

# Teachers as Scholars Seminars

Academic Year 2020–21



**TCNJ** THE COLLEGE OF  
NEW JERSEY

Dear Colleagues,

On behalf of The College of New Jersey and the Professional Development School Network, it is my pleasure to announce the 2020–21 Teachers as Scholars program. Thirteen years ago, TCNJ's Professional Development School Network, The College of New Jersey, and the Woodrow Wilson Foundation collaborated to develop this program to provide a selection of content-related seminars geared toward the particular interests of K–12 educators.

The goals of the PDSN seminars are:

1. To foster and promote teachers as academic and intellectual leaders by giving them time to reflect and discuss new ideas and recent scholarship with colleagues
2. To give (over time) equal opportunity to all teachers in a district to examine and learn cutting-edge scholarship
3. To encourage professional relationships between arts and science faculty and classroom teachers while improving articulation between K–12 schools and higher education

TAS seminars are two-day professional development events led by the outstanding faculty members of The College of New Jersey. Teacher-scholars, who are selected for participation by their school districts, can choose from an array of seminars described in the following pages. Those who successfully participate and complete TAS seminars are awarded 10 professional development hours. Each seminar is presented on TCNJ's scenic campus and runs from 8:30 a.m. to 3 p.m.

The registration protocols are as follows:

- Each PDSN member school district is guaranteed a minimum of one registration (one seat) for each seminar.
- At least 10 registrants are needed in order to offer a seminar. The maximum number of registrants for each seminar is 20.
- If a PDSN school district opts to not utilize its registration, other PDSN districts can request additional seats in the seminars on a first-come, first-served basis.
- If seats are available once all PDSN districts have completed registration, non-PDSN member school districts may register to attend seminars. Non-PDSN districts will be charged a fee on a per-person basis..
- All seminar offerings and non-PDSN member registration fees are listed in this brochure.

Our programs bring teachers together with college faculty in a climate that enriches and expands teaching and learning opportunities for both groups while challenging and stimulating the intellectual interests and curiosity of all participants. These programs are open to all K–12 teachers regardless of certification or teaching assignment. If you would like to suggest areas of study for future seminars, please email us at [step@tcnj.edu](mailto:step@tcnj.edu), attention: Teachers as Scholars.

Registration, seminar dates, district liaisons, and additional information can be found at the end of this brochure. If you are interested in becoming a Teachers as Scholars participant, contact your district liaison.

We look forward to you joining us during the 2020–21 academic year.

Sincerely,



Eileen Heddy

Director

Office of Support for Teacher Education Programs and Global Student Teaching

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# Seminar 1

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## Teaching for Critical Thinking Through Activities and Games

December 4 and 11, 2020

We live in an era of “fake news” and increasing ideological division. It is now common for people to rush to judge the actions of strangers based on posts on social media, to see political discussion in terms of “us” and “them,” and to reduce complex social and political issues to one-sentence memes. Since the majority of people in America now get their news from social media — sources poorly designed for conveying information or presenting issues fairly — it is more critical than ever for people to know how to critically assess claims that are presented to them.

Unfortunately, the structure of news delivery today provides little incentive for people to critically engage with the information presented to them, as the increasingly short news cycles press forward to the next outrage almost as soon as the most recent one has been introduced. In this seminar, we will explore some practical techniques that could be used to assess both empirical claims (e.g., “The American middle class is shrinking”) and prescriptive claims (e.g., “We should raise tariffs on imported goods to protect the middle class”). These techniques will range from outlining and identifying informal fallacies that are often used to persuade people to learning how to verify empirical claims by working back to the sources from which they are claimed to have originated.

Engaging in such critical thinking takes time and effort — and so does exploring how to engage in this way. We’ll also discuss ways to motivate students (and others) to use proven critical-thinking techniques when they are faced with either empirical or prescriptive claims presented via social media. These will include activities and games such as “The Myth Busting Scavenger Hunt,” “Would This Be True If Your Mother Wrote It?” and “Why Believe THAT?”

