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2011 Community of Scholars Day Events

Lesley University

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Advocacy

Organization Development in Service to High-Risk Young People
Molly Baldwin, Anisha Chablani, Victor Jose Santana, Dana Betts

This session will focus on the innovative way in which Roca, a non-profit organization, has partnered with Lesley University in order to enhance their work within the larger contexts of education, social service research, development and learning, and models of high-risk intervention. 4:00pm

Picture Book Representations of Poverty: Issues and Ideas for Teachers and K-8 Students
Grace Enriquez, Allison Scully

Using a close and critical content analysis of picture books focusing on homelessness, poverty, or financial burden, this presentation specifically considers how picture book illustrations reinforce or challenge assumptions about these issues. We will also offer practical applications about how teachers can use these books to address issues of social class within K-8 classrooms and inspire social action projects with students. 5:15pm

Outsider Education: Efforts of an Urban Community Art Program
Cynthia H. McCann

My dissertation explores learning and pedagogy in selected community art programs. I specifically focus on one teacher’s ability to motivate, advocate, and provide direction for her disenfranchised adolescent students. This presentation, including a brief performance, connects relevant experiential arts learning with the ways these urban youth explore their potential for communication and expression. 5:15pm

Modeling the Acceptance of Lesbian and Gay Lifestyles Using Graphs
Angela Vierling-Claassen

According to a 2006 study by the Pew Research Council, acceptance of lesbians and gay men is rising dramatically. How does this kind of societal change come about? This project uses random graph theory to model the spread of acceptance of lesbians and gay men in a community. The ultimate aim is to understand the mechanism well enough to be able to make concrete suggestions to GLBT advocacy organizations. 2:15pm

The Sexual Violence in Congo: Fighting for Women’s Rights & Exploring the Beauty of Congolese Women
Jada Chin

The Democratic Republic of Congo is dealing with the deadliest war in the world. Over the summer, more than 100 women were raped consecutively for four days by Rwandan rebels and soldiers. The struggle of Congolese women is explored by considering solutions to end the mass violence, and to examine the beauty and culture of the Congolese women. 12:15pm
The Dance of the Mind/Body Social Circuitry: The Role of the Active Bystander in Bullying and Harassment
Nancy Beardall

Participants will be introduced to the theoretical models and expressive arts activities that promote an “embodied knowing” or integrated learning, in the prevention of bullying, sexual harassment and dating abuse, in addition to building community. The dance of the mind/body social circuitry will be introduced and how through “dancetheather” the role of the bystander is enhanced and embodied. 2:45pm

Creative Process

The Experience of Parents of Children with Intellectual Disability in a Jewish Community: An Artistic Response
Jennifer Bittner

My graduate thesis for intermodal expressive therapy will investigate the nature and meaning of parenting children with intellectual disability in a Jewish community. Through examining my personal experience and that of other parents, I seek to understand the felt experience of this population. I will conclude my research by creating an artistic response in the form of a Jewish ritual object. 11:00am

Imagine a Face: An Interactive Project
Sarah Rubenstein

Want to turn your beliefs into great ideas to share them with the world? Creating the process of why, how, and what makes an idea interactive and possible. Imagine a Face is an interactive project that brings people together to share and enjoy the little things that imagination can bring. 11:00am

Arbor of Remembrance: An Innovative Design Concept for a New Holocaust Memorial
Karen Frostig

How do architects use design concepts to bear witness to the past? Can architecture perform reparative acts? The Arbor of Remembrance represents a new memorial concept that I refer to as a “living” memorial where human oversight is an ongoing component of memorial maintenance. 12:15pm

Art Show as Art Form
Enid E. Larsen

Living Inquiry: A Visual Autoethnography, an art show created through collage, assemblage, and mixed media, provides context for exploring how show space informs and influences viewer embodiment of the art and how the art show may exist as an art form itself. The presentation will include digital viewing from the art show as well as physical objects for viewing. 12:15pm

Performance Art-Making & Community Engagement: Pedagogy or Practice?
Pete Cormier

The engagement practices of performance art-makers occupy the liminal space that exists at the intersection of performance art-making, community engagement and experiential learning. I will summarize recent research and present theoretical frameworks by Suzanne Lacy and Charles Garoian to explore these engagement practices and interpret their impact on performance art-makers. 1:30pm

**Mapping Imagination: Exploring Curriculum Through the Arts**

*Mary Geisser, Susan Moriarty, Maureen Malavase, Melissa Goulet*

Using digital photography, drawing, painting, and collage, students explore the world around them with playful creativity and imagination. This presentation will focus on the many ways in which young children and graduate students in Lesley University’s Early Childhood Program have utilized photography to explore children’s literature, social studies, identities, and emergent moments within the classroom. 2:45pm

