The John Dewey Society for the Study of Education and Culture
Annual Meeting Program
Theme: School and Society, Theory and Practice
April 13 - 15, 2012
Vancouver, British Columbia

First Annual School and Society Forum

Friday, April 13, 8:30 am to 11:00 am
Segal Graduate School of Business
Simon Fraser University
500 Granville Street
Vancouver, BC V6C 1W6

Annual Membership Meeting

Friday, April 13, 12:00 pm to 1:45 pm
Fairmont Waterfront, Floor Lobby Level - Waterfront Ballroom A

Annual John Dewey Symposium

Friday, April 13, 2:00 pm to 4:00 pm
Fairmont Waterfront, Floor Lobby Level - Waterfront Ballroom A

Annual John Dewey Lecture

Friday, April 13, 4:15 pm to 6:15 pm
Fairmont Waterfront, Floor Lobby Level - Waterfront Ballroom A

Annual Reception

Friday, April 13, 6:30 pm to 8:30 pm
Fairmont Waterfront, Floor Terrace Level - Terrace Room

Past President’s Paper Session

Sunday, April 15, 9:00 am to 12:00 pm
Fairmont Waterfront, Floor Lobby Level - Waterfront Ballroom A

Institutional Sponsors
The John Dewey Society for the Study of Education and Culture & The British Columbia Federation of Teachers Cordially invite you to join in the

Inaugural School & Society Forum

**Intent:** A public space embracing dialogue, interaction, and deliberation concerning school and society issues across multiple stakeholders—P-16 teachers, policymakers, administrators, scholars, parents, community educators, & interest groups—drawing upon John Dewey's thinking and contemporary reinterpretations extending Dewey's commitments to democratic schooling.

**When:** Friday, April 13, 8:30am-11am
**Where:** Segal Graduate School of Business, Simon Fraser University, 500 Granville Street, Vancouver, British Columbia, Canada (within close proximity to AERA headquarters hotels)

**Teachers’ Unions Build Trust in Teachers**

Panel: Representatives from the British Columbia Teachers' Federation (BCTF) will offer perspectives on the challenges and opportunities for the union in producing community trust in teachers and exercising teacher agency on behalf of learners and learning. **Topics and speakers include:**

**Professional autonomy:** Joanna Larson is a member of the BCTF Executive Committee from Prince Rupert, BC, and has been a member of the BCTF Professional Issues Advisory Committee.

**Advocacy for educators and education:** Kip Wood is a member of the BCTF Executive Committee from Nanaimo, BC.

**Parent and community support:** Marjorie Dumont is the Coordinator of the Aboriginal Education Program of the BCTF.

**Panel Discussion:** Audience participation will follow, facilitated by Dr. Paul Shaker, Professor Emeritus and immediate past Dean, Simon Fraser University, British Columbia

**Breakout Conversations:** Breakout sessions facilitated by **John Dewey Society Members** around related autonomy, advocacy, and community topics such as:

**Professional Autonomy:** Do we want/need teacher agency? What does agency look like? How can it be fostered? What are the roles and responsibilities of practical deliberation and professional judgment in classrooms and schools today?

**Advocacy for Educators and the Tasks of Educating:** How do you combat the bureaucratization and standardization of educational practice? How might rules and policies guide, enable, and re-moralize education? What is entailed in making practitioner knowledge central?

**Parent and Community Support:** In what ways can parents and the community become partners and advocates for education? What about teachers’ colleges and their roles within communities? What does preparedness for teaching entail and how can supports be cultivated and sustained?

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Breakout #1 Facilitators:
Gert Biesta
David Hansen; Anne Phelan
Douglas J. Simpson
Lynda Stone

Breakout #2 Facilitators:
Jim Garrison
Linda O’Neill; Wendy Poole
Maura Striano; Daniel Vokey
Stefano Oliverio

Breakout #3 Facilitators:
Deron Boyles
Hartej Gill
Kyle Greenwalt
Barbara Thayer-Bacon
Further Conversation: Editors of the newly created online forum for continuing and generating *School & Society* conversations, publications, and resources will be available to share the online site and seek feedback on its possibilities.