### Seminar Leader: James Stacey Taylor, PhD

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**James Stacey Taylor** is a professor of philosophy at The College of New Jersey. He is frequently invited to lecture both nationally and internationally on how to improve classroom teaching; he is also frequently invited by industry groups and policy think tanks to speak on critical-thinking pitfalls that should be avoided in making public policy. An Anglo-Scot, he holds an MA and MLitt degree from St. Andrews University in Scotland and an MA and a PhD from Bowling Green State University in Ohio. He is the editor of *Personal Autonomy: New Essays on Personal Autonomy and its Role in Contemporary Moral Philosophy* and *The Metaphysics and Ethics of Death*. He is also the author of *Stakes and Kidneys; Practical Autonomy and Bioethics*; and *Death, Posthumous Harm, and Bioethics* as well as a number of op-eds that have appeared in publications ranging from *USA Today* to the *Los Angeles Times* and *Forbes.com*. He been quoted in *The New York Times* and is a contributor to NPR.

# Seminar 2

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## Cli-Fi: Climate Fiction

January 4 and 11, 2021



What might cli-fi tell us about environmental change and whether we can find hope for the future? As Katy Waldman wrote in a 2018 issue of *The New Yorker*, cli-fi “offers ways of thinking about something we desperately do not want to think about: the incipient death of the planet.” In this seminar, we will discuss one of the latest trends in literature, focusing in the first session on Paolo Bacigalupi’s 2010 young adult novel *Ship Breaker* (a winner of the Michael L. Printz Award) for a look at a drowned world. The second session will be on Nnedi Okorafor’s 2010 *Who Fears Death* (optioned as an HBO series with George R. R. Martin as executive producer) for a look at a parched world. As does much dystopian literature, both novels offer hope for the future.

### Seminar Leader: Jean E. Graham, PhD

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**Jean E. Graham** is a professor of English and associate chair of the Department of English. Her research interests are varied, with publications on *Star Trek* and the *Narnian Chronicles* as well as John Milton and John Donne. She is currently working on a series of articles interpreting literature from an ecocritical perspective. She has taught more than 30 different courses at TCNJ, including a senior seminar and a graduate seminar in dystopian literature.

## Seminar 3

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### Collaborative Learning: A Disability-Focused Pedagogy of Understanding

January 5 and 12, 2021

General education teachers and special education teachers alike often struggle to have comfortable and productive conversations with their disabled students about disability. Educators can learn only a finite amount of information about how to teach a disabled student from books. Understanding how to provide rigorous, accessible, and relevant instruction to disabled students requires understanding these students. Understanding their support needs and the specific manifestations and interactions of their disabilities and backgrounds is not enough. For an educator to serve the student as a whole, disability must become a natural component of everyday dialog about being human, which can be difficult in the law-laden educational system.

This seminar focuses on celebrating the frequently unacknowledged moments when educators and disabled students are vulnerable and the notion of supposed “expert” is challenged. It seeks to develop a pedagogy of collaborative learning. Educators develop relationships with students by learning about their disabilities independently and with their student(s), which will assist them in the revision of their instructional practices. Participants in the seminar will explore scholarly texts about disability identity development and personal narrative. Together, we will develop a framework for educators to engage their disabled students at any age in the aforementioned dialogue and design interdisciplinary academic assignments that foster exploration of disability identity and the social positioning of disability.

Finally, we will practice initiating these conversations and growing more confident in our abilities to facilitate them. We know that an effective way to reduce barriers and improve attitudes about disability — thus improving outcomes — is to participate in sustained positive dialog about it. Though necessary, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act frequently lead the conversation with notions of compliance, legal jargon, and conflict. This seminar promotes a counter-effort to shift that narrative to nurturing, understanding, and active citizenry.