**Writing Process & Playfulness**

*Robin Linn*

This is a presentation of findings on the playfulness in different stages of writing. For instance, when one is in the state of openness including negative capability, when one might be as much a receiver as an author, and when choices must be made as projects come into focus and the writer attempts to shape them. 2:45pm

**Intersubjectivity and Aesthetics in the Art Therapy Studio Class**

*Denise Malis, Katy Webber, Kayla Esce, Brandon Estrella*

Students learn in the Drawing From Within studio art therapy class to engage in self discovery via the therapeutic healing qualities of art making. The studio is considered a group experience where the instructor and students engage in creative practice. In this panel co-created photographs will be presented and discussed within the frame of an insubjective aesthetic experience. 6:30pm

**Continuing the Dialogue...on Assessing Creativity**

*Gene Diaz, Linda Pursley*

We will explore some meanings associated with the concept of creativity, and consider the implications each of these meanings has for assessment practices. Beginning with the idea that creativity can be witnessed, documented and assessed, we will consider the components that make up creative processes and products and determine what assessment practices might allow us to make creativity visible. 4:00pm

**Creative Explorations: Reggio Emilia-inspired Art Making for Young Children**

*Laura Salafia*

This hands-on, exploration-based workshop will help educators connect with Reggio Emilia-inspired art making ideas designed for young children. This workshop will offer developmentally appropriate curriculum ideas and advice that is based on 2 years of research teaching art classes for 1-3 year olds. Participants will experiment with clay, tempera paint, feely goop, ice cube painting and aluminum foil printing. 5:15pm
Where Writing Meets Baseball: What Writers and Writing Teachers Can Learn from the Expertise Researchers

Barbara Baig
How do we learn to write? How can we teach writing effectively? This workshop shows how writers can learn their skills the same way athletes and musicians learn theirs: through practice. Based on the presenter’s book, How To Be a Writer: building your creative skills through practice and play.

6:00pm

Installation Art
Denise Driscoll and students
Students in AIB’s Conceptual Development II: Installation course will conceptualize, plan and execute installations that can be contained within a suitcase or other portable container. The morning of the event, they will site their nomadic installations in University Hall. The students will offer a gallery talk/walk-through as a 60-minute session.

1:30pm

Diversity & Culture

Overview of Expressive Art Therapy in Beijing, China
Xiang (Ivy) Li, Rachel Brandoff
Attendees will gain a better understanding of how art therapy and expressive arts therapy services are offered in Beijing, China. Data presented will include a review of current information on the state of the field, interviews with practitioners, and information on the credential process for clinicians in Beijing, China. This project is an attempt to better understand the cultural nuances in a growing field.

11:00am

The Label Project: A Discussion
Cacky Mellor
A discussion of The Label Project: guerilla performance art with the mission to liberate people from the labels that are placed on them by society, each other, and themselves.

1:30pm

Contemporary Latin American Women Writers
Clara Ronderos, Kaley Littlefield, Erin Dodge, Jessy Ronan, Amy Erickson
Gender and identity will be the entry points for analysis in this panel discussing the prose and poetry by Latin American women writers.

1:30pm

Engaging Islam in the Classroom: Teaching about Contemporary Muslim Communities
Barbara Brown, Mollie Manzi, Paul Beran, Lauren Fish
Islamophobia exists and calls us to teach accurately the realities of Muslims around the world. This workshop builds off a path-breaking Fulbright Hayes Seminar for K-12 teachers held in Egypt and
Tanzania last summer. Four members of the Fulbright group, including a Lesley University student teacher, will discuss and demonstrate effective teaching tools and approaches. 2:45 pm

**Mediated Intercultural Communication: The analysis of three speech events**

_Branca Telles Ribeiro, Lucy Bunning, Diana Marvel, Michelle McCormack, Lauren Strange_

This presentation details the process and results of students and faculty collaborating on a paper on Mediated Intercultural Communication. Students provided data on talk and interactions that took place through new media like email, cell phone, skype video communication, etc. The subsequent analysis of differences between face-to-face communication and mediated interpersonal communication has implications for teaching and learning online. The paper discusses a skype conversation in Kyrgyzstan & the US, an exchange of emails in the US, and a skype videoconference in the US & Canada. 2:45pm

**A Journey Through Navajo Country: Healing, Myth, and Ceremony**

_Frank Trocco, Tess Mulder, Colleen Mullen, Rachel Carbonera, Heather Goldman, Kathryn Grove, Brian Cameron, Krystal Dee_

Students and faculty from the course “A Journey Through Navajo Country: Healing, Myth, and Ceremony” will talk about their journey into a country unlike any of them have ever visited, a world right in the middle of the United States (i.e., the Navajo reservation). Students will discuss the unfamiliar world of Chanters (healers) and apprentices, Skinwalkers, Hand Tremblers, and Crystal-gazers, in an attempt to describe the indigenous interweaving of healing, myth, and ceremony. 4:00pm

