



College  
*of*  
Education

Teaching, Learning, & Sociocultural Studies

32<sup>nd</sup> Graduate Student Colloquy:

*Community-based learning*

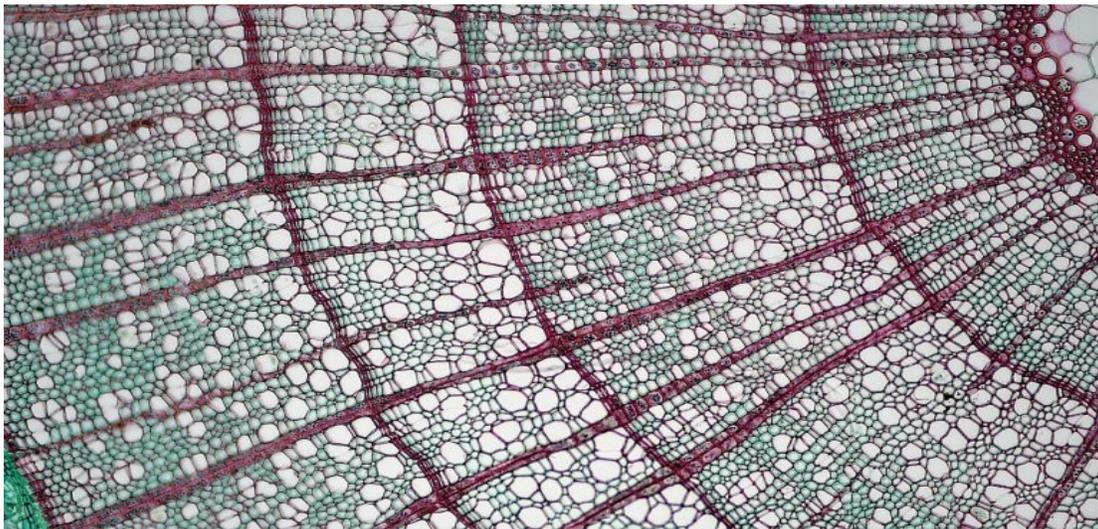
Thursday February 21, 2019

**Keynote Address:**

**Dr. Angela Calabrese Barton**

Professor, Department of Teacher Education

Michigan State University





### Schedule Overview

**7:30am – 9:00am Registration:**

Location: College of Education Lobby

**7:45am – 8:00am Blessing:**

Location: College of Education South Entrance

**8:00am – 8:50am Graduate Student Workshop:**

College of Education, Rm. 102

With Dr. Angela Calabrese Barton

**9:00am – 10:00am Concurrent Session\* 1:**

See page 7

**10:10am – 11:10am Concurrent Session\* 2:**

See page 10

**11:20am – 12:20pm Concurrent Session\* 3:**

See page 11

**12:30pm – 2:00pm Poster Session & Lunch:**

Location: Sonora Room (Student Union, Lower level)

See pages 4 (map) and 15 (presenters)

**2:05pm – 3:05pm Colloquy Keynote Address:**

Location: Sonora Room (Student Union, Lower level)

See page 5

**3:15pm – 4:30pm American Indian Language Development Institute  
Address (AILDI):**

Location: Sonora Room (Student Union, Lower level)

See page 6

**4:30pm – 6:00pm Colloquy & AILDI Reception:**

Location: Sonora Room (Student Union, Lower level)