Seminar Leader: **Steve Singer, PhD**

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**Steve Singer** is an assistant professor in the Department of Special Education, Language, and Literacy at TCNJ. He earned a MEd at the National Technical Institute for the Deaf and a PhD in Cultural Foundations of Education and Disability Studies at Syracuse University. As a scholar with multiple disabilities, he feels compelled to help reduce misunderstandings of disability and promote self-understanding and disability identity development. His research focuses on these ideals with recent publications about the experiences of parents with DeafPlus children, 21st-century deaf identity development, attaining disability peace, ableism in higher education, and emancipatory research methodologies.

## Seminar 4

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### Story Drama: Bringing the Curriculum Alive

January 22 and 29, 2021

As we interact with students in our classrooms, it is important to engage them to think about how to critically analyze and solve difficult, complex problems — seeing the situation from multiple points of view. With theatre-in-education and story drama, educators will experience how to give students the “role of the expert,” challenging them to take on problem-solving roles in creative and fun formats. In addition, the teachers will experiment with “teacher-in-role,” learning how to create and step into dramas around the curriculum you are teaching.

For example, for math teachers, this may include creating a drama around a retail experience in which the teacher is the manager or customer and the students are clerks or workers. Their work requires math skills in order to solve problems within a factory. These simple story dramas allow students to see how critical skills work in the real world and to use multiple learning techniques to explore the curriculum. For others, story drama enhances critical thinking. For example, pushing students to fully explore whether they would allow fracking on their land and risk long-term environmental damage or take the immediate economic advantage it would give their family. These types of story dramas allow students to research the pros and cons of complex issues, explore the science involved, act as experts, and eventually make and understand complex decisions around these multifaceted issues. Through this workshop, teachers will learn how to create story dramas and implement them in the classroom.

Seminar Leader: **Jennifer Little, MM, MA**

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**Jennifer Little** is an adjunct professor in the Department of Music at TCNJ. She teaches arts and community and is the director/producer of Lyric Theatre. In addition, Little teaches graduate courses at Adelphi University in the theatre education department in Exploring the Arts: Creative Dramatics K–6, The Art of Teaching Shakespeare, and Exploring the Arts: Educational Theatre. She also teaches Acting, Introduction to Theatre, and Dramatic Literature at community colleges in the region. Her specialty is in applied theatre with a focus on social justice. Her work includes original theatre pieces around student loan debt, immigration, and inclusion.

## Seminar 5

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### Understanding Recessions

February 1 and 8, 2021

The current macroeconomy poses a challenge for our understanding of how the economy works as well as for appropriate policy interventions. In August 2019, a “liquidity crunch” signaled the Federal Reserve Bank of New York that a recession was likely within the ensuing one to two years, perhaps within sight of our seminar. This course will review basic macroeconomic ideas on what determines GDP, particularly the effects of government expenditure and tax policy (i.e., fiscal policy), and Federal Reserve Monetary Policy. We will also review macro principles of how the Federal Reserve and banks create and contract the money supply.

We will use data series available from the St. Louis Federal Reserve Board to assess where the U.S. economy was a year ago, how things have changed over the last year, and where it seems to be headed now. And we will explore the limitations and constraints on Federal Reserve and government fiscal policies in our low-interest-rate, high-deficit current context. Participants will learn how to shape data supplied by the St. Louis Federal Reserve to create user-friendly, easy-to-interpret graphs of business-cycle fluctuations. They will also learn how to download the data into Excel files to share with students or to teach students how to access this information directly for their own projects on the state of the U.S. or New Jersey macroeconomy.

#### Seminar Leader: Michele I. Naples, PhD

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**Michele I. Naples** is a professor of economics in the School of Business at TCNJ. Her research interests include financialization, income inequality, and the costs and benefits of decriminalizing drug use. She has published on strategic competition and its implications for wages, profits, and employment over the business cycle; the theory of the profit rate; cost and price theory; unions; labor-management conflict and productivity growth; and economics pedagogy, including for the visually impaired.

