

First Annual Ohio Civic Summit

June 14, 2021

Civics for a New World

**This year our world changed, and
the way we teach is changing with it!**

 **OHIO CENTER
FOR LAW-RELATED
EDUCATION**

*Partnering With Teachers to
Bring Citizenship to Life*

Session Times and Descriptions

Using U.N. Sustainable Development Goals to Discuss Global, Regional, and Local Issues
Dr. Bethany Vosburg-Bluem - Otterbein University

This session will focus on learning about the United Nations Sustainable Development Goals (SDGs) that were designed and implemented as a call to action and to "provide a blueprint for peace and prosperity for people and the planet, now and into the future" <https://sdgs.un.org/goals> The economic, social, and environmental focus of sustainability provides a framework for teachers and students to reflect upon, design, and take civic action that provides opportunities for citizens to take responsibility for themselves, their local community, their state, their country and the world they live in. This session will discuss what addressing issues such as poverty, clean water, decent work, reduced inequalities and climate action could look like in your social studies classroom.

Kickstarting Student-Led Inquiry
Dr. Kelly Masterson - Ohio Center for Law-Related Education

Knowing where to start with student-led inquiry in the classroom can be challenging, but rewarding. The Question Formulation Technique, or QFT, can be an effective and simple way to introduce students to the skills needed to engage in inquiry-based learning. This presentation will give practical strategies for helping students ask better questions, analyze primary sources, and make evidence-based claims—the foundations of inquiry-based learning.

Teaching Divisive Issues in Uncertain Times
Dr. Sarah Kaka - Ohio Wesleyan University

In light of new legislation around the country that blocks the teaching of divisive issues, it is more important than ever before that teachers become well-versed in ways to do this. This session will discuss why social studies teachers should tackle these topics, and the ways in which you can create spaces for teaching and learning about controversial issues in your classroom, including actionable steps that teachers can take. One new online simulation tool will be shared and used in the session as an example of one way you can do this.

Design Thinking in the Civics Classroom
Ryan Suskey - Ohio Center for Law-Related Education

The next generation of citizens needs to be creative, adaptive, and tapped-in to the world in order to make the changes they want to see. Teaching students how to problem-solve and design solutions will give them the tools they need to succeed in the 21st century workplace *and* the 21st century democracy. Using tools from the world of Design Thinking, this session will show teachers how to incorporate more creativity and ideation in their civics curriculum to empower student voices.

Inquiry is Intersectional
Dr. Lauren Colley - University of Cincinnati

In this session, Dr. Lauren Colley will address the importance of establishing social studies inquiries as intersectional activities that embrace the breadth of ways that citizens civically engage with our democracy. Participants will engage in reflection of what citizens and activists look like and consider how inquiry can help students see themselves as citizens of our future. By using the C3 framework, Colley will also provide instructional guidance on how teachers can leverage inquiry to better respond to our students, to our citizens, and to our world.

Digital Literacy - Digital Natives Need It Too
Danielle Wilmot - Ohio Center for Law-Related Education

The internet is great for so many things, from researching political issues to watching heartwarming videos, and we've all grown accustomed to its convenience. For students today, this convenience has been present throughout their entire lives and has changed the way they interact with information. As a result, it's easy to assume they don't need as much training on how to utilize digital information as older generations. When it comes to digital literacy, however, it doesn't matter if you are a digital native or not. This session will cover the basics of digital literacy and methods for teaching explicit skills to navigate the endless stream of online information.

External Conference Speakers

Keynote Speaker: Holly Korbey



Holly Korbey is an education and parenting journalist writing about teachers, parents, and schools for a national audience. She is the author of [Building Better Citizens](#), and her work has appeared in [The Washington Post](#), [The New York Times](#), [The Atlantic](#), [The Boston Globe](#), Medium's [Bright](#), [Brain](#), [Child Magazine](#), [Babble](#), [The Nervous Breakdown](#), the essay collection [How to Fit a Car Seat on a Camel](#) and others. She is a regular contributor on education for [Edutopia](#) as well as NPR's [MindShift](#) blog, out of San Francisco member station KQED. She's also been nominated for an [Education Writers Association award](#) for outstanding reporting on how dyslexia is handled in schools.

Dr. Lauren Colley - University of Cincinnati



Lauren M. Colley is an educator, researcher, and mother to three equally amazing, demanding, and unique children. She is an advocate for social justice, national paid parental and family leave, and a happier and healthier earth and world. She is currently an Assistant Professor in Integrated Social Studies Education at the University of Cincinnati where her research focuses primarily on how students and teachers use and think about gender and feminism in the social studies curriculum and classroom. Before coming to UC, she worked as an Assistant Professor of Secondary Social Sciences Education at the University of Alabama from 2015-2019. She earned her PhD in 2015

from the University of Kentucky where she worked as a Graduate Assistant to the C3 Framework and the New York Social Studies Toolkit Project. Prior to pursuing her doctorate, she earned a Masters of Arts in History (2007), a Master of Arts in Education (2008), and taught high school social studies in Central Kentucky.

Dr. Sarah Kaka - Ohio Wesleyan University



Sarah J. Kaka is an Assistant Professor of Education at Ohio Wesleyan University, where she teaches secondary methods courses, social studies methods, supervises field experiences and student teaching, and Role of the School. Her main area of focus is secondary social studies. She has published in peer-reviewed journals and has presented at local, state, national, and international conferences. Her research strives to support educator preparation programs in creating effective, long-term educators in all settings, in addition to assisting in-service teachers in becoming more effective. Prior to making the shift to higher education, she taught high school social studies for a decade in Virginia

and Colorado. She is currently the Associate Editor of the *Ohio Social Studies Review* and is the editor of the forthcoming *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach About Inequality and Inequity Throughout History*.

Dr. Bethany Vosburg-Bluem - Otterbein University



Bethany (Dr. B.) is a former high school teacher who taught social studies and coached soccer for 14 years in Kettering, OH. She currently enjoys teaching a variety of students through the general methods courses for the AYA-MA program as well as the PreK-12 social studies methods courses. Her research interests and passion revolve around deepening her knowledge about sustainability education and sharing it with others. What Dr. B. loves most about what she does here at Otterbein is her work with students both in and out of the classroom. Outside of Otterbein she enjoys being outdoors, watching sports, going to concerts, reading and spending time with her friends and family.