**Crossing Borders: the Power of Women’s Narratives in Creating Transnational Connections**

_Eleanor Roffman, Arlene Dallalfar, Dalia Llera, Rakhshanda Saleem_

This panel will present international narratives of the struggles and triumphs of women’s transformations as they cross borders that are figurative, literal, and always real. The stories challenge violence, discrimination, dislocation and oppressive dominant cultural demands. Panelists will recall stories that have been inspiring, and have led to greater self-knowledge, resilience and courage. 5:15pm

**Difference Matters**

_Kate Austin, Marjorie Jones_

Difference can neither be dismissed nor disdained. In this session, faculty will explore, through discussion and the language of the arts, those aspects of our identity that faculty leave outside the teaching/learning community and those parts that we include as we facilitate the teaching/learning process. 6:30pm

**Environment & Ecology**

**What’s Food Got To Do With It?**
Teaching a Food Lab course to young adults with learning disabilities taught both the students and the instructor that food has a lot more “to do with it” than just the fulfillment of a basic need. Insight into learning styles, family dynamics, and personal issues can be gleaned while cooking and dining together. It might be time to reconsider the value of a “home-economics” course for all students.

11:00am

**Nature Poetry and Environmental Conscience**

*Brad Clompus*

We are witness to many indicators of rapid environmental change. It is unknown to what extent the human psyche can respond effectively to such pervasive change, but we do know that response is necessary. In this presentation, we will consider the historic role that nature poetry has played in depicting environmental change and the continuing role that poetry could assume in strengthening our bonds to the natural world.

12:15pm

**Edible Ethics: A Critical Look at Cambridge Cuisine**

*Julia McMillan, Eric J. Morgan*

We are what we eat, so what are we? This presentation will take us on an edible tour of Cambridge, explore questions and morality posed by the foods we are encouraged to eat and the places that we are encouraged to shop.

1:30pm

**Yoga in a 3rd Grade Classroom: “Thank you for teaching me to rest”**

*Stephan Cohen*

I present my experience leading weekly yoga sessions with 3rd graders. Children as yoga practitioners become autodidacts, inventors and collaborative teachers as they engage in pranayama (breathing) and asanas (body poses) to develop focus, calm, strength, balance, and collaborative skills. I will present photographs of the sessions, discuss my insights and, with attendee participation, engage in some yoga!

2:45pm

**Creating a Model of Sustainable Living: Building an Ecovillage from the Ground Up**

*Coleen O’Connell*

Explore the three-year development process of visioning and designing the greenest neighborhood in the country. About to break ground come spring in Belfast, Maine, the presenter is on the leadership development team that has focused its mission on breaking the addiction to oil. This is an inspirational model for how sustainable living can be experienced in the 21st century.

5:15pm

**The Professor Goes To Yoga Boot Camp**

*Judith Cohen*

I explore my sabbatical experience of a yoga teaching training course in Baja, Mexico where I deliberately put myself in the role of novice in order to deepen my own practice. I discuss the power of place, the impact of a learning community, and the effect of my role reversal. Some simple yoga exercises that can be done in a chair will be offered.
Public Environmental Art and Curriculum: Re-Vision
Young Imm Kang Song, Simone Kivett, Raye Yankauskas, Karen Thompson, Loren Lee
This group presentation examines how the infusion of public environmental art can be a useful tool across the curriculum for promoting awareness of environmental issues, increasing student engagement in learning, and making creative connections to support critical thinking. 5:15pm

Exploring Community Contexts Associated with Best Practices in Education for Sustainability
Alice Earle
Progress of doctoral research investigating community contexts associated with effective practices in Education for Sustainability (EfS) will be presented. The purpose of this study is to contribute to the literature on Educational Leadership in order to inform and improve the implementation of EfS at scale. Tools for collecting and analyzing data from elementary principals will be shared. 6:30pm

The Effect of Nutrition Therapies on Mental Disorders
Un Chu Lee-Hoyle, Rachel Brandoff
This presentation emphasizes which nutrients and dietary supplements can aid the treatment of most common mental disorders. While further research is needed to better understand the impact, some studies have shown that the lack of certain nutrients contributes to the development of mental disorders and the intake of vital nutrients/supplements often reduces disorder symptoms. 6:30pm

Humanities

Sex, Sin, & Suicide: Women Characters’ Battles Against Patriarchal Oppression in Dramatic Literature Throughout History
Liv Cummins, Mary Dockray-Miller, Alyssa Barrow, Jerimiah Bergstrom, Paulina Iwaszkowska
Students present their research on women characters in drama, from the misogynistic culture of medieval times to, the misogynistic culture of modern times. Jerimiah Bergstrom explores three Biblical women in the York Cycle Plays, while Alyssa Barrow and Paulina Iwaszkowska discuss women characters’ suicides, examining whether those suicides are expressions of power over or submission to their oppressive societies. 11:00am