## Seminar 6

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### Online Lives: Autobiography and Social Media

February 17 and 24, 2021

The course focuses on cutting-edge theoretical approaches to the study of digital life writing. Is social media revolutionizing the way people tell the stories of their lives? No longer a novelty, digital “automedias” have become the standard of representing public personhood. This seminar explores a range of autobiographical forms as they present themselves through interactive online platforms. Participants become familiar with discourses and debates about digital life writing forms in the 21st century as an old genre learns new tricks.

Discussions highlight questions of creative license and freedom of expression as well as ethics and measures of security: Are online role-playing games and other seemingly ephemeral spaces for constructing online profiles as “real” as offline spaces of lived identity? How do platforms that facilitate sharing life narratives online open doors to the construction of fake lives used for “catfishing” and other online deceptions?

#### Seminar Leader: Lisa Ortiz-Vilarelle, PhD

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**Lisa Ortiz-Vilarelle** is a professor of English at TCNJ. She specializes in 20th-century inter-American literature and autobiographical studies. She has published numerous articles on life-writing practice and theory and is currently completing a book on the functional life writing of everyday life. Her book, titled *Américanas, Autocracy, and Autobiographical Innovation: Overwriting the Dictator*, is forthcoming this year at Routledge Press.

## Seminar 7

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### Teaching Science Through Issues

February 19 and 26, 2021

Science plays a critical role in society, providing us with the knowledge we need to understand the universe and to better our lives. All persons — not just practicing scientists — need a great science education, and this education must provide students with the ability to use science in their everyday lives. This seminar will help teachers structure science courses around current issues of importance to students and society to simultaneously increase student interest and meet science curricular standards. Participants will apply the issues approach to their own courses and leave the seminar with a module that they can take back to their classrooms.

**Seminar Leader: Christopher Murphy, PhD**

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**Christopher Murphy** is the associate provost for curriculum and liberal learning and a professor of biology at The College of New Jersey. He taught his first class of non-majors biology 28 years ago as a postdoctoral associate, and since then, more than 95 percent of his teaching has involved this population. For much of this time, he has used an issues-based approach to help non-majors become interested in science and develop as educated citizens capable of using reliable scientific information to make reasoned decisions. He conducts research in both biology and college education.

## Seminar 8

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### The Meaning of Life

March 9 and 16, 2021

Do our lives have a meaning or purpose? Or are they merely meaningless or purposeless? If our lives do have a meaning, what is it and what is its source? If they do not, then why not? These are among the oldest and most profound questions humans have wrestled with for more than 3,000 years — questions we will explore in this seminar.

In doing so, we will critically examine seven philosophically and religiously important approaches to answering these questions: Nihilism (our lives have no meaning), Buddhism (the meaning of our lives is to seek the extinction of the self), Hinduism (the meaning of our lives is to realize our oneness with the source of all being), Epicureanism (the meaning of lives is to seek the highest forms of pleasure in this world), Stoicism (the meaning of life is to seek peace of mind) Existentialism (we create ourselves the meanings of our lives), and a Judeo-Christian perspective (the meaning of our lives is to love our creator and to love our neighbors as ourselves). The seminar will also discuss ways of motivating students to engage with these issues and a number of learning activities related to meaning exploration.

**Seminar Leader: Pierre Le Morvan, PhD**

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**Pierre Le Morvan** is a professor of philosophy and coordinator of religious studies in the Department of Philosophy, Religion, and Classical Studies at TCNJ. He has taught epistemology, philosophy of religion, philosophy of science, aesthetics, and ethics and has published articles on such topics as the problem of suffering, the nature of knowledge, the nature of truth, the nature of ignorance, the nature of perception, and how to distinguish healthy from unhealthy skepticism.

