3-29-2012

2012 Community of Scholars Day Events

Lesley University

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Community of Scholars Day

**WHAT** An All-Day Event of Exciting and Diverse Sessions

**WHEN** Thursday, March 29th, 2012. 9 AM – 6 PM

**WHERE** University Hall, 1815 Massachusetts Ave, Cambridge

Free and Open to the Public
* A special class schedule is in effect for all students

Use just the front sheet of this program on the day of the event as a schedule, a map, and to take notes!

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**SCHEDULE**

9:00 AM
Welcome, in the 2nd Floor Atrium
Harmageddon musical performance & Beverages served

9:30 AM – 6:00 PM
Presentations & Poster Sessions

11 AM – 3 PM
Threshold Bake Sale! Third Floor

12:15 PM –
Lunch available

6:30 PM
Shuttle to Other Campuses UHALL Parking Lot

7:00 PM
Stauch-Mosse Visiting Artist Panel
Washburn Auditorium, 10 Phillips Place, Brattle Campus

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**NOTES**
A Mindfulness Based Art Therapy Curriculum for Parents in Underserved Communities

Jennifer Brown
Graduate School of Arts and Social Sciences
and Lesley College, Faculty

Mindful awareness practices promote stress-reduced lifestyles, good health, well-being and are not only to be utilized in psychological interventions. The proposed study has the following objectives: (1) To conduct a comprehensive review of the literature on mindfulness and art therapy interventions that have been utilized in low-income, urban communities. (2) To synthesize mindfulness techniques with art therapy and develop a course for parents with stress related issues involved with community mental health services; and (3) to have clinicians in urban, underserved communities conduct a preliminary evaluation of the curriculum.

The Running Exchange Sneaker Collection and Distribution Project

Leah Miller
Art Institute of Boston, Undergraduate Student

The Running Exchange is a nonprofit project started by runners of Thomaston, CT. Athletes understand how important sneakers are to our training and how quickly we go through them. Instead of throwing away sneakers people do not wear, Lesley athletes are collecting and donating, new and used sneakers to citizens of Naivasha, Kenya while recycling the others. Every pair of sneakers there goes a long way, helping people out of poverty and improving disposition. Running is not only a mental escape but a financial one as well. Sharing the gift of running on sound grounds has never been easier.

Music Therapy Assessment for Children with Autism in Public Elementary Schools in Massachusetts

Jamie Sokolowski
Graduate School of Arts and Social Sciences,
Master’s Degree Student, 2013

The purpose of this study was to gain insight on the existing Music Therapy assessments being used by Board-Certified Music Therapists in public elementary schools in Massachusetts. The researcher examined the congruency of the assessments and designed a uniform assessment as a building block towards integrating music therapy into the Massachusetts public school system.

Critical Thinking and Interaction in an Online Course: Comparing a Discussion Led by One, Two or Three Student Moderators

Joan Thomann and Sam Gable
Graduate School of Education, Faculty, Graduate School of Arts and Social Sciences, Master’s Degree Student

This presentation will focus on a study comparing the interaction and critical thinking skills of K-12 educators enrolled in an online course. In this course after modeling the facilitation process, the instructor had students moderate weekly discussions. The purpose of this study was to find out if there is a difference in interaction and critical thinking based on the number of student moderators involved in facilitating a discussion of an assignment in an online course. Social Network Analysis (SNA) and Newman, Webb and Cochrane’s measures of critical thinking were used to evaluate interactions and critical thinking between students in a required discussion led by one, two, and three student moderators.

Building Student Ownership of Mathematics Learning, Grades K-2

Nicole Schuller
Lesley College, Undergraduate Student

The poster will highlight works from three different math texts and authors. Each author displays their own unique style to approach student learning, choices, and assessment, focusing on grades K-2. The poster will display the main themes of each text and how they all work together to build student ownership of their math learning.