Kenmore to Copley: A Walking Tour
Michael David, Susan Ashbrook
Join us for a one-hour walking tour of the historic buildings, sites, statues and parks that we often pass by en route from Kenmore Square to Copley Square. Learn a little about local history, architecture, art, and a few amusing stories from long-time Back Bay and South End residents: Susan Ashbrook and Michael David. Hope it doesn’t rain! 12:15pm at AIB

Student Research from Great Britain in the Victorian Age
Paul Fideler, Maria Campbell, Sheila Thompson, Paul Smith
Three students will present their research projects in this session chaired by Professor Fideler. The
topics are: “Sentimentality in Victorian Art and Illustration” by Maria Campbell; “Disputes over the Meaning of R.L. Stevenson’s novel Dr. Jekyll and Mr. Hyde” by Sheila Thompson; and “Victoria’s ‘Grandsons’ and the Origins of World War I” by Paul Smith.  2:45pm

From Frankenstein to The Raven: Student Presentations on Major Works from the Romantic Era
Robert Wauhkonen
Students will present a variety of critical perspectives on such major Romantic era works as Mary Shelley’s Frankenstein and Edgar Allan Poe’s The Raven. Faculty will introduce the speakers and provide a brief overview of the Romantic era to provide context for the student presentations.  1:30pm

From Port-au-Prince to Kinshasa: Young Haitian Teachers in the Congo/Zaire, 1960s-1970s
Danielle Georges
Between the mid-1960s and 1970s, hundreds of young Haitians moved to and worked as teachers in the Congo (later Zaire). My essay introduces this little-known Americas to Africa story, exploring the conditions in Haiti and the Caribbean which led to the exodus of these young teachers and other professionals, as well as the experiences of this group of émigrés.  4:00pm

“Tell Them It Was Wonderful!” The Life and Work of Ludwig Bemelmans
Janet Pocorobba
Maybe you read the Madeline books as a child or you read them to your kids now, but did you ever wonder why they are so memorable? I chalk it up to her creator, Ludwig Bemelmans, and in this presentation give a survey of his life and art including travelogues and paintings he created in his unique and unmistakable style.  1:30pm

Journalism, Literature, Poetry, Theater, Documentary, Ethnographic Inquiry: Witnesses As Writers
Caroline Heller, Carol Ann Cavanaugh, Justin Moyer, Jen Bargioni, Mike Pabian, Kim McCray
Derived from a seminar we shared in 2010, our group explores what it means to be ethnographers in a quest to overcome the limitations inherent in knowing others. Our premise is that poets, documentary filmmakers, novelists, playwrights, and journalists share with ethnographers the nearly impossible quest to climb into a stranger’s experience, to optimally understand/interpret that experience, and to find meaningful ways to represent that experience.  6:30pm

Performance & Media

Movement Choir aka Flash Mob Dance
Nancy Beardall, Dance Therapy Students-GSASS
Rudolf Laban developed the Movement Choir in the 1920’s as an expression of community and col-
laboration. He brought community members together around a theme, movement concepts, visual
design and improvisation. He believed dance was transformative, and dancing together united
people in celebrating community. The more modern version of Laban’s choir is the flash mob dance.
Join us in celebration. 12:15pm

Rock ‘N Roll with Homer! A Performance from Odyssey Songs
Charlene DiCalogero
Homer lives, and rocks! Brought back to bloody, sexy, humorous, and heartbeating life in a growing
trove of songs by recording artist Charlene DiCalogero, Homer’s Odyssey is the inspirational force
for this live performance. It will capture your imagination whether the only Homer you know is
Simpson, or you can recite the original in ancient Greek. 11:00am

Live Looping, Fresh Beats, and FX:
Electronic Music Technology and Expressive Arts Therapy
Russell Ouellett
Please join this session if you want to find out more, in real time, about how electronic devices, such
as samplers, drum machines, loop stations, and handheld FX processors can be used in an expressive
arts therapy environment. Participants will have the opportunity to play with these synthesizers
while at the same time making some spontaneous music! 2:45pm

Emerging Technologies, Classroom Applications, Replicable Examples
Maureen Yoder
Lesley faculty and students will come away from this session with an overview of current technolo-
gies and Internet resources you can use in your classrooms or for your own personal productivity.
During my sabbatical, I wrote “The Buyer’s Guide” for Learning and Leading with Technology, cov-
ering voice recognition software, digital microscopes, document cameras, external hard drives, and
more. The session will be a faced paced overview of a dozen useful technologies, with a Webpage for
future exploration. 1:30pm