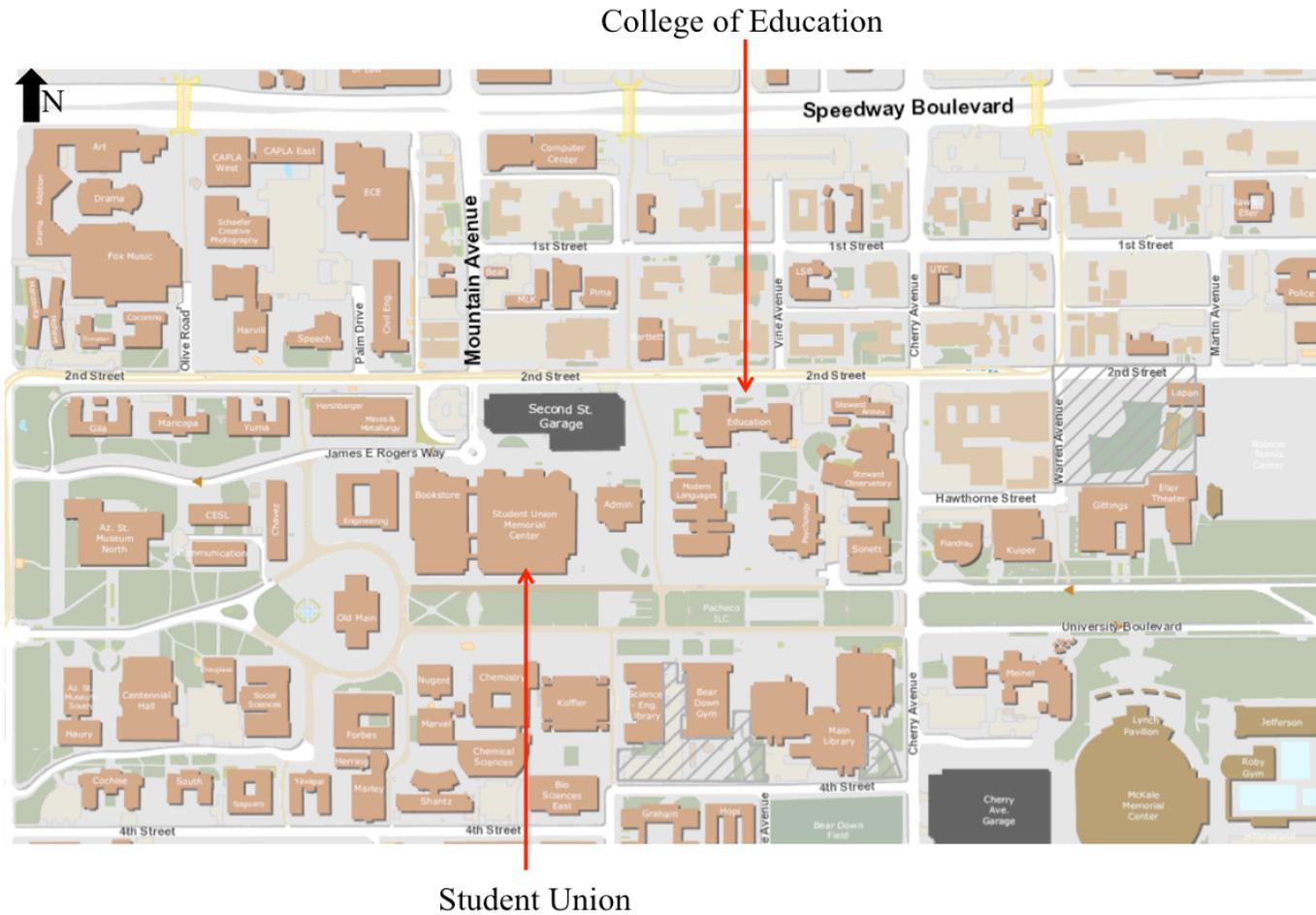
\*All Concurrent Sessions are held in The University of Arizona College of Education



# College of Education

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## The University of Arizona Campus Map





Student Union Lower Level Map

# STUDENT UNION MEMORIAL CENTER

**LEVEL 1**  
(lower level)

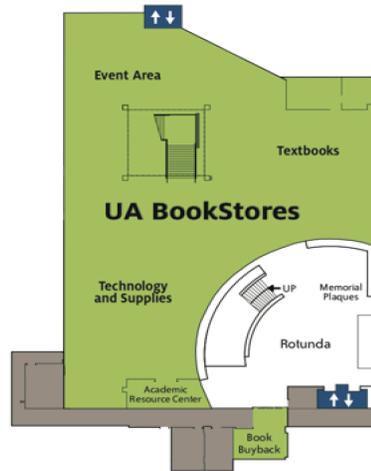
**ON THIS LEVEL:**

**RETAIL**  
UA Bookstores Buyback  
Wells Fargo Bank

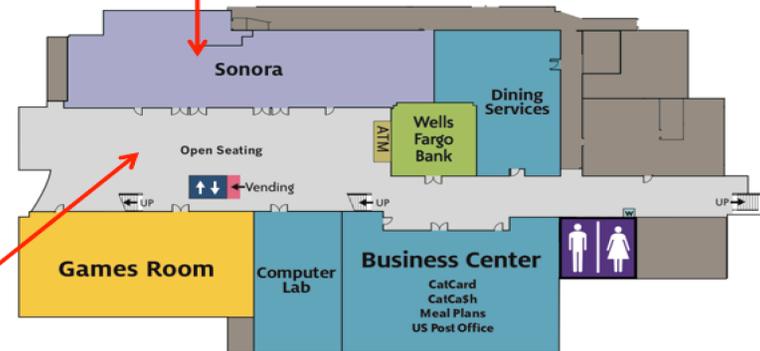
**INVOLVEMENT**  
Games Room

**SERVICES**  
Business Center  
CatCard Office  
CatCa\$h Office  
Meal Plans Office  
US Post Office  
Computer Lab

**MEETING ROOMS**  
Sonora



Keynote Address



Poster Session and Lunch

## FLOOR PLAN KEY

ATM	Involvement	Rest Rooms	Services	Walkways
Elevator	Lounges	Restricted	Vending	Patios & Open Seating
Food	Meeting Rooms	Retail	Water	



