is related to the theory of second language acquisition. Moreover, it will cite the most important studies that investigated its influence on students writing and their results.

Darlingtina Atakere (Psychology)  

The State of Men’s Health: Intersection of Perceived Health Status and Mode of Program Delivery on Participation in Disease Self-Management Programs among Black Men

The reduction in health among minority males in the US is a public health concern. This is witnessed across domains of physical and mental health, social adjustment, and emotional well-being. Beliefs on the socially contrived messages regarding masculinity and manhood are acknowledged in defining the behavioral patterns of men, which has serious consequences on health outcomes. These social orientations and structural domains combine to increase risk-taking behaviors and diminished health. Black men, for example have a life expectancy similar to that of men in El Salvador and Viet Nam. The significance of this comparison is also evident in the diagnosis, treatment, and management of many chronic health conditions. Addressing these domains is convoluted and remains an untapped area of discussion. With an increase in the number of minorities, there is a need for adequate baseline data that detects shifts in the nation’s health status. This also signify the importance of addressing disparities in health status, particularly among Black men. To address this need, the current study aimed to determine the relationship between social determinants of health and health outcomes among Black men, and to evaluate the content and delivery modality of a disease self-management program among Black men with multiple chronic illnesses. While ongoing, data from this study holds promise in informing the development of novel interventions that may reduce deleterious health behaviors. Focusing exclusively on Black men enhances our understanding of this adult population, while recognizing factors that modify actions at the individual, institutional, and policy levels.
Maraci Aubel (ELPS)

**The Effect of Stereotype Threat on African American College Students**

Scholars across the disciplines have analyzed reasons behind African Americans’ lower achievement rates and underrepresentation in academics. In regard to African American college students’ rates of underachievement, debates have examined a variety of possible explanations: institutionalized barriers and intergroup racial gaps (Massey & Owens, 2013); genetic impediment, or the idea that blacks do not do well because they are inferior (Herrnstein & Murray, 1994); oppositional identity, or the idea that blacks refuse to learn because they do not want to “act white”(Fordham and Ogbu, 1986); and, stereotype threat (Steele, 1997). Claude Steele first developed the stereotype threat concept to explain psychological discomfort that arises when women and African Americans are evaluated in a test: their stereotyped images as less valued groups impede them from performing to full potential. Thus, this paper focuses on stereotype threat and analyzes these questions: how do African Americans cope with negative stereotypes related to their learning ability? How could administrators and faculty impact lives of stereotyped groups at institutions of higher education? What strategies do researchers suggest for enabling African American students to succeed in academic settings? Is stereotype threat an indication of African Americans’ lack of preparation for and underperformance in higher education? This paper is significant because it contributes to conversations on African Americans’ college achievement and the negative impact of stereotypes.

Leslie Bross (Special Education)

**Interventions for Improving the Vocational Skills of Adolescents and Adults with Autism Spectrum Disorders**

Individuals with autism spectrum disorders (ASD) typically experience difficulty transitioning into adulthood including obtaining and maintaining employment. The struggle can be attributed to many factors, such as the poor outcomes of youth in general with disabilities, characteristics of autism, and lack of opportunity to develop vocational skills in authentic settings. An additional area that furthers this problem is the lack of evidence-based practices related to employment skills and conducted in authentic employment settings. The goal of this comprehensive literature review is to examine research on interventions targeting employability skills for individuals with ASD ages 14 and older. The vocational intervention studies included in this literature review were peer-reviewed and published between 2000 and 2015. At least one participant had a diagnosis of an ASD and the intervention focused on improving the vocational skills of the participants. The intervention studies were coded and categorized based on the setting where the intervention took place, the intervention category, and the prevalence of technology in the intervention. The results showed meaningful vocational intervention research is lacking in the field of special education. Themes were identified in the literature base and suggestions for future research needed in the area of employment interventions were given.

Katey Burke (Special Education)

**Self-Determination Interventions for K-8 Students with Disabilities**

The development of self-determination is a critical outcome of education for students with disabilities. Promoting the development of self-determination involves teaching and creating opportunities for students to act as causal agents, identifying and taking action on goals that have relevance to their lives. Although most of the focus of self-determination research has been on transition age students with disabilities (14-21), there is a need to focus on younger children and consider ways to promote the development of self-determination over the lifespan. This poster will report the results of a comprehensive review of published intervention studies evaluating strategies to improve self-determination skills of elementary and middle school students identified with a disability from 2000 to 2015. The purpose of this review was to identify key elements of effective self-determination interventions for this age group to highlight areas for future research and explore implications for policy and practice to enable a lifespan focus on self-determination. The findings suggest that the self-determination does develop across the life span, and providing instruction during the elementary and middle school years is beneficial for students. Generally, the body of research suggests the self-determination skills of youth with disabilities can be improved through targeted interventions focused on component elements of self-determination, and this poster will highlight ways that this instruction can occur as well as additional areas for research.

Thomas Dirth (Social Psychology)

**The Air We Breathe: Perceiving of Able-Bodied Privilege**

A growing amount of research is examining the psychological effects of making dominant group members aware of their unearned advantages or privilege that come as a function of their group membership (e.g Branscombe, 1998, Branscombe, Schmitt, & Schiffhaur, 2007). This research has indicated that being made aware of one’s privileged status, specifically the unearned aspect of the privilege, threatens the legitimacy of one’s group’s status. Given this threat we can expect a variety of psychological outcomes including increased collective guilt or outgroup derogation, depending on the level of identification a person has with their threatened group (Branscombe et al., 2007). The goal of this current project is to assess the level of threat dominant group members feel as a function of the unearned advantages that come from being able-bodied. This area of research is significant in terms of fleshing out this often invisible dominant group identity. The previous work in this area has made significant strides in assessing how investment in the dominant group’s status plays a significant role in the reproduction of social inequality. Given that people with disabilities often occupy a marginalized position in society, this study is crucial in determining the role that investment in able-bodiedness plays in the reproduction of disability inequality.
Junfu Gao (Curriculum & Teaching)

Crossing Borders: International Graduate Student Identity in the United States

The number of international students studying in the United States continues to climb. Based on Open Doors 2015, there are 974,926 international students studying in the US. International students are also growing in education programs. The enrollment number of international students benefits the universities, however, the value of international students are not often recognized. Most international students travel thousand miles away from their home country and came to the US to pursue their future study and career. At the same time, they are also facing language difficulties, cultural barriers and are in the danger of being marginalized. Most graduate students have very limited job opportunities after their graduation. The situation of international students lead to issues of social justice and equity in our society. The purpose of this study is to explore the identity construction of international graduate students and the unjust social dynamics for international students during their academic study in US. It intends to lead to critical consciousness and create culturally sensitive empowerment among education programs in the US. Since educational programs admit international students, programs should provide curriculum and better training that meet their needs. The study also argues the domination in our society and advocates for creating a culturally-inclusive environment for international students.