Virtual Reality and Learning: Using Second Life for Counseling
Education
Thomas K. Lewis
Virtual reality platforms like Second Life are being used for educational purposes, including training
mental health counselors. This session reviews a multisession role play with a hypothetical client,
carried out in Second Life, as applied to coursework in Theories of Holistic Counseling. Explore
how virtual environments can be used for role plays, learn how individuals connect with self-
representational “avatars” to acquire skills, and leave with resources to explore this topic further.
4:00pm

A Poetry Reading by Aaron Tieger and Lori Lubeski
Aaron Tieger, Lori Lubeski
Aaron Tieger and Lori Lubeski are friends, poets, and Lesley students. In different yet complemen-
tary ways their work explores the intersection of the self and the world. Together they present recent
and past work together for the first time. 11:00am
Love’s Labor’s Won
Annie Pluto and Cast

The cast of this spring’s Shakespeare production of Love’s Labour’s Lost will present a scene from their April production. After the performance, there will be a panel discussion with members of the cast and crew and Pluto. 6:30pm

Social Science

Let The Phoenix Rise: Promoting Student Resilience
Perah Kessman

I explore theoretical models of resilience and examine the crucial role of college campus communities in the development of student resilience. Student growth includes intellectual, emotional, physical, social, and spiritual. Specific recommendations for college faculty and administrators are provided. 11:00am

An Exploration of Art Therapy for Partners of Military Service Members
Yasmine Sasannejad, Rachel Brandoff

This heuristic exploration will examine the presenter’s experience as a partner of a deployed service man, through ten weeks of art making and written reflection. Attendees will gain a better understanding of how art therapy may be applied to the population of partners of deployed and returning service personnel. 11:00am

Transgenerational Trauma and the “Troubles” of Northern Ireland: A Continuing Cycle of Pain
Kathryn Cashman

This presentation addresses the issues of transgenerational trauma and in particular its effects on the families of Northern Ireland. After suffering centuries of trauma during the “Troubles”, the wounds of violence and oppression have been difficult to heal and still continue for newer generations. We will examine how transgenerational trauma functions and the ways it can be prevented or treated for the well-being of future generations. 12:15pm

The Myth of the “American Dream”: Child Poverty Today
Sarah Groh

Currently, 1 in 5 American children are living in poverty as defined by the FPL and 49% of children will spend at least a year on food stamps. My research works to contextualize these and other startling figures that illustrate a landscape vastly different from the myth of hard work and opportunity portrayed through the narrative of the American Dream. All are welcome to join this conversation about childhood poverty and opportunity. 12:15pm
Iyengar Yoga in Practice: A Cultural Phenomenology of Yoga

Amy Tate

A cultural phenomenology of Iyengar yoga, with a critical focus on gender, the body, language, and teaching methodology within the transnational community of practice. 12:15pm

Semper Fidelis: The Mission at Hand

Jill Marie

In response to recognized and projected needs of this generation of soldiers, military programs of prevention and treatment have been and continue to be implemented and studied. Existing and alternative programs offer various approaches to addressing the complexity of the problems. Attendees will be presented with a rationale focusing on the applications of art therapy with Marines. 1:30pm

Relational Maps: Connections and Disconnections in Life Transitions

Sue Motulsky

This interactive presentation explores an innovative technique: the relational map. This powerful intervention explores a person’s relational influences, connections and disconnections around a career or life decision, across a wide range of relationships. Participants will do an experiential exercise by constructing a relational map for themselves and discuss applications of the technique. 5:15pm

Student-Scholar-Mentor: A Model of Teaching & Learning Partnerships in a University Classroom

Amy Rutstein-Riley, Alice Diamond, Bonnie Bryant, Kaley Littlefield, Heather Mangone, Dory LeCount, Alba Domenech

This project has grown out of the Lesley course Girlhood, Identity and Girl Culture, in which undergraduate students design and facilitate groups for middle school girls in Cambridge. Panelists will discuss the experiences of participating in student-scholar-mentor relationships in their roles as course teaching assistants, researchers, student leaders, and faculty and administrator mentors, from the lenses of feminist pedagogy and learning partnerships. 2:45pm

Art Therapists and the Spaces They Encounter, Create and Believe In

Sarah Lemnios

The studio as a space of safety and therapy seems to be contingent on a number of factors. What are the implications of space and how does nature play a role within and amongst environmental factors? When developing a new studio/art therapy program, the structural space should intentionally lend itself to the benefit of the client. I consider how space can and does inform the work of an art therapist. 4:00pm

Examining the Value of Exhibiting and Witnessing of Art Made in Art Therapy Groups

