

MWERA 2020

Although the MWERA Annual Conference has been postponed until 2021, we did not want our members to miss out on some quality collegial time in October. Therefore, during the original dates of the conference, we will be offering ways for you to connect, learn, and be involved. Save the dates! A Zoom link will be provided the week before the sessions.

Wednesday, October 21, 2020

2:30-4:00

Nicole Williams, PhD
Associate Professor
University of Findlay



Title: Publish, Present, or Perish: How to Disseminate Your Research

Description: The purpose of this workshop is to provide new researchers with the knowledge and skills to successfully disseminate their research. The objectives of this workshop are for the participants to 1) identify the components of a quality research publication and/or presentation proposal, 2) identify potential peer-reviewed journal and/or conference opportunities for the dissemination of research, and 3) discuss the implementation of best practices in the dissemination of research specific to the personal rationales, resources, and research of the presenter and participants.

Thursday, October 22, 2020

2:30-3:30

Speakers: Journal Editors



Title: *Mid-Western Educational Researcher*: Guidelines and Suggestions for Authors, Reviewers, and Editors

Description: The purpose of this workshop is to provide members of MWERA a description of our journal, and equip new authors, new reviewers, and potential editors with information to assist them in working with the publication. Brooks Vostal of Bowling Green State University and current editor of *MWER*, will offer an overview of publication trends in the journal. Jennifer Shah of North Central College will discuss the process of suggesting and editing a Special Issue of *MWER*. Jennifer Olson of the University of Illinois-Chicago will describe an author's experience publishing in the journal. Jonathan Bostic and Meg Vostal, both of Bowling Green State University, will share quality indicators for quantitative and quantitative research studies and offer suggestions for reviewers. By the end of the presentation, MWERA members new to working with the journal will be able to explain a number of ways that they can become involved in the publication process.

Thursday, October 22, 2020

3:45-5:00

Title: Blended Synchronous Learning: Strategies to Support Students Learning Together Online and On-campus

Janet Mannheimer Zydney and Zachary Warner, University of Cincinnati
Lauren Angelone, Xavier University



Description: Returning to campus in the fall of 2020, while a global pandemic rages on, requires new learning arrangements to promote social distancing and safety. Blended synchronous learning has a burgeoning research base that can support those in higher education who are attempting to teach in classrooms where some students are online and some students are on-campus. In this session, design recommendations for blended synchronous learning environments based on a study from the University of Cincinnati and Xavier University will be shared. These design recommendations include the flexible use of protocols, streamlining technology, and enhancing co-presence through visual and physical connections.

Friday, October 23, 2020

2:30-4:00

Title: Racism and Anti-Racism in the Academy and K-12 Schooling: Multiple Perspectives

Description: The purpose of this session is to engage in a productive dialogue about racism and anti-racism as it is evident in the academy and K-12 schooling. Joining the discussion will be three doctoral students, a professor, and a K-12 teacher.

* Long-time MWERA member Francis Godwyll, Dean of the College of Education and Human Services at Western Illinois University, will facilitate.

Meet the Speakers Below!

Kerry Alexander



I'm a doctoral student in Language and Literacy Studies at UT Austin. I study elementary English Language Arts pedagogy and ways White, monolingual teachers design for linguistic pluralism and language play (and their own sociolinguistic growth). This work, I believe, is imperative to countering racist English-Only policies, linguistic and racial profiling, and state ELA standards that limit and deny students' voices and stories. Specifically, I ask *how* teachers value students' home languages, *linguaging*, dialects, vernaculars, englishes, phrasings, registers, usages, etc. with love and intentional study.

Dominique Brown



I am a holistic educator, womanist, contemplative, cultural worker. My educational practice and community work are deeply rooted in values centering collective wellbeing. I facilitate learning experiences that create counter-narratives for dominant cultural understandings in order to transform collective consciousness and generate spaces of healing. I am now pursuing doctoral research in womanist spirituality and contemplative education in the EDL program at *Miami University. Research Interests: Cultural Studies, Womanist Spirituality, Contemplative Education, Critical Pedagogy, Intersectional Feminism, Post-Critical Ethnography, Narrative Analysis

Jimmy McLean



I am a doctoral student at the University of Texas at Austin in Language and Literacy Studies and my primary interests are how children make sense of themselves as subjects (with a focus on their social locations/identities) using literacy. I'm also dedicated to developing anti-racist preservice teachers, and I am currently working with colleagues on a project to implement race-based affinity groups in our teacher education program.

Vanessa Rigaud



I am an assistant professor in the School of Education at Xavier University, Cincinnati, Ohio. Her areas of scholarly interest are curriculum development and design, culturally responsive pedagogy, and building teacher capacity in curriculum and pedagogical framework. I am currently investigating culturally responsive pedagogy among teacher candidates and the transitional impact on embedding the ABAR in the curriculum. Having taught abroad, she also offers perspectives from a global lens.