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**Colloquy Keynote Address**

2:05pm – 3:05pm Sonora Room (Student Union, Lower level)



*“Imagining and enacting equitably consequential teaching and learning in dehumanizing times”*

Dr. Angela Calabrese Barton  
Michigan State University

Dr. Angela Calabrese Barton, Professor in the Department of Teacher Education at Michigan State University. Her research is grounded in the intersections of teaching and learning science with an emphasis on equity and social justice. Calabrese Barton is a WT Grant Distinguished Fellow, a Fellow of the American Education Research Association, and also the former co-Editor of the *Journal of Research in Science Teaching*. Some of her publications appear in *Educational Researcher*, the *American Educational Research Journal*, *Journal of Teacher Education*, *Teachers College Record*, the *Journal of Research in Science Teaching*, *Science Education*, and the *Journal of the Learning Sciences*.



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**American Indian Language Development Institute Address:**  
3:15pm – 4:30pm Sonora Room (Student Union, Lower level)



**American Indian Language  
Development Institute**

*Native American Languages & Linguistics Master of Arts Program (NAMA):  
Celebrating 20 years training Native scholars in linguistics*

The NAMA degree program is oriented towards community language activists who wish to train in the kinds of skills and experience needed to work on maintaining, revitalizing, and documenting their native languages. This panel will feature current graduate students in the program who will talk about how their experiences will promote efforts to revitalize, maintain and document Indigenous languages, particularly in their own communities.

**Moderator:** Wilson Silva, Ph.D.  
Assistant Professor, Linguistics and NAMA Director

**Panelists:** Kaylene Bigknife, Jeremy Johns, Wunetu Tarrant, Joseph Marks



## Concurrent Sessions

### Session #1: 9:00am – 10:00am (MST)

**COE Room 208:** “*Professional Identity and Collaboration among Graduate Student Teachers of First-Year Composition*”

1) Jeroen Gevers, 2) Serdar Acar  
- Second Language Acquisition & Teaching

Moderator: Dr. Marcy Wood

We present an ongoing case study on professional identity and collaboration among graduate student teachers of first-year composition, focusing on teacher meetings in a university writing program. Using observations and interviews, the study aims to provide an insider’s account of the shared ways of speaking, acting, and interacting (Gee, 2013) during the meetings. Drawing from the notion of figured worlds (Holland et al., 1998), we argue that the meetings serve to enact a professional learning community (PLC). We also explore how the teachers choose to participate in this PLC, for instance by exchanging teaching materials and positioning themselves and each other as colleagues. Preliminary findings suggest that, though understudied, collaboration is central to writing teacher professionalization, as it can positively shape teachers’ classroom practices and self-perceptions. Drawing from these findings, we consider how writing program administrators could facilitate collaborative inquiry to promote equal participation and collective ownership of pedagogical practices.

**COE Room 312:** “*D/ discourse(s) of Community*”

1) Alaa Shakoori  
- Teaching, Learning, & Sociocultural Studies  
“The Effect of Gender Differences and Cultural Differences on Arabic ESL Learners’ Use of Compliments and Refusals in English”

This qualitative study examined the impact of gender differences and cultural differences on Arabic ESL learners’ use of positive and negative speech acts. Compliments were examined as positive speech acts while refusals were examined as negative speech acts. The paper discussed how gendered and cultural assumptions hinder communication between Arabic ESL learners and native speakers of English. The participants (5 men and 5 women) engaged in a total of eight unique situations as four authentic scenarios were created for each speech act based on daily communication in English. For every speech act, responses given by men were compared to those given by women and were analyzed in the light of gender and cultural differences to uncover possible misunderstandings in communication



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between Arabic speakers and native speakers of English. The findings presented a significant impact of gender and cultural differences on Arabic ESL learners' use of compliments and refusals in English.

