

Conference on Critical Pedagogy and Paulo Freire

Presentation Schedule

Thursday 10/18/2018

SESSION ONE	
	PANEL 1 (Room 203)
<p>10:45 am to 12:00 pm Room 203</p>	<p>CAN YOU PURSUE CRITICAL CONSCIOUSNESS ON THE TENURE TRACK? HOW TO ENGAGE IN HUMANIZING PRAXIS WITHIN THE NEOLIBERAL UNIVERSITY</p> <p>Rolf Straubhaar, Texas State University Miguel Guajardo, Texas State University Sascha Betts, Texas State University Hakim Mohandas Amani Williams, Getusburg College Sara Torres, Texas State University</p> <p>Many Freirean educators find themselves teaching and working in university settings. The focus of this session is sharing insights from university-based Freireans at various points in their careers, coming from varied life experiences and positionalities, on how to best maintain a humanizing praxis in such settings.</p>
	PANEL 2 (Room 205)
<p>10:45 am to 12:00 pm Room 205</p>	<p>THE BELOVED COMMUNITY AND UTOPIA: THE VISIONS OF HOPE OF MARTIN LUTHER KING, JR AND PAULO FREIRE</p> <p>Drick Boyd, Urban Studies Program - Eastern University</p> <p>The purpose of this paper is to compare and contrast their respective visions of hope, which for King was articulated vision of the Beloved Community and for Freire in his concept of Utopia, and the continuing influence both visions have on social justice work today.</p> <hr/> <p>A LONG HAUL: THE HISTORIC ORIGINS OF PAULO FREIRE AND MYLES HORTON'S WE MAKE THE ROAD BY WALKING</p> <p>Jon N. Hale, University of South Carolina</p> <p>This paper examines the activism and educational philosophy of Myles Horton and the history of the Highlander Folk School, and their connections to the black freedom struggle, as an antecedent to Paulo Freire's acceptance in the rural American South and their celebrated collaborative project, We Make the Road by Walking.</p>

<p>10:45 am to 12:00 pm Room 205</p>	<p>Cont. Panel 2 (Room 205)</p> <p>WALKING A ROAD OUT OF GLASS CEILINGS: WOMEN AND THE POLITICS OF PEDAGOGY IN THE 20TH CENTURY Aaron Colston, Duke University</p> <p>Although Paulo Freire and Myles Horton “talked” the book We Make the Road by Walking, it was their dialogues with women which were essential during their careers. Beyond these women’s work as reformers, educators, translators and activists in their own right, this paper examines their dialogue and debate which made possible the critical pedagogy of Paulo Freire and Myles Horton. From this perspective, the paper reflects on how gender shapes educational theory and practice as a social and political intervention.</p>
<p>10:45am to 12:00 pm Room 303</p>	<p>FREIRE’S THEORIES AND COSMOPOLITANISM: EXPLORING FUNDS OF KNOWLEDGE IN IMMIGRANT FAMILIES Catherine Compton-Lilly, University of South Carolina</p> <p>This presentation explores a powerful resonance between recent discussions of transnationalism/cosmopolitanism and Freire’s Critical Literacy. We explore funds of knowledge that result from transnational and often digital literacy experiences of children in immigrant families and the long-term humanizing effects these experiences have on children as they move into high school.</p> <hr/> <p>WALKING WITH FREIRE: EXPLORING THE ONTO-EPISTEMOLOGICAL DIMENSIONS OF CRITICAL PEDAGOGY Tricia M Kress, Molloy College Robert Lake, Georgia Southern University</p> <p>This presentation will explore the ontological dimensions of Paulo Freire's philosophy of democratic education by examining Freire's autobiographical writings published after Pedagogy of the Oppressed. The authors use wayfinding and posthumanism to bring critical pedagogy "to the ground" by highlighting context, materiality and the role of the body in Freire's praxis.</p>
	<p>ROUNDTABLE 1 - BALLROOM</p>
<p>10:45am to 12:00 pm Ballroom</p>	<p>THE COMMUNITY AS A TEACHER EDUCATOR: PREPARING CRITICALLY CONSCIOUS TEACHER CANDIDATES Kaitlin Elizabeth Popielarz, Wayne State University</p> <p>This session will explore the use of critical pedagogy within community-based teacher preparation, which can support future educators to teach in similar ways in their own classrooms. Witness how intergenerational partnerships between the local community and teacher preparation become a method to work toward loving and courageous education for liberation.</p>

Cont. ROUNDTABLE 1 - BALLROOM

MULTICULTURAL EDUCATION IN THE MIDDLE AND HIGH SCHOOL ENGLISH CLASSROOM

Rebecca Ann Hamilton, Suncoast High School, Riviera Beach, FL

Using Banks, Gibson, Nieto, Sleeter & Grant as a theoretical framework for the three levels of multicultural education (MCE), I look at MCE in the English classroom. The initial focus is on democracy in the classroom, suggested by Ira Shor, as influenced by Paulo Freire.

CRITICAL PEDAGOGY IN PRIVATE SCHOOLS: A NECESSARY PARADOX

Susannah Livingston, Global Center for Advanced Studies, New York, NY

This presentation discusses the need for critical pedagogy in American private schools. The majority of private school teachers identify the primary purpose of education as empowering students to make a more just and equitable society but see private schools as unsuccessful in this goal. Private critical education is the solution.