Friday, April 13, 2012
Coffee & Treats-8:30 am
Panel Discussion-8:45 am to 9:45 am
Breakout Conversations: 10:00 am-11:00 am

Segal Graduate School of Business, Simon Fraser University, 500 Granville Street
(Corner of Granville & Pender)
1. Call to order, introduction of members present, and approval of minutes from 2011 (Deron Boyles, President)

2. Announcement of 2012 election results. Recognize outgoing Board Members. (Deron Boyles, President)

3. Recognition of Institutional Sponsors (Deron Boyles, President)

4. Officers’ Reports
   
   Report of the Treasurer (Kyle Greenwall)

   Report of Membership and Development Officer (Kurt Stemhagen)

   Report from Chair of the Commission on Social Issues (Barbara Stengel)

   Report on Society Publications

   a. Education and Culture (David Granger, Editor)
   b. School and Society (Deb Seltzer-Kelly, Chair of the School and Society Committee)

   Report on The Daniel Tanner Endowment (Dan Tanner and Peter Hlebowitsch)

4. Presidential message and discussion of items of on-going concern (Deron Boyles)

5. Other new business

   Discussion and membership vote on revised JDS Constitution and By-Laws

6. Adjournment

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The symposium will explore the ways in which John Dewey’s thought, along with that of others working in the Deweyan tradition, may be extended to public classrooms and communities. Our presenters, all working at the intersection of language, literacy, and community, will weave together theoretical and practical aspects of this work, sharing their results through audiovisual clips of classroom work.

*The Heart of Language,* Tom Vogl, University of Augsburg

In *Experience and Nature,* Dewey (1929/1958) wrote, “The heart of language...is the establishment of cooperation in an activity in which there are partners, and in which the activity of each is modified and regulated by partnership” (p. 179). After a discussion of the argumentative context in which this text occurs, this paper presents a Deweyan approach to language learning that features optimal possibilities for learners as active participants in vibrant, intercultural, technologically enhanced learning communities. Examples are taken from the “University-Community Links” projects in San Diego, Barcelona, and Augsburg, where social creativity flourishes on a daily basis.

*Relevance: The Aesthetic and Political Implications of Sensual Curriculum for Classroom Interactions,* Walter Gershon, Kent State University

Grounded in the inexorable connections between aesthetics and politics in the first chapter of Dewey’s *Art as Experience* and Dubois’ *Critique of a Negro Art,* this paper documents the importance of sensual curriculum for understanding daily classroom interactions. This paper first outlines the theoretical underpinnings of that connection, then draws from a longitudinal collaborative ethnographic study to illustrate the inseparable connections between making sense and the sensorium. The data demonstrates how the intersection of the sensual and meaning-making served as incidental tools for print literacy for emerging first grade readers and writers.

*Empowering Marginalized Youth: Curriculum, Digital Media, and Character Development,* Nicholas Ng-A-Fook, University of Ottawa & Linda Radford, Bishop’s University

Dewey proposed that the development of character precedes the acquisition of knowledge, but that public education too often subordinated the experiences of the students to the curriculum. Today, research suggests that a digital divide exists between the contexts of students’ lived realities and teachers’ pedagogical strategies for integrating digital literacies across the school curriculum. This multimedia presentation examines the pedagogical and curricular strategies from a 2008-2010 study that afforded marginalized students an opportunity to learn the necessary knowledge and skills to produce and appropriate emergent forms of economic, social and cultural capital for the 21st century.

Respondent: William E. Doll, Jr., Louisiana State University (Emeritus); University of British Columbia
Organizer and Chair: Deborah Seltzer-Kelly, Southern Illinois University

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The John Dewey Society for the Study of Education and Culture
presents
The 54th Annual John Dewey Lecture
April 13, 2012
Vancouver, British Columbia

Jim Garrison, Virginia Tech
Making Meaning Together beyond Theory and Practice

Abstract. Many know Dewey denied the theory versus practice dualism, but few recognize how it depends on his claim that all meaning construction is really a social co-construction. Primordially, to have a mind is to having meaning and to have meaning depends upon “the establishment of cooperation in an activity in which there are partners and in which the activity of each is modified and regulated by the partnership” (LW 1: 141). Similarly, to have a self is to take the attitude of the other in meaningful trans-actions. We make meanings, our minds, and our selves together. Jim Garrison’s lecture will first seek to rethink the relation between educational theory and practice and then use the results, along with help from the audience, to begin to rethink the relation between university-based educational theorists, research methodologists and school practitioners. If successful, the results will exemplify Dewey’s ideal in which “philosophy as a critical organ becomes in effect a messenger, a liaison officer, making reciprocally intelligible voices speaking provincial tongues, and thereby enlarging as well as rectifying the meanings with which they are charged” (LW 1: 306).