Hot Tech from Cool Librarians: Tools for the Digital World

Lee Sullivan, Marilyn Geller, Robin Feinland, Stephanie Nelson, Linda Roscoe, Jaime Glass
Staff/Administrator

Academic librarians create vast electronic libraries so that students and faculty have access to the best research and scholarship. How do we do it? Come see a sampling of the tools Lesley librarians use to find, organize, make available, and create quality digital resources including text, images, videos and sound recordings.
Creative Process

Exhibiting Lesley’s Innovation hosted by the Creativity Commons

Kristina Lamour-Sansone, Denise Driscoll, Lisa Donovan and Students
Art Institute of Boston, Graduate School of Education, Faculty, Undergraduate and Graduate Students

Undergraduate and graduate students and faculty from several different Lesley University courses and schools, including Multiple Literacies (GSOE, Creative Arts in Learning Community Arts), 3D Concepts: Installation (AIB, Foundation), Drawing I (AIB, Collaborative Arts Program with Lesley College) and Visual Communication (AIB, Design), will collaborate to create a multi-layered installation that investigates significant themes that are unique to Lesley’s innovation.

9:30 – 10:30 AM, Creativity Commons

Collaborative Drawing Project (Part of Exhibiting Lesley’s Innovation hosted by the Creativity Commons)

Denise Driscoll, Samantha Blindt, Caitlin Bonenfant, Bashezo Boyd, Alexandra Cruz, Kim Cunningham, Jacqueline Dabo, Hannah Dillis, Katie Greeley, Tricia Hurley, Juliann LoSciuto, Emily Mullin, and Kay Tummino
Art Institute of Boston, Faculty and Students

Join an inclusive and accessible collaborative drawing process with Lesley College Drawing students. You will be offered pen and brush and a few simple rules: keep moving, respond to what is already present, and only pictures, no words! Drawing with others is a surprisingly social experience that may even overflow into other areas in your life. Inspired by the Los Angeles-based Sumi Ink Club, the hosting students are working to form a Collaborative Drawing Club here at Lesley and your participation in this pilot event will further the cause.

10:45 – 11:45 AM, Room 4-030

Pedagogical Approaches of Creative Nonfiction Instructors: Presentation of Adult Learning Dissertation Research

Suzanne Cope
Graduate School of Education, PhD Student, Alumni

Presented as partial fulfillment of the requirements for a PhD in Adult Learning, “Pedagogical Approaches of Creative Nonfiction Instructors” is an overview of the research and findings of Suzanne Cope’s dissertation by the same name. Cope, a Lesley MFA alumna, sought to research the ways that teachers of creative nonfiction to adults in undergraduate, graduate and community environments planned their classes and developed and enacted their individual pedagogy to present a unique landscape of the experiences of teachers of creative nonfiction from a variety of perspectives.

12 – 1 PM, Room 3-100

How Do We Value Creativity and Innovation at Lesley? An Interactive Workshop

Gene Díaz, Marsha McKenna, Kristina Lamour-Sansone, Linda Pursley
Administrators and Faculty

We are all born with the capacity to create and innovate, and as educators we try to support and enhance these capacities by fostering imagination, this capacity to call to mind something that has never been experienced or known. Creativity involves putting the imagination to work, i.e., applied imagination, the process of imagining new, original ideas that have value, a process that includes both generative and evaluative components.

Innovation requires the capacity for change, can generate break-throughs, or offer incremental improvements to existing ideas or practices. In this workshop we will explore the meaning and value of these concepts for the Lesley community.

12 – 1 PM, Creativity Commons

Ellen Schön: International Artist Residency Networking

Ellen Schön
Art Institute of Boston, Faculty

A slide presentation and discussion of the presenter’s personal experiences in international artist residencies in Finland, Croatia, Hungary, Turkey, Germany, and Malaysia.

12 – 1 PM, Room 4-037

IN/BE/TWEEN: A Visual Dialog

Geoffrey Koetsch
Art Institute of Boston, Faculty

Geoffrey Koetsch, a professor at the Art Institute, will discuss the cultural background of an art installation (on view in the Marran Gallery 3/22-4/20, 2012) he created in collaboration with the Singaporean photographer Jeremy Chu. Entitled IN/BETWEEN, the project combines figurative and abstract sculpture, photography,
and found objects. The project goal was to create a “visual dialog” that would deepen personal and international understanding. For 5 months, Koetsch and Chu met regularly to discuss such topics as childhood memories and “universal” archetypes. Then, working individually, they explored these topics visually in their studios and combined the outcomes in installations.

3:45 – 4:45 PM, Room 4-040

**Velázquez and Van Eyck and the Triumph of Painterly Painting**

Anthony Apesos  
*Art Institute of Boston*

Jan van Eyck’s “Arnolfini Wedding Portrait” (c.1435), one of the central objects in the history of oil painting, was in the collection of Philip IV when Velázquez painted “Las Meninas” (1656). This paper will discuss how the later painter paid homage to and tried to surpass the work of his predecessor.