2) Jennifer Eik

- Teaching, Learning, & Sociocultural Studies

“Growing Our Own: Developing Future Heritage Teachers of Color Through a Critical Service Learning Unit”

In new-Latinx diaspora states, less than 5% of teachers are multilingual teachers of color (MTOC). This paper reflects attempts of a high school Spanish as a heritage language program to create a pipeline of future Latinx teachers. Using participatory design research we co-created a youth-led critical service learning project-based unit, called “learning circles.” This unit positioned high school-aged Latinx HL youth as educators for a day with 2nd-5th graders. Reflecting critical consciousness, developed by youth through the ethnic studies content of their HL classes, youth explored becoming not only MTOC, but critically conscious MTOC with justice orientations in their instruction. Elementary youth altered mental models about who possesses and distributes knowledge in a classroom setting. High school youth expanded on what is meant by the need for representation in education. As a form of direct action, this unit aimed to show Latinx youth their power and potential as future educators.

3) Yousra Abourehab

- Teaching, Learning, & Sociocultural Studies

“Functions of translanguaging in a community-based language learning setting”

Translanguaging, the use of multiple codes/languages within one setting (García & Wei, 2014) has recently attracted attention in bilingual and multilingual studies. Using the theoretical ideas about the potential of translanguaging and interaction analysis, this paper examined how translanguaging was used as a classroom pedagogy in a community-based learning setting. In this setting, Standard Arabic was the target language for heritage language learners (aged between 12-16 years) who spoke multiple dialects of Arabic and were proficient in English. The analysis of the teacher-learner interactions showed that translanguaging was a useful pedagogy that cultivated the learners' transnational literacy practices (Hornberger & Link, 2012). Also, it showed that translanguaging has had positive impacts on learner academic success (enhancement of grammar and sentence structure, vocabulary inflections, and reading comprehension) and confidence. In addition, it has created a space that embraced the learners' multilingual identities. Implications for how to use translanguaging pedagogies are discussed.

Moderator: Dr. Jill Castek



**COE Room 455:** “*Communities of STEM Educators*”

1) Judy Cooper-Wagoner

- Teaching, Learning, & Sociocultural Studies

“Teachers’ Perspectives: Teaching Computational Thinking Situated in Local Community Water Contamination Dilemma”

Computational thinking (CT) is a new practice in science education and there has been little research on teachers’ perspectives of teaching CT situated in local environmental issues. In our qualitative study, we used an ecological framework to investigate high school teachers’ perspectives on the benefits and challenges of teaching CT in a high school unit about groundwater contamination in their community. The framework identified four ecological factors that shape opportunities and constraints for learning and teaching: 1) cognitive, 2) behaviorist, 3) situative, and 4) work domain. Data from semi-structured teacher interviews showed that most benefits were in the cognitive realm, as teachers perceived that teaching CT broadened students’ overall thinking about computer models. The behaviorist and work domain elements posed the most challenges as teachers made adjustments to work around the constraints they experienced in these areas.

2) Amy Been

- Teaching, Learning, & Sociocultural Studies

“From Lecture to (Active) Learning: Postsecondary Instructors Advocate Equitable, Community-based Teaching in Entry-level Mathematics Classes”

Recently, there has been a general effort in STEM departments across the nation to implement active learning strategies at the university level. Research supports the effectiveness of these practices for student learning and further questions their ability to create a classroom community that is equitable and collaborative. In a study with two undergraduate mathematics instructors, I collected both qualitative and quantitative data to better understand the benefits and potential drawbacks of active learning strategies. Multiple classroom observations and interviews with instructors and students revealed qualities of equitable learning environments, including a social view of learning and a community-oriented mindset of classroom participation. In this presentation, I will share my findings and open discussion around advocating for community in undergraduate courses.

3) Emily Dykstra

- Teaching, Learning, & Sociocultural Studies

“Student and Teacher Identity: The Influence of Being an Undergraduate Teaching Assistant in a Biology Laboratory Course”

The use of Undergraduate Learning Assistants (UTAs) in college science courses is widespread. Most research on UTAs has focused on how their presence impacts the



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learning experience of students. In this study, we used Gee's construct of identity as being a "kind of person" to investigate UTA student and teacher identity. UTA interviews were analyzed using qualitative methods to find common themes in UTA's views of themselves as students and teachers. Findings suggest the experience of being a UTA was associated with a shift in student identity in two ways: First, UTA's identities shifted from being memorizers to understanders. Second, UTAs moved from being indifferent toward instructors to valuing and trusting them. In contrast, teacher identity for the UTAs was nascent. They did not yet have a teacher identity because they did not yet see themselves as expert enough to qualify as a teacher.