Leah Weinberger

This research looks at the potential outcomes on clients and witnesses of exhibiting artwork made during art therapy groups. This question is examined through a case study of an art therapy group of children in an orphanage outside of Saint Petersburg Russia who exhibited their work in
Ethical Considerations for the Therapist in Training

Student learning objectives may cross ethics boundaries, and the mandates of ethics may not seem to apply to those who are in the learning process. Students will address questions about balancing academic needs with what is in the client’s best interest, and when ethics should enter into clinical learning. This panel of graduate students will discuss examples and recommendations for ethical learning. 5:15pm

Media, Culture, and the Self: Moral and Social Influences in Identity and Gender Development
Katie Howe, David Goodman, Amy Rustein-Riley

This panel features three speakers each discussing topics related to the influences of cultural media in the development of moral and gender identity and the social construction of the self. These sociological presentations will be followed by discussion with the audience. 6:30pm

Teaching & Learning

Integrating Theory and Practice in Teaching Organizational Behavior to Undergraduate Students
Robert V. McGrath

In Lesley University’s class Organizational Behavior, CGMT 3469, the central assignment is for student teams to conduct an Organizational Behavior Field Study. In class, we explore primary source readings on organizations, develop questions from these readings, and then students take them “to the field.” Teams generate an Organizational Behavior Field Study Report, and deliver a PowerPoint presentation of their work. 11:00am

Deconstructing Student Engagement: Factors, Findings, and the Future
Jeffrey Perrin, Liv Cummins, Robert McGrath, Elissa Colucci, Kimberly Wahik

Student engagement is critical in developing motivation, long-term learning, interpersonal skills, persistence, and student retention. We begin with a review of empirical findings in this area. Following this review, a panel discussion, comprised of Lesley College students and faculty, will focus on engagement at Lesley College and plans for creating engaging, collaborative, and inquiry-based course offerings into the curriculum. 12:15pm

Seeing a Play Ahead: Critical Consciousness and ‘Withitness’ as Components in Teacher Education
Abe Abadi, John Pabian

At a time in the education profession when teacher effectiveness is measured by student achieve-
ment, this presentation examines the role of teacher educators in providing strong clinically based procedures that are designed to empower new teachers and build content knowledge for students. This work will bring together aspects of athletic coaching and critical consciousness as they inform the development of agency and skill-specific competence in novice teachers. 1:30pm

**Interdisciplinary Co-Teaching: A Model for Enhancing Student Learning**  
*Sidney M. Trantham*  
A presentation of the experience of interdisciplinary co-teaching, an innovative approach to course instruction that may deepen student learning and course enjoyment. A model for interdisciplinary co-teaching will be provided. 1:30pm

**From Teacher to Mentor: The Creation of a Lifelong Learning Community at Lesley**  
*Irle Goldman, Susan Gere, Beth Chambers*  
This is a presentation describing the creation of a lifelong learning community based at Lesley with discussions about how we would like to see our own roles as teachers and mentors to our students. Come and bring your ideas and thoughts about who you would like to be as a teacher and the kind of longterm relationship you’d like with your students. 2:45pm

**An Old Friend In a New Setting: Learning Centers in Adult ESOL**  
*Robin Helen Lovrien*  
This is a doctoral study on the impact of the use of learning centers in adult ESOL classrooms. The session includes photographs of the students using center activities as well as hands-on examples of the materials used by adult ESOL students in the study. 4:00pm

**Teacher Collaboration among General and Special Educators: The Voices of Teachers**  
*Arlene Grubert*  
The principal aim of this study is to illuminate how public school teachers, in grades 5-8, describe experiences with collaboration. Themes cluster into areas of positive experiences and challenges with collaboration, benefits of collaboration, and factors associated with effective collaboration. Results suggest that teachers consider collaboration critical as well as an integral part of their everyday work. 4:00pm

**Taking an Inquiring Stance Together: Three Partners in a Learning Community**  
*Barbara Govendo, Lesley graduate interns, mentors, Lesley alumni*  
A panel of Lesley interns, Brookline mentors and the Intern Program Coordinator will discuss the impact of a collaborative learning approach in which they studied current neuroscience research simultaneously, with the goal of determining the potential impact on instructional decisions and classroom practice. 4:00pm

**Documentation and Accountability in Early Childhood Education**
**Ben Mardell, Lisa Fiore, Nancy Carlson Paige**

This presentation features current research on how current politics and policies pull many early childhood educators away from developmentally appropriate practices, and ways that documentation can serve as a tool shifting school and classroom cultures to a focus on deep and meaningful learning. Documentation can serve as a form of internal and external accountability for teachers and administrators. 12:15pm

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**Designing Assessment: Arts and Design Based Documentation**  
*Lisa Donovan, Kristina Lamour Sansone*

