



**17th International
Reconceptualizing Early Childhood Education Conference**
Pedagogies of Hope: Research, Policy & Practice in Early Childhood

**Bethlehem City - Palestine
22 - 25 June 2009**

17th International Reconceptualizing Early Childhood Education Conference

Pedagogies of Hope: Reconceptualizing Research, Policy & Practice



Bethlehem City—Palestine

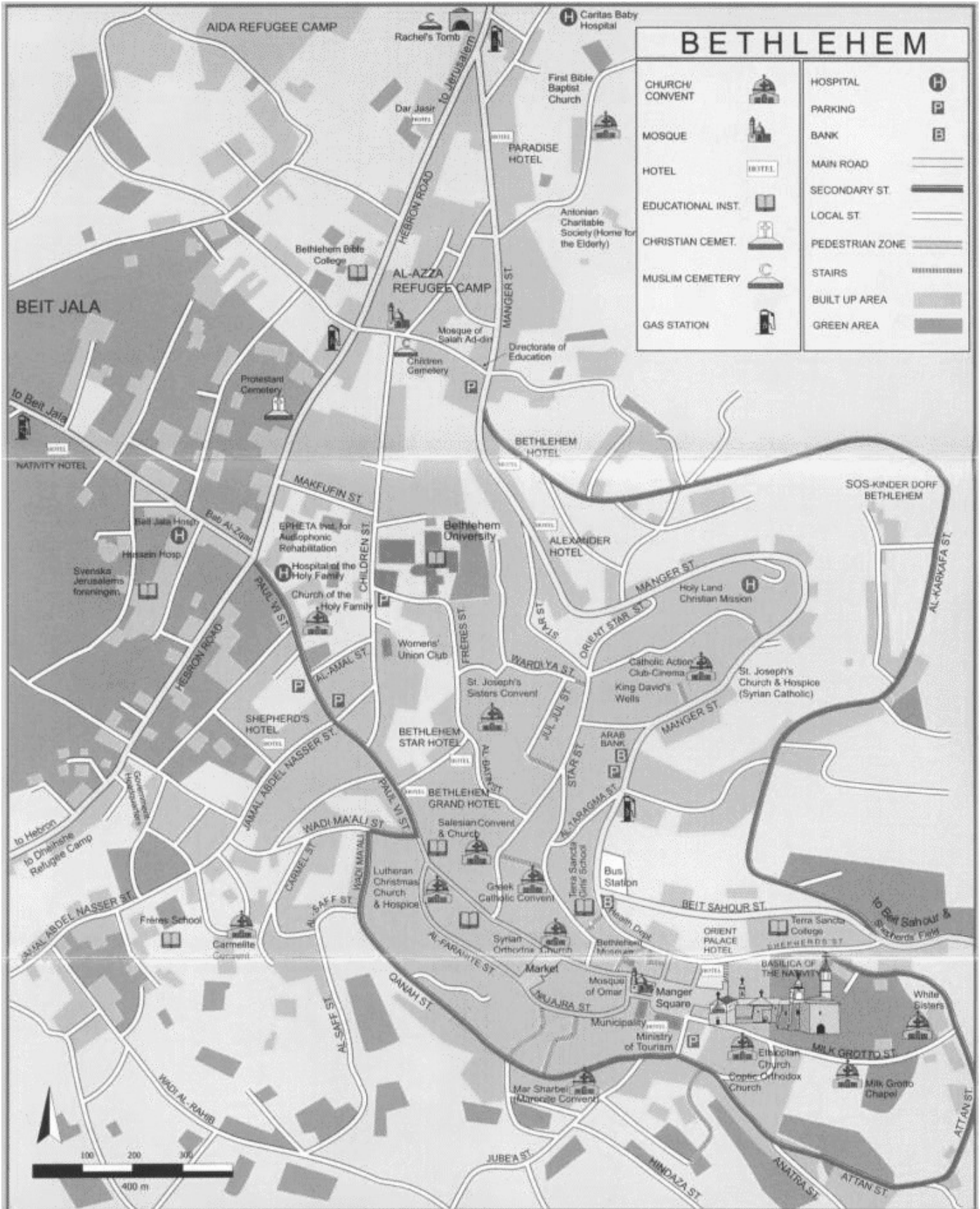
**Bethlehem
Palestine**

June 22 - 25, 2009

Welcome!

The **17th International Reconceptualizing Early Childhood Education (RECE) Conference** provides the international early childhood community with a forum for exploring Pedagogies of Hope. The 2009 conference theme invites engagement with the meanings of hope and pedagogy, and how these terms might be connected to thinking differently about and reconceptualizing early childhood. The theme's openness to interpretation encourages a wide range of discourses associated with early childhood education, with the common provocation to position discourse in terms of the lived experiences of children, families, and communities. In other words, the theme asks of us, what is our thinking, writing and talking for - and with - the being of people in whom our work is interested?