1:15 – 2:15 PM, Room 4-040

**Creating a Space for Children to Imagine, Create, Critique and Exhibit Works of Art: The Cambridge Creativity Commons**

Martha McKenna and Kyle Browne  
*Faculty with Graduate School of Education Alumni, 2010*

Lesley University, in partnership with the Cambridge Community Foundation, the Cambridge Arts Council and the Cambridge Public Schools has created the Cambridge Creativity Commons for teachers and students to explore imaginative ideas and create interdisciplinary projects that address critical issues in society. Classroom teachers work with artists to create new approaches to teaching and learning that require imagining different ways of engaging students, building environments that encourage creativity, and transforming curriculum and pedagogy to ensure they address the needs of all learners. In this workshop presentation we will examine the impact of arts-based approaches to teaching and student learning.

1:15 – 2:15 PM, Creativity Commons

**Organic Storytelling Interventions: A Creative Process that Promotes Education, Community, and Healing**

Gail Herman  
*Graduate School of Education, Faculty*

What the presenter calls “Organic Storytelling” allows the folktales to grow organically with images of each new teller and audience by adapting and augmenting the mentor’s work. Dr. Mara Capy (1970), which she found from an ethnographer in West Africa. Learn to use “Organic Interventions” and encourage listeners to use their “mind’s eye,” then share their ideas at certain times in the process. Learn how to model Carl Rogers’ view that feelings are not right or wrong and that the difference between feeling and action is thinking – often creative thinking at that! In this way the story, a gift from the past, becomes the story of folk in the present.

2:30 – 3:30 PM, Room 2-048

**Philosophical Ancestors Who Accompany Me in My Work**

Caroline Heller, Carol Cavanaugh, Jenn Bogard, Ramona Islam, Che Madyun, Tamiru Atraga  
*Graduate School of Education*

First year doctoral students explore philosophers, theorists, and educational researchers who inspire their own participation in the scholarly communities surrounding education.

5 – 6 PM, Amphitheater

**A Discussion of Impact: An Exploration of the Physical Impact of Words**

Cacky Melior  
*Lesley College, Undergraduate Student, 2012*

In this session, we will view and discuss Impact: An Exploration of the Physical Impact of Words and explore our own negative words and stories. In this project, participants were asked the label that has most negatively impacted them and where in their bodies they feel it. Make-up is then used to create a bruise on that area of their body with the word inside of it. The participants were given the option of recording a statement to play over the images. The images and voice recordings of the participants have been put together into a short film. We will also touch on the rest of The Label Project Inc’s work. This project has been touched by Jan Wall, Neal Klein, Jane Richardson, Shaun McNiff, the stories of participants and viewers, as well as many others.

3:45 – 4:45 PM, Room 3-103

**“New Your City”: Bringing Together Art and Community through Recycled Materials and Imagination**

Mary Geisser  
*Graduate School of Education, Master’s Alumnae 2005, PhD Student, Faculty*

“New Your City” was a collaborative building project involving schools, the Fox Point Community Library, and the greater community. Two hundred and twenty children and adults constructed an imaginative city out of recycled materials. The project provided a venue for children to explore the arts in an open-ended and community forum. We also explored multiple ways of documenting the building process through photography, drawing, and writing. The young architects of the city shared their work with a gala opening and the publication of a book. “New Your City” became a place for new ideas and empowered the children who created it.

5 – 6 PM, Room 2-048

**Visual Art Appreciation and Community Inquiry: A Quantitative Look at a Qualitative Subject**

Susan Loomis  
*Lesley College, Staff/Administrator*

Visual art appreciation in the United States can be expressed through actions that may exude the prolific benefit that art can bestow on individuals and communities. Whether certain demographics affect an individual’s value of visual art is a topic to be examined. This topic involves exploring a particular earned attribute, level of education, and relating this academic characteristic to the esteem of visual art. Through a survey of about 80 respondents, interesting qualitative data also emerged as evidenced in an open-question about visual art and community.