Moderator: Dr. Sanlyn Buxner

**Session #2: 10:10am – 11:10am (MST)**

**COE Room 208:** *"Language Program Administration: Perspectives and Challenges?"*

1) Mariia Khorosheva, 2) Timothy O'Connell  
- Teaching, Learning, & Sociocultural Studies

This study explores the experiences and perspectives of four language program directors (LPDs). LPDs have crucial roles in creating action plans that enable the language learning community to have an equitable and productive learning environment. However, there are few studies that provide an in-depth examination of LPD responsibilities, challenges, and management strategies. Through a series of extended online and in-person interviews, LPDs share key insights regarding curriculum design, course materials development, technology use, and teacher evaluation. Data was collected in English, Russian, and French language departments. This study shows positive LPD work within language communities, and highlights needed further development in areas such as course materials selection, use of placement tests, and program evaluation and accreditation. Recommendations are made to offset the weaknesses found in the LPD work. These recommendations can provide needed guidance to experienced and novice LPDs in various language communities in the southwest and beyond.

Moderator: Dr. Billy Smith

**COE Room 455:** *"Sustaining Indigenous Knowledge: Reciprocity through Curriculum and Pedagogy"*

1) Sydney Holiday, 2) Kristy Pavatea  
- Teaching, Learning, & Sociocultural Studies & The Indigenous Teacher Education Project



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The Indigenous Teacher Education Project (ITEP) supports Native American students in the process of obtaining certification in Elementary Education. The goal of ITEP is to sustain a community of Indigenous teacher candidates who engage a collective consciousness that centers their community knowledge, values, and goals. Developing a critical Indigenous teacher identity within the teacher candidates has been the overarching goal of ITEP; therefore, the process has centered on reinforcing reciprocity, responsibility, nation-building, and Indigenous knowledge systems. The panel in this session will include 3 ITEP students who are currently student teaching and who will share their efforts and process in indigenizing curriculum and pedagogy. Specifically, the teacher candidates will share reflections on their overall experiences of how ITEP has shaped their role and responsibility in giving back to their communities through the development of curriculum and pedagogy rooted in Indigenous epistemologies and ontologies.

Moderators: Dr. Valerie Shirley & Dr. Jeremy Garcia

**Session #3: 11:20am – 12:20pm (MST)**

**COE Room 208: “*Community (Dis)empowerment*”**

1) Dan Moreno

- Teaching, Learning, & Sociocultural Studies

“Student Empowerment in an Environmental Science Literacy Unit about Local Groundwater Contamination”

Environmental science literacy literature argues that the public needs to understand scientific models and practices to engage in community conversations about environmental problems. At the same time, research in social justice-oriented science education has looked at how youth appropriate science to participate in community-based environmental causes important to them. I used a four-dimensional framework for social justice-oriented student empowerment to examine if and how students who complete a curriculum unit that emphasized model-based understandings of groundwater concepts contextualized around a community-based groundwater contamination issue felt empowered. My research question was: What types of empowerment are indicated in high school students’ talk after participating in a curriculum unit emphasizing model-based understandings of groundwater contamination in their community? After completing the unit, students felt most empowered academically and emotionally/socially, which emphasized that empowering students to take action requires more than just curricula focused on model-based concepts and scientific practices.



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2) Wen Wen

- Teaching, Learning, & Sociocultural Studies

“Make to Learn, Learn to Make: A glimpse of a community-based makerspace”

This was a descriptive research study about a community-based makerspace, which provided a learning and social space to all the people in the city. This study aimed to closely investigate what contributes to engagement in learning in this unique kind of hands-on learning environment. It explored the contexts and conditions through which learning occurred, and described what learning looked like in a community-based makerspace.

3) Casey Richardson

- Second Language Acquisition & Teaching

“The (Mis)Treatment of Immigrant and Indigenous Communities: An Analysis of Disparate Discourses and Schooling”

In the 19th and 20th centuries, Kill the Indian, Save the Man promoted the forced assimilation of Native American children via boarding schools (Indian Residential Schools). Nowadays, however, the more salient enemy of the nation-state has become illegal Latinx immigrants whose detention at the U.S.-Mexico border is viewed as the best way to protect White U.S. citizenry from their threat. Further unsettling is the fact that while migrant children are detained, many do not receive quality schooling during this semi-temporary imprisonment. During this presentation, I will discuss the disparate discursive and educational approaches taken toward indigenous and immigrant communities of the past and present; this comparison will contribute to our understanding of the c/overt ways in which White supremacy is enacted and reproduced through discourses and schooling in order to uphold White nativist ideologies, policies, and practices.