**10:45am
to
12:00 pm
Ballroom**

TRAILER PARK KIDS: SOCIAL ISOLATION AND CURRICULUM ALIENATION IN AN AFFLUENT SUBURBAN MIDDLE SCHOOL

Jeanne Marie VanLaan, Wayne State University

With over 8.6 million people residing in trailer parks in the United States a need exists to examine experiences of school children withstanding the stigma of their residence. Themes of alienation, adhesion and false consciousness surfaced through an ethnographic study of trailer park kids in an affluent suburban middle school.

AGAINST THE SCANDAL: ITINERANT CURRICULUM THEORY AS SUBALTERN MOMENTUM

João Manelau Paraskeva J Menelau Paraskeva, UMass Dartmouth

The paper dissects modernity as a colonial zone, creating an ‘abyssal thinking’, an eugenic system of visible and invisible distinctions that legitimizes the visible, i.e. ‘this side of the line’ and produces ‘the other side of the line’ as ‘non-existent’. In so doing, the paper dialogues with Freirean impulses and urges the need to decolonize leading Modern Western Eurocentric counter hegemonic traditions such as Marxism.

ROUNDTABLE 2 - BALLROOM

IF THESE WALLS COULD TALK: CRITICAL PEDAGOGY AND DIALOGIC METHODS IN AMERICAN CORRECTIONAL CENTERS

Gregory Bruno, Teachers College, Columbia University

Paying particular attention to Paulo Freire’s notion of teaching as “situated politics,” this paper explores the ethical implications and political responsibilities of critical pedagogy and dialogic methods in the context of jails and prisons.

**10:45am
to
12:00 pm
Ballroom**

EDUCATION AS AN ACT OF LOVE: A CO-CREATED POSSIBILITY

Patricia O'Rourke, University of Connecticut

Freire’s words, “Love is at the same time the foundation of dialogue and dialogue itself,” leave no doubt that to engage in liberatory pedagogy is to engage lovingly with the world. Given that we exist in a patriarchal, capitalist society designed to work against loving relationships, how do we begin?

	Cont. ROUNDTABLE 2 - BALLROOM
10:45am to 12:00 pm Ballroom	FROM HOPELESS TO “SENTIPENSANTES”: CRITICAL PEDAGOGY AND SOCIAL ENGAGEMENT OF DISCONNECTED URBAN YOUTH Eric Macias, SUNY at Albany Urban Youth and critical pedagogy for socio-political engagement.
	NAMING THE WORLD: STUDENT EXPLORATIONS OF ISSUES AND EVENTS Lucy K. Spence, University of South Carolina This presentation will explore how middle and high school students go about naming their world when provided the opportunity to do so in English language arts instruction in primarily African American classrooms in the southeastern US.
	GEZI REVOLT, NEW LANGUAGE OF RESISTING AND CRITICAL PEDAGOGY Ilhan Kucukaydin, Penn State Harrisburg This article critically looks at the role of the political satire and humor used in Gezi revolt in Istanbul, Turkey in 2013 and its relation to critical pedagogy. This satire and humor were one of the most powerful catalysts for struggle and resistance of Gezi. Herbert Marcuse’s socio-philosophical theory and Freirian critical pedagogy are utilized as a theoretical framework.
	ROUNDTABLE 3 - BALLROOM
10:45am to 12:00 pm Ballroom	SITUATING LEADERSHIP AND SOCIAL JUSTICE IN THE NEOLIBERAL ERA: PERILS AND POSSIBILITIES Gregory Tewksbury, NYC Leadership Academy This paper interrogates the connections between leadership and social justice in the neoliberal era. I critique three approaches: audit culture, the business model of leadership; the adaptive leadership model, a mainstream management paradigm; and social justice participatory leadership. Freire's pedagogy of critical consciousness is developed as an intersectional bridge.
	INCORPORATING FREIRE’S CRITICAL PEDAGOGY WHEN TEACHING FIRST GENERATION/ LOW INCOME COLLEGE STUDENTS Florencia V Cornet, University of South Carolina Incorporating Freire’s Critical Pedagogy when Teaching First Generation/ Low Income College Students.
	INDIGENOUS SOCIAL JUSTICE PEDAGOGY: HONORING INDIGENOUS TEACHER IDENTITIES Valerie Shirley, University of Arizona Indigenous social justice pedagogy (ISJP) is a framework for rethinking the process of schooling for Indigenous students. This paper will discuss how ISJP contributes to and influences the development of an Indigenous teacher identity in an Indigenous teacher education program.
10:45am to 12:00 pm Ballroom	ENGAGING COLLEGE STUDENTS ‘SCHOOLED’ IN A STANDARDIZED, ANTI-INTELLECTUAL K-12 EDUCATION SYSTEM Kate E. O’Hara, New York Institute of Technology This presentation addresses the neoliberal push to anti-intellectualize the teaching profession and the student experience through standardization in higher education. Working within a Freirean framework, by critical examination of prevailing conceptions and misconceptions, feasible solutions will emerge for both teachers and students to engage in professional, autonomous, activist identities within power laden constraints.