2:30 – 3:30 PM, Room 4-040
Teaching & Learning

Critical Global Issues in 2012: Student Scholarship and Engagement
Nancy Heims and Students
Lesley College Faculty and Students

Is Brazil positioned to achieve great power status in the next decades? Through what global lens should the Occupy movement be viewed? How should the US interface with post-Qaddafi Libya? Where are women's rights situated in the Turkey/EU debate? Should the US recognize the current non-state of Somaliland? Moreover, who cares? This presentation, moderated by Professor Nancy Heims, features student panelists who will discuss their research experience and present scholarship related to critical global issues confronting the US and the world as they unfold in 2012 and beyond.
9:30 – 10:30 AM, Room 3-089

Maureen Yoder
Graduate School of Education, Faculty

With the support of a Russell Fellowship, the presenter has explored Internet based presentation and collaboration tools, public domain media archives, cloud computing possibilities, and mobile apps. Also, the presenter continues to write a monthly column on computers and accessories, “The Buyer’s Guide”, for Learning and Leading with Technology. Research supporting the use of these tools, and their impact on learning, will be included. The session will be a fast paced overview of technologies and resources that Lesley faculty and students can use in their classrooms or for their own personal productivity. A webpage for future exploration will be provided.
9:30 – 10:30 AM, Room 3-098

The Wizard of Oz meets Harry Potter: Using Popular Culture to Teach
Irie Goldman and Laura Daniel
Graduate School of Arts and Social Sciences

Come to share the ways you use popular culture in your teaching and learning. The presenters will share how they have used The Wizard of Oz, Harry Potter and Broadway musicals to teach Psychopathology, Human Development, Clinical Skills, and Counseling Theories. The presentation will include a short introduction and demonstration of some of these ideas with time for sharing how each of us incorporates this world into teaching.
10:45 – 11:45 AM, Room 2-078

21st Century Literacy Skills
Juliana Schneider
Graduate School of Education, Spring 2012 (Reading Specialist Certification)

What does it mean to be literate in today’s world? Technology is rapidly changing the way we interact with text. Children are connecting globally in order to read, conduct research and interact with one another. These opportunities extend learning well beyond the boundaries of a classroom and require educators to assess what is being taught and how it’s presented. This presentation explores the specific literacy skills necessary in order to read and participate in the constantly changing Internet and implications for classroom instruction.
12 – 1 PM, Room 3-086

The Historic Lives of City Teachers: Past Perspectives and Contemporary Meanings
J. Michael Pabian
Graduate School of Education, PhD Student, Faculty

This presentation, based on research aided by a Russell Fellowship, explores educational reform through a historical perspective focusing on examination of oral histories reported by teachers working in New York City Public Schools during the 1920s. Themes extracted from this data inform surveys, observations, and interviews with teachers working presently with children in city schools.
12 – 1 PM, Room 3-101

Reflective Practice in Physical Therapy: A Phenomenological Inquiry
Mary Knab
Graduate School of Education, PhD Student

The presenter will share her experience as a physical therapy educator grappling with how to prepare therapists who will grow in expertise across years of clinical practice. There is growing evidence that such clinicians employ the metacognitive process of reflection to foster learning from experience; however, there is no comprehensive description of what ‘reflection’ looks like in a physical therapist’s day-to-day practice. In this study participants’ stories of clinical practice became the windows through which the presenter viewed them in a reflective act. The presentation includes thematic analysis of participants’ narratives and a case study that helps to make their reflective process visible.
10:45 – 11:45 AM, Room 3-100

Behind the Scenes: Understanding the Perspectives of Teachers Reluctant to Technology Integration in a Suburban District Technology Initiative
John Woolard
Graduate School of Education, PhD Student

Efforts to prepare students with 21st Century skills are significant for life in a global, digital economy, but may present obstacles for teachers as adult learners and practitioners. Apart from time constraints influenced by contradictory school improvement plans, elementary school teachers must contend with the technology integration barriers of access, familiarity, training and support. This study focused on teachers who have seemingly overcome these established barriers and remain reluctant toward implementing educational technologies in their classroom instruction. Interviews with practicing elementary teachers provided insight into of teachers’ attitudes and beliefs about the integration of information and communication technology (ICT).
10:45 – 11:45 AM, Room 3-098

30 GREAT Web 2.0 Teaching Resources in 60 Minutes (30in60)
Linda Mensing-Tripplett
Graduate School of Education

This is a fast-paced presentation that goes over 30 Web-based technology resources that are great for teaching and are available for free (or are very inexpensive). The resources that will be reviewed are those that many in-service teachers find they use on a regular basis with their students.
10:45 – 11:45 AM, Room 3-086

