Call for Abstracts

Educators in Context & Community (ECCO)
Bowling Green State University
Bowling Green, OH

Presents
The 5th Annual ECCO Conference
Friday & Saturday, March 21-22, 2014

Keynote Address:
“Developing Contextual Intelligence: Preparing for the Volatility and Complexity of Modern American Education”
By Dr. Matthew R. Kutz
Friday, March 21, 2014, 6:30pm

Participant presentations on Saturday, March 22, 2014
We welcome abstracts from researchers and practitioners; community members and organizations; undergraduate, graduate, and PreK-12 students; and PreK-12 and university faculty and administrators.

We seek presentations on any issue facing the field of education so long as the presentations are attentive to the impact of context and community on what is taught and learned. We expect that conference presentations will help us better understand educational issues, tools, and concepts by placing them in context(s).

Deadline for submission of abstract forms is Feb. 21, 2014
Submit inquiries and forms to ecco@bgsu.edu

Dr. Patrick Vrooman, Director
529 Education
Bowling Green, OH 43403
Phone: 419-372-9185
Fax: 419-372-9779

Keynote Speaker:
Matthew R. Kutz, Ph.D. is a Fulbright Scholar in the Medical Sciences, Licensed Athletic Trainer, award-winning professor, author, management consultant, and founder of www.ciprofile.com. He is on the faculty at Bowling Green State University’s College of Education and Human Development. Kutz earned his Ph.D. in Global Leadership from Lynn University in Boca Raton, FL, his M.S. and M.Ed. degrees from the University of Toledo, and a bachelor’s degree from Anderson University. He is the author of the widely used text Leadership and Management in Athletic Training: An Integrated Approach. His newest book, Contextual Intelligence: Smart Leadership for a Constantly Changing World was honored with a 2013 Leadership Book Award for Innovation and Cutting-Edge Perspective by the University of San Diego. Matt has over 24 peer-reviewed publications in various journals. He is a sought after speaker and conducts leadership workshops and seminars for organizations of all sizes. His clients include: Fortune 500 and multi-national companies, schools, and NGO’s such as Procter & Gamble, Marathon Petroleum Co., ProMedica Health Systems, Airtel Ltd., and World Relief.
CALL FOR ABSTRACTS and PRESENTATION ABSTRACT SUBMISSION FORM
5th ANNUAL EDUCATORS IN CONTEXT & COMMUNITY (ECCO) CONFERENCE
March 21-22, 2014, BGSU, Bowling Green, OH

The 5th Annual Educators in Context & Community (ECCO) Conference will be held on Friday (6:00pm-11:00pm) and Saturday (8:00am-5:00pm), March 21-22, 2013, in Bowling Green, OH, on the Bowling Green State University campus. We welcome abstracts from researchers and practitioners; community members and organizations; undergraduate, graduate, and PreK-12 students; and PreK-12 and university faculty and administrators.

DEADLINE: Presentation Abstract Submission Forms (below) are due by 5:00pm, Friday, February 21, 2013.

SUBMIT THIS FORM: Please send the completed Form (below) and any questions to ecco@bgsu.edu

CONFERENCE OVERVIEW: This is the fifth year of the ECCO Conference—where students present alongside University faculty, graduate students, professional teachers, and administrators—to learn from each other the complexities of teaching and learning in context and community. The ECCO Conference is an integral part of the annual Educators in Context & Community (ECCO) program. ECCO is a learning community of education majors at BGSU who are interested in learning more about the influence of context and community on teaching and learning. Undergraduate Teacher Candidates in ECCO are given the opportunity to disseminate the findings from their research-based inquiry projects which emerge from their intensive field placement experiences in high-need urban, rural, and suburban settings.

The conference kicks off on Friday night, March 21, 2014 (6:00pm-11:00pm) with a Keynote Address, followed by the viewing of a significant documentary (often times chosen by the Keynote speaker). Then, on Saturday, March 22, 2014 (8:00am-5:00pm), conference presentations will be made by participants. Typically, there are 5 sessions of presenters—two in the morning, three in the afternoon, varying in length from 60 minutes to 90 minutes—with multiple rooms of presentations occurring simultaneously. Sessions will include paper presentations, interactive experiences, and discussions (see Session Options below). Lunch is not provided, but is available in the Student Union and a variety of off-campus locations.