	Cont. ROUNDTABLE 3 - BALLROOM
10:45am to 12:00 pm Ballroom	<p>SOFTWARE OF THE OPPRESSED: A DIALOGIC APPROACH TO TEACHING CRITICAL TECHNOLOGICAL CONSCIOUSNESS</p> <p>Erin Rose Glass, UC San Diego</p> <p>In this paper, I will describe how Paulo Freire’s critical pedagogy provides a useful framework for theorizing, resisting, and transforming the oppressive digital technologies and practices of surveillance capitalism specifically from the position of the classroom and higher education.</p>
	ROUNDTABLE 4 - BALLROOM
10:45am to 12:00 pm Ballroom	<p>BETWEEN CRITICAL THINKING AND CRITICAL CONSCIOUSNESS: PURPOSE, EDUCATION, AND AGENCY TOWARDS SIGNIFICANCE</p> <p>David Scott McCurry, University of South Carolina Upstate</p> <p>Doing critical pedagogy in the context of higher education: This paper will present ideas related to consolidating current practices such as service learning, community-based education, and promotion of critical thinking into strategic foundations for higher education as an institutional agent of advancing democratic reforms and solving critical social problems.</p>
	<p>TEACHER MINDFULNESS FOR LIBERATION AND TRANSFORMATION</p> <p>Amy E Laboe, University of Virginia</p> <p>This paper argues that teacher mindfulness can go beyond interventions that support stress relief or well-being and become an act of agency in a constricted profession. As a self-initiated shift to an inner/outer attention, mindfulness creates a more liberated self, freer from the educational culture of performativity, and on a path towards transformation.</p>
	<p>DIRECTIVITY: FINDING THE BALANCE IN THE CRITICAL PEDAGOGY CLASSROOM</p> <p>AJ J Tierney, Oklahoma State University</p> <p>Paulo Freire advocated for teacher authority that encouraged dialogue and an inclusion of students’ lived realities. He also recognized the necessity of directives in a classroom. How do educators find the balance between directives that guide and honor students’ lives and ones that perpetuate oppression?</p>
	<p>CRITICAL INDIGENOUS PEDAGOGY: TRANSFORMATIVE CURRICULUM AND PRAXIS FOR INDIGENOUS COMMUNITIES</p> <p>Jeremy Garcia, University of Arizona</p> <p>Critical Indigenous pedagogy provides a transformative pathway for Indigenous youth, educators, and communities to engage notions of decolonization that lead to sustaining Indigenous communities. This paper focuses on critical reflections and dialogues with Hopi educators in the process of indigenizing curriculum that promotes Hopi knowledge and values.</p>
	<p>DEVELOPING PERSPECTIVE: VISIONING, VOICES AND MODELS EMERGING FROM DEVELOPING WORLD SETTINGS</p> <p>Bonnie B Mullinix, Walden University & Jacaranda Educational Development, LLC</p> <p>As Freire wrote and lived, a responsibility of development scholar-practitioners is to listen and promote dialogue so that our work is collectively built on a variety of perspectives that ensure impact. This session shares a variety of models emerging directly from developing world contexts, incorporating such grounded vision and voice.</p>

ROUNDTABLE 5 - BALLROOM**MUSICKING CRITICALITY: RE-ENVISIONING CRITICAL PEDAGOGY FOR MUSIC EDUCATION****Juliet Hess, Michigan State University**

In this political moment, given the resurgence of White nationalist movements internationally, I argue that Freirian critical pedagogy proves useful for music education. To actualize critical pedagogy for music education, I look to perspectives of 20 activist-musicians to consider how school music education may facilitate critical thinking and activism.

CRITICAL PEDAGOGY IN PRAXIS: A CASE STUDY IN FIRST-YEAR COMPOSITION**James Robert Blais, University of West Florida**

A graduate student teaching first-year composition at the University of West Florida reflects on his efforts to develop a critical pedagogical praxis within the boundaries of the composition program.

LIVING IN THE CONTRADICTIONS: LGBQ EDUCATORS & SOCIALLY JUST PEDAGOGY**Dena M Lagomarsino, Tulane University**

How do educators who openly identify as both LGBQ and practitioners of critical pedagogy act as bridges for marginalized students in socially just classroom communities? This session draws on the school-related experiences of eight LGBQ educators to consider how education can be used to combat social reproduction and hegemony today.

NEGOTIATING THE DISPOSSESSION AND REPRESENTATIONS OF OTHERS WITHIN CRITICAL SERVICE LEARNING**Kendra R Brewster, Providence College**

This paper examines how service learners discuss the ecological contexts of the adjudicated girls they worked with, perceptions of the service site as one of respite or contamination, and representations that rationalize the girls' disenfranchisement. The results suggest areas for critical reflection and support in facilitating critical service learning.

DRAMA AND CRITICAL LITERACY IMPLICATIONS IN THE K-12 CLASSROOM**Rebecca Elise Weissman, University of South Carolina & Columbia College**

This session explores how critical literacy can be paired with process drama in the K-12 classroom. Expanding upon the existing literature, this session provides an overview, rationale, and discussion of how and why process drama can be used to successfully strengthen a critical literacy learning model.