Moderator: Dr. Nicole Kersting

**COE Room 312:** “*Community (inter-) action*”

1) Cynthia Ryman

- Teaching, Learning, & Sociocultural Studies

“Preschool Storytime in the Library: An Ethnographic Study of Dialogic Interaction”

This presentation is an exploratory ethnographic study into the dialogic interaction during preschool story times at three public libraries in Tucson, Arizona. The intent of this study is to determine how the librarians influence the focus and content of children’s verbal responses and direct their understanding of how to transact with literature. The study reveals how public librarians in these three locations are working toward reproducing the predetermined skills for school-based literacy contributing to what Compton-Lilly (2007) calls cultural reading capital. The



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implications of this study call for an examination of practices that devalue active transactions with literature and promote passive practices deemed appropriate by public schools.

2) Lewis Brownlee

- Educational Leadership Program

“The Empowerment of Voice in Multicultural Education: Who Is In and Who Is Out in Multicultural Education Syllabi?”

Within teacher education programs, multicultural education is introduced as a separate class, versus a core class (Shannon-Baker, 2018). Because multicultural education has many definitions and concepts, its importance and treatment vary in teacher education programs across the nation. This leads to teacher educators to construct their syllabi either including or excluding germinal and seminal works important to the field.

According to Gorski (2009), multicultural education should provide pre-service teachers with critical consciousness and commitment to educational equity. To follow through, multicultural education syllabi must be restructured to permit future teachers to introduce authentic multicultural education (Alismail, 2016). What we consider as “authentic multicultural education” is syllabi beginning with black intellectualism that a) challenged the intersectionality of race, gender, and poverty and b) reimagining what it means to Black/African Americans by challenging stereotypes and offering new narratives.

RQ1: How does the literature of syllabi in multicultural education courses reflect the operational and pedagogical beliefs of the teacher educators?

3) Michaelle Machuca

- University of Montana

“Native American Adult Conservation Corps Programs: Do They Promote Well-Being?”

In anthropology, postcolonial and decolonized approaches to cultural heritage include collaborative projects, value-based management, and community-based learning that is culturally specific and works in, with, by, and for Native American communities. This collaborative research project will explore well-being within the context of these postcolonial and decolonized approaches to cultural heritage by asking: Do Native American specific adult conservation corps programs benefit individuals and communities by promoting educational, social, physical, spiritual, cultural, and economic and well-being? If so, how? The Southwest Conservation Corps- Ancestral Lands program (SCC-AL) will be used as a case study. Preliminary findings suggest that Native American specific conservation corps programs, such as SCC-AL, that are collaborative, community-based and value-based promote well-being on the personal, professional and community level through the benefits,



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experience, and skills that the program provides for their participants based on their model and mission.

Moderator: Dr. Kathy Short

#### **COE Room 455:** *“The High Cost of Native American Well Being in Higher Education”*

1) Nicholas Wilson, 2) Charlinda Haudley, 3) Souksavanh (Soukie) Keovorabouth, 4) Tiffany Sorrell, and 5) Eliza Yellow Bird

- Center for the Study of Higher Education & American Indian Studies

In this 60-minute session attendees will hear Native American graduate students experiences in higher education in regards to the misconceptions of the financial aid process and the true cost for paying for higher education. This session will begin to address and demystify how Native American graduates pay for college and offer implication for the future to better support students at this level.

Moderator: Dr. Sheilah Nicholas



**Poster Session Presentations**

12:30pm – 2:00pm

Sonora Room (Student Union, Lower level)

Haya Alshahrani

-Special Education

*“Will a Native Centered Education Reduce Unnecessary Placement in Special Education?”*

Cultural and linguistic minorities in Special Education programs have routinely been overrepresented. These minority groups are often facing homogenous education programs, instead of specialized care. Educational policies, the push for assimilation, and the removal of cultural differences have slowly created a homogenous education landscape. The Common Core State Standards are the most common policies in place today, which attempts to, “Outline what a student should know and be able to do at the end of each grade” (Common Core State Standards Initiative, 2017). Recently, some districts have begun alternative teaching strategies, including the use of cultural and linguistic sensitivity. This paper seeks to answer the question, “Will a native-centered education reduce unnecessary placement in Special Education?” Specialized instructional models can be created to solve their needs and provides a program that recognizes and builds on their differences as assets. A literature review of strategies is conducted and compared for effectiveness.