Meta Cognitive Strategies for Second Language Learners
Matie-Pierre Ruggiero
Master’s Degree Student

This presentation examines the importance of assisting foreign language teachers to know their students and to give them some simple and learnable strategies for learners to gain some autonomy into learning a second language.
3:45 – 4:45 PM, Room 3-086
How to Prove Reggio Works?: A Survey of the Literature and Implications for Future Research

Ben Mandell and Rachel Carbonara
Graduate School of Education, Faculty, and Student

Do current quantitative measures accurately assess the impact of Reggio inspired practices? Are new measures needed to assess the Reggio Approach? What would these measures involve? What constitutes a Reggio inspired program? To ground discussion of these questions, this session begins by sharing a review of the scholarly literature and data from programs required to collect accountability data on the impact of the Reggio Approach. The majority of the session will involve a facilitated conversation about the philosophical, political, and psychometric issues raised by efforts to assess the Reggio Approach.

10:45 – 11:45 AM, Room 3-092

Lesson Study: Reshaping Teacher Professional Development in the United States

Anthony Buono
Graduate School of Education, PhD Student

This study reports how the teachers at one suburban elementary school in the United States launched, organized, and structured lesson study, as well as how participants interpreted and perceived the lesson study experience. Additionally, it examines how lesson study supports teachers’ professional learning and the development of collaborative teacher teams. In doing so, it attempts to answer the following research questions: What does the lesson study experience look like at one elementary school in the United States? How does lesson study support and influence school based professional learning teams? To what extent does the lesson study experience impact individual teacher’s perceptions about teaching, learning, and working collaboratively?

1:15 – 2:15 PM, Room 3-101

Opening One’s Mind to Scholarship and the Doctoral Experience

Robin Roth, Sue Davidson, Glen Scott, Elyse Rast, Ann Ziergebel, Dee Dale
Graduate School of Education, PhD Faculty and Students

First year doctoral students discuss our identity changes, epistemological changes, search for a community of classmates, teachers, advisors, and those who’ve traveled the road before us, as the presenters claim their identities as developing scholars in the broad fields of education. The presenters look at what it takes to build a researcher identity within themselves as front line educational workers and what it takes to build a doctoral research culture within a university traditionally focused on teaching and social commitment. How does their work and individual changes speak to broader issues of the role of research within the university and wider community?

3:45 – 4:45 PM, Room 2-078

Shame and Mathematics

Angela Viertling-Claassen and Sarah Kulig
Lesley College, Faculty, Student

Many people do not engage in mathematical thinking because they feel they lack the ability to understand mathematics. We need a culture in which people are able to use mathematics to create change in the world. Most people’s mathematical difficulty is not due to a learning disability, but to what educators and researchers call “mathematics anxiety.” However, this anxiety sits in a larger emotional context which includes shame and anger. This presentation will review the connections between mathematics anxiety, shame, avoidance, and present findings from a study of the past and present experiences of shame of undergraduate mathematics students.

1:15 – 2:15 PM, Room 2-048

Graduate Students’ Perceptions of Learning of Restorative Practices through a Transformative Learning Lens

Craig Adamson
Graduate School of Education, PhD Student

This dissertation explores students’ perceptions of learning in a newly accredited graduate program focused on restorative practices. This exploration was conducted using a transformative adult learning lens in order to understand graduate students’ perspectives on their learning experiences in the program. Data were gathered using a concurrent nested strategy design (Creswell, 2003), a mixed method design that includes both qualitative and quantitative methods. This is a public presentation of this dissertation to the Lesley community.

2:30 – 3:30 PM, Room 3-100

Artful Math

Linda Dacey and Lisa Donovan
Lesley College and Graduate School of Education Faculty

This presentation explores how integrating the teaching of mathematics with the arts has the ability to engage students and to deepen their understanding of mathematics. The presenters have been pushing themselves to find ways to develop learning activities for students in grades K-8 that combine mathematics and the arts in an authentic manner that honors both disciplines. These ideas will be explored in an interactive manner, including reflections on what it has been like for each presenter to reach out to a discipline with which they are far less familiar.

3:45 – 4:45 PM, Room 3-094

The Impact of One-to-One Computing on Teaching and Learning in Three Urban Elementary Classrooms

Sue Cusack
Graduate School of Education, Faculty

A panel from Lesley and the Kennedy-Longo School will share their experiences transitioning to a one-to-one iPad learning environment. Through the demonstration of student work, they will discuss their observations about changes in their learning environments and in student engagement and motivation.