10:45am
to
12:00 pm
Ballroom

12:00-1:30pm**LUNCH BREAK****12:00-1:30pm****Book Signing (Lobby)****SESSION 2****PANEL 4 (Room 203)****"LIP SERVICE: DEMYSTIFYING TEACHER EDUCATION THROUGH DIALOGIC PEDAGOGY"****Charlene E Holkenbrink-Monk, San Diego State University/Claremont Graduate University****Al R Schleicher, San Diego State University/Claremont Graduate University**

This paper investigates the preparation for and implementation of dialogic pedagogy in secondary school settings. In this research study, the researchers are investigating teaching philosophies that reflect dialogical practices through interviews, syllabi, and professional development conference document analysis. Through these qualitative research methods, researchers will analyze the ways in which teachers are prepared for utilizing dialogue in the classroom. The intention of this is an exploration of social justice education through the use of and preparation for dialogic pedagogy.

1:30 pm
to
2:45pm
Room 203

<p>1:30 pm to 2:45pm Room 203</p>	<p>Cont. PANEL 4 (Room 203) PUTTING BOURDIEU INTO DIALOGUE WITH FREIRE FOR EDUCATIONAL LEADERSHIP IN CULTURALLY DIVERSE SCHOOLS Peter Moyi, University of South Carolina Rose Ylimaki, University of South Carolina This paper puts Freire in dialogue with Bourdieu for educational leadership in culturally diverse schools. Educational leadership is, at heart, a pedagogical activity, one that begins with recognition of one’s own habitus as part of intercultural, pedagogical relations. This paper will lay the groundwork for theorizing relationships among the individual educational leader and increasingly pluralistic communities, relationships grounded in education and freedom.</p>
<p>PANEL 5 (Room 205)</p>	
<p>1:30 pm to 2:45pm Room 205</p>	<p>A COLLABORATIVE AUTOETHNOGRAPHIC INQUIRY EXPLORING SCHOOL-WIDE CRITICAL PEDAGOGY IMPLEMENTATION Roxanne Moore, Washington State University Raja Ridgway, University of Southern California Divya Gopal, Teach For America Camille Guenard, Energy Institute High School In 2013, a team of seven educators came together to create and implement a school-wide framework utilizing Paulo Freire’s Pedagogy of the Oppressed as the primary guiding text. Through collaborative autoethnographic inquiry, the team shares the challenges and successes of implementing critical pedagogy in an urban, southwest school.</p>
<p>Room 205</p>	<p>BECOMING TEACHERS FOR SOCIAL JUSTICE: RAISING CRITICAL CONSCIOUSNESS Mary E. Styslinger, University of South Carolina Nicole Walker, Ridge View High School, South Carolina Kayla Hyatt Hostetler, Aiken High School, South Carolina In this session, we will share processes and practices which foster students’ critical consciousness, the core of social justice teaching. Participants will discover how to become forces for equity and change by challenging students to: reflect critically; select texts purposefully; read texts critically; dialogue beyond text; and make the world their classroom.</p>
<p>PANEL 6 (Room 303)</p>	
<p>1:30 pm to 2:45pm Room 303</p>	<p>CRITICAL CONSCIOUSNESS AND SOCIAL JUSTICE IN AN ERA OF “TRUTHINESS”: CHALLENGES AND OPPORTUNITIES Kristen H. Perry, University of Kentucky This interactive session will address issues related to implementing critical pedagogy in elementary education. After presenting about instruction occurring through both after-school and in-school programs, the facilitator will engage participants in two interactive activities designed to identify challenges and generate solutions with respect to this kind of teaching.</p> <p>CREATING SPACES FOR A LIBERATORY PRAXIS IN GENERAL EDUCATION CURRICULUM Shelli B Fowler, Virginia Commonwealth University Troy A. Martin, Virginia Commonwealth University This discussion-based round table session invites dialogue and testimony from educators and activists exploring strategies for liberatory general education in the age of Trump. Join the conversation as we focus on the opportunities and obstacles facing social justice educators in this particular historical/political moment in U.S. higher education.</p>

ROUNDTABLE 1 - BALLROOM**A PEDAGOGY OF WARFARE: THE VIETNAM QUESTION****Kevin Lam, Drake University**

The author examines the ways in which racism and imperialism/colonialism are theorized in the context of war in Southeast Asia and how they are manifested for Vietnamese and Southeast Asians in the US diaspora. Lam engages the question of genocide historically and pedagogically in the desire for a “new humanity.”

**1:30 pm
to
2:45pm
Ballroom**

CRITICAL MATHEMATICS EDUCATION IN NEOLIBERAL ERA**Bulent – Avci, Renton, Washington**

Critical citizenship and Freire’s dialogic pedagogy to counter neoliberal hegemony in secondary mathematics classrooms

THIRD SPACE OR NO MAN’S LAND? CRITICAL PEDAGOGY AND ENGLISH IN INDIA**Chaitra Shivaprasad, University of South Carolina**

Here, I reflect on my relationship with English as a learner and teacher in India, and as an international graduate student. Through this dialogue, I make a case for the need to bring relevance into the classroom by looking at English education in India today through a Critical Pedagogy lens.

SHARING STORIES OF LOVE AND CARE IN THE CLASSROOM: A DIALOGUE ON TEACHING WITH COMPASSION**Cindy Jennings, University of South Carolina Upstate**

The theme of this session is love-intended as a provocation to conversation about daily choices we make and practices we inhabit as we teach and seek to engage students in meaningful ways.

**1:30 pm
to
2:45pm
Ballroom**

OLD JOYS AND NEW HOPES - WHAT DOES LIBERATION THEOLOGY HOLD FOR THE FUTURE OF LIBERATORY PEDAGOGY?**Christopher Bertram, Saint Ann's School, Brooklyn, NY**

Pedagogy of the Oppressed is as much a text on liberation theology as a text on critical pedagogy, but liberation theology is not well known. As we face populist fascism, authoritarian neoliberalism, and the challenge to create truly inclusive pedagogical praxis, can we reinvigorate our work by reexamining liberation theology?