Megan Baker

- Higher Education

*“Using Authentic Literacy in the ESL Classroom”*

This poster shares practices used in the ESL classroom to integrate authentic and community-based literacy into the curriculum. Rather than utilizing materials or themes that have little relevance to students' lives, from this approach learners' linguistic needs and interactions outside the classroom are carefully considered and integrated into the course design. This poster shares ideas on how to use literacy instruction as a context within which to teach skills and connect students to community resources.

Colleen Hill

- Teaching, Learning, & Sociocultural Studies

*“Multicultural Education Leaders in the Community”*

This poster examines the effect traditional teacher preparation programs have on pre-service teachers and their ability to be leaders in creating critical multicultural education in community based classrooms. Pedagogy that was once acceptable in classrooms is seen as inappropriate in today's diverse learning communities. Many aspects of traditional teacher preparation programs are critiqued. These include: recruitment of pre-service teachers, course progression, faculty pedagogy, and field experience. Upon examination of literature, it is revealed that traditional teacher preparation programs are not doing all that they can to



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prepare pre-service teachers. I argue for a traditional teacher preparation program that is embedded in critical multicultural education from the onset. Courses added at the end of a program do not prepare pre-service teachers to teach in diverse classrooms. Additionally, field experiences should be rich and include communities. Positive changes must be made using a critical lens in order to be powerful.

Charisse Iglesias

- Rhetoric, Composition, and the Teaching of English

*"A Corpus Study of Service Learning: Reciprocity in Community Voices"*

Dangerous power imbalances manifest when stakeholder relationships are not prioritized in the implementation of service learning courses (SLs). Students participating in poorly developed SLs take a "hit and run" role (Bickford and Reynolds, 2002), reinforcing the savior role and underestimating the learning capacity of communities served (Flower and Heath, 2000). Typically, (in)experienced instructors consult SL handbooks to determine course values and how to scaffold appropriate reflection practices (Yancey, 2016). However, not all SL handbooks are made equally. This presentation explores how values of various institutions of higher education are reflected in the handbooks they make, and makes assumptions about how those values shape student and stakeholder roles in the creation, development, and execution of SLs.

A content analysis was conducted on 8 SL handbooks categorized by community colleges, religious liberal arts colleges, private universities, and public research universities to measure the expression of reciprocity in the SL classroom. The question that drove this study: How can (in)experienced instructors ensure reciprocity in SL classrooms when institution models are ineffective?

This presentation will explore different ways that service learning handbooks (de)prioritize community voice by demonstrating the inconsistency of segments detailing reciprocity in various handbooks. From this presentation, (in)experienced instructors could see how values are expressed depending on institution and thus, have a more transparent understanding of how to design effective SLs that highlight the stakeholder relationship and prevent missteps toward dangerous power imbalances between university partners and stakeholders.

Tasia Ivey (With: Dr. Amanda Tashjian)

- Counseling

*"Sexuality within the cerebral palsy community"*

There has been little research on how individuals with cerebral palsy are able to construct their sexuality and leaves communities with a lack of understanding. On the community level, there is increasing interest in adopting effective, science-based approaches but is found to not be supported by resources to implement a multicultural education model for sexuality and disability (Ott, 2012). Some barriers that inflict this community include local control of education content, absence of integration of sexual expression in young adulthood, inability



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to self-advocate, and resources to implement broader sex education in the community (Ott, 2012). With the proper education available to mental health and local community, it will create meaningful conversations with individuals with cerebral palsy to expand education and create the ideal multicultural educational model. This would include creating a culturally responsive pedagogy that will recognize the community's cultural references to expand on all aspects of disability knowledge.

Deanna Kulbeth (With: Makenzie Jackson, Brenna Campbell, Jacklyn Narducci)

- Cooper Center for Environmental Learning, College of Education

*"Inspiring Sustainability Education for University Students through Personal Connections, Understandings, and Action"*

Sustainability is a multi-faceted mindset and value system that includes viewing daily decisions of consumption and production through the lens of environmental responsibility, and more and more universities and educational institutions are working to prepare students for the scope of problems triggered by environmental change. To inspire the integration of sustainability throughout the University of Arizona campus, the College of Education's Cooper Center for Environmental Learning created a unique pilot project for adding educational components to sustainability initiatives. With support from the Green Fund, research-based ecological practices and educational philosophies are being translated into sustainability education for UA students by a student-led Outreach Team via events and campaigns. As students participate, they learn about the natural world, enjoy new emotional connections, and awaken to their personal environmental impact and how to make changes toward a more sustainable lifestyle. Community knowledge and a variety of ways of knowing are involved through partnerships between student, staff and community groups, so that students from every field will graduate with confident comprehension of and inclination for sustainable living.