2:30 – 3:30 PM, Amphitheater

Let Them Eat Cake: An Investigation into Factors Contributing to the Below Grade Level Comprehension of Struggling Readers, Grades 3-6

Susan Merrifield and Christina Hughes
Lesley College

For some young children, reading is a form of play, sometimes referred to as, “playing book.” For others, learning to read is anything but a piece of cake. Our research is guided by our belief that there are instructional strategies that can end the struggle for below grade level readers. We will present the findings of informal reading inventories conducted on 20 struggling readers in grades 3-6, analyzing the nature of their literacy learning and recommending focused future instruction. In addition, we will share our unanticipated findings that have forced us to consider additional factors in our quest to understand the barriers in the lives of elementary school children who struggle to find meaning in printed words.

5 – 6 PM, Room 3-092

Continues on next page »
Re-visioning Education through Innovative Graduate Thesis Research
Marion Nesbit and Thesis Students from SDMD/INDS/INTD Graduate School of Arts and Social Sciences

This session is a symposium/panel featuring INDs/SDMD students and alumni who have completed or are completing culminating research and integrative thesis projects for their self-constructed graduate degree programs. Participants will explain briefly how their innovative research initiatives that explore theory and practice have both informed and inspired themselves and others to change professional practice and look at their respective professional settings and stakeholders in new ways. The program will conclude with participants’ sharing how their projects relate to a larger vision and with takeaway tips for the audience to apply in their own settings.

5 – 6 PM, Room 3-089

Constructivism as an Approach to Informing Teaching and Learning
Deborah Daley Graduate School of Education, PhD Student

Constructivism proposes an approach to learning based on creating meaning from interactions between ideas and connecting them to meaningful learning experiences. Learning is an active process that involves the assimilating of experiences and ideas that the learner has created through interactions with others (Dewey, 1938). Students construct knowledge through learning experiences, problem solving and reflection associated with social inquiry around their experiences. This presentation addresses how teachers construct knowledge and apply the theory of constructivism to teaching and learning practices.

5 – 6 PM, Room 3-098

Best Practices for Teaching ITIL Certification Program to Practicing Adult Technology Professionals
Anthony Adade Graduate School of Education, PhD Student

A great deal has been written about adult learning but little has been published on best practices for teaching IT Infrastructure Library® (ITIL) certification courses. This dearth of research, along with years of experience teaching ITIL, sparked interest in exploring the research question, “What are the characteristics of an effective ITIL training course that focuses on helping trainers prepare trainees to pass the certification exam and use their new knowledge to implement ITIL in the workplace?” This presentation gives insight from interviews on best practices for teaching ITIL.

3:45 – 4:45 PM, Room 3-100

The Effect of the EnableMATH Web-based Homework System on the Mathematics Achievement of 5th Grade Students
George Blakelee Graduate School of Education, Faculty

The effect of web-based productive practice homework on the mathematics achievement of 5th grade students is a curriculum materials research study utilizing classic experimental design employing a standardized pre- and post-test of mathematics achievement. The participants are students in two 5th grade classrooms in Zionsville, IN. Both classes receive the same mathematics instruction from the same teacher. The control class uses traditional materials, while the experimental classroom uses enableMATH360, for follow up practice and homework assignments. NWEA (NorthWest Evaluation Association) Math Assessments provide pre- and post-test data.

5 – 6 PM, Room 3-089

The Use of Technology to Enhance the Development of Thinking Skills in Young Children
Mary Mindess, Kathleen Fucci, Amanda El-Lakkis Lesley College, Faculty

This session is a report of an investigation using VoiceThread (a computer application) in a first grade classroom. The purpose of the investigation is to identify ways that VoiceThread may be used to stimulate young children’s thinking. Discussion focuses on a set of slides that document the process. Also considered are pedagogical implications.

5 – 6 PM, Room 3-094

Re-Analyzing
Matthew White Art Institute of Boston, Faculty, Alumni

Designers have been working off the static, 2-D surface medium for nearly twenty years. There is no doubt that being fluent in the language of technology is paramount when keeping our design BFA students competitive in the 21st Century, instant-communication world. This session is an introspective into the AIB Design program’s handling of students needs when pertaining to designing for web and 21st Century technologies. Faculty member Matthew White will be sharing a combination of how his teaching experiences, graduate studies and real-world job market observations are influencing the way AIB is re-working its design curriculum.