ROUNDTABLE 2 - BALLROOM**LOVE, FORCE, VIOLENCE, AND (CO)EXISTENCE: PRAXIS THROUGH FREIRE AND FANON****Josué López, University of Connecticut Storrs**

Building upon Frantz Fanon and Paulo Freire, I assert that love, force, and violence are intimately related. Working towards co-existence implies creating an alternative trajectory for our species. I propose re-examining the theoretical foundations of our praxis so that practice is not constrained by exhaustion stemming from addressing inequity.

**1:30 pm
to
2:45pm
Ballroom**

TEACHING SOCIAL MOVEMENTS #METOO, #BLACKLIVESMATTER #NOBANNOWALL WITH PEDAGOGY OF THE OPPRESSED**Jennifer L Karash-Eastman, St. Bonaventure University**

This session offers social movement teaching strategies designed for undergraduates within the theoretical framework espoused in Pedagogy of the Oppressed. By democratizing knowledge and teaching focused on problem posing, dialogue, praxis, themes and dialogical action, students understand their role in current social movements and become empowered to act.

<p>1:30 pm to</p>	<p>Cont. ROUNDTABLE 2 - BALLROOM</p> <hr/> <p>LATINX ACTIVISM IN THE POST-ELECTION ERA: CRITICAL CONSCIOUSNESS IN THE HEARTLAND Adele Lozano, University Of Wisconsin-La Crosse This dialogue will focus how Latinx college students are making meaning of their leadership experiences at a historically white institution following the 2016 presidential election. Round Table participants will be encouraged to share their perspectives regarding how the current political climate is impacting Latinx leadership development.</p> <hr/> <p>PAULO FREIRE, POLITICAL IMAGINATION AND CRITICAL PEDAGOGY FROM THE AMERICAS Berenice Amador Saavedra, FES Acatlán, UNAM, Mexico Pedagogy and political imagination from Freire and Giroux. Dialogs and intersections.</p> <hr/> <p>A CRITICAL APPROACH: REFLECTING ON LECTURER PREPAREDNESS TO BE TRANSFORMATIVE INTELLECTUALS Heloise Helena Sathorar, Nelson Mandela University The focus of this paper is critical discourse in education. The study investigates lecturer preparedness to apply a critical approach to curriculum implementation. A critical approach model that is based on critical dialogue is proposed to encourage lecturers to apply critical pedagogy principles when implementing a curriculum - and in so doing possibly contribute to required social transformation.</p>
	<p>ROUNDTABLE 3 - BALLROOM</p>
<p>1:30 pm to 2:45pm Ballroom</p>	<p>FREIREAN CULTURE CIRCLES YESTERDAY AND TODAY Shelley Martin-Young, Oklahoma State University During this Round Table/Dialogue we will take a look at Freirian culture circles of the past and explore how culture circles are used today addressing gaps and possibilities for incorporating young adult and children's literature in these circles as springboard for difficult conversations.</p> <hr/> <p>TRANSFORMING POWER IN THE CLASSROOM AND DEPARTMENT: A FREIREAN MODEL OF STUDENT LEADERSHIP Tina Pippin, Agnes Scott College Lauren Bodenlos, Agnes Scott College The theme of this session is expanding Freirean social justice models of education into a departmental structure and the vision and challenges through the case study of a student leadership group.</p> <hr/> <p>LEARNING IN ALIENATING SPACES, PERPETUATING OPPRESSIVE PRACTICES: TEACHER EDUCATION IN SOUTH AFRICA Kerryn Dixon, Wits University, Johannesburg, South Africa A critical spatio-temporal analysis of an institution of higher education and its impact on pedagogical practices.</p> <hr/> <p>PEDAGOGY OF THE OPPRESSED AND THE DECOLONIZATION OF CRITICAL UNIVERSITY STUDIES Anne W Gulick, University of South Carolina This paper situates Pedagogy of the Oppressed as a seminal work of decolonial critical pedagogy whose conception of solidarity among teachers and students has much to offer our understanding of how to respond to the twenty-first-century “university in ruins.”</p>