Mayumi Hagiwara (Special Education)

The Self-Determined Learning Model of Instruction: Across Ages, Disability Categories, and Outcome Domains

Researchers have linked the promotion of self-determination with positive school and post-school outcomes for students with disabilities. An evidence-based model of instruction, the Self-Determined Learning Model of Instruction (SDLMI) has been developed for use by teachers to enable students to develop self-determination skills with a focus on self-regulated problem solving in service of a goal. This literature review examined 21 studies to investigate the effectiveness, target outcome domains, and usability of the SDLMI. The results show that the SDLMI has been implemented across age ranges, disability categories, and student outcomes. This review contributes to the literature showing the efficacy and flexibility of the SDLMI as a model of teaching for educators to promote student self-determination which leads to the success in school and post-secondary life and attain self-selected goals. It also provides directions for future research on implementation of the SDLMI, and the role of teacher training and implementation of the model. Implications and suggestions for future research are discussed.

Christine Hancock (Special Education)

Bounded Knowledge: Culture and Decision-Making in Early Childhood Family Partnership

Negotiation of power during shared educational decision-making requires traversing many boundaries of identity and culture. As they work together, practitioners and families socially construct their roles and shift across individual and institutional lines. How families and professionals broker these boundaries has many implications for their relationship. In this poster presentation, I will discuss results from a systematic literature review on the role of cultural boundaries in family-professional partnerships. This presentation focuses on how families from culturally and linguistically diverse backgrounds and professionals in early childhood special education negotiate power during shared decision-making. I will present a conceptual framework that considers multiple aspects of culture: the dynamic cultures of individuals, the deep-rooted cultures of programs, and the emergent cultures of partnerships. This framework allows for exploration of how culture influences decision-making and partnership. Using systematic search procedures, 20 articles presenting families and professionals making decisions about children with disabilities were identified. Thematic analysis of the studies revealed the dominance of institutional culture in decision-making. As a result, deficit-based conceptions of disabilities drove partnership and contributed to conflicts between families and professionals. Institutional and partnership culture resulted in structures wherein family expertise was consistently deemphasized while professional knowledge was privileged. Attention to the variable nature of individual culture was minimal. Implications include the need for more research, strategies, and coursework that support professionals’ understanding of culture as dynamic and complex. Practitioners need tools to address the dominance of institutional culture and facilitate brokering cultural boundaries.

Matthew Kleinmann (Architecture)

Food Access: A CBPR Visual Ethnography

When defining areas where people have limited access to nutritious food, the term ‘Food Desert’ has emerged in an attempt to clearly define the boundaries of low food access neighborhoods. Research has shown, however, that there is limited consensus on where to draw those boundaries, and how important they really are to those living within them. Food Access: A CBPR Visual Ethnography presents a study proposal that is aimed at identifying the spatial barriers to accessing affordable and nutritious food for women enrolled in the WIC program in Wyandotte County. The goal of the research proposal is to build a qualitative visual narrative informed by participant perceptions documented on video while they travel to their nearest grocery store. These narratives will ultimately inform community health interventions and promote policies that support greater access to healthy food in the built environment.
Sumin Lim (Special Education)

Enhancing Preservice Teachers’ Beliefs about Diversity through Clinical Preparation

The United States has undergone significant changes in student racial/ethnic demographics due to increasing complexity in school diversity. These changes have challenged university-based teacher preparation programs to cultivate sociocultural sensitivity in preservice teachers (PTs) towards diversity issues in education to fully implement inclusive education (IE) in order to serve all students from diverse backgrounds. In this literature review, current empirical studies on clinical experiences in U.S. university-based teacher preparation programs are examined as a means to identifying their impact on PTs’ beliefs about diversity. First, I review research that emphasizes the importance of clinical experiences in coursework and fieldwork that foreground diversity and IE. Second, I identify the positive impact of course and field experience for diversity. As well, I highlight the major indicators in enhancing PTs’ beliefs about diversity. Finally, recommendations to bolster comprehensive teacher preparation programs for enhancing PTs’ beliefs about diversity are discussed.

Lara Mann (Special Education)

Teaching Human Sexuality to Students with ASD

Sexuality is a universal component of humanity and as such, all individuals have the right to learn about their own sexuality, regardless of cognitive or physical ability. Because of its social stigmatization, sexuality education has often been overlooked in the education of children. Individuals with disabilities are especially asexualized by society. This lack of education has lead to socially inappropriate behaviors, further stigmatization, and sexual victimization. Because of the distinctive social and communication deficits that characterize Autism Spectrum Disorder (ASD), curricula designed for individuals with Developmental Disabilities (DD) and Intellectual Disabilities (ID) have been insufficient for a population with ASD.

Liz Meitl (Special Education)

Secondary Teacher Identity and Student Outcomes

My poster presentation graphically represents the results of a review of literature in which I investigated the relationship between identity and aspects of identity in secondary teachers and their students’ academic and social outcomes. Results from the study indicated that there are many definitions of teacher identity, each privileging different aspects of teacher “work.” When viewed through the lens of student outcomes, however, three categories emerged which relate to teacher identity and positive social and academic outcomes for students. Teachers who have identities that foster positive student-teacher relationships, create high expectations, and promote behaviors that increase students’ levels of engagement are the most significant in terms of improving student outcomes. Implications for future research concerning secondary teacher identity are represented.

