

# Title Page & Abstract

An Interview with Jay Mann, PhD

Part of the Abraham Lincoln Presidential Library  
*Education is Key – Civics Education* Oral History project

Interview # ECE-A-L-2020-008

Dr. Jay Mann, Director of School and Community Experiences at the College of Education, University of Illinois, was interviewed on the date listed below as part of the Abraham Lincoln Presidential Library's *Education is Key – Civics Education* Oral History project.

Interview dates & location:

Date: Jan 15, 2020      Location: University of Illinois, Champaign, Illinois

Interview Format: Digital audio

Interviewer: Philip Pogue, ALPL volunteer

Transcription by: \_\_\_\_\_

Edited by: \_\_\_\_\_

Interview being  
processed

Total Pages: \_\_\_\_\_      Total Time: 1:33 / 1.55 hrs

Accessioned into the Abraham Lincoln Presidential Library Archives on March 16, 2020.

The interview is archived at the Abraham Lincoln Presidential Library in Springfield, Illinois.

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## Abstract

Jay Mann, PhD, *Education is Key – Civics*, ECE-A-L-2020-008

**Biographical Information/Overview of Interview:** Jay Mann was born in St. Louis, Missouri in June 1978. He grew up in Mattoon, Illinois, and graduated from Mattoon High School on 1996. While attending Mattoon High, Jay participated in Key Club, theater, student council and Band. Jay also served as student council president during his senior year. Jay graduated from the University of Illinois in 2000, majoring in history. He later obtained a M.Ed (Education and Leadership) in 2003 and Ph.D. (Curriculum and Instruction) in 2017, also at the University of Illinois. Jay's work experiences include teaching social studies and Spanish as well as being the Director of Student Activities at Charleston High School from 2003-2007, then Assistant Principal at Belvidere North High School from 2007-2009. While working on degrees he was a grad assistant/teaching assistant at the University of Illinois from 2009-2011, and at the time of the interview the Director of School and Community Experiences in the College of Education, University of Illinois since 2011. In his current position, Dr. Mann is involved with the placement and training of teacher candidates in early field and clinical experiences. His research includes service learning and civic engagement. Dr. Mann also has published journal articles, papers, and book chapters on educational research and citizenship. Dr. Mann has received the Honorary James Scholar for Teaching in 2018, the Illinois Award (Illinois Association of Student Councils), and the Seymour Stiss Fellowship.

Dr. Mann examines how civics education fits into pre-teaching experiences, both for clinical and student teaching. He also discusses the methods classes that are required for social studies majors. In addition, he talks about his personal research on service learning, on training provided to pre-teachers on handling controversial subjects, and on service projects. He reviews the required course on Illinois history, which includes the study of Illinois economics, geography, and government. Some of the required readings for social studies majors were covered including Meira Levinson's *No Citizen Left Behind*. He discusses how social studies teaching has changed over the past two decades, the impact of the 'Every Student Succeeds Act,' the new Illinois social standards, the C3 Framework, and the use of simulations and primary documents.

**Subject Headings/Key Words:** requirements for social studies teachers; Illinois's new social studies standards; discussing controversial topics in the classroom; service projects in civics education; teacher shortages;

**Notes to the Reader:** Readers of the oral history memoir should bear in mind that this is a transcript of the spoken word, and that the interviewer, interviewee and editor sought to preserve the informal, conversational style that is inherent in such historical sources. The Abraham Lincoln Presidential Library is not responsible for the factual accuracy of the memoir, nor for the views expressed therein. We leave these for the reader to judge.

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