

Northern New Mexico College's

Inaugural Symposium on

***Culture-Based Education***

Hosted by AVANCE's Bilingual Education and TESOL Program

&

Peace Pathways American Indian Education Training Program

College of Education

Date: April 25<sup>th</sup> 2015

Venue: Teacher Education Center, Española Campus

Time: 9:30a.m – 3:30 p.m.

*Culture shapes minds... it provides us with the tool kit by which we construct not only our worlds but our very conceptions of ourselves and our powers – Bruner*

Northern New Mexico College's Inaugural Symposium brings together scholars, educators, practitioners and students in the field of Education to negotiate, discuss, unravel and propose strategies to address diverse issues that currently impact the delivery of culture-based education.

Culture-based education reflects, validates and promotes the world-views, core values, heritage and languages of its local community while simultaneously embracing the experience of community groups globally through culturally and linguistically contextualized learning. This symposium explores how we can develop and strengthen culture-based education curriculum that supports student success, meaningfully engages community, sustains tradition, embraces progression and provides connections between local and global cultural contexts.

It is our intention to inspire symposium participants by exploring the strengths and capacities of our educational community. We hope to engage in sincere dialogue that identifies the cultural needs of our diverse student population and enriches the human experience, in and out of the classroom.

9:30 a.m. Refreshments

Teacher Education Center Foyer

*Welcome Ceremony*

9:45 a.m. - 10:45 a.m.

R. 112	R.107
<b>Indigenous Digital Media and Learning for Native American Youth</b>  Dr. Christopher Martinez	<b>The Current Bilingual-Biliteracy Seal in New Mexico</b>  Dr. Carlotta Bird

11 a.m. – Noon

R. 112	R.107
<b>Change (Medicine in Academe): Spirit, Cultures and Education</b>  Dr. Michele Desmarais	<b>The Dominance of the Schooling Culture: Good or Bad for Human Society?"</b>  Dr. David Baker

1:30 p.m. – 2:30 p.m.

R. 112	R.107
<b>Schooling and Kinderculture: the Educational Transformation of Childhood</b>  Dr. Maryellen Schaub	<b>New Mexico Hispanic Education Act Advisory Council 5 year plan: An Overview</b>  Dr. Patricia Jiménez-Latham

2:45 – 3:45 p.m.

R. 112
<b>On Cultivating Freedom, Art and Beauty in Young Children:</b>  An Interview with Ra Paulette

4 p.m.

## Closing Remarks

### MEET OUR SPEAKERS

David P. Baker is Professor of Education and Sociology, and is a research scientist at the Center for the Study of Higher Education and the Population Research Institute at the Pennsylvania State University, where he directs a research program on the worldwide education revolution's impact on global development and health. He leads a multi-disciplinary research project on understanding the education effect on population health, including the HIV/AIDS pandemic in sub-Saharan Africa, obesity and the nutrition transitions in Latin America, the smoking epidemic in China, and the epidemiological transition to chronic disease load. Baker regularly consults with multilateral organizations about research on education development. His social science research has encompassed all regions of the world and has been reported in over eighty scientific journal articles, numerous books, and multi-lateral development agency policy reports, and his most recent book is *The Schooled Society: The Educational Transformation of Global Culture*, Stanford University Press.

#### **DR. CARLOTTA PENNY BIRD**

Carlotta Penny Bird has over thirty years of experience in public education that began as a teaching assistant in undergraduate sociology courses. She has taught at the elementary, high school and post-secondary levels, and been an administrator for tribal education organizations, non-profit organizations and for public school districts in New Mexico. This experience included BIA, public schools and institutions of higher education. Currently she works with the American Indian Language Policy Research and Teacher Training Center and served as the first Assistant Secretary of Education for Indian Education. She worked for over ten years with the Zuni Public School District as curriculum coordinator, director of instruction and director of bilingual education. Throughout these years her interest in NA student achievement resulted in serving on statewide assessment and evaluation committees and teams, and national work with NCES and the NIEA. Within New Mexico, and outside, her work has emphasized the perspective of the many tribes that continue to have great concern for the education of their children as well as the survival of their communities. With the contention that these are not conflicting paradigms but complementary components in supporting the future of the tribes, she continues to advocate for the study and provision of academically rich programs that develop the resiliency and talents of NA students.