The Conference is open and free to the general public. Friday night activities do not require registration, but participants in the Conference should check in at the Check-In Table on Saturday morning to pick up their nametags, conference programs, etc.

CONFERENCE THEME: The ECCO Conference welcomes presentations on any issue facing the field of education so long as the presentations are attentive to the impact of context and community on what is taught and learned. We expect that conference presentations will help us better understand educational issues, tools, and concepts by placing them in context(s). We are open to a wide array of presentations and topics related to teaching and learning. We discourage decontextualized presentations—those that share insights and information without sharing the circumstances surrounding their creation, that are overly general or abstract, strictly theoretical, or objectifying (or whose style of presentation is based on Freire’s “banking model”). Instead, we prefer presentations which help participants make meaning and make connections between where, how, and when things happen; who they happen to, who takes action, who benefits, who doesn’t, etc.

ECCO and the ECCO conference are motivated by the goal to become better educators/students/people by
a) exploring the commonalities and complexities of teaching and learning in multiple and diverse communities (both in- and outside the classroom; in rural, urban, and suburban settings, as well as the public, private, online, homeschooling, unschooling, formal, informal, and higher education within those settings), and
b) being attentive to the impact of context (including but not limited to cultural, economic, historical, legal, political, and social contexts) on what is taught, learned, and experienced by all participants in those settings as well as those impacted by those settings.

SESSION OPTIONS: The following session types will be offered at the Conference. The description of each includes what you would see if attending that type of session at the Conference. Note: All presenters are heavily encouraged to prepare audio-visual materials as well as handouts for distribution to the audience—including copies of the presentation, a brief synopsis of the presentation, key ideas or visuals, worksheets, annotated bibliographies, etc.

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<thead>
<tr>
<th>Type of Presentation</th>
<th>What It Looks Like</th>
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<tr>
<td><strong>Individual Paper/Oral Presentation.</strong> This is the most common type of conference presentation, where individual presenters prepare their own paper or oral presentation focusing on an issue facing the field. Individual presentations will be grouped by Conference Organizers into sessions with other presenters on a common theme. Individual presenters can request a time frame for their presentation (typically 15-, 30-, or 60-minute presentations) which will be assigned to a 60- or 90-minute sessions.</td>
<td>What an individual paper/oral presentation looks like: A Facilitator will welcome the audience and coordinate the session including keeping time throughout. Each paper presenter will have approximately 15 or 30 minutes to present and discuss the key points of his or her work. At the end of their presentation, the presenter will be asked to cede the floor to the next presenter. Once all presenters have had the opportunity to speak, if there is a Discussant (provided by the Conference Organizers), s/he may provide a brief response to what s/he has heard. At the end, the Facilitator will lead a question-and-answer period during which audience questions are invited.</td>
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<td><strong>Panel.</strong> A formal, 60- or 90-minute, pre-defined, multi-person presentation focusing on an issue facing the field. The main difference between Panels and Individual Presentations (above) is that Panel sessions are organized by the submitters themselves (not by the Conference Organizers). The abstract should describe how two or three (for a 60-minute panel) or more (for a 90-minute panel) panelists and possibly a Discussant, will offer coordinated presentations about the general topic of the panel. The submitters are responsible for coordinating the presenters and presentations in their session in advance. Panels should be interactive in that they allow for questions and discussion following the formal presentations.</td>
<td>What a panel looks like: A Facilitator will welcome the audience and coordinate the session including keeping time throughout. Some panels are highly structured with a set time for each panelist to speak. They look a lot like the Individual presentations (above), with presenters following one another in a timely fashion. Other panels, though, employ a more discussion-oriented format with the panelists providing brief presentations, and then responding to each other and to audience inquiries throughout the session. Many panels employ a Discussant as an independent expert observer who listens to each presentation and then responds briefly to the session’s content. Some are organized with a coordinator asking each panelist questions, and panelists are allowed to speak formally and/or extemporaneously for an allotted time. Most panels end with an opportunity for the audience to raise questions or offer their own observations on what has been presented.</td>
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<td><strong>Demonstration.</strong> A formal 60- or 90-minute classroom-style presentation that provides an intellectual awareness and understanding of a technique, tool, or concept. The abstract should describe how the presenter will walk attendees through a clear step-by-step explanation, comparison, and/or application of a technique, tool, or concept.</td>
<td>What a demonstration looks like: A Facilitator will welcome the audience and coordinate the session including keeping time throughout. Demonstrations are led by either one or a small group of presenters, walking participants through how to use a technique, tool, or concept. Demonstrations will commonly start with an overview or explanation of the technique, tool, or concept, and then lead into a detailed, step-by-step demonstration. Handouts and visual aids are typical.</td>
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<td><strong>Skill-Building Workshop.</strong> A 60- or 90-minute session, workshops teach a specific skill needed by educators and include one or more exercises that let attendees practice using the skill. This session differs from a Demonstration in that attendees will have a hands-on opportunity to practice the skill.</td>
<td>What a skill-building workshop looks like: A Facilitator will welcome the audience and coordinate the session including keeping time throughout. Many forms are possible, but each will include an overview of a new skill or technique followed by an opportunity for hands-on practice by those attending. Examples of hands-on practice might include role playing, working through sample data, creating a short presentation illustrating key concepts, etc. Audience members should be ready to get involved as these sessions are not passive, but rather active opportunities for learning. Most workshops include take-home materials for use and reference after the conference.</td>
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<td><strong>Roundtable.</strong> A 60-minute oral presentation with discussion with attendees seated around a table or in a circle of desks. Roundtable presentations typically include 15-20 minutes of presentation, followed by 30-40 minutes of discussion and feedback. Roundtable presenters should bring targeted questions to pose to others at the table in order to learn from and with those attending. Roundtables are an ideal format for networking and in-depth discussion on a particular topic.</td>
<td>What a roundtable looks like: A Facilitator will welcome the audience and coordinate the session including keeping time throughout. When you walk into a roundtable room, you will find a circle of desks. The presenter offers a brief presentation, with an extended discussion to follow. Roundtables are excellent venues for getting targeted feedback, engaging in in-depth discussions, and meeting colleagues with similar interests.</td>
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We do not guarantee that your request will be fulfilled, but we will do our best to accommodate your request. All presentations will be managed by a Room Facilitator (provided by Conference Organizers) and will be performed in classroom spaces on campus (unless other arrangements are requested). Rooms contain mobile seats/desks, a PC computer and projector, internet connections, speakers, and whiteboard. There will not be microphones, markers, large tables, etc.