The host for the 17th RECE conference is **The International Center of Bethlehem** (Arabic : دار الندوة الدولية , Dar Annadwa Addawliyya, meaning "The House of Worldwide Encounter"), a Lutheran-based, ecumenically-oriented institution, serving the whole of the community, with an emphasis on women, children, youth, and the elderly.



**17th International
Reconceptualizing Early Childhood Education Conference
Pedagogies of Hope: Reconceptualizing Research, Policy & Practice**



Conference Program

Sunday, June 21, 2009

**Holy Land Christian Ecumenical Foundation
Al Atan Street
Bethlehem, Palestine**

1600 (4:00 pm)

Registration Opens

1800 - 2030 (6:00-8:30 pm)

Opening Reception

Monday, June 22, 2009

**The International Center of Bethlehem
Madbasseh Square
Bethlehem, Palestine**

0800 (8:00 am)

Registration Opens

Naim Nassar Hall

0830 - 0900 (8:30 - 9:00 am)

Conference Opening and Welcome

Naim Nassar Hall

Janette Habashi, Chair, Host Committee
University of Oklahoma, USA

Beth Blue Swadener, Co-Chair, Program Committee
Arizona State University, USA

Monday, June 22, 2009

0900 -1030 (9:00 - 10:30 am)

Naim Nassar Hall

Plenary Session 1

Childhood voices from Palestine: A quest for hope

Children's voices are a unique societal element filtered through a lens of adult, cultural, economic, and social perspectives. This presentation explores the lives and voices of children living in refugee camps, cities, and rural areas of Palestine through and with a panel comprised of five youth in a journal project. It examines, and seeks to share, the diversity of their daily lives laden by Israeli occupation and lack of resources. The unique perspective of these particular children, because of their location in the world, gives special credence to their voices, giving them an opportunity to express their visions of hope as well as their sorrows.

Janette Habashi, University of Oklahoma, USA

Paige DeFalco, University of Oklahoma, USA

Samantha Driskill, University of Oklahoma, USA

1030 - 1100 (10:30 – 11:00 am)

Break

1100 - 1230 (11:00 – 12:30 pm)

Naim Nassar Hall

Concurrent Session 1

(1) Pedagogies of hope in body language, touch, and the in-between.

Listening to children using bodily language as a starting point for pedagogies of hope

The paper focuses on questions, challenges and possibilities when listening to children aged from 1-3. The purpose is to trouble the concept of listening. How can we listen to children when their language is non verbal or bodily? Can what they tell us be starting points for pedagogies of hope?

Nina Johannesen, University of Stavanger, Norway

Pedagogies of touch: Reach out without fear or boundaries

This interactive session includes elements of two papers related to pedagogies of touch. The participants will engage with the presenters in scenarios that will involve them in concepts related to homosocial, comforting and other forms of touch, and the impact such touches can have on the sociomoral understandings children and teachers can build together.

Sheri Leafgren, Miami University, USA

Francis Broadway, The University of Akron, USA

Douglass Conkle, The University of Akron, USA

Richard Ambrose, Kent State University, USA

Monday, June 22, 2009

Naim Nassar Hall

Pedagogies of hope explored through playing in the in-between

When people in early childhood settings focus on community, inclusion and building relations these centres are often inspirational places that engender hope. New views on the way relations form may be able to extend this work through the concept of the in-between supported by the work of Donald Winnicott and Martin Buber.

Cynthia à Beckett, The University of Notre Dame, Australia

Church Hall

(2) Research and Practice

Playing the roles, playing the context: Exploring the play aesthetics for postmodern pedagogy

Educational discussion of role play has centered around the value of representation. This paper criticizes such logic of representation as what Derrida called 'the 'metaphysics of presence' that virtually closes off the possibility of pedagogical discussion. By qualitatively interpreting play activities in a kindergarten classroom, I attempt to reveal that what children learn in their role play is indeed the leaning of context-based meaning creation. Four year-olds in a classroom showed the sincere commitment to self-transformation into a new mode of *becoming* when provided with specified identities and contexts for role-playing after picture-book readings.

Hae-Ryung Yeu, Yeungnam University, Korea

Cloudy day navigation: Hermeneutic inquiry and practice-based evidence in early childhood education

Research that aims at bringing about change and supporting 'pedagogies of hope' in early childhood needs to be grounded in practice if it is not to be in vain. But research is a practice itself and can thus be conceptualised and designed in different, often contradicting ways. This paper questions the ability of research to produce 'evidence' in order to guide 'effective' practice. It argues for an alternative paradigm where professional knowledges are co-created through dialogic practices of 'creating understandings'.