Significant work in Art Education often takes place, but is not documented fully or documented in ways that are valued by quantitative accountability structures. This session looks at how arts and design based approaches can harness multiple languages and ways of knowing. Two case studies, in dance integration and a multidisciplinary exploration of animal habitat, consider ways documentation strategies make visible all that has occurred in arts based learning. 5:15pm

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**Enriching Montessori Teaching Through Creative Scholarship**  
*Marion Nesbit, NEMTEC Graduate Students*

This is a view of Lesley’s Montessori graduate students’ research projects and their potential applicability to other educational environments. The panel showcases the diversity of scholarly direction and opportunity for graduates of the Montessori Teacher Certification Program who complete academic study at Lesley. 5:15pm

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**Keeping Track, Taking Stock and Telling the Story of Learning: A Framework for Visual Arts Teachers**  
*Debra Richardson Smith*

Visual arts teachers in public schools work with hundreds of students each year. We’ll explore a framework that links arts-based processes of documentation, reflection/critique, and exhibition to the expectations that all public school educators live with daily: that they are documenting evidence of student learning in relation to a sequential, standards-based curriculum. Participants will engage in dialogue about how this framework connects to their own work. 12:15pm

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**“Growing Stronger Through Assessment:” Preparing for Education Department Reviews/Audits**  
*Sharyn Boornazian, Maureen Cregan-Quinquish, Lorraine Greenfield*

This presentation demonstrates the enormity and importance of meeting local and national standards for teacher preparation: How does this effort (DESE/TEAC Review and Audit) strengthen PK-12 learning, and strengthen faculty and their teaching and learning? How will this effort strengthen our licensure candidates’ knowledge of the value of internal and external assessment? Finally, how can we think about and approach assessment as a creative act? 6:30pm

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**Growing Pains: The Role of Reflective Practice in Teacher Training**  
*Barbara Francis*
Through the lens of secondary educator training, the co-presenters will examine the effectiveness of reflective practice in the fostering of empathic reasoning skills. Through conceptual frameworks and anecdotal evidence, the exercise will demonstrate how an effective application of this approach shapes the dynamic of the learning environment for students and teachers alike.

**Exploring Differences in Online Professional Development Seminars With the Community of Inquiry Framework**

*Sarah Haavind*

A paper is presented describing a study of four online professional development (PD) seminars to understand the variation in participation and perceived quality based on exit-surveys. These seminars were all voluntary, and no credit was earned. The Community of Inquiry framework was applied to analyze differences in seminar design that may have impacted the wide variation in participation and evaluation.

**Poster Sessions**

**Social Science & Policy**

**Copycat Suicides**

*Sarah Rubenstein*

How can the media stop copycat suicides from occurring? With an entire semester of research and organizing, the topic is displayed as a system for the viewer to easily understand. The iconic copycat draws in the viewer to learn more about the issue of copycat suicides in today’s youth.

**NCAA CHOICES Project**

*Sarah Apgar, Ari Sinanis, Rachael O’Mara*

As part of the NCAA CHOICES project, students in a statistics course collected data regarding the alcohol use among students, especially student-athletes, at Lesley. This poster will provide a summary of that research, along with highlights of national research on this important issue.

**Projects from the Social Policy Research Class**

*Robin L. Roth and students*

This is a poster display and informal discussion with students about their research in an undergraduate social policy course. Students’ posters summarize aspects of their research on focused policy topics in areas including health policy, criminal justice policy, nutrition and food policy, family and child welfare policy, sexual reproduction policy, income supplementation policy, disaster relief policy, and gender policy.
**Child Development and Achievement**

Laura N. Young

This project is an analysis of data from the National Longitudinal Survey of Youth looking at the relationships between children’s early development, and later psychosocial and personality factors, involvement with various afterschool activities (including the arts, sports, volunteering and TV-watching), and academic achievement. The negative association of TV-watching and positive association of early cognitive stimulation to later achievement are the interesting findings so far.

**Social Courage**

David House, Kelly Jankauskas, Jeff Perrin

In the United States little research has been conducted on social courage. This session presents an overview of “social courage” as defined by German psychologist Gerd Meyer (2009). After creating a culturally relevant conceptual understanding of the concept, drawing from other relevant research areas focusing on courage, we present preliminary plans for researching the social contexts of social courage. 5:15pm

**Expressive and Arts Therapies**

**Dissociative Identity Disorders**

Amiee Arsenian

My work is exploratory research of what is in the medical field in regards to Dissociative Identity Disorder (DID). The purpose of this poster will be to inform people of this rare disorder and how the health care workers feel about this diagnosis and why there is controversy.

**The Experience of Performing**

Nikki Lawrence

Expressive arts therapy and mental health counseling: Intermodal Title: “They love me for loving them and I love them for loving me”: The performer’s experience of performance. The act of performing is therapeutic and this study questions performers, including the author’s experience of performing.

