



EASTERN ILLINOIS UNIVERSITY

Together We RISE Conference

Hosted by

EIU's Making Excellence Inclusive

Friday, October 7th, 2022

MLK Student Union, Eastern Illinois University
and Virtual



Conference at a Glance

(Go to Website for Most Updated Information)



8:00-8:30	Registration/Check-In and Continental Breakfast					
8:30-9:00	Welcome and Introduction of Keynote and Breakfast					
9:00-9:50	Keynote: Dr. Artika Tyner – Grand Ballroom					
	TRACK 1: Issues in Higher Education	TRACK 2: Instructional Practices	TRACK 3: Self - Care, Awareness and Student Support	TRACK 4: Accessibility and Inclusivity	TRACK 5: Culturally Responsive Teaching and Leading (K-12)	Track 6: (Virtual Only) Emotional and Mental Health
<i>Rooms</i>	<i>Charleston- Mattoon</i>	<i>Arcola- Tuscola Room</i>	<i>Greenup</i>	<i>Casey</i>	<i>Oakland</i>	<i>No Physical Room</i>
10:00-10:50	Exploring Diversity at Booth Library	Conversations with the Keynote Speaker: Fostering Growth Through Hope and Action	Session cancelled	Beyond Outdated Magazines and Motivational Posters: How to Make Offices Safer and More Accessible	Panel discussion - Celebrations and Struggles! Implementing CRTL in classrooms, schools, and communities.	Coping in the Aftermath of COVID 19 Pandemic: How to Navigate Mental and Emotional Challenges
11:00-11:50	Black like me, is it the Black you, see? Understanding the Intra-racial Inter-cultural ...	Session cancelled		Intersectionality and Disability	The Gems of Multicultural Children's Literature	Empowering Mothers to Pursue their Educational Dreams: Considering the Challenges Faced by Mothers Going Back to College
12:00-12:50	Lunch (Grand Ballroom) and Book Signing (12:30 – Campus Bookstore)					

Note: The **Paris Room** is the Conference Lounge Room – Relax, grab coffee, catch up on emails.

Rooms	TRACK 1: Issues in Higher Education	TRACK 2: Instructional Practices	TRACK 3: Self - Care, Awareness and Student Support	TRACK 4: Accessibility and Inclusivity	TRACK 5: Culturally Responsive Teaching and Leading (K-12)	Track 6: (Virtual Only) Emotional and Mental Health
1:00- 1:50	Embedding Career Development in Curriculum: A Model for DEI Education	Culturally Responsive Teaching: Inclusive, Engaging, and Effective Instructional Strategies	The Connections Center at Marion Technical College: Addressing Students' Non- Cognitive (Academic) Needs	Disability in Chicagoland: An Undergraduat e General Education Course	Rising Together Through the BIONIC Program	Black Females, Invisibility, and College Campuses: Disenfranchise d and Mental Wellness
2:00- 2:50	(100) The Power of Healing from Educational Trauma:	<i>Session Cancelled</i>	Rising Together Through Freshman Connection	The Transgender Population: Expanding Access to Services	<i>CRTL-Supporting and Including LGBTQIA students and leaders in the curriculum</i>	Implications of safe sex in marginalized older adults; how to engage in sex mental health dialogues with your clients
3:00- 3:50	Transformativ e Experiences in Adult Higher Education Degree Completion Cohort Program	Advocacy from the Start: Understandin g Inclusion	(100) Redefining Wellness and Self- Care for Students from Diverse Background s	(100) Creating Inclusive Classrooms: Demanding Excellence in Pedagogical Practices with Universal Design	There's a Million Things We Haven't Done, But Just You Wait: Giving Voices to those Silenced throughout American History While Confronting Resistance to an Anti-Racist, Inclusive Curriculum	Kink and Consensual Non- Monogamy: Understanding Diverse Relationship Dynamics
4:00- 4:50					#TeachLivingPoet s	

Detailed Conference Program

Welcome to the 6th Annual Together We RISE Conference

8:00 – 8:30 AM | Registration and Continental Breakfast

8:30 – 9:00 AM | Welcome and Introductions and Breakfast

9:00 – 9:50 AM

Keynote

7 Strategies to Foster Growth Through Hope and Action: An Equity-Minded Approach

Dr. Artika Tyner, University of St. Thomas School of Law

Dr. Artika R. Tyner is a passionate educator, author, sought-after speaker, and advocate for justice. Dr. Tyner is a law professor at the University of St. Thomas School of Law. She is committed to training students to serve as social engineers who create new inroads to justice and freedom.