Michele Marie Desmarais is a Canadian scholar and poet of Métis, Dakota (Spirit Lake) and European descent. Her poetry has been published in a number of literary journals including, most recently, *ISLE: International Studies in Literature and the Environment* (Climate Change issue), *Yellow Medicine Review: A Journal of Indigenous Literature, Art and Thought*, and *Room Magazine*. In 2011-2012 Desmarais was the recipient of a national Canada Council for the Arts Aboriginal Writer's Grant, and a film of her reciting her poem *Sweetgrass* is part of the Nebraska State Museum's *First Peoples of the Plain* exhibit. She is currently an Associate Professor in Religious Studies and Native American Studies at the University of Nebraska at Omaha where she is also Director of the Medical Humanities Program and co-founder and director of SPHRS (Spirituality, Public Health, Religious Studies). A Sanskrit scholar with a Ph.D. in Asian Studies, Desmarais is the author of the book, *Changing Minds: Mind, Consciousness and Identity in Patanjali's Yoga-sutra and Cognitive Neuroscience* and co-editor of the book, *Samskrita-sadhuta: Goodness of Sanskrit, Essays in Honour of Professor Ashok Aklujkar*. *Changing Minds* was included as one of the foundational books in the field of science and religion by the International Society for Science and Religion Library Project (funded by the Templeton Foundation).

Cristóbal Martínez (Mestizo/Alcaldeño) is from Alcalde, New Mexico and currently resides in Phoenix, Arizona. He is a practicing and publishing digital designer, artist, and scholar in rhetoric, the learning sciences, and diversity studies. In threading his art practice and scholarship together, Martínez engages communities in inquiry and deliberation on pressing public issues such as socio-economic inequities, cultural sustainability, environmental sustainability, indigenous self-determination and sovereignty, building public memory, and digital media and learning. With over a dozen years of combined experience as an artist and scholar, Martínez has applied digital media to both the contemporary art world and

digital media research. In these contexts, he develops, composes, and positions artistic inventions and aesthetics that deliver critiques, recommend solutions to problems, translate data into immersive and interactive experiences, and share complex stories. As a contributing member of notable indigenous artist collectives Burning Wagon Productions and Postcommodity, he has exhibited work in prominent national and international exhibitions and festivals including the 18<sup>th</sup> Biennale of Sydney, Sundance Film Festival, Festival de Cannes, Adelaide International, Contour the 5<sup>th</sup> Biennale of the Moving Image, and Nuit Blanche. Together, he and his colleagues have received generous support from the National Science Foundation, Art Matters, the Creative Capital Foundation, the Joan Mitchell Foundation, and the Native Arts and Cultures Foundation.

Patricia Jiménez-Latham is Director of the Center for the Education and Study of Diverse Populations at New Mexico Highlands University. Patricia's passion and advocacy is to support educators with strategies, techniques, and understandings of how to provide high quality instruction and experiences for culturally and linguistically diverse students, children of poverty, and English language learners. She has been in the field of education for 30 years, 17 as a classroom teacher, 13 years at the university level as a technical assistance provider, and education consultant. Patricia is also a setting member of the Hispanic Education Advisory Council.

Ra Paulette is a cave sculptor based in Northern New Mexico who digs into hillsides to sculpt elaborate artistic spaces inside mountains. Reviewer Martha Mendoza in the *Los Angeles Times* described the caves he created as shrines, as hallowed places, a 'sanctuary for prayer and meditation' while others describe the caves as works of art. Paulette's creative force has earned national and international acclaim and was most recently featured on a CBS *Sunday Morning* Broadcast while a documentary of Paulette's work was nominated for an *Academy Award* in 2013. Paulette himself says that "manual labor is the foundation of my self expression. To do it well, to do it beautifully, is a 'whole-person' activity, engaging mental and emotional strengths as well as physical strength. When digging and excavating the caves I break down all the movements into their simplest parts and reassemble them into the most efficient patterns and strategies that will accomplish the task while maintaining bodily ease. Like a dancer, I 'feel' the body and its movement in a conscious way. I'm fond of calling this 'the dance of digging' and it is the secret of how this old man can get so much done."

Maryellen Schaub is an assistant professor of Education Policy Studies. Originally from New York, she received a Ph.D. in sociology from Penn State in 2004. Prior to receiving a Ph.D., PLE she lived in Washington, D.C. where she held a variety of research positions in US and comparative sociology of education. Broadly defined, she studies the social construction of childhood both comparatively and within the US, especially since 1950. Currently her three research projects look at the intensification of cognitive demands on young children, the expansion of early childhood education and the transformation of multilateral aid dialogue related to cultural images of children.