<p>1:30 pm to 2:45pm Ballroom</p>	<p>ROUNDTABLE 3 - BALLROOM</p> <p>GASLIGHTING AND BANKING EDUCATION: AN EXAMINATION OF BULLYING AMONG DOCTORAL STUDENTS Sara J English, University of South Carolina - College of Social Work Andrew J. Flaherty, University of South Carolina - College of Social Work</p> <p>Bullying is the repeated and intentional marginalization of one person by another, and often present in competitive environments and rigid hierarchies, such as higher education. This session focuses on the phenomenon of academic bullying, as experienced by doctoral students, and discusses findings from a mixed-method pilot study of doctoral students.</p>
<p>2:45pm to 3:00pm</p>	<p style="text-align: center;">BREAK SESSION 3</p>
	<p>PANEL 7 (Room 203)</p>
<p>3:05pm to 4:20pm Room 203</p>	<p>TEACHING RACE: CRITICAL RACE COUNTERSTORIES AND FREIRE’S CRITICAL PEDAGOGY Soumitree Gupta, Carroll College Gerardo Rodríguez-Galarza, St. Norbert College</p> <p>This paper addresses the relevance of Paulo Freire’s “critical pedagogy” to the teaching of race in higher education in the current times. In particular, it examines strategies that we have implemented to do the work of “conscientization” in an integrated course on race in literary and theological narratives.</p> <hr/> <p>"LIFTING THE VEIL, TO REVEAL MODERN DAY OPPRESSION, & TO RESTORE A SENSE OF AGENCY OF THE OPPRESSED" Stella Mocerri Seilo, Wayne State University Hayat Ferzouz, Wayne State University Sandra M. Gonzales, Wayne State University</p> <p>The data used in this study has revealed the urgency to address the discrepancy that exists in the use of security guards and police officers between urban schools and suburban schools, which violates the principles of social justice and threatens a sense of agency of the oppressed.</p>
	<p>PANEL 8 (Room 205)</p>
<p>3:05pm to 4:20pm Room 205</p>	<p>PEDAGOGY OF THE OPPRESSED ACROSS DISCIPLINES Nora McCook, Bloomfield College Terri Teal Bucci, The Ohio State University</p> <p>This session explores how Freire’s Pedagogy facilitates ethical engagement with materials and people and also transfer of reflective practice beyond the classroom and into other life and career practices. We urge educators in all disciplines to consider how applying Freire’s work not just transforms but transfers students’ knowledge and work</p> <hr/> <p>WHAT'S WRONG WITH "EXPLORING"?: FREIRE, 21ST CENTURY SKILLS, AND ONLINE RESOURCES Timothy Monreal, University of South Carolina Travis L Wagner, University of South Carolina</p> <p>Discourse stressing “21st century skills” stresses pedagogical interventions like project and problem based learning. It is common to hear Freirean concepts like the banking notion of education and problem posing as rationale for “revolutionizing” learning. In this manner, Freire is actually used to further a hidden curriculum of technology, one that refuses to critically engage with the contractions it possess.</p>

<p>3:05pm to 4:20pm Room 205</p>	<p>Cont. PANEL 8 (Room 205)</p> <p>TRANSECT WALKS: A TOOL IN BUILDING CRITICAL PEDAGOGY AMONGST FOUNDATION PHASE TEACHERS Deidre Chante Geduld, Nelson Mandela University, Port Elizabeth, South Africa Heloise Sathorar, Nelson Mandela University, Port Elizabeth, South Africa</p> <p>As a university we have new policies and frameworks that speak about equality, equity, transformation and change, institutional cultures and epistemological traditions have not considerably changed. This is evident in our current curriculum design, whereby knowledge is framed artificially. Our students assume that they know the world without really understanding the world from which their learners originate.</p>
	<p>PANEL 9 (Room 303)</p>
<p>3:05pm to 4:20pm Room 303</p>	<p>INVISIBLE DIDACTICS: A NEW PEDAGOGICAL TEACHING TOOL? Nelio Marco Vincenzo Bizzo, FRSB, USP, São Paulo / Brazil</p> <p>Paulo Freire’s pedagogy and Augusto Boal’ Invisible Theater articulated with some concepts of Counterfactual History of Science are used to shape a new pedagogic proposal, called “invisible didactics”.</p> <p>FREIRE’S DIALOGIC ACTION TO TRANSFORM EDUCATION IN SPAIN Itxaso Tellado, University of Vic, member of CREA</p> <p>In this paper we describe the dialogic participation that takes place in educational centers in Spain leading learners to develop critical attitudes in life, transforming their lives and those around them. Entire neighborhoods have been transformed from poverty and segregation to become reference of wellbeing and quality of life.</p>
	<p>BOOK TALK (Ballroom)</p>
<p>3:05 am to 4:20 pm Ballroom</p>	<p>THE THEOLOGICAL DIMENSION OF PAULO FREIRE'S EDUCATIONAL VISION Irwin Leopando, LaGuardia Community College, City University of New York</p> <p>This talk will provide an overview of the recently published <i>Pedagogy of Faith</i> , which explores the theological foundations of Freire's educational theory and practice.</p> <p>PAULO FREIRE: HIS FAITH, SPIRITUALITY, AND THEOLOGY James D. Kirylo, University of South Carolina Drick Boyd, Eastern University</p> <p>This book presentation explores the connection between elements of Freire’s spirituality, liberatory praxis, and the virtue of humility to better appreciate the notion of “unfinishedness’ and the implication it has for critical pedagogues.</p> <p>BOOK TALK ON UNFIT TO BE A SLAVE – A GUIDE TO ADULT EDUCATION FOR LIBERATION David Greene, Freedom School in Licking County</p> <p>The author of Unfit to be a Slave will discuss popular education work in communities and schools in Ohio, New York and West Virginia and share tools for community and labor organizing for social transformation. This session will draw on participant experiences, exploring the contexts of critical pedagogy today and the possibilities for adult and worker education.</p>
<p>4:20pm to 4:35pm</p>	<p>BREAK</p>

SESSION 4

PANEL 10 (Room 203)