Tyner received her B.A. from Hamline University (Major: English; Certificate: Conflict Studies). Due to her passion for advocating for social justice and educational policy reform, she decided to pursue graduate studies at the University of St. Thomas. She began her journey with law school since she recognized that the law is a language of power and therefore she sought to become well versed in the law.

Subsequently, Tyner earned a Master of Public Policy and Leadership in order to gain tools for effecting social change through policy reform efforts. Later, inspired by the legacy of W.E.B. Dubois, she obtained a Doctorate in Leadership. Her doctoral studies provided her with key tools for serving in her community and promoting social justice.

Dr. Tyner is committed to empowering others to lead within their respective spheres of influence. She provides leadership development and career coaching for young professionals. She has also developed leadership educational materials for K-12 students, college/graduate students, faith communities and nonprofits. Additionally, Dr. Tyner teaches leadership coursework on ethics, critical reflection, and organizational development. Her research focuses on diversity/inclusion, community development, and civil rights. She has presented her research and conducted leadership training programs both nationally and internationally.



10:00-10:50 AM

Track 1: Issues in Higher Education | Charleston-Mattoon Room

Exploring Diversity at Booth Library

Madeline Reiher, Eastern Illinois University
Dionne Lipscomb, Eastern Illinois University
Jacob Mueller, Eastern Illinois University
Kirstin Duffin, Eastern Illinois University
Ellen Corrigan, Eastern Illinois University

Abstract: The first sentence in the mission statement for Eastern Illinois University’s Booth Library states “Our mission is to collaboratively empower the intellectual and creative growth of our diverse campus and community.” This commitment to the promotion of diversity has led the librarians and their DEI committee to ask an important question, are students of diverse backgrounds comfortable using our facilities? This research used a mixed-methods study to survey and interview numerous African American undergraduate EIU students to learn more about their experiences with Booth Library, specifically how it is used, when it is used, and changes they would like to see. We found that students are comfortable using the facility, though they note the lack of representation among the staff and would like more outreach.

Track 2: Intrusional Practices | Arcola-Tuscola Room

Conversations with the Keynote Speaker: Fostering Growth Through Hope and Action

Dr. Artika Tyner, University of St. Thomas School of Law

The Keynote Speaker will continue and expand on conversation from the introductory presentation.

Track 3: Self-Care, Awareness and Student Support | Greenup Room

Cancelled

Track 4: Accessibility and Inclusivity | Casey Room

Beyond Outdated Magazines and Motivational Posters: How to Make Offices Safer and More Assessable (Virtual)

Danessa Carter, Eastern Illinois University
Kelsey Boll, Eastern Illinois University

Amina Feder, Eastern Illinois University

Abstract: Office spaces are the first in-person introduction for individuals to access services. However, these spaces are frequently, even if unintentionally, biased against marginalized and underserved populations. Cuthbert and Taylor (2019) noted the importance of inclusive language and heightened awareness of physical requirements for spaces as ways to impact a sense of connectedness to an environment. Hartal (2018) encourages open communication among staff regarding issues related to diversity and celebrating individual differences. These discussions and trainings can help dismantle microaggressions and empower employees to address othering behavior in an assertive and meaningful way (Fox & Ore, 2010). This presentation will address multiple potential diversity concerns in the office setting by creating meaningful steps individuals and organizations can take to make spaces more welcoming and inclusive.

Track 5: Culturally Responsive Teaching and Leading (K-12) | Oakland Room

Panel discussion- Celebrations and Struggles! Implementing CRTL in classrooms, schools, and communities.

Molly Bickford, Charleston Middle School
Michael Pitcher, Charleston Middle School
Kristen Holly, CUSD
Carole Collins, Eastern Illinois University

Abstract: Illinois has made a commitment to support culturally responsive curriculum and schools through the Culturally Responsive Teaching and Leading Standards. However, the work in this area started long before these standards were codified. Hear from a panel of local, state, and national experts share their celebrations and struggles in implementing culturally responsive teaching practices in classrooms, schools, and communities. Barriers and next steps will also be discussed. Each panelist will discuss their person experiences and share success stories in how they are able to connect with students, schools, and communities in meaningful ways and have the hard conversations that can surround this critical work. This session includes time for interactions and dialog with the panelists to ask questions or share ideas.