Mathias Urban, University of East London, UK

Monday, June 22, 2009

Church Hall

Lessons from a meltdown in the midst of beauty

This session engages with my own meltdown and reconstruction during the collection of my dissertation research. Seeking meaning in the experience of the studio teacher in an early childhood school, I co-participated in events that led me through an experience which deepened my awareness of what it means to teach and learn as the atelier. My experience in the studio becomes about the beauty of courage, time, and deep listening, as examined through the experiences of fear of the new and of my reconstruction into something more. Through active listening and engagement, I collide with predicament, learn to 'keep on living' and come to a new sense of how to live and work in an early childhood studio, aware that life eats entropy.

Will Parnell, Portland State University, USA

1230 - 1330 (12:30 – 1:30 pm)

Lunch (on your own)

1330 - 1445 (1:30 – 2:45 pm)

Naim Nassar Hall

Concurrent Session 2

(1) Teacher perspectives and early childhood initiatives

The New Brunswick Curriculum Framework: A technology of hope?

In 2005 the UNB Early Childhood Centre was invited by the Government of New Brunswick to develop a curriculum framework for young children. As the contracted curriculum implementation reaches its end, we critically reflect upon the opening and closing of "space[s] for the possible" (hooks, 2003, p. xvi). Conceptualizing curriculum as a 'productive' Foucaultian technology, we explore the tensions in-between (Deleuze & Guattari, 1987) structural restraints, material realities, and hopeful possibilities.

Sheri Rose, University of New Brunswick, Canada

Emily Ashton, University of New Brunswick, Canada

Partners for success: An investigation of tutors co-teaching on Te Tiriti o Waitangi in action

This session presents findings from research based around successful partnerships in delivering and teaching Te Tiriti o Waitangi (the Treaty of Waitangi), which lies at the heart of cultural and political justice and equity within Aotearoa/New Zealand. The research looks at the co-teaching practices with initial teachers of early childhood education, who come from the two world views. It also explores successful tutoring strategies, including the pedagogical practice of caucusing student teachers by identity to explore the understandings of Te Tiriti in praxis.

Waana Watene, Waikato Institute of Technology/Te Kuranini o Waikato, NZ

Monday, June 22, 2009

Naim Nassar Hall

Getting ready for school: Views on school readiness in an early childhood initiative

This session will be a facilitated discussion among attendees of differing views of school readiness among parents, teachers, and administrators and their effect on implementing developmentally appropriate early childhood programs in school settings where testing and other school expectations are in place. Relevant findings from a recently completed study of an early childhood program will be shared.

Julie Spielberger, University of Chicago, USA

Church Hall

(2) Discourses of hope across the curriculum

Philosophy with children in early years classrooms in Ireland

Philosophy *with* Children will offer an insight to a particular approach to encouraging and facilitating young children to participate in philosophical dialogue in Irish early years classrooms. A script from a class of six year old children discussing Freedom and a short DVD of Irish children involved in dialogue will be presented.

Philomena Donnelly, St. Patrick's College, Ireland

Teaching with hope: Using critical literacy as a tool for addressing social issues with young children

It has been debated whether young children are capable of participating in discussions surrounding social issues and if such discussions are appropriate in the early childhood classroom. This session will provide awareness and dialogue on the use of critical literacy with young children and how one classroom provided hope for their community through the proposal of a social action project.

Maysee Yang Herr, University of Wisconsin - Stevens Point, USA

1,2,3 – A maths programme as a counter-discourse of hope?

This session explores a new frameworks plan for *Barnehaugen* (2006) in Norway that emphasises teaching and learning of Mathematics for the children, reflecting signals and willingness to meet national and international standard discourses. It is argued that this new liberal rightist position criticising discourses of equality may reduce the preschool teacher to becoming 'a schoolteacher' in the *barnehaugen*.

Ann Merete Otterstad, Oslo University College, Norway

Hans Jørgen Braathe, Oslo University College, Norway

Monday, June 22, 2009

1445 - 1515 (2:45 – 3:15 pm)

Break

1515 - 1645 (3:15 – 4:45 pm)

Naim Nassar Hall

Concurrent Session 3

(1) Critical discussions in early childhood curriculum and communities

Critical understanding of instruction vs. pedagogy in early childhood curriculum studies

How does pedagogy differ from instruction? This paper discusses the critical differences between instruction (power-unbalanced) and pedagogy (power-shared) in light of early childhood curriculum studies. It is argued that pedagogy involves the organic relation between curriculum and teaching. As more and more educational policies supports positivist “proctoristic” teacher responsibility, instruction-oriented teaching has become (again) prevalent. It is an ethical responsibility to critically examine instruction and pedagogy in early childhood curriculum studies.

Eunsook Hyun, University of Massachusetts - Boston, USA

Are we promoting or sequestering other ways of knowing, feeling and understanding in ECCD communities within the Philippines?

Instrumentality and specific outcomes have become the predominant mantras of the day, sequestering the multiplicity of other possibilities that could potentially exist within ECCD. Looking specifically at the case of the Philippines from a systems perspective, this session will illuminate potential factors as to why.