Ang Li

- Educational Psychology

*"Goal orientations, Emotions and Self-regulated Learning"*

Self-regulated learning is incredibly important for students' academic success (Pintrich, 2000). In this study, we want to examine who has a higher tendency of being self-regulated learners with higher learning performance. We were also interested to know what characteristics regarding goal orientation and emotions they have. If we can define what features contribute to self-regulation, we could train ourselves and our students to be better self-regulated learners.

In this study, we have used the cluster analysis examining the following research questions:

- 1) Are there complex profiles of student characteristics that differentiate in goals?;
- 2) Do students with different goal profiles have different self-regulation and learning outcomes?;
- and 3) What are the emotional tendencies of students with different goal profiles?



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The results showed that undergraduate students have high performance-goals. Also, the students who have mastery goals associated with higher positive emotions, lower negative emotions, high self-regulation and high learning performance regarding GPA.

Nhung Luong

- Teaching, Learning, & Sociocultural Studies

*"Writing Decolonizing Curriculum: A Search for Knowledge in the Literature"*

This poster is a part of a critical literature review on using a transformative lens to write decolonizing curriculum. It will also explore the merits of centering or positioning oneself, as a non-Indigenous emerging scholar looking to work with Indigenous communities, in an ethical and respectful manner. I weave additional reflections on my positioning onto the poster to demonstrate my own personal, linguistic, academic, professional and political experiences with settler colonialism.

I also discuss the historical trends relating to defining decolonization and come up with my own definition of decolonization. Based on the prefix 'de' to denote a departure, reversal and removal of elements of settler colonialism, I synthesize those three terms into these themes: decolonizing governments and related governing structures; the settler colonial project; the disconnection from The Land and the need for repatriation of it; sovereignty and self-determination; the control of people's ideologies and minds; misrepresentations in history; re-search methods; the assimilating and damaging educational structures and curriculum on colonized peoples; and how language revitalization is integral to the decolonization process.

Hannah Robb

- Gender and Women's Studies

*"Eating Disorders in Gender and Sexual Minorities: a qualitative analysis"*

This poster highlights the high rates of occurrence of eating disorders in the LGBTQIA+ community, and specifically in transgender people. Through a qualitative analysis, I present three themes: (1) the role of shame and low self-esteem in LGBTQIA+ experience, (2) the role of social recognition and validation of queer and transgender identity, and (3) the need for more education and competency on the part of mental health professionals who treat eating disorders in queer and transgender patients.



Kelly Smith

- Teaching, Learning, & Sociocultural Studies

*“Is a Critical Pedagogy of Place Enough? Finding Intersections between Culturally Sustaining Pedagogy and Environmental Education”*

This paper examines three different Environmental Education pedagogies to find if an intersection between them and culturally sustaining pedagogy (CSP) exists. It begins with a look at CSP and defines what will be looked for as evidence of an intersection. David A. Greenwood’s work is examined to help establish what a critical pedagogy of place (CPP) is and searches for intersections with CSP. It then focuses on two answers to Greenwood. The first from C. A. Bowers and his Eco-Justice pedagogy who thinks CPP is not possible. The second from Eve Tuck and others who state that a critical pedagogy of place is not enough and advocate Land Education. A discussion about the intersections and how education would need to change if a integration of CSP and one of the other pedagogies was used in the classroom ensues. A conclusion is reached along with questions raised through the writing process.



### Acknowledgements

*The 2019 Teaching, Learning, and Sociocultural Studies Graduate Student Colloquy Committee recognizes that The University of Arizona is located on the ancestral lands of the Tohono O’odham Nation.*

We would like to thank the following patrons for their support: Graduate College, College of Education Departments of Teaching, Learning, and Sociocultural Studies (TLS), Educational Psychology, and Disability & Psychoeducational Studies (DPS), College of Humanities Department of Spanish and Portuguese, and the Second Language Acquisition and Teaching (SLAT) program. Additionally we thank the Student Faculty Interaction Grants Program and the Graduate & Professional Student Council grants.

Special appreciation is given to those at the heart of the TLS community: Yvonne Gonzalez-Lewis, Adriana Miramontez, and Michelle Tellez-Stra. We also give our appreciation to all the Faculty moderators, as well as the COE Faculty who personally donated funds to support this event.

Lastly, we thank the many student presenters, attendees, and volunteers who participated in this year’s Colloquy.

Sincerely,

The 2019 TLS Colloquy Committee

Co-Chairs: Austin R. Cruz & James E. Smith

Faculty Advisor: Dr. Billy Smith

Committee Members: Irma I. Sarmiento, Nhung Luong