Katherine Merriweather (ELPS)

Equity in Science Education for SWSCD through Alternate Content Standards

Historically, students with significant cognitive disabilities (SWSCD) have received little science instruction (Karvonen et al., 2011), even though alternate content standards and assessments linked to the grade-level standards are allowed (U.S. Department of Education, 2004). In response to the needs of SWSCD and new general education science standards, a group of four Midwestern U.S. states developed a set of 34 alternate content standards using principles of Universal Design and three levels of cognitive complexity to make science accessible to SWSCD. Assessments based on these standards were developed following a process of Evidence Centered Design (ECD). This paper focuses on two of the ECD layers, domain analysis and domain modeling, which involve determining the specific content that will be included in the assessment and creating descriptions of the focal knowledge, skills, and abilities, and potential work products. Assessment items were created through a rigorous development process that included internal and external reviews. Accessibility of the alternate standards was evaluated through assessment results from a sample of students (n=1606) from four states. Preliminary results support that the alternate standards are accessible and that SWSCD can learn academic science content.
Amanda Miller (Special Education)

Defining Another: Friendships of Children and Youth with Low-Incidence Disabilities

Children and youth with low-incidence disabilities are commonly left out of the social experiences that may lead to relationships and friendships, such as cooperative group work and play at school, participation in extracurricular activities, and time with peers outside of the school setting. This paper provides an overview of the research on the types and depths of friendships and relationships children and youth with low-incidence disabilities have with peers in and out of school settings. The purpose of this literature review was to characterize the current research with a focus on the operational definitions of friendship and if or how the research studied friendship reciprocity. Two questions guided the review: 1) How are relationships and friendships for children and youth (ages 2-21) with low-incidence disabilities defined? and 2) How do researchers investigate relationships for children and youth (ages 2-21) with low-incidence disabilities with regards to reciprocity? Twenty-two articles from 20 domestic and international journals met the inclusion criteria. Findings from this review expose limitations, disparities, and considerations connected with studying something as intimate and contextual as the relationships of others. Future research must hold a broadened lens with humanness and the least dangerous assumption at the forefront if we choose to define, interpret, and analyze the relationships and friendships of others.

Sylvia Nyegenye (Special Education)

Building Literacy: Teaching Oral Narrative Skills to Dual Language Learners with Disabilities

This interactive presentation discusses the significance of teaching explicitly English oral narrative skills to young dual language learners with disabilities. In this poster presentation, I present (a) the grammar structure/ cultural format of an English narrative, (b) challenges encountered by dual language learners while listening, comprehending and producing English narratives and finally, (c) discuss the implications for early childhood educators and how they can intentionally teach English oral narrative skills through embedding these skills in large group activities such as circle time. In most early childhood programs, storytelling is a teaching strategy that early childhood educators often use. However, narrative content and structures are greatly influenced by culture. Therefore, unless English narrative skills are taught explicitly to dual language learners, especially those with disabilities, this group of children may find it more difficult to understand, participate and engage fully in classroom learning activities.

Mary Beth Patry (Special Education)

Does Weak Central Coherence Mean a Lack of Schema in Autism? What are the Implications for Play?

There is emerging evidence to suggest that individuals with autism do not process and store information into contextual schemas. Schema research draws from the theory of weak central coherence and global vs. local processing to understand how information is stored and then conceptualized in individuals with autism. There is also myriad research on pretend play in individuals with autism and the differences that emerge as compared to play in typical development. In this poster session I will (a) share results from a literature review conducted on categorization abilities and schema development in individuals with autism, and (b) share the implications of those findings on the development of pretend play in this population.

Jingrong (Pearl) Xie (Special Education)

Students’ Perceptions of Online Learning Environment, Engagement and Academic Achievement

This research conceptualizes engagement as a multidimensional construct in order to better understand the antecedents and consequences of the three types of engagement simultaneously and dynamically in online learning environment. Specifically, we operationalize students’ online learning engagement as (a) online course participation (type of behavioral engagement), (b) online program identification (type of emotional engagement), (c) use of self-regulation strategies (type of cognitive engagement). Theory of expectation–confirmation model (ECM), theory of planned behavior (TPB) and flow theory will be used to develop Conceptual framework. This study intends to explore measurement of students’ perceptions of online learning environment, engagement and academic achievement in online courses. The online engagement scale helps to identify student's connectedness to online program and to explain the effect on their academic achievement. Hopefully, the study helps explore students’ the predictor equation for students’ perceived learning overall, and how the learning will be influenced by positive attitude.
Multimedia & Critically Engaged Scholarship

Interactive Theatre Troupe

What's Wrong with This Picture?

The Interactive Theatre Troupe (ITT) will present three sketches depicting the experiences of students who have been marginalized based on race/ethnicity, religion, and gender identification. The troupe will then lead the audience in discussions deconstructing these experiences and their implications for efforts to promote inclusion and equity.

Sorcha Hyland (Special Education)

“It’s More Than Just A Feeling”: Multimedia & Multisensory Methods in Academic Research

The mass incarceration of children and youth with disabilities—especially children and youth from Black, Latino and communities of color—is best evidenced in euphemisms like the “school-to-prison pipeline.” If, according to John Dewey, “art is the most effective mode of communication that exists” then what can we disseminate in examining a political art project such as Juvenile in Justice? This free, online, documentary-like, multimedia study represents 10 years of work by photographer, researcher and professor, Richard Ross. It features hundreds of anonymous children and youth who participate as photographic “bodies”, autobiographical podcasters and bloggers, transcribing their experiences of American juvenile justice. Mise–en–scènes of prison “apparatus” and the lives of inmate families beyond the prison punctuate the montage. This study curates a cross-section of material into a data corpus and codes it using multisensory methodologies. The work of Angela Davis, Merleau-Ponty, Foucault with theories of intersectionality, DisCrit and critical race inform the study’s conceptual framework and data analysis. Artistic media and multisensory methods are validated in their power to publicly explicate what Ross calls “barbed-wire spaces.” State-driven practices and ideologies that insulate racial violence and disabling environments are exposed in pursuit of more democratic forms of “juvenile justice”.

Considering Diversity in Communication & Technology

Tara Saylor Litzenberger (Communication)

Outside the Corporate Palace: Using Subculture Theory to Create Better Employee Communications

A recent reorganization centralized the communications functional in a multinational corporation. Although the majority of company employees live and work outside of North America, a strong corporate culture and the geographic location of communications employees created the potential to marginalize international voices and perspectives.

Using the framework of organizational subcultures, my research argues that crossing the boundaries between internal and external communication disciplines can offset the over-representation of American voices to create truly global messages. It also explores the impact of distance on power distribution within an organization.

Kavita Indar (Special Education)

How do Studies on the K-12 Digital Divide Account for Culture, Identity, and Marginalized Groups?