Rhiannon Williams, University of Minnesota, USA

How ‘troubling’ are teachers’ pedagogical approaches to disrupting heteronormativity?

What realities do early childhood teachers face when queering pedagogy in order to interrupt educational heteronormative practices? This session will engage with findings from a qualitative study conducted in Aotearoa/ New Zealand, in which participants constructed a political/apolitical teacher binary to illustrate the complexities in moving beyond ‘(hetero) normalised’ teaching approaches.

Kate Jarvis, University of Otago College of Education, New Zealand

Monday, June 22, 2009

Church Hall

(2) Digital divides in early childhood discourse communities

Conversation and silence: Deconstructing the silence of the digital divide in an online social constructivist community

This session discusses the voice and silence of the digital divide from the perspective of university professors and returning female early childhood teachers in rural areas. The exploration focuses on the challenges of using social constructivist principles within online communities and representative issues of inequality.

Diala Hamaidi, University of Jordan, Jordan

Candace Kaye, New Mexico State University, USA

Betsy Cahill, New Mexico State University, USA

Bridging the digital gap for early childhood educators

Online learning promises to provide equal opportunities and deliver quality education from top ranking educational institutions around the world to students and teachers in developing countries. This paper focuses on the education and training opportunities available for teachers from developing countries in the area of early childhood development. It highlights a need to understand the limitations and challenges that might face student from developing countries to enroll in online courses. In this paper we look at these issues and discuss possible ways in which educational institutions can play a role in making it happen.

Suliman Hawamdeh, University of Oklahoma, USA

Tuesday, June 23, 2009

0900 - 1045 (9:00 – 10:45 am)

Naim Nassar Hall

Plenary Session 2

Pedagogies of hope: Palestinian perspectives

Young mediators for peacemaking

Wafa Marahil, Balata Basic Girls United Nations Relief & Works Agency School, Nablus, PA

Drama as a strategy to teach children

Ahmad Amar, Elementary Tulkarem Schools Ministry of Education, PA

Nuha Oteir, Elementary Tulkarem Schools Ministry of Education, PA

Tuesday, June 23, 2009

Naim Nassar Hall

Safe and stimulating schools

Samar Jabr, United Nations Relief & Works Agency Schools

Music for everyone

Rozan Khoury, Sabreen Association for Artistic Development

1045 - 1100 (10:45 – 11:00 am)

Break

1100 - 1230 (11:00 – 12:30 pm)

Naim Nassar Hall

Concurrent Session 4

(1) Nested contexts of policies and politics

Education as a right or education as an investment? Destabilizing the language of human capital

Destabilizing the language of human capital This symposium is intended to deconstruct, and undermine the idea of education as an “investment” for the development of human capital. It is our contention that contemporary discussions of early childhood education focus excessively on the concepts of “investment,” and “return,” and we propose to open discussions of early childhood education to other understandings.

Dory Lightfoot, University of Illinois at Chicago, USA

Joe Zaroni, University of Illinois at Chicago, USA

Ruth Peach, National-Louis University, USA

Church Hall

(2) Decentering assumptions about pedagogy and political identities in Palestinian contexts and beyond

Wisdom in the upbringing of children: teaching kills it

Children can live only in and from nature, and from community. The challenge in the world is *not progress and development* (as they have been conceived and practiced for quite a while) *but respect and protection of nature and communities*. These form the essence of wisdom; they should be the measure. Regaining wisdom may even compel us not only to “Re-conceptualize Early Childhood Education,” but to heal from the concept of education altogether and see the world again through our senses, and use words and concepts accordingly.

I will build my presentation on my experiences in Palestine and on wisdom as it was embedded in the life and words of people I knew and of Arab and Muslim philosophers and poets.

Munir Fasheh, Harvard University, USA

Tuesday, June 23, 2009

Church Hall

Children's political affiliation: Transcending local politics

Children's political identification research is grounded in local immediate context. This study provides evidence to the contrary through surveying 1% of the Palestinian students attending school, grades 5-7, in the West Bank, Palestine. Participants identified the local dominant political party; however selected their future political identification with global political parties. The findings revealed children's geopolitical agency is engrained by local/global discourse, but transcends to global political party from within the local politics. Participants' ability to transcend local political parties was facilitated by awareness of global politics.

Jody A. Worley, University of Oklahoma, USA

Janette Habashi, University of Oklahoma, USA

Jill Lang, University of Oklahoma, USA

Lynne Wright, University of Oklahoma, USA

1230 - 1330 (12:30 – 1:30 pm)

Lunch (on your own)

1330 - 1500 (1:30 – 3:00 pm)

Naim Nassar Hall

Concurrent Session 5

(1) Hope in Norway: Resisting the monocultural with children and adults

Our symposium deals with hopes underlying theories of pedagogical change in new times. These regard postmodernity, cultural and religious diaspora, and transnationalism. We hope to resist monoculturalism, Eurocentrism and normative pedagogy. Following Freire, three collaboratively written papers focus on Norwegian early childhood settings with young children; professional learning and recruitments of teachers; and higher education courses.