## Seminar 9

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### Teaching LGBTQIA\* Literature in Secondary School

April 13 and 20, 2021

New Jersey public schools are now legally responsible for providing a LGBTQIA-inclusive curriculum and teaching middle and high school students about the political, economic, and social contributions of lesbian, gay, bisexual, and transgender people. As a result, New Jersey teachers have a unique opportunity to explore gender and sexuality not only in history classes, but also across the curriculum. This seminar will examine how teachers might invest secondary English classrooms with LGBTQ literature as well as methods for teaching it.

Seminar participants will read two middle grade novels with LGBTQIA content, Ashley Herring Blake's *Ivy Aberdeen's Letter to the World* and Kacen Callender's *King and the Dragonflies*, as well as excerpts from other texts (fiction and nonfiction) written for children and teens. Using seminal concepts from gender and queer theory as close-reading lenses, participants will investigate how theory is experienced — as embodied, lived, and real — in the lives of the characters in these books. Participants will also explore how to make these concepts accessible to secondary students by examining models of curriculum with LGBTQ content currently in place in local schools. Approaches relevant to whole-class novel, book club, or reading/writing workshop models of instruction will be discussed.

Seminar Leader: **Emily S. Meixner, PhD**

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**Emily S. Meixner** is an associate professor of English and the coordinator of the secondary English education program at The College of New Jersey. Meixner regularly teaches undergraduate courses on English language arts reading and writing pedagogy as well as graduate and undergraduate courses on children's and young adult literature. Meixner's scholarship has been published in a variety of scholarly journals including *Radical Teacher*, *English Leadership Quarterly*, *The Journal of Adolescent & Adult Literacy*, and *Multicultural Perspectives*. Her most recent article with co-author Rachel Scupp, "Building Community, Empathy, and Engagement through LGBTQ Book Clubs" is featured in the December 2019 volume of *Voices from the Middle*.

## Seminar 10

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### Social Justice, Music, Education

April 22 and 29, 2021

As a universal form of expression, music allows us to connect with each other through our shared humanity and can serve as a safe entry point for discussions about social justice issues. This session will focus on how music is used as a form of peaceful resistance and as a catalyst for dialogue about race, class, gender, sexuality, and environmental justice. Workshop participants will explore how composers and artists address topics of equity and sociopolitical strife through music of diverse cultures, styles, and genres. Attendees will learn how to develop arts integration lessons that use music as the impetus for dialogue about complex social issues, current and historical events, and civic responsibility.

Seminar Leader: **Colleen Sears, EdD**

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**Colleen Sears** is an associate professor of music and the coordinator of music education. She also leads curriculum development and interdisciplinary programming for the Institute for Social Justice in the Arts at TCNJ. Sears spent 10 years as a music educator in New Jersey's public schools and enjoys exploring her research interests through innovative collaborations with K–12 music educators and students. Her current projects engage students and educators with issues of social justice through music performance and interdisciplinary aesthetic experiences. Sears frequently guest lectures, coordinates professional development sessions for educators, and presents her work at regional and national conferences.



## Seminar 11

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### Stepping Out of My Comfort Zone: Raising Cultural Awareness Through Mini-Ethnography

May 6 and May 13, 2021

It is imperative to increase K–12 students' intercultural awareness and to enhance their intercultural-communication competence in a diverse world. What better way to achieve this goal than immersing oneself in a culture that is different from his/her own? This workshop will creatively teach participants how to use and apply the ethnographic approach to get a deep understanding of a unique culture in a relatively short period of time. The first day will focus on learning ethnographic methods through lectures, case studies, practices, and discussions. Participants will take home a small-scale ethnographic assignment to complete. When they come back on the second day, they will be guided to synthesize field notes, identify cultural patterns, draw conclusions, and share findings through presentations.

These exercises, though a bit time- and effort-consuming will be rewarding, fulfilling, and enlightening. In addition to opening up to new cultures and improving intercultural-communication skills, participants may see their own cultures in a new light. Those taking this course should have an open mind and a commitment to required assignments and be willing to step out of their comfort zones. The pedagogy can be applied to advanced elementary students as well as to middle and high schoolers.