The “digital divide” between marginalized and non-marginalized groups has not diminished despite increased access to technology. The 2015 findings of the Organization for Economic Cooperation and Development (OECD) found that increased access to computers at home, and in class, did not improve the academic performance for marginalized populations in 31 countries (including the United States). This paper utilized 18 peer-reviewed articles derived from keyword searches of online databases and ancestral searches of relevant finds. The 18 articles span a period from 1998, when the National Telecommunications and Information Administration (NTIA) first conducted a study about the digital divide, to current times (2015). The purpose of the literature review was to determine how studies on the “K-12” digital divide have been accounting for culture, identity and marginalized groups. This study found that the reviewed studies did not focus on categories of marginalized groups most impacted by the digital divide (i.e. ethnicity/race, age, disability classification). This underrepresentation in the most accessible set of research for non-academics has serious implications for marginalized groups to gain social and political empowerment.
Constructing and Enacting Teacher Identity

Iris Yu (Special Education)

Becoming a Teacher: Building Teacher Identity during Preservice Practicum

This oral presentation shares with the audience an ethnographic study of a female pre-service student teacher conducted during her special education practicum in a middle school. This study asks the question: In what ways is teacher identity for special education teachers developed during their practicum experience? Developing a robust teacher identity is important as it positively impacts the ability of a special education teacher to be an effective partner with general education teachers in inclusive classroom settings, thus influencing student outcomes for all students. The findings illustrate how the various modes of interaction she engaged in, as she negotiated the different demands of her practicum, impacted her identity development as a special education teacher during the practicum. It supports current research reinforcing the view that the practicum as a critical component in the development of teacher identity, particularly for special education teachers in inclusive classroom settings (Sindelar, Brownell & Billingsley, 2010). The conclusions point to ways that faculty and field supervisors for student teachers on practicum can engage the student teacher and help them to develop their ability to work and resolve contextual problems conducive to developing a satisfying teaching identity (Smagorinsky, Cook, Moore, Jackson & Fry, 2004).

Molly Siuty (Special Education)

Unraveling the Complexities of Teacher Decision Making

Teachers make copious decisions in their classrooms each day. These decisions, particularly around curriculum, profoundly impact the students they serve (Rainforth & Kugelmass, 2003). Curricular decisions are made at the intersection of teachers’ particular contexts and personal beliefs (Fang, 2006; Spillane, Reiser, & Reimer, 2002). However, this decision-making process often happens tacitly without reflection (Rich & Hannafin, 2008). The qualitative study presented will examine how teachers in the same school district make curricular decisions based on their use or non-use of the System 44 reading intervention program using the theoretical framework by Ruppar, Gaffney, and Dymond (2015) around teacher decision making. The analyses centered on two research questions: (a) what is the interplay between context and expectations on curricular decision making for users and non-users?; and (b) how do differences in curricular decision-making build or limit teacher self-efficacy and increase individualization of instruction for struggling learners? This presentation will propose a revised theoretical framework we argue that the use of curricular materials disrupted teachers’ expectations for their students. As a result, teachers felt empowered to individualize instruction and increase effectiveness.

Intersections Across Literacies

Kristin Dunlap (Special Education)

Effective Writing Strategies Used by Teachers of Students with Emotional Behavioral Disorders

The purpose of this work is to investigate effective writing strategies being used by teachers working with students with emotional behavioral disorders. The writing strategies reviewed span from 2005 to the present year, 2015. Understanding many students with emotional and behavioral disorders can struggle with writing, it is imperative to find strategies for learning which allow for this population to experience and be successful. Findings from the research show most of the effective writing strategies being used today are taught within the Self-Regulated Strategy Development (SRSD) format. SRSD has been in existence since 1996 and has been proven effective when teaching students how to become better writers.

Qianquian Pan (Educational Psychology)

A Meta-Analysis on Effectiveness of Automated Writing Evaluation on the Quality of Student’s Writing

Automated Writing Evaluation (AWE) provides computer-generated feedback on the quality of written texts, which are more and more used in the classroom these years as a tool for providing formative evaluation to improve students’ writing skills and release teachers’ working load. However, there were no consistent results of studies effectiveness of AWE across different studies. So, the purpose of this study is to summarize the effectiveness of AWE using in the classroom via both classical meta-analysis methods and Bayesian methods. Totally 30 effect sizes from 13 empirical researches were collected. Results finds the estimated mean effect size was 0.34 associated 0.19 standard variance under the random-effect model, which yielded a large mean effect according to Cohen’s criteria. And, this result indicated AWE can improve students’ writing skills marginally. But, heterogeneity of participants (i.e. K-12 or college level, English as Second language learner or native speaker), AWE system, research design, and contexts can moderate effect of AWE. And, the sensitivity analysis and published bias analysis were also conducted to guarantee the quality of results.

Presentation focus on the methods used in this meta-analysis, both classical methods and Bayesian methods which can be helpful to other students who are interested in doing meta-analysis, and the inference to the instruction for writing.
Navigating Cultural Identities

Sydney Pursel (Visual Art)

Waróxi

Waróxi is a participatory performance art project. It explores a change in the lifeways and foodways of Indigenous people due to colonialist efforts. It specifically draws on language loss, religious influence, and contemporary economic strategies of Native American tribes.

Berlin Elgin (African and African-American Studies)

Identity Formation in Africa and the West in the New Diaspora

“What are we doing here? In the West, but not of it. Of Africa? But not in it.” William B. Ackah stated this in his work “Pan-Africanism: Exploring the Contradictions: Politics, Identity, and Development in Africa and the African Diaspora.” In order to not be forever categorized as “The Other” in the United States and Canada, black Africans in the New Diaspora must help these countries understand the true Africa of today. A continent struggling with disease and poverty in some parts, but also prospering and building itself up after colonial influences for so long. The media in the United States and Canada must change how it shows Africa and black Africans, but must also change how it shows black Americans. Only by caring about the people attached to these identities will identity formation be able to be fluid and personal. People of all identities must care about the African continent in general, and allow identities that are formed there to stand upon entry into western societies. If people choose to change their identities once they are in western countries, or to add to their identities, acceptance of this should be shown as well. Conflicting identities may be a part of black Africans’ experiences in the New Diaspora forever, but understanding where one comes from, and where one now is, can help multiple identities converge into a singular vehicle of inclusion and acceptance in the United States and Canada, and in Africa.

Affordances & Constraints of Present-Day Society

Paulette Blanchard (Geography)

Our Squirrels Will Have Elephant Ears: Indigenous Perspectives on Climate Change in the South Central United States

As climate change impacts areas around the world Indigenous communities are being impacted disproportionately. In the US a number of tribes are in differing levels of response and adaptation. In the south central U.S. there has been little research done and this study attempts to fill that gap and looks at how Native Americans in the SC region are identifying climate change. Through a series of workshops that collaborated with the South-Central Climate Science Center (SC-CSC) and other agencies to facilitate discussions with Native participants on their perspectives of climate change and variability, a space was created for indigenous peoples to communicate their stories of place in their own words in relation to climate change. Participants identified not only climate change mechanics but also the impacts that come from these and also shared varying levels of adaptation and preparedness.