Ann Merete Otterstad, Oslo University College, Norway

Camilla Andersen, Oslo University College, Norway

Mona-Lisa Angell-Jacobsen, Oslo University College, Norway

Aslaug Andreassen Becher, Oslo University College, Norway

Marcela Montserrat Fonseca Bustos, Oslo University College, Norway

Brit Nordbrønd, Oslo University College, Norway

Bushra Fatima Syed, Oslo University College, Norway

Kari Eide, Oslo University College, Norway

Tuesday, June 23, 2009

Church Hall

(2) Hope and Possibilities

Hope as opening possibilities

A controversy in France at this moment that concerns early childcare and education is the very un (or mis) recognized issue of lack of provision, in spite of the existence of crèches (daycare), child minders and école maternelle (nursery schools). This session weaves together this issue to think about hope as a major problem to tackle for children in developed countries and in the so-called third world. I argue that innovating practices must be able to cross borders, hope being first a base for innovation and creation. In addition hope also sculpts new ideas of gender issues: many of the children being cared for by women. And hope is necessary to engender a praxis of thought where the interests of children and women coexist and are not contradictory.

Liane Mozère, University of Metz, France

1500 - 1530 (3:00 – 3:30 pm)

Break

1530 - 1700 (3:30 – 5:00 pm)

Naim Nassar Hall

Plenary Session 3

Art, space and curricula of hope

Artistic engagement and the production of space

In this presentation we use feminist geographies and Deleuzian thinking to experiment with the concept of space in the context of early childhood education. We invite participants to discuss, think together, and imagine possibilities of what might happen if we reconceptualized ECE spaces and the potential of children's artistic engagements.

Sylvia Kind, Capilano University, Canada

Veronica Ketchabaw-Pacini, University of Victoria, Canada

Adrienne Argent, Capilano University, Canada

Art integrated curriculum: Impact on student learning and school climate

Early childhood education richly steeped in arts-based curricula is a powerful approach to engaging children in all processes of learning, regardless of the diversity of their demographic inclusion. Incorporating respective teaching methods that reflect children's propensities toward each of Gardner's Multiple Intelligences further strengthens this approach and enhances children's learning.

Belinda B. Baldwin, University of Oklahoma, USA

Michelle M. Bravo, University of Oklahoma, USA

Tuesday, June 23, 2009

Naim Nassar Hall

Preparation for Tuesday evening wall visit and olive tree planting, and Wednesday's Hebron field trip

Wednesday, June 24, 2009

Field Trip

Thursday, June 25, 2009

0900 - 1030 (9:00 – 10:30 am)

Naim Nassar Hall

Plenary Session 4

Hope and Difference

Hope as desiring to become otherwise

Presentations and discussion will focus upon relational theories, how they help us to identify the hopefulness and promise of: children's curiosities about the world in which they live; children's desires to exceed the limits of the already-known; and children's drives to join with others (human and non-human) through mutual endeavours.

Affrica Taylor, University of Canberra, Australia

Mindy Blaise, Monash University, Australia

Gunilla Dahlberg, Stockholm University, Sweden

Liselott Olseen, Stockholm University, Sweden

Miriam Giugni, University of Melbourne, Australia

Zsuzsanna Milleiu, University of Newcastle, Australia

Life, liberty and the pursuit of hope: Language rights and the (mis)representation of Deaf students in inclusive and special education

Cultural and language rights of young d/Deaf children are suppressed by hearing-dominated infrastructures seeking to "fix" and colonize the d/Deaf. Employing liberatory praxis, this session uncovers how inclusive and special education settings serve as an instrument in the linguistic and ethnocide of young d/Deaf children and offers counter pedagogical tactics.

Joseph Valente, Florida State University, USA

Thomas Horejes, Arizona State University, USA

1030 - 1100 (10:30 – 11:00 am)

Break

Thursday, June 25, 2009

1100 - 1230 (11:00 am – 12:30 pm)

Naim Nassar Hall

Concurrent Session 6

(1) Four Views on Pedagogy

Using pedagogic documentation as an instrument of assessment in early childhood education

The main purpose of this paper is to examine how pedagogic documentation can be used as an instrument of assessment in early childhood education. The focus of the study is early maths education in a multi-cultural area. The theoretical framework for the study is feminist, post-structuralism and intersectionality and the purpose of the study is to follow if this theoretical framework can offer tools for re-conceptualizing maths education in early childhood by focussing *doing* instead of *lacking*.

Agneta Wallander, Stockholm University, Sweden

On complexity and diversity in the preschools' everyday work

This session discusses research on the theme organised work in the Swedish pre-school, its history and development. The project organised work has appeared as a way of reconceptualize and challenge traditional work in the pre-school. I mean to analyse what seems to be a displacement or shifting towards complexity and diversity in the pre-schooler's daily work.

