

The Academy for Educational Studies presents the

Critical Questions in Education Conference

A blind, peer-reviewed national conference
Opportunities to publish

November 2 – 4, 2015
Hyatt Regency, Inner Harbor
Baltimore, Maryland



March 7 – 9, 2016
Menger Hotel
San Antonio, Texas

Extended deadline for proposals, Baltimore: August 1, 2015
Deadline for proposals, San Antonio: September 15, 2015

Presentation options:

Open topic

Present ongoing research, critical argument, policy issues, or articulate advocacy on any education-related topic. Both theoretical and practice oriented approaches welcome. Presentations also welcome on past theme questions. (See second page of this Call for Proposals)

2015/16 theme questions

- **Teaching the disciplines: How are we doing?**
What is it we want students to know and understand from, or about, the disciplines we teach at **both the K—12 and university levels**? What reasons do we give students for studying the disciplines we teach? How can we get at the big questions that are at the heart of the different disciplines?
- **Why don't we read serious books anymore?**
Should we care that so many students, and so many teachers, can't or don't want to read books—not just at the K—12 level, but in colleges and universities?
- **After incidents in Baltimore, Ferguson (and elsewhere): What should schools and teachers be doing?**

The Conference Committee seeks participants who offer well-considered and reflective analysis or evaluation. Original research, research review, scholarly efforts, eloquent advocacy, or inspiring practice are all welcomed.

- **Individual paper/presentation:** Single (or co-authored) papers or prepared presentations. Conference committee will group submissions based on commonality of theme or approach into a 60 or 75 minute session. Presenters will share the session, leaving time for discussion. The committee may arrange a poster session for graduate student submissions, depending on the number of proposals received.
- **Panel discussion:** Three or more presenters—named in the proposal—discuss alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Panels may be either 60 or 75 minutes in length, at the discretion of the organizing committee.
- **Book response:** Individual papers or panel presentation on a book, especially as it might be related to the theme question(s).

Suggested approaches to the 2015/16 theme questions (Other approaches welcome)

Teaching the disciplines: How are we doing?

- How much of the wonder, truth, or perfection of the different disciplines are students (or teachers) at different levels capable of appreciating and understanding? Can we expect them to give themselves over to a particular discipline?
- What ways of teaching work best in the different disciplines, and at different levels, to introduce students to these questions, truths and perfections?
- How can we better prepare teacher education students to get to the fundamental truths of their disciplines? What bearing does this set of questions have on the preparation of elementary teachers?
- What authors in particular disciplines help us understand the fundamental truths of those disciplines? Or, more broadly, what authors help us see such grasping for truths as an, or the, essential end of education?
 - Presentations especially invited on Brann's *Paradoxes of Education in a Republic* (1979), Egan's *An Imaginative Approach to Education* (2005), and Jackson's *What is Education?* (2012). Presentations also welcome on Dewey, Plato, or any other central thinker.

Why don't we read serious books anymore?

- Should we seek to preserve the idea of an education centered on the serious reading of serious books? Or should we admit the technological changes and cultural and economic pressures that exist--factors that tend to make such an education obsolete--and proceed to craft a very different kind of education?
- Are the Great Books dead to us? Can we offer students a "liberal education" without having them read serious books? How are the Great Books to be taught?
- What mistakes do teachers make that discourage students from reading or keep them from reading seriously and sensibly? How can teachers reorient their approach to books and reading?

After incidents in Baltimore, Ferguson (and elsewhere): What should schools and teachers be doing?

- If incidents happening in places like Baltimore and Ferguson are not just great tragedies but significant opportunities for change, how can schools and teachers contribute? What are the lessons to be learned about such things as race relations, (un)justified authority, appropriate civic protest? Are there particular things schools and teachers can do now?

Past theme questions: Proposals welcome on these topics

2014/15: Why have civil rights era educational legislation and policy in the United States failed our most vulnerable students? How should we address the needs of these students in and out of schools?
How is schooling conducted in other countries? What can we learn from the policies, purposes, and practices of education systems—or individual schools—from around the world? And what can systems and schools from around the world learn from American education?

2013: Taking a careful look at ourselves:

--Are traditional teacher education programs preparing quality teachers?

--How should we evaluate teachers, school administrators, or university professors?

2012: Fixing our schools

Why do so many people want to "fix" our public schools? Are current reforms well-aimed or wrong-headed? Are we asking the wrong questions about how to improve education? Can educational foundations help?