#### Seminar Leader: Yifeng Hu, PhD

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**Yifeng Hu** is the chair and associate professor of communication studies at The College of New Jersey. One of her favorite courses is intercultural communication. Hu believes that people can always achieve greater intercultural-communication competence in a complex social world. In her class, Hu's students conduct ethnographic studies on various cultures from a communication perspective. One project the class regularly engages in involves creating intercultural-communication guides and workshops for community partners, who have given great acclaim to this initiative.

## Seminar 12

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### Inquiry-Based Learning in the Mathematics Classroom

May 10 and May 17, 2021



Inquiry-based learning involves a broad range of empirically validated teaching methods that a) emphasize deeply engaging students and b) provide students with opportunities to authentically learn by collaborating with their peers. Students in an IBL mathematics class engage with a sequence of rich problems that support inquiry to the heart of big mathematical ideas. The solutions are discussed in class, with the students leading both the presentations and the questioning. The process is also deeply engaging for the teachers, who have a chance to learn about how students actually learn mathematics.

According to the NCTM Equity principle, “Excellence in mathematics education requires equity — high expectations and strong support for all students.” Students can do more than memorize, mimic, perform algorithms, and apply computational skills, if we ask them to. In this workshop, you will get a taste of the IBL experience both as a student and as a teacher as we share IBL resources, problem sets, stories, and evidence for the methods' effectiveness. We also believe, and recent advances in neurology have proven, that we can playfully develop mathematical ability using games. We will share some research on games and play games that foster reasoning skills, problem-solving skills, and other cognitive abilities connected with mathematical thinking.

#### Seminar Leader: Judit Kardos, PhD

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**Judit Kardos** is an assistant professor of mathematics. She received her BA in mathematics and MS in philosophy from Eötvös University in Budapest, followed by a PhD in mathematics with a focus on real analysis. Her research interests as a teacher are related to teaching and learning mathematics using the inquiry-based learning method. Most recently, Kardos served as a panelist on IBL at Mathfest in 2019 and presented a paper on using IBL in the Real Analysis classroom at the National IBL Conference in Denver, Colorado.



# APPLICATION

## Directions for Completing the Teachers as Scholars Application

The Teachers as Scholars Program is open to all school district teachers subject to local school district policy and selection criteria. Teachers wishing to participate in Teachers as Scholars seminars must complete the district application form located on this and following page, and return it to their PDSN liaison. ***Do not send this form to TCNJ.***

District PDSN liaisons will select one participant for each seminar and register participants in the online registration site. The Office of the Director will confirm the seminar selections and will distribute the information and materials pertaining to the seminar to each registered participant.

Registration protocols and procedures:

- Each PDSN district is guaranteed one registration (one seat) per seminar. If additional seats are available, districts will be informed and will be permitted to register more than one registrant in the same seminar.
- A minimum of 10 registered participants are required to offer a seminar.
- Seminars may require participants to do some reading or preparation prior to attending.
- PLEASE BE SURE TO LIST THE EXACT SCHOOL MAILING ADDRESS OF ALL REGISTRANTS.

Cost of materials and books will be paid by TCNJ. All seminars will feature breakfast and conversation from 8:30–9am. The seminars will begin at 9am and conclude at 3pm. Lunch will be provided.

Questions pertaining to Teachers as Scholars can be addressed to the Office of the Director at 609.771.2408 or via email ([step@tcnj.edu](mailto:step@tcnj.edu)).

## Application for Teachers as Scholars

**Please note the above application directions.** Submit this application to your districts PDSN liaison by November 11, 2020. Please provide ALL of the requested information. Incomplete registration forms cannot be processed.

NAME \_\_\_\_\_

CELL PHONE \_\_\_\_\_

E-MAIL \_\_\_\_\_

SCHOOL PHONE \_\_\_\_\_

PDSN DISTRICT \_\_\_\_\_ GRADE LEVEL/CONTENT AREA \_\_\_\_\_

*Mail all correspondence and reading materials to the following address:*

SCHOOL NAME \_\_\_\_\_

SCHOOL ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

Signature: \_\_\_\_\_

CONFIRMATION AND SEMINAR INFORMATION WILL BE EMAILED TO THE REGISTRANT.