**Arts Therapies and Hospitalized Children**

Lyric Morgan-O’Connor

This work explores the delivery of expressive arts therapies to hospitalized children. Presented from the perspective of a Certified Child Life Specialist and current graduate student in expressive arts therapies the work will strive to honor, interest, and inform individuals from both professional/educational perspectives.

**Nature Transforming Trauma**

Hannah McLaughlin

This work is being completed for my graduate thesis on transforming trauma in adolescents through nature based art therapy. The goal of my work is to reconnect students with nature through Ronen
Berger’s build-a-dwelling in nature directive. I explore nature as an intervention technique as well as a diagnostic tool.

**A Self Study: A Journey from Fear to Playfulness**  
*Tawnya D. Smith*

This study observes how expressive arts therapy techniques help to dismantle the inhibitions and learned fears of one professional musician and music teacher in her own music practice. Principles and practices of expressive arts therapy are explored specifically to promote a safe space for risk-taking in terms of musical expression, improvisation, and internal connections to sound making.

**Ditch the Fork**  
*Melissa Weaver*

I propose an alternative form of psychological/art assessment for my masters thesis research project. The assessment is comprised of a sheet of paper, paint, and spaghetti. Setting aside traditional approaches to assessments and food, I am exploring the validity of such an assessment with a population of pre-adolescent children at a therapeutic school.

**Photography as a Form of Meditation**  
*Christina Connolly*

A thesis project on Photography as a form of meditation. I include three meditation exercises on Nature, Abstract, and Soul connection. I include photographs for each meditation and also describe the process.

**Painting Mindfully with the Buddha**  
*Amanda Kathryn Webber*

The focus of this thesis study is to examine the shared phenomena between art therapy and dialectical behavior therapy. Using a modified grounded theory method, this research explores such topics as mindfulness, neuro-psycho-social development, trauma, and the creative process as avenues of inquiry between these seemingly opposing theories.

**Ecology & Community**

**Urban Environmental Justice and History**  
*Melissa Santley, Liz Wilson, Katelyn Winning*

Urban Environmental History & Urban Environmental Justice, Sharlene Cochrane  
Examples of work in the Urban Environmental Leadership program. Topics include Diesel Buses and Asthma Rates in Boston; The Salmon Falls River and Great Falls Manufacturing Company, Somersworth, NH; and Stony Brook: A Story of Jamaica Plain’s Past, Present, and Future.

**Sustaining Urban Communities: Windowfarms and Applications**  
*James Nutter*

A study of urban renewal through urban agriculture, vertical hydroponics in apartment windows
with the Windowfarms.org Project, and potential for educational application in cross-curriculum design includes lesson/curriculum ideas for application in classrooms of homeschoolers, elementary, middle, secondary, in a variety of subject areas. Material includes a small model Windowfarm.

**Power of Small Learning Communities**

*Katrina Freund*

Study exploring how small academic communities can support student growth and development, and what affects these communities have on students. The study will focus on the Breakthrough Collaborative and Brookline High’s School-with-in-a-school program. It will rely on interviews with program directors, affected students, and teachers along with research into the theory of forming supportive communities in schools.

**Auroville, India: Study Abroad**

*Brian Axelrod*

A study of integral sustainability in Auroville, India and the emerging global importance of ecologically sustainable communities, also known as “Ecovillages.” I will bring this into context through this presentation on my study abroad experience in Southern India last year.

**Creating Learning Communities**

*Jill Buban, Christin Manning*

Communities of practice are commonly seen as having tremendous benefits for the learners involved in them. This poster presents our experiences of developing a community of practice within a cohort model. We will compare and contrast the benefits and challenges of creating artificial communities of practice as well as explore the development of an organic community.

**Creative Process**

**A Children’s Book, Health, and Wellness**

*Maryellen Ruggiero*

I have written and illustrated a children’s book (ages 3-8) on the topic of health and wellness. The name of the book is The Little Lotus Learns About Wellness. Accompanying the children’s book is a thesis researching several important elements of children’s wellness including nutrition/self care, movement/stress management and creativity.

**Installation Art**

*Denise Driscoll and students*

Students in AIB’s Conceptual Development II: Installation course will conceptualize, plan and execute installations that can be contained within a suitcase or other portable container. The morning of the event, they will site their nomadic installations in University Hall. The students will offer a gallery talk/walk-through as a 60-minute session. 1:30pm

“Infinity:” Explorations through Mathematics and Art
Angela Vierling-Claassen and students

Infinity: Explorations Through Mathematics and Arts. The concept of infinity can be approached from countless directions. We can explore numbers that grow without bound or shrink down to nothing. We can wonder if space is infinite, or if it has an edge. In this poster session, students will explore concepts related to infinity from both a mathematical and an artistic point of view.