10:00-10:50 AM

Track 6: Emotional and Mental Health (Virtual Only)

Coping in the Aftermath of COVID 19 Pandemic: How to navigate Mental and Emotional Challenges (Virtual)

Dr. Aretha Marbley, Texas Tech University
Melissa Galica, Texas Tech University
Keegan Trussell, Texas Tech University
Brian Hicks, Texas Tech University

Abstract: The workshop presenters will discuss strategies to help recognize, manage, and cope with the mental, emotional, and physical health challenges of students, staff, and faculty may encounter in the aftermath of the COVID-19 Pandemic. They will focus on depression, anxiety, fear, anger, sadness, worry, numbness, frustration, and signs of distress such as difficulty sleeping, concentrating, and making decisions. As clinical mental health clinicians and educators, the presenters will discuss health and wellness and the importance of self-care and coping strategies with a focus towards excellence. The workshop will be grounded in real cases and experiences of the presenters and provide opportunities and safe spaces for the participants to share their stories. Resources will be provided and shared. Audience participation is strongly encouraged but not required.

11:00-11:50 AM

Track 1: Issues in Higher Education | Charleston-Mattoon Room

Black like me, is it the Black you, see? Understanding the Intra-racial Inter-cultural Dance and Dismantling the Disconnect to Best Serve Diverse Black Communities

Carole Collins Ayanlaja, Eastern Illinois University

Abstract: Race remains a socially constructed category that defines how we are classified and quantified. With the undeniable existence of racism from a social level, racial stigmatization is deeply embedded in our society. Many people question if there is a public perception fueled from the lens of anti-black sentiment that projects a notion that Africans differ greatly from Caribbean blacks or that Caribbean blacks differ greatly from black Americans, descendants of the enslaved in America? What constitutes the differences and are they defining for each group? A confusion remains about what blackness means. A true understanding of what it means to be black cannot be assumed or relegated to a set of physical features or a one drop of blood rule created to substantiate racism and economic exploitation. We must explore how continental black people contextualize their ethnic experience in a racialized landscape. How do whites and other people of color grow to create bridges of understanding with diverse black communities? How does this impact the way in which white teachers, make connections with diverse black students and their families? What more needs to be understood about black racial identity and intra-raciality to ensure educators engage in culturally responsive interaction in the classroom and community that affirms black diversity and asserts black solidarity.

11:00-11:50 AM

Track 4: Accessibility and Inclusivity | Casey Room

Intersectionality and Disability

Jennifer Stringfellow, Eastern Illinois University
Sophie Jones, Eastern Illinois University

Abstract: People with identified disabilities intersect every part of humanity – socioeconomic status, ethnicity, culture, geography, et al. – and are entitled to appropriate accommodations in public spaces. Sometimes, more often than we might expect, the accommodations we provide for individuals are beneficial to a much larger group because of this intersectionality. The presenters will offer research and

practical information and will discuss with the audience how different accommodations in public spaces, in our classrooms – kindergarten through higher education – can have a larger impact and provide access and support for all. We will present research-based information and include the practical application of the research in hopes of encouraging thought and hopefully, practice.

11:00-11:50 AM

Track 5: Culturally Responsive Teaching and Leading (K-12) | Oakland Room

The Gems of Multicultural Children's Literature

Amy Davis, Eastern Illinois University

Abstract: Multicultural children’s literature offers a lens into different cultural traditions and symbolism that unless otherwise noted, teachers may overlook the opportunity to share with their students. This presentation will feature these cultural “gems” from such ethnic groups as African American, Arabic, Asian, Hispanic, and Indigenous. The featured books include such titles as “Carmela, Full of Wishes,” “Time for Bed, Miyuki,” “My Hair is a Garden,” and many more.

11:00-11:50 AM

Track 6: Emotional and Mental Health (Virtual Only)

Empowering Mothers to Pursue their Educational Dreams: Considering the Challenges Faced by Mothers Going Back to College (Virtual)

Jennifer Roberts-Carian, Texas Tech University

Abstract: Women going back to college after having children face unique barriers and struggle through different roles as they work toward a better future for themselves and their children. Societal expectations, systemic barriers, and economic instability in addition to time and energy constraints can make the college experience more difficult for women in these situations. The college experience is especially stressful for single mothers, who are shouldering the responsibility of raising their children alone with limited financial resources. This presentation will consider this underserved population in educational systems, as well as create awareness and discuss the importance of advocacy for women who are in college or graduate school while balancing the role of motherhood.

