



INVISIBLE COLLEGE KEYNOTE ADDRESS

De-Professionalizing of Teaching (and Educational Research, too): A Call for Disruptive Movement



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**Pennsylvania Convention Center
Room 201 C (Hybrid)**



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The de-professionalization of teaching is deeply concerning. Especially alarming are the attacks on practices that ensure all students feel safe and have an opportunity to learn about current and past truths about the United States. How can students experience a robust curriculum if they do not have exposure to a diversity of texts? Never have educators been more afraid to do what they know to be right for young people regarding the design, promotion, and enactment of learning opportunities that are truthful, just, and appreciative of diversity. This is particularly the case where history, race, sexual preference, and gender are concerned. Also, so many decisions are being made about educational matters without relying on what is known from educational research. Disrespect and marginalization of teachers and educational research result in overt and covert attempts to de-professionalize educators, educational research, and the field of education as more broadly conceived. Recommendations of ways to address these pervasive challenges are made through a developing theory of Disruptive Movement.

Professor Milner is immediate past President of the American Educational Research Association. His research, teaching and policy interests concern urban education, teacher education, African American literature, and the social context of education. Professor Milner developed and introduced an Opportunity Gap Framework to assist researchers in better capturing minoritized students' experiences in schools. As editor of the journal, *Urban Education* and author of the *Handbook of Urban Education*, Professor Milner has called for and advanced stronger conceptual and definitional work of urban education and conceptualized three analytic tools: urban characteristic, urban emergent, and urban intensive.

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