Annelie Fredricson, Stockholm University, Sweden

Children's ethical encounter in a changing world

The aim of this session is to discuss my forthcoming dissertation which explores how children create, negotiate and maintain moral values in their everyday life. The starting point has been the concept "ethics of an encounter" defined by Levinas. My approach has been ethnographical: the study will rely on participant observations, video observations, tours, focus groups and stimulated recalls.

Bodil Halvars-Franzén, Stockholm University, Sweden

Children, teacher and subject – A relational field of learning

What kind of assessment do we need if we want to include co-operation and listening in the learning process? An assessment which allows us to open a relational field for learning for children, teachers and subject? My forthcoming thesis has a postmodern perspective of pedagogical documentation and its potential to widen the view of preschools as places for learning and meaning-making, illustrated by examples from science education.

Ingela Elfström, Stockholm University, Sweden

Thursday, June 25, 2009

Church Hall

(2) Visions of hope in challenging times

Raising optimism in early childhood

Our contribution focuses on optimism in the early childhood stages. We will try to highlight the importance of this aspect in the child's academic and real life within the educational framework. We will also view the role of the school in raising our children's optimism. Both theory and practice are articulated within our theme. The session is planned to end up with a workshop of using stories to achieve our end.

Liana Jaber, Qattan Foundation - Ramallah, Palestine

Maha Qaran, Qattan Foundation - Ramallah, Palestine

Integrating pedagogies of hope in a violent postmodern world: Learning from each other

This presentation highlights the global concern of violence toward children in their communities. The first part of the session deals with the extent of the violence and examples of early childhood peace projects and activities, while the latter draws from an international joint learning project on children and ethnic diversity in areas of conflict, with focus on Kenya. Presenters will share briefly about their experiences and invite dialogue with participants.

Lourdes Diaz Soto, Dalton State College, USA

Beth Blue Swadener, Arizona State University, USA

1230 - 1330 (12:30 – 1:30 pm)

Lunch (on your own)

1315 - 1500 (1:30 – 3:15 pm)

Naim Nassar Hall

Closing Plenary

The persistence of hope in vulnerable communities and children

Stories of hope – Indigenous Australians share their stories

Since settlement by Europeans in the late 1700s, the Aboriginal and Torres Strait Islander indigenous peoples of Australia have endured segregation, racism and other forms of dis-empowerment. This short video presents interviews with indigenous adults and children showing their attitude to past injustices as well as their views on the future.

Denise Proud, Australia

Thursday, June 25, 2009

Naim Nassar Hall

Toward Methodologies of hope: Emphasizing self-reflection in research with children living on the street in Lima, Peru

Children on the streets of Lima, Peru experience a cyclical relationship between street, home and *casa-hogar* (home for street children) and adapt multiple identities as they navigate through these various contexts. I examine the performance of these complex identities with particular attention being given to the use of photography as a means of self-reflection.

Jamie Joanou, Arizona State University, USA

Supporting family and community involvement in an innovative early learning program for refugee and immigrant children

This session will report on a Participatory Learning and Action (PLA) Project that involved three refugee communities, a number of NGOs, the local school board, and university researchers in developing an intercultural Early Learning program for 3,5 year old children where the learning happened in the children's home languages along English.

Anna Kirova, University of Alberta, Canada

Darcey M. Dachyshyn, Eastern Washington University, USA

1515 - 1530 (3:15 – 3:30 pm)

Break

1530 - 1700 (3:30 – 5:00 pm)

Naim Nassar Hall

RECE Business Meeting

All are welcome – Please join us to help plan RECE 2010!



