

## MARK YOUR CALENDARS!

- Feb. 15, 11:00 in Presser: Founders Day Convocation with Flint Water Crisis activist Mona Hanna-Attisha
- Feb. 20: TEP applications due, not one second past 4:00 pm.
- Feb. 27-March 2: TEP Admission Interviews
- March 13-17: Spring Break
- March 22: Beginning of Academic Advising
- April 8: 10th Annual Inquiries into Teaching and Learning

*When a great ship is in harbor and moored, it is safe, there can be no doubt. But that is not what great ships are built for.*

*Clarissa Pinkola Estes, PhD*

### Did you know . . .

There is a new font called **Dyslexie**, designed to be easily decodable by people with dyslexia. Check out the website [here](#) and the TED-X Talk [here](#). It really works!

# Educational Studies

## Teacher Scholars for Social Justice

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### Being Exceptional in Our Community

What happens when a student has an idea, passion, and vision? Easy! That student gathers together like-minded peers and creates an inspiring event that brings people from all across campus together to learn about people with disabilities. That's what happened when **Amber Stringer**, inspired by what she was learning in Professor Evans' Exceptional Child course (EDU 257), decided to create an interactive event that brought the message of social justice and disabilities to education and non-education students alike. Amber partnered with **Sydney Seeman** and **Emma Lewis**, and this dynamic trio solicited proposals, vetted those proposals, and coordinated an event that was described as inspiring, interesting, and professional by those in

attendance. The Ed Studies department could not be prouder of these students who engaged so passionately and professionally to bring a much-needed message to our campus community. Well done, Amber, Sydney, and Emma! And the event couldn't have happened without stellar presentations from these informed, driven students:

**Claudia McGee-Morales**  
**Sarah O'Rourke**  
**Lauren Zaroni**  
**Ruby Garcia**  
**Emily Leiner**  
**Cassie Leishman**  
**Emma Hanzelin**

(Some faculty may or may not have commented that they've been to professional conferences where the presentations were less professional than those given by our own undergrads. You all rocked! Just sayin'!)



*Amber, Emma, and Sydney*



### 10th Annual Inquiries into Teaching and Learning

Mark your calendars now—right now!—for the tenth annual **John Wesley Powell Inquiries into Teaching and Learning Symposium**, slated for **Saturday, April 8 from 9 to noon**. This annual showcase of undergraduate Educational Studies research is a must-attend event. You will hear about the scholarly en-

deavors of our senior education students who have toiled for a full year on their self-study research. In addition to individual poster sessions, attendees will also be treated to a series of power point presentations with a Q&A session afterwards. Junior education majors are required to attend, and all

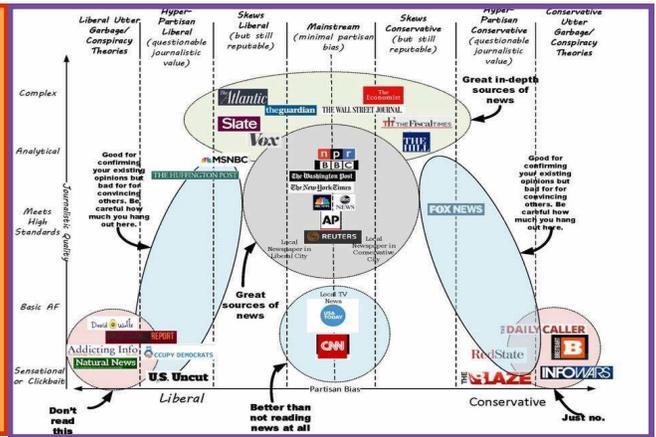
freshmen and sophomore students are warmly encouraged to attend and join in a celebration of our up-and-coming Teacher Scholars for Social Justice!

Is it spring yet? Not quite! The groundhog saw his shadow, so hang in there for a few more weeks. . .

## Extra! Extra! Read All About It!

Hey, this is a newsletter, right? Well, here's a handy little graphic we have found helpful to sift through the onslaught of news we encounter through Facebook, Instagram, Twitter, and the 24-hour news cycle. This graphic will help you decide whether a news source is reputable and what political leanings might present in the news source. We're sure it's just an oversight that the Ed Studies newsletter isn't listed on the graphic.

**Be wise consumers of media, ya'll!**



## Student Teaching Symposium

Fresh out of the field, senior education majors shared their wisdom and insights with juniors at the first biannual Student Teaching Symposium. Topics covered included the flipped classroom, brain breaks, standards-based assessment, and classroom management. Thank you to our seniors for sharing their insights and wisdom from an entire semester in the field! Above, Meg Stanley and Olivia Simkins discuss strategies for working with families and staff on IEPs.



Are you looking for a challenging but enlightening book to read over Spring Break? Might we suggest Claudia Rankine's *Citizen? Exploring issues of race, racism, and privilege, this slim volume will beg you to read, re-read, and read it once again. If you are anything like your Ed Studies professors, you will be moved by this text and spend considerable time in deep contemplation about the content.*



# You're getting very sleeeeeeepy...

According to the [University Health Center](#) (UHC) at the University of Georgia, college students are notorious for not getting enough sleep. Tell me about it, you say! Most college students get about six hours of sleep a night, according to UHC, but the recommended amount is about 8 hours a night! That means that the average college students needs 14 more hours of sleep per week! Insufficient sleep has some pretty negative consequences, too. The UHC notes that "insufficient sleep impacts our health, our moods, our GPA and our safety." Yikes!

### Other consequences of insufficient sleep:

- ◆ lowered immune system;
- ◆ more feelings of stress;
- ◆ increased weight gain;
- ◆ increased tendency toward depression and anxiety;
- ◆ decreased performance in athletics.

Sheesh! If that doesn't convince you to get some shut-eye, we don't know what will!

### Here's how to make sure you're getting your ZZZZZZZZZs:

- ⇒ Follow a regular bed and wake schedule, including weekends;
- ⇒ Establish a regular, relaxing bedtime routine (yoga, anyone?);
- ⇒ Create an environment that is dark, quiet, comfortable, and cool;
- ⇒ Finish eating 2-3 hours before bedtime;
- ⇒ Exercise regularly;
- ⇒ Avoid caffeine 3-4 hours before bed.

There—now go do some yoga and get to bed!



Ours is not the task of fixing the entire world all at once, but of stretching out to mend the part of the world that is within our reach. Any small, calm thing that one soul can do to help another soul, to assist some portion of this poor suffering world, will help immensely. It is not given to us to know which acts or by whom, will cause the critical mass to tip toward an enduring good. Clarissa Pinkola Estes