Becca Magario (Special Education)

Technology in Special Education: A Social Construct

Technology has been integrated in special education research for a long time. Nowadays, technology is considered as ubiquitous in people’s lives and school settings and has been vastly used; however, there are few studies that have considered individuals with disabilities. The majority of research in technology in special education is lacking a solid metatheoretical framework that would allow for a stronger discourse, which would result in innovation that benefits individuals with disabilities. The purpose of this study is to examine the theoretical basis of research in technology for special education. Also, this study intends to define research in technology as a “wicked problem” by examining the theories that special education research has utilized as lenses to develop new technologies and innovations.
Culture and the Female Body

Rana Esfandiary (Theatre)

Untitled

The video Untitled attempts to verbalize some of the unspeakable truths about a generation cast out by the power structure in a society like Iran. The video’s narrative is instantaneous and is filmed in a single long take (uninterrupted shot), starting in the daylight and ending in total darkness. During the editing process the performer’s voice is gradually muted and subtitles, although censored as well, are offered as the only way for the audience to interact with the video. As a Middle Eastern immigrant, who created the video in my hometown of Iran, and transferred it to the United States, I will explore the possibility of analyzing Iranian culture through the representation of the female body in a visual production. Also, the video Untitled attempts to create an unofficial history for those who do not officially exist within the borders of their own country. As Bavand Behpoor, artist and art theorist based in Munich, asserts, “the governmental system in Iran has a tendency to dissect thoughts and tears apart expressions not only by removing words or images through their abundance, but also by destroying their reference points.”

Natasha Bharj (Social Psychology)

Cultural Presence/Cultural Absence: Rape Stigma in Marginalized Communities and Service Provision

Popular media frequently covers the treatment of rape victims within other cultural or ethnic groups, a recent example being the attention given to Indian rape cases by American and European media. Psychologists have empirically investigated ethnic differences in attitudes towards rape, and attitudes towards rape victims of different backgrounds; yet, there has not been a comprehensive analysis of how people perceive the treatment of rape victims within other cultures. Are survivors from particular ethnic or cultural backgrounds seen to be doubly victimized by stigma and blame in their community? This project draws upon previous research that demonstrates how cultural assumptions act as barriers that limit minoritized women’s access to domestic violence services. In this oral presentation I will present some preliminary qualitative data, exploring perceptions of stigmatizing attitudes towards rape in different ethnic communities. This forms part of a larger project that investigates whether cultural assumptions about the treatment of rape in different groups impacts women’s access to resources.

Cultural Preservation

Paulette Blanchard (Geography)

Listening for the Rain: Indigenous Perspectives on Climate Change

Listening for the Rain starts a pluricultural conversation in which some Indigenous people who live in the central United States of America discuss their observations and understandings of, as well as responses to, climate change and variability. A team of Native and non-Native researchers and media artists worked together to document these stories. Not only does Listening for the Rain illustrate some of the environmental transformations distinguishing diverse Tribal landscapes, but the video also suggests some of the proactive solutions and ideas for addressing these issues that are currently being undertaken in Indian Country.

Vaisali Krishnakumar (Architecture)

The Muslim Settlement of Kuttichira, Kerala, India: Significance and Ways of Protecting Its Heritage

Cultural exchanges have been an inevitable part of history of humanity, playing a pivotal role in shaping global culture and values. Kuttichira, a Muslim settlement on the Konkan coast of South India, stands testimony to one such cultural amalgamation of two different cultures - Arabs traders and local Hindu Nairs communities, which is manifested in both tangible and intangible forms within the settlement. The cultural modifications seen in the social life, traditions, language and architecture of this settlement make Kuttichira and its inhabitants unique from any other Muslim settlements in India. Historically a part of the port city of Calicut, the architecture of Kuttichira is a rare expression of the Islamic culture brought in by the Arab trading community and built with the expertise of native craftsmen. The self-sustained settlement has residences, commercial facilities, and mosques dating back to over 200-300 years. Recent change in socio-economic status, poor maintenance and restoration, and partial or complete abandonment of the majority of the structures, is affecting its architectural heritage severely. Immediate action is mandatory to preserve the authenticity and integrity of Kuttichira before it disappears. This paper presentation highlights the significance of Kuttichira’s heritage, the key issues that threatens its existence at regional, settlement, and building levels. The data were gathered through archival research, literature review, field survey, documentation, and community survey. In future, preservation guidelines should be implemented to focus on conserving the architectural character of the settlement; monitoring new development, protecting historic precincts; and, involving the community in strategy development.
**Cultural Preservation**

**Paulette Blanchard (Geography)**

*Listening for the Rain: Indigenous Perspectives on Climate Change*

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**Families Navigating Dis/Ability**

**Julie Broski (Theraputic Sciences)**

*Parents Who Wait for a Developmental Diagnosis Discover New Landscape in their Own Lives*

As parents become aware that their child is not developing as they expected, and while they await a diagnosis that might lead them to a better understanding of their child, an unanticipated transition often begins -- from being a parent to becoming a parent of a child with a developmental disability. Previous research on parents’ experiences while they wait for a developmental diagnosis emphasizes negative aspects of parent liminality including stress, uncertainty and anxiety. We propose a theory that examines parent liminality from a strengths-based perspective that includes parental awareness, change in mental geography and transformation.

“Mental geography” is a metaphor that refers to how individuals understand and navigate their lives. These mental landscapes are the cognitive maps with which individuals navigate. This oral presentation will focus on research and theory that provides a strengths-based approach to explore families’ experiences while they wait for a developmental diagnosis for their child. The parent experiencing the liminality of not knowing what the future holds for their child often discovers unexpected features to their own mental landscape: transformational insights about their evolving identity and sense of belonging.