## SELECT SEMINAR CHOICES

Each seminar is limited to 20 participants. If seats are available, districts will be informed and permitted to register more than one teacher in a seminar. Each seminar requires 10 registrants to warrant its offering.

**Please check the seminar(s) you wish to attend:**

- ☐ **Seminar 1**  
**Teaching for Critical Thinking Through Games and Activities**  
Seminar leader: James Stacey Taylor, PhD  
Seminar dates: December 4 and 11, 2020
- ☐ **Seminar 2**  
**Cli-Fi: Climate Fiction**  
Seminar leader: Jean E. Graham, PhD  
Seminar dates: January 4 and 11, 2021
- ☐ **Seminar 3**  
**Collaborative Learning: A Disability-Focused Pedagogy of Understanding**  
Seminar leader: Steve Singer, PhD  
Seminar dates: January 5 and 12, 2021
- ☐ **Seminar 4**  
**Story Drama: Bringing the Curriculum Alive**  
Seminar leader: Jennifer Little, MM, MA  
Seminar dates: January 22 and 29, 2021
- ☐ **Seminar 5**  
**Understanding Recessions**  
Seminar leader: Michele I. Naples, PhD  
Seminar dates: February 1 and 8, 2021
- ☐ **Seminar 6**  
**Online Lives: Autobiography and Social Media**  
Seminar leader: Lisa Ortiz-Vilarelle, PhD  
Seminar dates: February 17 and 24, 2021
- ☐ **Seminar 7**  
**Teaching Science Through Issues**  
Seminar leader: Christopher Murphy, PhD  
Seminar dates: February 19 and 26, 2021
- ☐ **Seminar 8**  
**The Meaning of Life**  
Seminar leader: Pierre Le Morvan, PhD  
Seminar dates: March 9 and 16, 2021
- ☐ **Seminar 10**  
**Social Justice, Music, Education**  
Seminar leader: Colleen Sears EdD  
Seminar dates: April 22 and 29, 2021
- ☐ **Seminar 9**  
**Teaching LGBTQIA\* Literature in Secondary School**  
Seminar leader: Emily S. Meixner, PhD  
Seminar dates: April 13 and 20, 2021
- ☐ **Seminar 11**  
**Stepping Out of My Comfort Zone: Raising Cultural Awareness Through Mini-Ethnography**  
Seminar leader: Yifeng Hu, PhD  
Seminar dates: May 6 and May 13, 2021
- ☐ **Seminar 12**  
**Inquiry-Based Learning in the Mathematics Classroom**  
Seminar leader: Judit Kardos, PhD  
Seminar dates: May 10 and May 17, 2021









## TEACHERS AS SCHOLARS SCHOOL DISTRICT LEADERS

**BORDENTOWN REGIONAL  
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Joan Krasnisky, *Interim Superintendent*  
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## About TCNJ

The College of New Jersey is a highly selective institution that has earned national recognition for its commitment to excellence. Founded in 1855 as the New Jersey State Normal School, the college was the state's first, and the nation's ninth, teacher training school. The school flourished in the latter 1800s, expanding both academically and physically. The first baccalaureate program was established in 1925, and in 1947, the college awarded its first master's degree.

Today, the college is recognized nationally for its commitment to quality and excellence, and it consistently ranks as one of the best comprehensive colleges in the region.

*U.S. News & World Report* ranked TCNJ as the No. 1 public college (Regional Universities North), and *Money* ranked TCNJ No. 2 in the nation for value among similarly-sized public colleges.



**TCNJ** THE COLLEGE OF  
NEW JERSEY

## The College of New Jersey Deans

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*The College of New Jersey's Teachers as Scholars Program  
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