Jim Garrison is a professor of philosophy of education at Virginia Tech in Blacksburg, Virginia where he also holds appointment in the department of philosophy, the alliance for social, political, ethical, and cultural thought, and the science, technology, and society program. His work concentrates on philosophical pragmatism. Awards include the Scholarly Achievement Award from the Institute of Oriental Philosophy, the John Dewey Society Outstanding Achievement Award, Medal of Highest Honor from Soka University, Tokyo, and the James and Helen Merritt Award for Distinguished Service to Philosophy of Education for his scholarship in the philosophy of education. He is a past-president of the North American Philosophy of Education Society and the John Dewey Society. Jim is president-elect of the Society of Professors of Education. He is the author or editor of eleven books, including most recently: A.G. Rud and Jim Garrison (2012) Teaching with Reverence: Reviving an Ancient Virtue for Today’s Schools; and, Jim Garrison, Stefan Neubert, and Kersten Reich (Forthcoming) John Dewey’s Philosophy of Education – An Introduction and Recontextualization for Our Times. Jim has recently completed a series of twenty popular dialogues with Daisaku Ikeda, president of Soka Gakkai International and Larry Hickman, head of the Center for Dewey Studies that appeared monthly in the Japanese magazine Todai.

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The John Dewey Society for the Study of Education and Culture presents
Past President’s Paper Session
April 15, 2012

Paper Presenters:
Jessica A. Heybach (Aurora University) & Eric C. Sheffield (Missouri State University), *Dystopia and Education: Radicalizing Dewey’s Aesthetics in an Age of Utopia Gone Wrong*

Ruthanne Kurth-Schai (Macalester College), *Revitalizing Public Engagement in Public Education Reform: Toward a New Social Movement*

Deborah Seltzer-Kelly (Southern Illinois University), *Immersion in Water While Learning to Swim: A Deweyan Perspective on the Role of Clinical Practice in Teacher Education*

Maura Striano (University of Naples Federico II), *Philosophy and Education: a Deweyan Perspective*

Chair and Respondent: Lynda Stone (University of North Carolina), Past President of the John Dewey Society

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A CALL FOR DONATIONS

The John Dewey Society for the Study of Education and Culture seeks new or gently used books by John Dewey to benefit the “Mother of Civilizations” library project for flood victims in the Indus Valley, Sindh, Pakistan.

Donations and inquiries may be sent to:
Mali Lucas-Green
157 North Avenue
Jonesboro, Georgia 30236
678.772.2496

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The John Dewey Society for the Study of Education and Culture
Annual Membership Form

THE JOHN DEWEY SOCIETY FOR THE STUDY OF EDUCATION AND CULTURE encourages through its publications and programs careful and responsible examination of our most basic educational and cultural commitments.

JOHN DEWEY SOCIETY membership dues are based upon one’s income, and are as follows:

- $75
- $60
- $45
- $30
- $75,000 or above
- $60,000 - $75,000
- $45,000 - $60,000
- $45,000 or less

John Dewey Society members receive an annual subscriptions to the Society’s journals, Education and Culture (hardcopy, 2 issues per year) and our new practice-focused journal, School and Society (electronic, 2 issues per year). When available, they will also receive the annual John Dewey Lecture in book format.

Another benefit for JDS MEMBERS is a special rate of $25 for a subscription to EDUCATIONAL THEORY. A subscription to Educational Theory includes online access to other philosophy of education journals through Blackwell Publishing’s Synergy Service. If you choose to subscribe to Educational Theory, please enclose your added payment for a subscription along with your membership renewal.

Inquiries about JDS membership should be directed to greenwlt@msu.edu
For additional information see the JDS Website: www.johndeweysociety.org
The John Dewey Society for the Study of Education and Culture
Annual Membership Form

John Dewey Society Membership Application

Name:________________________________________
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Telephone:________________________________________

MEMBERSHIP $______ (indicate amount based on chart above).
EDUCATIONAL THEORY OPTION $______ ($25, write in amount if interested).
GIFT DONATION TO JDS $______ (indicate amount).

$______ TOTAL AMOUNT ENCLOSED

Make checks payable to the John Dewey Society (in US dollars) and mail to:

Kyle Greenwalt
Department of Teacher Education
Michigan State University
328 Erickson Hall
East Lansing, MI 48824

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