<p>4:35pm to 5:50pm Room 203</p>	<p>PEDAGOGY READING GROUP: CREATING INSTITUTIONAL SPACE FOR CRITICAL PEDAGOGY ACROSS DISCIPLINES</p> <p>Kris De Welde, College of Charleston Melissa Hughes, College of Charleston Julia McReynolds Perez, College of Charleston Sandy Slater, College of Charleston</p> <p>This roundtable discussion will engage participants in lively conversation about the importance and impact of faculty-centered learning communities around critical and feminist pedagogy. We will explore benefits and challenges of engaging in a cross-disciplinary faculty learning community focused on these themes.</p>
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PANEL 11 (Room 205)

<p>4:35pm to 5:50pm Room 205</p>	<p>CIRCLES OF PRAXIS INTEGRATING CLASSROOM, COURSE, CURRICULUM, AND COMMUNITY</p> <p>Mike Klein, University of St. Thomas, St. Paul, Minnesota</p> <p>Circles of praxis provides pedagogical structure for critical consciousness and social agency by integrating theory and action at multiple levels of the educational process. This workshop will present a Freirean circle of praxis structure to: reflect on your educational context, analyze current praxis pedagogy, and learn from other participants.</p>
	<p>ENSURING EQUITY THROUGH DESIGNING LEARNING OPPORTUNITIES THAT ENGAGE ALL STUDENTS</p> <p>Jodi Latham, Kankakee School District 111, IL Shelley Lingo, Kankakee School District 111, IL Robert deOliveira, Kankakee School District 111, IL</p> <p>The theme of this presentation is designing equitable policies and learning opportunities that allow all students to become more engaged, empathetic, service-oriented, and college and career ready in order to strengthen their local and global economy.</p>

PANEL 12 (Room 303)

<p>4:35 pm to 5:50pm Room 303</p>	<p>"CONSCIENTIZATION: A FRIEREAN ANALYSIS OF THE SMITHSONIAN INSTITUTE"</p> <p>Catherine Elena Garcia, University of South Carolina Honors College John Michael Gabel, University of South Carolina Honors College Kevin Michael Gagnon, University of South Carolina Honors College Pranathi Meda, University of South Carolina Honors College</p> <p>This presentation will be comprised of a discussion of the Smithsonian Institute and how it successfully implements strategies presented by Paulo Friere in Pedagogy of the Oppressed throughout its system of museums to inspire conscientization in its visitors.</p>
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POSTER PRESENTATIONS (Ballroom)

CRITICAL PEDAGOGY IN COUNSELOR EDUCATION DIVERSITY TRAINING

Anthony Theodore Carr, University of South Carolina

Exploring Freirean critical pedagogy in the context of teaching diversity to future licensed counselors.

SELF-ORGANIZED LEARNING ENVIRONMENTS AND FREIRE

Daniel Nahum, Teachers College, University of Columbia

The independent nature of self-organized learning initiatives in tandem with their pedagogical value offer the critical peace education field an opportunity for exploration into self-organized learning programs' potential role in increasing a community's collective dispositional empathy and catalyzing a more robust community dialogue around issues of truth-telling, healing and constructing peace.

IMPLEMENTING AND RE-ENVISIONING CRITICAL LANGUAGE PEDAGOGY WITH BEGINNER, EFL, THAI LEARNERS

Hayley Anne Cannizzo, University of Hawaii at Manoa

While critical language pedagogy (CLP) remains a growing field, the use of CLP with beginner level language learners remains underexplored. This presentation examines how CLP was implemented and re-envisioned in the language classroom with Thai, university students. It demonstrates both the possibilities and challenges of using CLP with low-proficiency learners.

HUMAN(E) EDUCATION: BEING AND LEARNING FOR A 'TRANS-MODERN' AGE.

Lanney Mayer, University of La Verne

Freirian discourse is predicated on a marginalized epistemology upon which many similar emancipatory reforms have also been built only to be colonized by public policy rooted in Eurocentric Cartesian assumptions. Needed is a new, unified epistemology suggested by pre-Cartesian models, postmodern critiques, and modern math and physics.

RECEPTION - MUSEUM OF EDUCATION, COLLEGE OF EDUCATION, WARDLAW COLLEGE

**4:35pm
to
5:50pm
Ballroom**

6:45 PM

Freire50

Conference on Critical Pedagogy and Paulo Freire

Presentation Schedule

Friday 10/18/2018

SESSION 1	
	PRESENTATIONS (Room 203)
10:20 am to 11:20 pm Room 203	<p>CONSCIENTIZATION IN POLICING THROUGH HISTORICAL CASE STUDIES AND THEATER OF THE OPPRESSED Wies Dinsbach, Anne Frank House, Amsterdam, Holland Cihan Tekeli, Anne Frank House, Amsterdam, Holland Doyle Stevick, University of South Carolina The University of South Carolina, the Rule of Law Collaborative, and the Anne Frank House are cooperating to adapt the Anne Frank House's police training methods to American communities, particular those with ruptured relations between African-American communities and the police. This panel illustrates the methods and their adaptation to American contexts.</p> <hr style="border-top: 1px dashed black;"/> <p>FROM BYSTANDER TO ALLY: APPLYING THEATRE OF THE OPPRESSED THECNQUES TO EMPOWER STUDENTS IN NEW YORK CITY SCHOOLS Katherine Meade, Anne Frank Center, New York Using techniques inspired by Augusto Boal's Theatre of the Oppressed, we have developed workshops and residencies for local New York City schools to address the very real issues of segregation and oppression they experience in their classrooms and communities</p>
10:20 am to 11:20 pm Room 205	<p>EMBODIMENT AS PRACTICE: CRITICAL PERFORMATIVE PEDAGOGY, SITUATED LEARNING, AND CONSCIENTIZATION Charles N. Adams, Jr., University of Minnesota This active, get-up-and-do session explores the possibilities of praxis and conscientization through critical performative pedagogy--critical pedagogy that foregrounds the body as both as a means for and site of critical learning. Rooting our investigation in real educational experiences, we'll see how embodiment generates the possibility for transformation of power relations and modalities of experiencing/imagining/being.</p>
10:20 am to 11:20 pm Room 303	<p>BEYOND A "BAD" GIRL: POETIC VIDEO PERFORMANCES ON GENDER AND JUSTICE BY ADJUDICATED YOUTH Olga Ivashkevich, University of South Carolina Adolescent girls in the juvenile arbitration program created videos of their slam poetry performances that challenge dominant gender norms and institutional assumptions about their identities as "bad" and "troubled."</p>
TRANSITION TO BALLROOM	