2:30 – 3:30 PM, Room 3-097
Performance & Media

Pow! Right In The Kisser: Why Is Violence Against Women Entertaining?
Diana Direiter, Emily Bedard, Allie Young
Lesley College Faculty and Students

The presentation examines the depiction of violence against women in various forms of media and art, including print ads, TV and movies, music and videos, photography and the Internet. In addition to looking at the specific use of domestic violence as a source of entertainment or influence, the presenters seek to understand why concepts or images of an injured woman may be appealing to consumers of media and how this has become a mainstay of entertainment for generations of audiences.

9:30 – 10:30 AM, Room 2-048

Visual Culture and Ethnographic Film
Arlene Dallafior, Cassandra Colby, Robert Gallegos, Chelsea Johnston, and Amete Reda
Lesley College, Faculty and Students

Visual Ethnography is an important tool in fostering an appreciation of cultural diversity. Four films on Homelessness, Little People, Cultural Identity among Young Mexican Americans and Community and Gender within the Contra Dance subculture will be screened. Presenter will screen their ethnographic film, discuss their intentions and process, as well as examine their critical understanding of visual literacy and issues of representation.

10:45 – 11:45 AM, Room 4-040

Prometheus Bound: How This Rock Musical Revealed Altruism among Arts-Makers
Pete Cormier
Graduate School of Education, PhD Alumni

This phenomenological case study explored the lived experiences of performing arts-makers, who participated in Prometheus Bound, the rock musical based on the Greek tragedy, which was produced by the American Repertory Theater in 2011. Results of this dissertation research indicated that performing arts-makers demonstrated behavior that one might consider to be other-oriented and self-reported reflective learning experiences, following their participation in this theatrical production.

12 – 1 PM, Room 2-078

Portable Installation and Performance Art, Walkthrough and Artists Talks, part of Exhibiting Lesley’s Innovation hosted by the Creativity Commons
Denise Driscoll, Isabel Bernstein, Emily DeCarolis, Jennifer Epervary, Melissa Herrick, Courtney Laforest, Erin Maynard, Molly McEachern, Abbey Richard, Leddy Sullivan, Katherine Wastel, Yaoqiao Xie, Junxiong Ye
Art Institute of Boston Faculty and Students

Drawing from Lesley University’s history and core values (Democracy, Equity, Inquiry and Community), students from AIB’s 3D Concepts: Installation will create site-specific installations and performances that appear in unexpected places in University Hall. In each case, your presence is needed to activate the work! In the morning, please participate and share your thoughts and responses with the artists. Later in the day, the artists will talk about their experience and share the ideas behind the work in a guided walkthrough.

12 – 1 PM, Atrium

Movement Choir/Social Action: Awareness and Prevention of Dating Abuse and Domestic Violence
Nancy Beardall and Students
Graduate School of Arts and Social Sciences, Dance Therapy Coordinator, Faculty and Students

Rudolf Laban developed the Movement Choir in the 1920’s as an expression of community and collaboration. 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 the community. The Lesley DMT students will share a movement/choir/social action piece to help bring about awareness and action in the prevention of domestic violence.

1:15 – 1:45 PM, Beginning in Amphitheater
*Please note, this presentation will run until 1:45 PM

Theater and Performance with Adolescents: Seed of Spirit Geny, a Pilot Project
Caitlin Green and Jason Jedrusiak
Master’s Degree Students

This presentation focuses on theater and performance with adolescents. Having performed an interactive theater piece in high schools and universities, the presenter will address the creative and intellectual process of engaging in this kind of theater with youth.

This piece develops through methods under the umbrella of Theater of the Oppressed and Drama Therapy. This presentation discusses the development process of the piece and how it continuously evolves with the community it interacts with in performance. This presentation will include a theater exercise which invites the audience to physically explore this work.

1:15 – 2:15 PM, Room 3-086

Swing Dance Performances: A Conversation between Two People and the Music
Katie Montgomery and Natalie Kovaleck
Lesley College, Undergraduate Students

Students in the Lesley College Swing Dance class with demonstrate their learning through one or two dance performances. These performances will show the ability for two people to use physical and visual communication to create a conversation. Playing off the music becomes a tool for expression, creativity and fun in this improvised, lead-follow environment.