2011: Digital media and our children: What has been lost or gained?

Will eliminating tenure ruin teaching or reinvigorate it?

2010: How should we prepare new teachers?

2009: Has higher education lost its soul?

What ideas in education are worth keeping, and which ones ought to be thrown out?

2008: Rethinking education: Is it time for radical change in the public schools?

2007: What is the role of religion in the 21st century public school?

2006: Why do kids hate school?

2005: Have schools really changed that much in the past 100 years?

A Seat at the Table

Think of the third day of the Critical Questions in Education conference the way you think of study groups. For two days participants will have been challenged to think about the theme questions in a variety of ways. Now it is time to come to grips with what we've thought about and learned—to try to synthesize ideas, find spots where tensions remain, develop new questions to ask, and plan how to deepen our understanding of the questions. And it's time to plan how we might continue to think together, write together, and publish together. Opportunities for publication will be available through *Critical Questions in Education* or *Thresholds*, the Academy's peer-reviewed electronic journals. Book publishing through or in conjunction with the Academy for Educational Studies will also be discussed.

Proposal format – Academic Presentation

Please attach proposal to an email, as directed below. Please send cover sheet and abstract in one file, not separately. Proposals are blind, peer-reviewed.

Cover Sheet—one page: The cover sheet will not be sent to reviewers.

1. Title of presentation
2. Designate which conference—Baltimore or San Antonio
3. Format of presentation: Paper/presentation, Panel, Book response
4. Information about person submitting the proposal
 - a. Name, with title and institution (indicate if graduate student)
 - b. Telephone number, e-mail address, mailing address, and FAX number
5. Additional presenters: Information about any and all co-presenters
 - a. Name, e-mail address, title and institution (indicate if graduate student)
6. Please indicate if you would like to reserve “A Seat at the Table” on our third day as we talk about possibilities of publication on the theme questions.
7. 30-word description for the printed program

Abstract of presentation (not to exceed two double-spaced pages)--sent to reviewers

1. Title of presentation
2. Description of presentation: The proposal abstract must not contain anything that reveals the identity of individual(s) submitting the proposal. Proposals should clarify the objectives or purpose of the presentation, establish the importance of the topic, and indicate how the topic will be addressed.

The Conference Committee will review each proposal. The best proposals will articulate a clear objective and purpose as well as importance of the point of view to be expressed. Proposals need to show evidence of scholarly care, clear and effective argument, and/or a basis in research. Participants are welcome to submit multiple proposals. Only the person submitting the proposal will be notified of the acceptance of a paper, panel, or book response; he or she is responsible for notifying all other participants. **All participants listed in the proposal must pay the conference fee prior to the conference or they will not be listed in the conference program.**

Send Proposals electronically to:

academyedstudies@gmail.com

- Subject line: CQiE Conference proposal
- Send all proposals as Word documents attached to the email
- Baltimore deadline: August 1, 2015
- San Antonio deadline: September 15, 2015

Technology Note: As in years past, the Academy intends to provide screens for each breakout room. Participants will need to provide all other equipment (computers, projectors, electrical cords, etc.) for their presentations.

Cost of the conference:

	Early-bird registration	Regular Registration
Presenters (Regular)	\$230	\$260
Graduate student presenters	\$125	\$145
Non-presenters—regular	\$230	\$260
Non-presenters—graduate students	\$125	\$145

- On-site registration available for non-presenting attendees (with a slight price increase).
- Early-bird and regular registration dates for Baltimore: 9/15/15 and 10/15/15
- Early-bird and regular registration dates for San Antonio: 1/15/16 and 2/15/16
- In order to keep their presentation spot, all presenters and co-presenters must pay the designated conference fee by the following deadlines: Baltimore—by 10/15/15; San Antonio—by 2/15/16.
- Conference fee waived for all undergraduate students. Group rates for K— 12 faculty and administrators are available.

Cost of hotel rooms (conference rate):

Baltimore: Hotel rooms available at the Hyatt Regency Inner Harbor: \$153 per night

San Antonio: Hotel rooms available at the Menger Hotel: \$125 per night

If you have any questions, please call:
Steven P. Jones, Academy Director: 417-836-5982

Please visit the Academy for Educational Studies website:
<http://academyforeducationalstudies.org/>