12:00-12:50 LUNCH

Buffer lunch | Grandballroom

12:30

Book signing with Dr. Artika Tyner, keynote speaker | Campus Bookstore

1:00-1:50 PM

Track 1: Issues in Higher Education | Charleston-Mattoon Room

Embedding Career Development into Curriculum: A Model for DEI Education

Lisa Malvin, Dominican University

Abstract: Dominican University, a Hispanic Serving Institution located just outside of Chicago, launched its successful career development program in the fall of 2017 in the Brennan School of Business. The program, composed of four required career development courses, a required internship, and built-in mentorship with Executives in Residence, was embedded into the curriculum for all undergraduate business students with faculty, administrative and staff support. Since the launch of the program, graduate outcomes have increased exponentially, with 77% of 2021 Brennan graduates employed or attending graduate programs three months post-graduation. Due to the success of the program, Dominican is currently working to expand the curriculum to the rest of the university, with a pilot planned for Fall 2022.

1:00-1:50 PM

Track 2: Instructional Practices | Arcola-Tuscola Room

Culturally Responsive Teaching: Inclusive, Engaging, and Effective Instructional Strategies

Alexis Jones, Eastwen Illinois University

Amy Davis, Eastern Illinois University

Abstract: Illinois' Culturally Responsive Teaching and Leading Standards, approved by the Illinois State Board of Education in March 2021, will be part of teacher education programs throughout the state by the end of the 2022-2023 school year. To this end, we want to provide practical strategies for reflecting on teacher preparation coursework and incorporating the CRTLS in our work with preservice teachers. We will provide a quick review of the content within the standards, but most of the time will be spent on specific examples of what teacher education classrooms might look like with the CRTLS embedded.

1:00-1:50 PM

Track 3: Self-Care, Awareness and Student Support | Greenup Room

The Connections Center at Marion Technical College: Addressing Students' Non Cognitive (Academic) Needs (Virtual)

Prinrose Igonor, Marion Technical College

Abstract: Post secondary educational institutions are increasingly becoming aware of how non cognitive (academic) barriers can and in too many cases do impact student success negatively. This presentation will focus on how Marion Technical College has addressed this issue. The presenter will discuss how a

food pantry and clothing closet were created. She will also discuss the role of a student resource navigator in helping address non cognitive barriers

1:00-1:50 PM

Track 4: Accessibility and Inclusivity | Casey Room

Disability in Chicagoland: An Undergraduate General Education Course (Virtual)

Sara Baillie Gorman, Trinity Christian College
Taylor Martin, Trinity Christian College

Abstract: The general education curriculum at liberal arts colleges aim to teach students about a variety of topics to create a well-rounded education. Undergraduate students often come to these general education courses expecting to learn about marginalized populations. However, these conversations often exclude individuals with disabilities. This presentation will discuss one example of how a course about disability was fit into the general education curriculum at a college. An explanation of the course proposal will be reviewed. Then a summary of the course and objectives will be discussed. An undergraduate student that just completed the course will then share their experience in the course. Finally, next steps as both a faculty member and as a student who completed this course will be shared.

1:00-1:50 PM

Track 5: Culturally Responsive Teaching and Leading (K-12) | Oakland Room

Rising Together Through the BIONIC Program

Jessica Meadows, Eastern Illinois University
Kendra Bierman, Eastern Illinois University
Jacob Pearson, Eastern Illinois University
Ethan Carlson, Eastern Illinois University
Heidi Larson, Eastern Illinois University

Abstract: This presentation outlines the BIONIC (Believe It Or Not I Care) Program at Mattoon High School. For the past 10 years, Dr. Larson and a team of counseling interns have partnered with Mattoon High School to implement BIONIC (Believe It Or Not I Care), a school-wide peer mentoring program.

1:00-1:50 PM

Track 6: Emotional and Mental Health (Virtual Only)

Black Females, Invisibility, and College Campuses: Disenfranchised and Mental Wellness (Virtual)

R. Patrice Dunn, Real Counseling and Consultation
Valerie Harrison, Vitality Livin'

Abstract: This presentation will draw from the presenters' personal and professional knowledge and experiences as African American women, Black female college students (past and present), and as college counselors and licensed professional counselors to address the Black female college students' social development, mental health, and emotional well-being, and the impact of all three on their mental health. The presenters will also share prevention and intervention strategies for working with Black female college students. The workshop will be grounded in real cases and experiences of the presenters and the audience and will provide opportunities and safe spaces for the Black females and others from different cultural and gendered backgrounds to share their stories. Resources will be provided and shared.