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ECCO CONFERENCE
Presentation Abstract Submission Form

INSTRUCTIONS: Before 5:00pm, Friday, February 21, 2014, email this completed Form to ecco@bgsu.edu

TYPE OF PRESENTATION: (Mark or highlight one type and accompanying time option)

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<tr>
<td>Individual Paper/Oral Presentation</td>
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SUBMITTED BY: (Mark or highlight all that apply)

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<tr>
<td>PreK-12 School Teacher</td>
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<td>Graduate Student</td>
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<td>Faculty/University Staff</td>
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<td>Community Organization/Representative</td>
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<td>Other:</td>
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AUTHORS: Please list names, credentials, and organizational affiliation. If multiple authors, list in the order they should appear in any printed materials.

Example: Smith, John, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University.
Example: Smith, Jesse, M.S., Teacher, River Academy, Toledo, OH.

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AUTHOR/CHAIRPERSON (This is the main contact person for correspondence with ECCO)

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PROJECT ABSTRACT: *(You may cut and paste your abstract in the space below. This is what will show up in the Conference Program)*

<table>
<thead>
<tr>
<th>Title of Presentation:</th>
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<tbody>
<tr>
<td>Abstract (Please Limit to 100-250 words):</td>
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TAG WORDS: *(Mark or highlight 3-5 of the following terms to help us organize relevant sessions)*

- adolescent/young adult education
- alternatives
- architecture/facilities
- art
- career & technical
- challenges
- change
- charter schools
- classroom management/discipline
- community
- context
- culture
- curriculum
- data
- disability
- diversity
- early childhood education
- educational reform
- funding
- health & wellness
- homeschooling
- language arts
- mathematics
- middle childhood education
- migration/mobility
- music
- online/virtual
- outdoor
- parents
- partnerships
- physical education
- policy
- politics
- private schools
- representations (film, images, media)
- retention/graduation
- rural
- school administration
- science
- social studies
- socio-economic status
- space
- special needs
- subcultures
- suburban
- system/systemic
- teacher preparation
- technology
- testing
- theory
- unions
- urban
- violence
- Other: _________________