COURAGEOUS SCHOLARSHIP
Diverse Perspectives in Emerging Educational Research, Policy, & Practice
Friday, March 11, 2016
Courageous scholars are committed to improving education through ambitious, innovative, and compelling research and practice that challenges the status quo. At the School of Education, we are committed to providing inclusive opportunities for members to advance their scholarship. In line with our mission to promote diversity, equity, and inclusion for all populations, we invite conversation and engagement in diverse research on educational issues—surrounding a range of disciplinary, epistemological, and methodological traditions. The 2016 Conference is committed to opportunities that enhance our academic, social, and professional growth and development.
**Welcome Lunch, Opening Address, Student Keynote & Faculty Keynote**

**Prechter Laboratory**  
**Room 2202**  
12:00 - 1:15 p.m.

**Welcome**

**Julie Freeman & Crystal Wise**  
Co-chairs of GSCO/BET Planning Committee

**Julie Freeman & Rebecca Gadd**  
Co-chairs of GSCO

**Natalie Davis & Alaina Neal**  
Co-chairs of BET

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**Session A**

Panel Presentations
& Roundtable Session
1:30 - 2:30 p.m.

For rooms and presentations, see pages 6-7

**Session B**

Panel Presentation
& Roundtable Sessions
2:45 - 3:45 p.m.

For rooms and presentations, see pages 8-9

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**Session C**

Panel Presentation, Roundtable Session
& Research-in-Practice Session
4:00 - 5:00 p.m.

For rooms and presentations, see pages 10-11

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**Student Keynote**

**Kelly Slay**

Kelly E. Slay is a PhD candidate in the Center for the Study of Higher and Postsecondary Education. Her interdisciplinary research focuses on race, diversity, and equity in K-16 education. Slay’s dissertation examines the recruitment experiences and college choice decisions of prospective Black students in post-affirmative action contexts. She is co-principal investigator of the Black Undergraduate Engineering Study (BUES), a Rackham Merit Fellow, Towsley Scholar, and a 2016 Bouchet Honor Society Inductee. She is deeply committed to mentoring undergraduate students and is engaged in campus initiatives focused on diversity, equity, and inclusion.

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**Faculty Keynote**

**Dr. Camille Wilson**

Dr. Camille Wilson is an associate professor in the Department of Educational Studies. Her research is interdisciplinary in nature. She explores school-family-community engagement and transformative leadership as they relate to urban education reform and policy. She is a qualitative researcher who draws upon critical and feminist methodologies. Her current research explores community-based, educational advocacy and activism in Detroit.

Dr. Wilson’s work has been published in leading U.S. journals, in numerous scholarly books, and in highly regarded, scholarly international journals. She’s also the co-editor of *Advancing Equity and Achievement in America’s Diverse Schools: Inclusive Theories, Policies, and Practices.*
Panel Presentations & Roundtable Session
1:30-2:30 p.m.

Panel 1 Room 2229
Teachers & Teaching
Faculty Discussant DR. TARA YOSSO
Graduate Student Chair EBONY PEROUSE-HARVEY

- KIMBERLY C. RANSOM (ES PhD student)
  God bless the child who’s got his own: Same-race teachers as catalysts of community cultural wealth in segregated schools

- REBECCA GADD (ES PhD student)
  Identifying key structures for teaching: Teachers’ professional scripts for practice

Panel 2 Room 2310
Thinking About Language & Learning
Faculty Discussant DR. MAISIE GHOLSON
Graduate Student Chair ASHLEY JACKSON

- HYEJIN HWANG AND CAROLYN GIROUX (ES PhD students)
  Reading comprehension for linguistically and culturally diverse students: A historical inquiry

- ANNIK ROUGÉE (ES PhD student)
  How do secondary mathematics teachers manage (apparently) incorrect student responses?

Panel 3 Room 2340
Issues in Higher Education
Faculty Discussant DR. JULIE POSSELT
Graduate Student Chair KAELENI DEMAPAN

- MASATAKE HIRONO (CSHPE MA student)
  Prediction of career success from collegiate experiences

- FERNANDO FURQUIM, KRISTEN GLASENER, AND MEGHAN OSTER (CSHPE PhD students)
  Borrowing patterns of first- and continuing-generation students

Roundtable Session Room 2320
Thinking About the Common Core State Standards
Faculty Discussant ANGELA LYLE

- L. JOY JOHNSON (ES PhD student)
  Instructional guidance and the Common Core State Standards

- JULIE R. FREEMAN (ES PhD student)
  The role of collaboration in supporting ambitious instructional reform
Panel Presentation & Roundtable Sessions
2:45-3:45 p.m.

Panel Presentation Room 2229

Knowledge for Teaching Mathematics
Faculty Discussant DR. VILMA MESA
Graduate Student Chair REBECCA GADD

- MOLLEE HUISINGA
  (ES PhD student)
  The relationship between mathematics content knowledge and teachers’ professional obligation to the discipline of mathematics

- INAH KO
  (ES PhD student)
  Subject matter knowledge of geometry needed in tasks of teaching: Relationship to prior geometry teaching experience

Roundtable 1 Room 2310

Critical Race Theory
Graduate Student Discussant NATALIE DAVIS

- DANA NICKSON
  (ES PhD student)
  The Philadelphia Student Union and the privatization of schools: The centrality of race and racism in meaning-making of urban school reform

- NAOMI M. WILSON
  (ES PhD student)
  Liberation is praxis: Schooling as a site of black trauma

Roundtable 2 Room 2320

Moving Research Forward
Graduate Student Discussant ESTHER ENRIGHT

- JANDI KELLY
  (CSHPE PhD student)
  College: Is it worth it?