2:00-3:50 PM

Track 1: Issues in Higher Education | Charleston-Mattoon Room

The Power of Healing from Educational Trauma: Transformative Experiences in an Adult Higher Education Degree Completion Cohort Program through Circles of Engagement, Participation, Self-Efficacy, and Nurturing (Virtual)

Wytress Richardson, National Louis University

Craig Mealman, National Louis University

Abstract: Many adult students arrive at the doors of higher education institutions with an assortment of prior successes and failures in the educational systems. They have individual and family histories that can be both a strength and a source of trauma. Students report finding a home or place where they confront or challenge prior perceptions about their educational strengths and barriers. When students recognize their potential via successes in an adult-focused cohort learning, they frequently report experiencing a renewal or resurgence of personal power and self-efficacy.

2:00-2:50 PM

Track 2: Instructional Practices | Arcola-Tuscola Room

Cancelled

2:00-2:50 PM

Track 3: Self-Care, Awareness and Student Support | Greenup Room

Rising Together Through Freshman Connection

Jessica Meadows, Eastern Illinois University

Corben Roth, Eastern Illinois University

Kendra Bierman, Eastern Illinois University

Rebekah Magee, Eastern Illinois University

Min Lee, Eastern Illinois University
Heidi Larson, Eastern Illinois University

Abstract: This presentation describes the data-based Freshman Connection program at Eastern Illinois University and its impact on the student leaders who serve as mentors in the program.

2:00-2:50 PM

Track 4: Accessibility and Inclusivity | Casey Room

The Transgender Population: Expanding Access to Services

Ruby Amanda Oboro Offerie, Eastern Illinois University

Abstract: According to the CDC, 2% (1.3 million) individuals, 0-17 identify as transgender. Individuals that identify as transgender have a higher incidence of mental and physical challenges, face health inequities, share a common need for specific types of support, and lack representation. Yet, there still remains a significant gap in strategies for the provision of services for this cohort. It is based on this note that this presentation is pursued.

2:00-2:50 PM

Track 5: Culturally Responsive Teaching and Leading (K-12) | Oakland Room

CRTL - Supporting and Including LGBTQIA Students and Leaders in the Curriculum

Jennifer Buchter, Eastern Illinois University
Amanda Martin, Eastern Illinois University

Abstract: The presentation will contain general knowledge of the LGBTQIA community including knowledge of common identities in the community. Participants will learn about the LGBTQ+ history and community and the implication of the new standards. The presenters will discuss ways to support teachers in implementing these new standards in meaningful ways. Participants will take a bias quiz and discuss why acknowledging biases is critical as it can be difficult to recognize one's own bias. Healthy relationships and how to talk about boundaries and consent with students will be discussed as part of meeting health and safety standards for all students. Healthy relationships will focus on keeping students safe when they enter into relationships and friendships with peers. Resources will be shared at the end of the presentation so participants can do further research.

2:00-2:50 PM

Track 6: Emotional and Mental Health (Virtual Only)

Implications of safe sex in marginalized older adults: How to engage in sex mental health dialogues with your clients (Virtual)

Susie Marquez, Texas Tech University

Abstract: From an anecdotal account, mental health counselors see more couples struggling with how to connect in an empty home, and sex is the last topic of discussion. As men and women transition into "empty nesters," there seems to be an assumption that the sexual activity will also engage in a time of restoration and revitalizing of a couple's intimacy. Older adults receiving mental health couple's counseling are rare; older adults in marginalized populations are even more uncommon. Seasoned counselors may not have current training on sexual topics that have traditionally been considered taboo. The younger counselor in training may have the sexual vocabulary but lack the basic therapeutic engagement skills. This session will review the implications and establish guidelines for improving older adults' sexual and mental health.