Bethlehem - Palestine
22 - 25 June 2009

Conference Presenters & Contact Details

	Name	Organization	Email Address
P.1	Janette Habashi	University of Oklahoma, USA	jhabashi@ou.edu
P.1	Paige DeFalco	University of Oklahoma, USA	nikkidefalco@yahoo.com
P.1	Samantha Driskill	University of Oklahoma, USA	skdriskill@olp.net
1.1.A	Nina Johannesen	University of Stavanger, Norway	ninajoh@halden.net
1.1.B	Sheri Leafgren	Miami University, USA	leafgrs@muohio.edu
1.1.B	Francis Broadway	The University of Akron, USA	fsb@uakron.edu
1.1.B	Douglass Conkle	The University of Akron, USA	dconkle@uakron.edu
1.1.B	Richard Ambrose	Kent State University, USA	rambrose@kent.edu
1.1.C	Cynthia à Beckett	The University of Notre Dame, AU	cabeckett@nd.edu.au
1.2.A	Hae-Ryung Yeu	Yeungnam University, Korea	hryeu@ynu.ac.kr
1.2.B	Mathias Urban	University of East London, UK	m.urban@uel.ac.uk
1.2.C	Will Parnell	Portland State University, USA	parnellw@pdx.edu
2.1.A	Sheri Rose	University of New Brunswick, Canada	srose@unb.ca
2.1.A	Emily Ashton	University of New Brunswick, Canada	eashton@unb.ca
2.1.B	Waana Watene	Waikato Institute of Technology/Te Kuranini o Waikato, NZ	waana.watene@wintec.ac.nz
2.1.C	Julie Spielberger	University of Chicago, USA	julies@uchicago.edu
2.2.A	Philomena Donnelly	St. Patrick's College, Ireland	Philomena.donnelly@spd.dcu.ie
2.2.B	Maysee Yang Herr	University of Wisconsin—Steven's Point, USA	mherr@uwsp.edu
2.2.C	Ann Merete Otterstad	Oslo University College, Norway	Ann.Otterstad@lu.hio.no
2.2.C	Hans Jørgen Braathe	Oslo University College, Norway	Hansjorgen.Braathe@lui.hio.no
3.1.A	Eunsook Hyun	University of Massachusetts—Boston, USA	eunsook.hyun@umb.ed
3.1.B	Rhiannon Williams	University of Minnesota, USA	will1395@umn.edu
3.1.C	Kate Jarvis	University of Otago College of Education, NZ	oneshiningspirit@hotmail.com
3.2.A	Diala Hamaidi	University of Jordan, Jordan	dhamaidi@nmsu.edu
3.2.A	Candace Kaye	New Mexico State University, USA	kaye@nmsu.edu
3.2.A	Betsy Cahill	New Mexico State University, USA	bcahill@nmsu.edu
3.2.B	Suliman Hawamdeh	University of Oklahoma, USA	suliman@ou.edu
P.2.A	Wafa Marahil	Balata Basic Girls UNRWA School, Mablus, PA	
P.2.B	Ahmad Amar	Elementary Tullkarem Schools Ministry of Education, PA	abaudham07@yahoo.com
P.2.B	Nuha Oteir	Elementary Tullkarem Schools Ministry of Education, PA	abaudham07@yahoo.com
P.2.C	Samar Jabr	United Nations Relief & Works Agency Schools	s.jabr@unrwa.org
P.2.D	Rozan Khoury	Sabreen Association for Artistic Development	
4.1.A	Dory Lightfoot	University of Illinois at Chicago, USA	dory@uwalumni.com
4.1.A	Joe Zaroni	University of Illinois at Chicago, USA	jzaroni@uic.edu
4.1.A	Ruth Peach	National-Louis University, USA	rlpeach@gamil.com
4.2.A	Munir Fasheh	Harvard University, USA	mfasheh@yahoo.com
4.2.B	Jody A. Worley	University of Oklahoma, USA	jworley@ou.edu

	Name	Organization	Email Address
4.2.B	Janette Habashi	University of Oklahoma, USA	jhabashi@ou.edu
4.2.B	Jill Lang	University of Oklahoma, USA	Jill.M.Lang-1@ou.edu
4..2.B	Lynne Wright	University of Oklahoma, USA	lwright@ou.edu
5.1.A	Ann Merete Otterstad	Oslo University College, Norway	Ann.Otterstad@lui.hio.no
5.1.A	Camilla Andersen	Oslo University College, Norway	Camilla.Andersen@lui.hio.no
5.1.A	Mona-Lisa Angell-Jacobsen	Oslo University College, Norway	Mona.L.Angell-Jacobsen@hive.no
5.1.A	Aslaug Andreassen Becher	Oslo University College, Norway	AslaugAndreassen.Becher@lui.hio.no
5.1.A	Marcela Montserrat-Fonseca Bustos	Oslo University College, Norway	MarcelaMF.Bustos@lui.hio.no
5.1.A	Brit Nordbrønd	Oslo University College, Norway	Brit.Nordbrond@lui.hio.no
5.1.A	Bushra Fatima Syed	Oslo University College, Norway	BushraF.Syed@stud.lui.hio.no
5.1.A	Kari Eide	Oslo University College, Norway	kari@ngdweb.no
5.2.A	Liane Mozère	University of Metz, France	hllm@free.fr
P.3.A	Sylvia Kind	Capilano University, Canada	sylviakind@telus.net
P.3.A	Veronica Ketchabaw-Pacini	University of Victoria, Canada	vpacinic@uvic.ca
P.3.A	Adrienne Argent	Capilano University, Canada	aargent@capilanou.ca
P.3.B	Belinda B. Baldwin	University of Oklahoma, USA	BBB@ou.edu
P.3.B	Michelle M. Bravo	University of Oklahoma, USA	mmbravo@ou.edu
P.4.A	Affrica Taylor	University of Canberra, Australia	affrica.taylor@canberra.edu.au
P.4.A	Mindy Blaise	Monash University, Australia	mindy.blaise@education.monash.edu.au
P.4.A	Gunilla Dahlberg	Stockholm University, Sweden	gunilla.dahlberg@did.su.se
P.4.A	Liselott Olseen	Stockholm University, Sweden	
P.4.A	Miriam Giugni	University of Melbourne, Australia	miriamgiugni@bigpond.com
P.4.A	Zsuzsanna Milleiu	University of Newcastle, Australia	zsuzsanna.millei@newcastle.edu.au
P.4.B	Joseph Valente	Florida State University, USA	jvalente@fsu.edu
P.4.B	Thomas Horejes	Arizona State University, USA	horejes@asu.edu
6.1.A	Agneta Wallander	Stockholm University, Sweden	agneta.wallander@did.su.se
6.1.B	Annelie Fredricson	Stockholm University, Sweden	Annelie.Fredricson@did.su.se
6.1.C	Bodil Halvars-Franzén	Stockholm University, Sweden	bodil.halvars-franzen@did.su.se
6.1.D	Ingela Elfström	Stockholm University, Sweden	Ingela.elfstrom@did.su.se
6.2.A	Liana Jaber	Qattan Foundation - Ramallah, Palestine	ljaber@qattanfoundation.org
6.2.A	Maha Qaran	Qattan Foundation - Ramallah, Palestine	mquran@qattanfoundation.org
6.2.B	Lourdes Diaz Soto	Dalton State College, USA	lsoto@daltonstate.edu
6.2.B	Beth Blue Swadener	Arizona State University, USA	bswadener@asu.edu
P.5.A	Denise Proud	Australia	dproud@bigpond.net.au
P.5.B	Jamie Joanou	Arizona State University, USA	jamie.joanou@asu.edu
P.5.C	Anna Kirova	University of Alberta, Canada	anna.kirova@ualberta.ca
P.5.C	Darcey M. Dachyshyn	Eastern Washington University, USA	ddachyshyn@mail.ewu.edu