**Zhe (Gigi) An (Special Education)**

*Practice Based Coaching with Parents of Young Children with Challenging Behaviors*

Practice-based coaching (PBC) is an evidence-based practice (EBP) to support teachers’ use of effective teaching practices that lead to positive outcomes for children. It has three major components including shared goals and action planning, focused observations, and reflection and feedback. Though PBC has been effectively applied to teachers’ use of effective teaching practices, no empirical study has used PBC to support parent-implemented interventions. However, since PBC occurs within the context of a collaborative partnership, it has a potential to strengthen family-practitioner collaboration, facilitate family-practitioner communication, and build family capacity. This presentation proposes a framework for using PBC to support family-centered or parent-implemented interventions. Recommendations to research and practice will be given based on the framework, results of a literature review, and coaching examples.
Facilitators & Barriers to Participation Across Contexts

Hatice Uyanik (Special Education)

Conceptualization of a New Approach on Vocational Education for Students with Autism in Turkey

The purpose of this study is to develop a vocational education curriculum approach and framework for adolescents and young adults with autism spectrum disorders (ASD) between the ages of 15 and 25 in Turkey. By this aim, this study focuses on following sub-objectives: (a) presenting a new framework for scaffolding vocational education curriculum for individuals with autism to meet their expectations and unique needs and to increase their presence in their transition process from school to adulthood, (b) introducing a new design for carrying special education from a medical model to a social model of disability in its policy and practices in Turkey, (c) shifting Turkish society’s perspective on disability from a charity approach to an equal-rights-approach to recognize and accept the existence of individuals with disabilities in society.

This study aims to discuss innovative methodological approaches in order to modify existing policy and practices of relevant inquiry. Thus, this study uses relevant research and policy papers as data sources to situate a new conceptual framework based on Kohler’s Taxonomy for Transition Planning, Causal Agency Theory (reconceptualized of Functional Model of Self-Determination), and Universal Design for Learning (UDL).

Noor Ismael (Theraputic Sciences)

The Relationship between Children’s Sensory Processing Patterns and Their Participation in Leisure Activities

Children’s sensory processing patterns may be associated with their preferences for different activities, but knowledge about how different sensory processing patterns may affect children’s participation in leisure activities is scarce. This study aimed to examine what leisure activities are preferred by children with extreme sensory processing patterns, and if there are relationships between children’s sensory processing patterns and leisure participation patterns. This was a Correlational study that analyzed data from children’s Sensory Profiles and reported play and leisure preferences. Children with sensory processing preferences in each of the four quadrants preferred both similar and distinct activities. Results show that children’s sensory preferences are related to leisure preferences and participation. Future research should further examine sensory preferences and leisure of children and adolescents.

Interpersonal Identity Conflict

Nader Hakim (Psychology)

White without Privilege: Arab Americans Pushing the Boundaries of Ethnic Identity

A U.S. census form defines white racial identity as including people with origins in “Europe, the Middle East, and North Africa.” Most people can confirm the disparate histories, geographies, and cultural ways, among other qualities, that can describe the peoples subsumed under this category. And to a race- and ethnicity-conscious Arab American, this can feel like a convenience in its most benign sense and an assault on the potential to self-identify in its most oppressive sense. What does it mean to engage with a cultural product like a demographic form, and how can this question inform a dialogue about belonging and acknowledgment in America? This presentation begins with active participation in this everyday task of identification and then discussion exploring its meaning. I will briefly introduce the history of this practice, and how it can be a site of political contention for unacknowledged groups, specifically Arab Americans. I will share anecdotes from my personal experience (how I used to identify as Asian when I was younger because that’s technically the continent my family is from, and how I identify as “Other” now) as well data from a large-scale study of Arab Americans, results from which offer evidence that people filling out these forms are not passively accepting the categorization but rather taking action to achieve a symbolic form of respect. This specific example of an ethnic group navigating the borders of identity in America can, I hope, spark thinking about what it means to grow up in multiethnic America.

Reem Al-Samiri (Curriculum & Teaching)

My Identity as a Double Outsider and Double Insider

In an oral presentation or monologue, I would like to discuss how borders are very limiting in my situation as a half-Saudi and half-American. The concept of borders infer that I should be one side border or the other; not both. However, being multicultural/multietnic/multilingual, my identity intersects these borders and boundaries. In fact, for a long time I did not understand that these borders exist until social perceptions made it clear that I do not fit in with the the description of belonging side of the border. That is why I identify as a “double outsider” and a “double insider.” As a double insider, I am part of, identify with, and participate in two very different cultures. On the other hand, as a double outsider, because of my physical appearance, I am perceived as different and I am very often “othered.” I will discuss how even the simplest comments and complements can be a subtle way of implying that I do not belong and have, therefore, contributed to my “othering.”
The Films

THE YEAR WE THOUGHT ABOUT LOVE

A documentary film which celebrates the powerful work of a Boston LGBTQ troupe, True Colors: OUT Youth Theater, as they write a play about love. The troupe transforms their struggles into performance for social change. With humor, directness, and attitude, the troupe captivates audiences surprised to hear such stories in school settings.

MODERATORS: RIC AVERILL, ELLIOT DECOSTA

WOLF FILM SHOWCASE

A series of locally-produced short films curated by Women of Lawrence Film. Shorts include:

Tipping Point
by Megan Flynn

Politically Correct
by Savannah Rodgers

The Dress
by April Berryman

House Mother
by Patrick Rea

Girls Rock Lawrence
by stormdoorproductions
(Christie Scanlin Dobson & Kalee Forsythe)

MODERATORS: CHRISTIE SCANLIN DOBSON, MISTI OSBERN

FOOD CHAINS

This film follows a group of tomato pickers from Southern Florida – the Coalition of Immokalee Workers or CIW – who are revolutionizing farm labor. Their story is one of hope and promise for the triumph of morality over corporate greed – to ensure a dignified life for farm workers and a more humane, transparent food chain.

MODERATORS: MARIO GONZALES, SALLY SANKO-BROWN

VECTORS OF AUTISM

Laura Nagle is a 57-year old woman who has much to say about autism and the influence autism has had on her life. Through her life experiences, Laura explains the struggles faced by those who think and experience the world differently, but she also encourages the examination of individual strengths and how a shift in perspective might better support those living on the autism spectrum.

DISABILITY STUDIES PANEL: DR. RAY PENCE, KATIE VAGGALIS, AND IVERY GOLDSTEIN
LANDFILL HARMONIC
The Recycled Orchestra of Cateura is a Paraguayan musical youth group of kids that live next to one of South America’s largest landfills. This unlikely orchestra plays music from instruments made entirely out of garbage. When their story goes viral, the orchestra is catapulted into the global spotlight. With the guidance of their music director, they must navigate this new world of arenas and sold out concerts. When a natural disaster devastates their community, the orchestra provides a source of hope for the town.