<p>11:30 am to 12:30 pm Ballroom</p>	<p>SCHOOLS FOR LIBERATION - BALLROOM Susan Williams, Highlander Research and Education Center Elizabeth Wright, Highlander Research and Education Center Emery Wright, Project South David Greene, Freedom School in Licking County Janet Greene, Freedom School in Licking County David McElfresh, Freedom School in Licking County Emily Nemeth, Denison University; Freedom School in Licking County John Wessel McCoy, Poor People’s Campaign, University of the Poor Jerome Scott. Project South Antonia Darder, Leavey, Presidential Endowed Chair in Ethics and Moral Leadership Gregory Tewksbury, New York City Leadership Academy The Poor People’s Campaign, the Highlander Research and Education Center, and the Freedom School in Licking County are committed to popular education locally and nationally. We will discuss our histories, philosophies, and curricula and critically reflect on our attempts to educate and organize toward social action in this historic moment.</p>
<p>12:30pm - 1:40pm</p>	<p style="text-align: center;">LUNCH BREAK</p>
	<p style="text-align: center;">PRESENTATIONS</p>
<p>1:45 am to 2:45 pm Room 203</p>	<p>THEATRE OF OPPRESSED AS REFLECTIVE PRACTICE Peter Duffy, University of South Carolina Charles N. Adams, Jr., University of Minnesota The arts generally and theater specifically offer effective strategies to help educators recognize and make visible the multiple student and teacher identities within classrooms. Without student and teacher agency in schools, there cannot be equitable and liberatory learning environments. Noted Brazilian theater artist and activist Augusto Boal’s Theater of the Oppressed (TO) offers promising opportunities to embody Crenshaw’s notion of intersectional identities and Purdie-Vaughns and Eibach’s concept of Invisible Intersectionality. This workshop shares theatre of the oppressed approaches that help educators reflect on their praxis, identities and those of their students in order to move toward including varied identities in their classroom communities. No previous experience with Theatre of the Oppressed is Necessary for participation.</p>
<p>1:45 am to 2:45 pm Room 205</p>	<p>APPLIED THEATER AND MIXED-STATUS FAMILIES: A COLLABORATIVE SELF-STUDY WITH TEACHER EDUCATION CANDIDA Erin T. Miller, UNCC Beth Murray, UNCC Spencer Salas, UNCC In this session, we blend self-study with arts-based pedagogies as a purposeful effort to grow our students’ and our own professional subjectivities by disrupting xenophobic and racialized public discourse about national borders using play-based strategies to foster risk and generativity.</p>

BOOK TALK (Room 303)

THE POWER OF FREIRIEAN ADULT LITERACY: THE STORY OF THE OPEN BOOK

Dianne Madevi Ramdeholl, SUNY Empire State College

Jaye Jones, CUNY, Lehman College in the Bronx.

This book talk will focus on a study which chronicled the history of The Open Book, a community based organization in Brooklyn, NY. In this oral history project, the co-constructors of this story analyze the successes and struggles of a Freirian inspired grassroots literacy program through a critical theory lens.

**1:45 am
to
2:45 pm**

Room 303

"WE'VE BEEN DOING IT YOUR WAY LONG ENOUGH": CHOOSING THE CULTURALLY RELEVANT CLASSROOM

Susi Long, University of South Carolina

Janice Baines, Richland District One Schools, South Carolina

Carmen Tisdale, Richland District One Schools, South Carolina

Urged by Freire to stand on the side of students' right to be, we focus on humanizing pedagogies: examining self, policy, and practice followed by examples of children collecting community histories, learning through musical literacies and African heritage, starting the year in culturally relevant ways, and developing a critical consciousness.

PRESENTATION - Ballroom

Liberation Drum Circles: Engaging Youth In Social Justice Activism Through Culture & Music Circles

Martin S Urbach, Liberation Drum Circles, Brooklyn, NY

Liberation Drum Circles engages youth in social justice activism through community drumming and singing circles aimed to empower them in their own communities. Through the process of being together, in rhythm, participants become agents of change, in their own communities as they use the power of community musicking to defend our human rights in the struggle for collective liberation.

**1:45 am
to
2:45 pm**

Ballroom

**2:45 -
3:00pm**

BREAK

Transition to the Ballroom

**3:00pm -
4:30pm**

Dialogue between Keynote Speakers, Q&A