- TABITHA BENTLEY
  (ES PhD student)
  Target and take responsibility–How county leaders endeavor to use collective impact to systematically change trajectories of its young black men
Panel Presentation, Research-in-Practice Session, & Roundtable Session  
4:00-5:00 p.m.

Panel Room 2229
Science Education  
Faculty Discussant  **DR. BETSY DAVIS**  
Graduate Student Chair **STACEY BROCKMAN**

- **BENJAMIN TUPPER**  
  (ES PhD student)  
  *Diversifying environmental education: Re-thinking traditional approaches to nature study*

- **CHRISTIAN FISCHER**  
  (ES PhD student)  
  *Navigating a large-scale science reform: The difference between being the only AP teacher in a school and having local colleagues*

**Research-in-Practice Session** Room 2310

Reframing Mainstream Education  
Graduate Student Chair **MATT DEMONBRUN**

- **EMILY WILSON**  
  (JPEE PhD student)  
  *Reframing Mainstream: Disabled Voices in the Secondary English Classroom*

**Roundtable Session** Room 2320

Diversity Planning  
Graduate Student Discussant **CHARLES WILKES**

- **DEBORAH E. SOUTHERN**  
  (CSHPE MA student)  
  *Institutional initiatives to improve campus climate: An analysis of the University of Michigan Diversity Strategic Plan*

- **CHRISTIAN MARTELL, KAMARIA PORTER, & KRISTEN GLASENER**  
  (CSHPE PhD students)  
  *Diversity, equity, and inclusion planning process: A comparative case study*
**FACULTY**

**Discussant Biographies**

**DR. BETSY DAVIS** is a science educator and professor of education whose research interests include teacher and student learning. She is especially interested in beginning and experienced elementary teachers, teachers learning to engage in ambitious science teaching, and the roles of curriculum materials and teacher education in promoting teacher learning. One major focus of Davis's work is the use of educative curriculum materials in supporting elementary teachers in ambitious science teaching. Her most recent work involved co-leading the ELECTS project focused on educative curriculum materials, which integrates aspects of science education, teacher education, and the learning sciences. She received her PhD from the University of California at Berkeley in 1998, and received the Presidential Early Career Award for Scientists and Engineers at the White House in 2002 and the Jan Hawkins Early Career Award in 2004.

**DR. MAISIE GHOolson** is an assistant professor of education whose research focuses on the participation and developmental trajectories of Black boys and girls in mathematics classrooms. Her work involves issues of race and gender, along with the theoretical and methodological challenges that these complex constructs entail. Additionally, she has decided to actively investigate that which is often dismissed as superfluous to mathematics—children’s social relationships and networks. Gholson is a National Academy of Education/Spencer Dissertation Fellow and a National Science Foundation Graduate Research Fellow in STEM Education. She received her PhD in curriculum and instruction, as well as her MA in educational studies, from the University of Illinois at Chicago, and her BS in electrical engineering from Duke University.

**DR. VILMA MESA** is an associate professor of education and faculty associate at the Center for the Study of Higher and Postsecondary Education who investigates the role that resources play in developing teaching expertise in undergraduate mathematics, specifically at community colleges and in inquiry-based learning classrooms. She has conducted several analyses of instruction and of textbooks, and collaborated in evaluation projects on the impact of innovative mathematics teaching practices for students in science, technology, engineering, and mathematics. Mesa received her PhD in mathematics education from the University of Georgia.

**DR. JULIE POSSELT** is an assistant professor of higher education and a National Academy of Education/Spencer Foundation Postdoctoral Research Fellow. Her research program broadly examines institutionalized inequalities in higher education and how colleges’ and universities’ selection and evaluation activities may reinforce inequities and/or promote diversity. She has particular interests in research methods and the study of graduate education and the professoriate. Posselt is author of the book *Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping*, which is based on an award-winning ethnographic study of faculty judgment in 10 highly ranked doctoral programs in three universities. She received her PhD from the University of Michigan.

**DR. TARA YOSSO** is a professor of education who recently joined the SOE faculty after 15 years at the Department of Chicana and Chicano Studies at the University of California, Santa Barbara. Her research and teaching apply the frameworks of critical race theory and critical media literacy to examine educational access and equity, emphasizing the community cultural wealth students of color bring to school. She has authored numerous collaborative and interdisciplinary chapters and articles and has been awarded a Ford Foundation Postdoctoral Fellowship for Diversity and Excellence in University Teaching. Yosso earned her PhD in urban schooling in the Graduate School of Education and Information Studies at the University of California, Los Angeles.
Thank you!

to all those members of the School of Education who have contributed to making the GSCO/BET Graduate Student Research Conference such a wonderful success.

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- The Office of Student Affairs
- The GSCO Leadership Committee
- The BET Leadership Committee
- The faculty discussants
- The graduate student chairs and discussants

…and all of the graduate students who shared their work today.
The Regents of the University of Michigan

Michael J. Behn Grand Blanc
Mark J. Bernstein Ann Arbor
Laurence B. Deitch Bloomfield Hills
Shauna Ryder Diggs Grosse Pointe
Denise Ilitch Bingham Farms
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