MODERATOR: MARACI AUBEL

MY PRAIRIE HOME
In this documentary-musical, indie singer Rae Spoon takes us on a playful, meditative and at times melancholic journey. Set against majestic images of the infinite expanses of the Canadian Prairies, the film features Spoon crooning about their queer and musical coming of age. Interviews, performances and music sequences reveal Spoon’s inspiring process of building a life of their own, as a trans person and as a musician.

MODERATOR: STEPHANIE MOTT

SALAM NEIGHBOR
Salam (Hello) Neighbor is a film and campaign to connect the world to refugees. Two Americans deliberately head to the edge of war, just seven miles from the Syrian border, to live among 80,000 uprooted refugees in Jordan’s Za’atari refugee camp. From meeting Um Ali, a woman struggling to overcome personal loss and cultural barriers, to the street smart, 10-year-old Raouf, whose trauma hides just beneath his ever present smile, Zach and Chris uncover inspiring stories of individuals rallying, against all odds, to rebuild their lives and those of their neighbors.

MODERATOR: DAVID RUHLEN

WHERE SOLDIERS COME FROM
This film follows a group of young men as they grow and change from reckless teenagers, to soldiers looking for roadside bombs in Afghanistan, to 23-year-old veterans dealing with the silent war wounds of Traumatic Brain Injury (TBI) and PTSD.

MODERATOR: DR. COLLEEN KAGAN

3 ½ MINUTES, TEN BULLETS
On November 23, 2012, Michael Dunn, a middle-aged white man, shot and killed black 17-year-old Jordan Russell Davis at a gas station in Jacksonville, Florida because Davis and his friends were playing loud music. This film focuses on Davis’ life before and during the attack, and how Florida’s controversial Stand Your Ground self-defense law played into Dunn’s subsequent murder trial.

MODERATOR: DR. CLARENCE LANG

HIGH TECH, LOW LIFE
This film follows the journey of two of China’s first citizen reporters as they travel the country – chronicling underreported news and social issues stories. Armed with laptops, cell phones, and digital cameras they develop skills as independent one-man news stations while learning to navigate China’s evolving censorship regulations and avoiding the risk of political persecution.

MODERATOR: DR. HONG T. VU

WADJDA
Wadjda is a 10-year-old girl living in a suburb of Riyadh, the capital of Saudi Arabia. Although she lives in a conservative world, Wadjda is entrepreneurial and always pushing the boundaries of what she can get away with. After a fight with her friend Abdullah, a neighborhood boy she shouldn’t be playing with, Wadjda sees a beautiful green bicycle for sale. She wants the bicycle desperatel so that she can beat Abdullah in a race. But Wadjda’s mother won’t allow it, fearing repercussions from a society that sees bicycles as dangerous to a girl’s virtue. So Wadjda decides to try and raise the money herself.

MODERATORS: REEM AL-SAMIRI, KAITLYN PREUT

ELEANOR’S SECRET
Nat loved reading storybooks with his Aunt Eleanor, but feels frustrated when he tries to read the books himself. So when his aunt leaves him the keys to her attic library as a gift, Nat is disappointed – until he learns it is a magic library where all the characters from children’s books come alive. Nat must find a way read an ancient spell in order to set his imagination free, and keep the characters alive for future generations.

MODERATOR: ASHLEY ESTRADA
Research Conference Schedule: at a Glance
Friday, March 4th

12:45 PM–1:00 PM
Registration (Posters) — The Commons at KU

1:00 PM–2:00 PM
Poster Session — The Commons at KU

1:30 PM–3:30 PM
Registration (Oral Presentations —Both Sessions)

2:15 PM–3:15 PM
BREAKOUT SESSION ONE

Multimedia Pursuits of Justice
FACULTY DISCUSSANTS: DR. JAMES MORENO, DR. TOM SKRTIC, ROOM: DIVINE NINE


Considering Diversity in Communication & Technology
FACULTY DISCUSSANTS: DR. JORDAN BASS, ROOM: ACOVE F

Outside the Corporate Palace: Using Subculture Theory to Create Better Employee Communications Presenter: Tara Saylor Litzenberger | How Do Studies on the K-12 Digital Divide Account for Culture, Identity, and Marginalized Groups? Presenter: Kavita Indar

Constructing and Enacting Teacher Identity
FACULTY DISCUSSANTS: DR. CHANGMING DUAN, DR. DEB PERBECK, ROOM: ACOVE D

Becoming a Teacher: Building Teacher Identity during Preservice Practicum Presenter: Iris Yu | Unraveling the Complexities of Teacher Decision-Making Presenter: Molly Stuty

Intersections Across Literacies
FACULTY DISCUSSANTS: DR. BARBARA BRADLEY, DR. NEAL KINGSTON, DR. HEIDI HALLMAN, ROOM: CURRY

Effective Writing Strategies Used by Teachers of Students with Emotional Behavioral Disorders Presenter: Kristin Dunlap | A Meta-Analysis on Effectiveness of Automated Writing Evaluation on the Quality of Student’s Writing Presenter: Qianquian Pan

Navigating Cultural Identities
FACULTY DISCUSSANTS: DR. JESSICA HARRIS, DR. EVAN DEAN, DR. BRENT METZ, ROOM: CURRY

Waróxi Presenter: Sydney Pursel | Identity Formation in African and the West in the New Diaspora Presenter: Berlin Elgin

Affordances & Constraints of Present-Day Society
FACULTY DISCUSSANTS: DR. MARLESA RONEY, DR. ANNE Dunning, DR. WARD LYLES, ROOM: CURRY

Our Squirrels Will Have Elephant Ears: Indigenous Perspectives on Climate Change in the South Central United States Presenter: Paulette Blanchard | Technology in Special Education: A Social Construct Presenter: Becca Magario

3:30 PM–4:30 PM
BREAKOUT SESSION TWO

Culture and the Female Body
FACULTY DISCUSSANTS: DR. JESSICA HARRIS, DR. ANNE WILLIFORD, ROOM: DIVINE NINE

Untitled Presenter: Rana Esfandian | Cultural Presence/Cultural Absence: Rape Stigma in Marginalized Communities and Service Provision Presenter: Natasha Bharj

Cultural Preservation
FACULTY DISCUSSANTS: DR. MARLESA RONEY, DR. WARD LYLES, ROOM: GOVERNORS


Families Navigating Dis/Ability
FACULTY DISCUSSANTS: DR. EVA HORN, DR. CHRIS PETR, ROOM: ACOVE D