3:00-3:50 PM

Track 2: Instructional Practices | Arcola-Tuscola Room

Advocacy from the Start: Understanding Inclusion (Virtual)

Ann Kremer, Early CHOICES

Emily Ropars, Early CHOICES

Abstract: Understanding and successfully implementing inclusion is something that families and professionals often find to be a challenge. Are you looking to support families and professionals to understand what inclusion is, how it looks and how to advocate for it? Learn about an online resource package equipped with tools that are organized for informal and formal learning for use by (and with) families, service coordinators, practitioners, faculty and administrators to understand and promote inclusion.

3:00-4:50 PM

Track 3: Self-Care, Awareness and Student Support | Greenup Room

Redefining wellness and self-care for students from diverse backgrounds

Angela Yoder, Eastern Illinois University

Amina Feder, Eastern Illinois University

Kelsey Boll, Eastern Illinois University

Abstract: The COVID-19 pandemic has been associated with unprecedented medical and mental health problems which have disproportionately affected those in young adulthood and those from disenfranchised and underrepresented communities (Tai et al., 2021). Creative expression activities have historically assisted individuals in addressing self-care in a way that provides opportunities for externalization and containment of uncontrollable problems (e.g. trauma, violence, consequences of

systemic oppression, abuse) (Thomas & Morris, 2017). Although the promotion of self-care now occurs in many universities, few students have well-developed self-care plans (Stalnaker-Shofner et al, 2021). Creative expression self-care activities that incorporate concepts of self-compassion, emotional regulation, mindfulness, boundaries, social connectedness, and wellness practices will be highlighted in this session.

3:00-4:50 PM

Track 4: Accessibility and Inclusivity | Casey Room

Creating Inclusive Classrooms: Demanding Excellence in Pedagogical Practices with Universal Design

Elizabeth Tacke, Eastern Illinois University
Rachael Ryerson, Eastern Illinois University
Camden Burd, Eastern Illinois University

Abstract: This presentation asks attendees to consider pedagogies of universal design that support student learning. Drawing on experiences in the classroom, the panelists will discuss various approaches to teaching that address the diverse perspectives and pedagogical needs of students. After briefly introducing theories of universal design for learning, the panelists will provide examples of assignment prompts and instructional approaches, develop questions for the audience to consider, and suggest potential revisions ideas for existing curriculum and projects.

3:00-3:50 PM

Track 5: Culturally Responsive Teaching and Leading (K-12) | Oakland Room

There's a Million Things We Haven't Done, But Just You Wait: Giving Voices to those Silenced throughout American History While Confronting Resistance to an Anti-Racist, Inclusive Curriculum

Molly Bickford

Abstract: Teaching America's hard history can be challenging in a time when free-thought and public education are misrepresented, censored, banned, and vilified across the nation. Explore ways to incorporate ISBE's Culturally Responsive Teaching and Leading Standards through engaging trade-books, primary sources, and student-created capstone projects. We will discuss strategies for engaging students in a respectful dialogue in the classroom and ways to effectively communicate the importance of this knowledge to students and parents who resist change

3:00-4:50 PM

Track 6: Emotional and Mental Health (Virtual Only)

Kink and Consensual Non-Monogamy: Understanding Diverse Relationship Dynamics (Virtual)

Matthew Flinchum, Texas Tech University

Abstract: Students engaging in atypical relationship structures such as consensual non-monogamy (CNM) or atypical sexual practices such as BDSM or other kink oriented behavior may face increased ostracization and scrutiny for educators and mental health practitioners based on their sexual identity and practices. Attendees will be introduced to various types of CNM and kink practices and terminology, as well as information regarding historic challenges individuals within the Kink and CNM community face from heteronormative systems. Furthermore, participants will learn about key aspects of affirmative Kink or CNM relationships to distinguish healthy relationships from potentially harmful ones. Fictional case studies will be utilized to highlight these difference.

4:00-4:50 PM

Track 5: Culturally Responsive Teaching and Leading (K-12) | Oakland Room

#TeachLiving Poets

Kristen Runyon

Abstract: Traditionally in education, teachers and students work toward finding the answer, yet poetry posits teachers in a vulnerable position by putting us in front of a class as “the expert” when the reality is that poems, if “taught” correctly, raise far more questions than answers. #TeachLivingPoets focuses on incorporating poems by contemporary poets whose work reflects the diversity in our classrooms/communities and the issues facing students today. The presentation will offer classroom-tested strategies that build environments to foster questioning, discovery, and insight without relying on a teacher to walk students through poems. Resources will include curriculum units around themes and full-length poetry collections, as well as digital options.

Sponsors

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