Acknowledgements

Program Committee

Andrew Gibbons, New Zealand Tertiary College, NZ, Co-Chair
Beth Blue Swadener, Arizona State University, USA, Co-Chair
An-Chi Lin, Arizona State University, ASU
Marianne (Mimi) Bloch, University of Wisconsin-Madison, USA
Aysegul Ciyer, Arizona State University, USA
Bev Clark, Auckland University of Technology, NZ
Karina Davis, University of Melbourne, AU
Paige N. DeFalco, University of Oklahoma, USA
Lourdes Diaz Soto, Dalton State University, Georgia, USA
Philomena Donnelly, St. Patrick's College, Ireland
Samantha K. Driskill, University of Oklahoma & Oklahoma State University, USA
Judith Duncan, University of Otago, NZ
Karin Elise Fajersson, Oslo University College, Norway
Sandy Farquhar, University of Auckland, NZ
Huhana Forsyth, Auckland University of Technology, NZ
Anne Grey, Auckland University of Technology, NZ
Allison Henward, Arizona State University, USA
Jeanne Marie Iorio, University of Hawaii West Oahu, USA
Amber Johnston, Arizona State University, USA
Jamie Joanou, Arizona State University, USA
Jill Lang, University of Oklahoma, USA
Ann Merete Otterstad, Oslo University College, Norway
Veronica Pacini-Ketchabaw, University of Victoria, Canada
Will Parnell, Portland State University, USA
Lesley Rameka, University of Waikato, NZ
Jenny Ritchie, Te Whare Wananga o Wairaka Unitec, NZ
Marg Sellers, Whitireia Community Polytechnic, NZ
Kylie Smith, University of Melbourne, AU
Ashley Sullivan, Arizona State University, USA
Mathias Urban, University of East London, UK
Joseph Valente, Florida State University, USA
Lynn Wright, University of Oklahoma, USA

Host Committee

Janette Habashi, University of Oklahoma, USA, Chair

Special thanks to The Holy Land Christian Ecumenical Foundation, and George Ghattas (HCEF Vice President and country representative in Palestine), who worked closely with Host Committee Chair, Janette Habashi, on all local arrangements, as well as his associates, Salim Al ama, Holy Land Programs Director, and Amani Juha, HCEF Administrative Officer. They helped organize all field trips, receptions, and overall logistics of our meeting. We also wish to acknowledge the Palestinian Youth League for their co-sponsorship of the Wednesday field trip, and to the staff of the International Center of Bethlehem for their flexibility and excellent support as our conference venue.

Conference Co-Chair, Andrew and his staff at the New Zealand Tertiary College coordinated the paper review process and worked closely with Co-Chair, Beth Blue Swadener, in putting the final program together. Beth also coordinated the online registration process. Deborah Jacobs, of Common Good Web & Graphic Design, created the conference website and final program and put in countless hours, becoming a member of the Program Committee in the process. Finally, we all thank Janette Habashi, without whom we would not have had this unique opportunity to bring RECE to Bethlehem. Her dedication, perseverance, and hard work made this conference possible!

rece

Bethlehem - Palestine
22 - 25 June 2009