Parents Who Wait for a Developmental Diagnosis Discover New Landscape in their Own Lives Presenter: Julie Broski | Practice Based Coaching with Parents of Young Children with Challenging Behaviors Presenter: Zhe (Gigi) An

Facilitators & Barriers to Participation Across Contexts
FACULTY DISCUSSANTS: DR. ANNE DUNNING, DR. BARBARA BRADLEY, DR. NEAL KINGSTON, ROOM: ACOVE F

Conceptualization of a New Approach on Vocational Education for Students with Autism in Turkey Presenter: Hatice Uyanik | The Relationship between Children’s Sensory Processing Patterns and Their Participation in Leisure Activities Presenter: Noor Ismael

Interpersonal Identity Conflict
FACULTY DISCUSSANTS: DR. MEAGAN PATTERSON, DR. DEB PERBECK, ROOM: CURRY

White without Privilege: Arab Americans Pushing the Boundaries of Ethnic Identity Presenter: Nader Hakim | My Identity as a Double Outsider and Double Insider Presenter: Reem Al-Samiri

4:45 PM–5:00 PM
Networking and Desserts — The Commons at KU

5:00 PM–6:00 PM
Keynote Address: Dr. Valerie Kinloch — The Commons at KU
# Film Screenings Schedule: at a Glance

## Friday, March 4th

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<th>Time</th>
<th>Film Title</th>
<th>Location</th>
<th>Moderators</th>
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<tr>
<td>6:45 PM – 8:30 PM</td>
<td>The Year We Thought About Love</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>Ric Averill, Elliot DeCosta</td>
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<td>9:00 PM – 10:30 PM</td>
<td>WOLF Film Showcase</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>Christie Scanlin Dobson, Misti Osbern</td>
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## Saturday, March 5th

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<th>Time</th>
<th>Film Title</th>
<th>Location</th>
<th>Moderators</th>
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<tbody>
<tr>
<td>10:15 PM – 12:15 PM</td>
<td>Food Chains</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>Mario Gonzalez, Sally Sanko-Brown</td>
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<tr>
<td>12:00 PM – 1:30 PM</td>
<td>Vectors of Autism</td>
<td>KU UNION – JAYHAWK ROOM (LEVEL 5)</td>
<td>Dr. Ray Pence, Katie Vaggalis, and Ivery Goldstein</td>
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<tr>
<td>12:45 PM – 2:45 PM</td>
<td>Landfill Harmonic</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>Maraci Aubel</td>
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<td>3:15 PM – 5:15 PM</td>
<td>Salam Neighbor</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>David Ruhlen</td>
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<td>5:45 PM – 7:30 PM</td>
<td>My Prairie Home</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>Stephanie Mott</td>
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<td>8:00 PM – 10:00 PM</td>
<td>3 ½ Minutes, Ten Bullets</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>Dr. Clarence Lang</td>
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## Sunday, March 6th

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<th>Time</th>
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<tr>
<td>11:00 AM – 1:00 PM</td>
<td>Where Soldiers Come From</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>Dr. Colleen Kagan</td>
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<td>12:00 PM – 2:00 PM</td>
<td>High Tech, Low Life</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>Dr. Hong T. Vu</td>
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<td>1:30 PM – 4:00 PM</td>
<td>Wadja</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>Reem Al-Samiri, Kaitlyn Preut</td>
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<td>4:30 PM – 6:30 PM</td>
<td>Eleanor’s Secret</td>
<td>LAWRENCE PUBLIC LIBRARY AUDITORIUM</td>
<td>Ashley Estrada</td>
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<td>Programs for Children (ages 5–11)</td>
<td>Programs for Teens (ages 12–18)</td>
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<td>1PM Drama Games Workshop, Facilitated by Women of Lawrence Film 1:00 PM–2:00 PM</td>
<td>1PM Film Screening: Landfill Harmonic 12:45 PM–2:45 PM</td>
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Film Screening: Eleanor’s Secret 4:30 PM–6:30 PM

Youth-Community Justice Conversations, Facilitated by Lawrence Queer Youth Voice & Sunrise Project 4:30 PM–5:30 PM
Thank you to the 2015-2016 KU Inclusion & Social Justice (ISJ) Leadership Team:

Molly Siuty, Chair  
Hailey Love, Chair-Elect & See/Saw Festival Co-Chair  
Maggie Beneke, See/Saw Festival Co-Chair  
Amanda Miller, See/Saw Festival Co-Chair  
Eric Common, Treasurer  
Zhe (Gigi) An, Treasurer-Elect  
Becca Magario, Social Media and Outreach Coordinator  
Hatice Uyanik, Program Implementation Coordinator  

The See/Saw Festival Planning Committee:

Maggie Beneke (Co-Chair)  
Hailey Love (Co-Chair)  
Amanda Miller (Co-Chair)  
Jun Ai (AJ)  
Ahmed Alanazi  
Mike Bannen  
Katey Burke  
Gina Sandi Diaz  
Thomas Dirth  
Kristin Dunlap  
Mayumi Hagiwara  
Christine Hancock  
Goldie Pappan  

See/Saw would not be possible without assistance from the following organizations, departments, and centers. These partners have been pivotal in donating time, energy, wisdom, and funds to the festival. Thank you!

Kansas Humanities Council (KHC), University of Kansas School of Education, University of Kansas Department of Special Education, Dean Rick Ginsburg, University of Kansas Student Senate, Lawrence Public Library, KU Office of Diversity & Equity, KU Center for East Asian Studies, KU Global & International Studies, KU Department of African & African American Studies, KU Department of American Studies, KU Ermal Garinger Academic Resource Center, Lawrence Public Library, The Commons-KU, American Civil Liberties Union of Kansas (ACLU), Sunrise Project, Lawrence High School’s Total Equality Alliance, Lawrence High School’s Young Feminist Club, Lawrence High School’s HALO Club, Peace Mennonite Church, Families Together, Inc., Lawrence Fruit Tree Project, Willow Domestic Violence Center, The Merc Co-op, Women of Lawrence Film, Douglas County CASA, Lawrence Queer Youth Voice, The Villages, Inc., Sun Cedar, The STA Care Center, KU Able Hawks & Allies, KU Center for Sustainability, SOE International Graduate Students Organization, Believe Autism Matters, KU Fights Hunger, KU Paraguayan Student Association The Boys & Girls Club of Lawrence, Oread Friends Meeting, Johnny’s Tavern, The Scone Lady, Billy Vanilly, Hot Box Cookies