3:45 – 4:45 PM, Room 4-010

The Role of Dusty Springfield in the Identity Development of Her Not-Straight Fans
Nancy J. Young
Graduate School of Education, PhD Student

Dusty Springfield fans feel themselves in various types of relationships with the fan-object, a common one being friendship or mutual understanding based upon the identifications/similarities they find with her. Their fandom more broadly alters their sense of themselves, their relationships to others, and their sense of where they fit into the world. For these fans, Dusty serves as a Moby Dick of popular music; like the great white whale, she is large and multi-faceted enough to carry whatever mystery needs to be held; in Dusty, these fans find aspects of themselves to be nurtured and understood.

3:45 – 4:45 PM, Room 3-101
A Celebration of Research and Inquiry at Lesley University

March 29, 2012
Clown as Healer: An Experiential Presentation
Wendy Kinal  
Graduate School of Arts and Social Sciences

The clown provides a playful, complementary form of healing at both an individual and global level, which is not “just for kids.” This experiential presentation will include basic clown exercises and yield some serious laughter. This will coincide with a discussion of research on the ancient power of humor and suspension of belief, as well as thoughts on the need for play and the clown in our modern society.

10:45 – 11:45 AM, Room 3-097

Psychologically based Behavioral Interventions to Address Local Environmental Problems
Jeff Perrin and Students from Ecopsychology  
(CPSYC 3410)  
Elizabeth Abowd, Katherine Frangos, Maria Ortega, Katie Montgomery, Johannes Einstein, Jennifer Moran, Leah Filler, Arthur Hockmuth, Cassandra Decara, Miquella Caswell, Deanne Jordan, Samuel Curran, Katie Greeley, Kelsie O’Connor  
Lesley College Faculty and Students

Ecopsychology students will present behavioral interventions designed to address an identifiable environmental problem on the Lesley College campus or in the Cambridge/Somerville/Boston area. In addition to describing the problem and its impact, presentations will address model initiatives and local policy related to the issue. Behavioral interventions will draw from community-based social marketing strategies, persuasion research, information-based campaigns, and values-based campaigns for addressing global climate change.

9:30 – 10:30 AM, Room 3-094

*Please note, this presentation will run until 11:45 AM

Step Up: An Exploration of Experiential Learning through Stepping into your Client’s or Student’s Shoes
Kendall Eifler and Kelsey Quinn  
Lesley College, Undergraduate Students, 2012

Step Up is an experiential learning session in which participants can learn how effective it can be to put yourself into someone’s shoes, even for a few minutes. The session will include an interactive discussion, series of experiential activities, and reflection. The activities will address experiences that include understanding one’s potential client or student’s issues in spatial reasoning, sensory integration, dyslexia, handicap, etc. This presentation’s focus on effective experiential learning intends to assist professionals and students alike in broadening their perspective, at least in some small way. Come with an open mind!

1:15 – 2:15 PM, Room 3-089

Your Brain on Meditation
Nancy Waring  
Graduate School of Arts and Social Sciences, Faculty

This presentation will provide an overview of recent research on effects of meditation on the brain. Participants will engage in a guided meditation. Group discussion of the experience will follow, along with a presentation of emerging knowledge of functional and structural changes in the brain attributed to meditation practice.

9:30 – 10:30 AM, Room 4-010

Strong Arts – An Arts Based Approach to Social and Emotional Learning
Kalli Kronmiller  
Graduate School of Arts and Social Sciences

One alleviating agent for the social problems that plague many classrooms is social and emotional learning (SEL), a systematic approach aimed at increasing children’s capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others. Crucial social and emotional skills are also fostered by the creative and cooperative nature of the arts. In this class, Strong Arts, an arts-based Social and Emotional Learning curriculum will be introduced and explored as a way for teachers to guide their students to essential understanding and skills which can enhance positive behavior and healthy relationships for their students.

10:45 – 11:45 AM, Room 4-037

A Study in Elder Abuse, Policy and Treatment
Marina Swietek  
Lesley College, Undergraduate Student

With the growing numbers of elderly in the United States, it has become necessary to address the concerns of this population; one of the more important of these is elderly abuse. There are laws and protocols in place for such occurrences, but are these enough? While it is important to uphold the rights of abused elderly citizens it must not be forgotten that their emotional needs must also be met. This presentation contains research and supplies possible treatment solutions, from a counseling student’s perspective, for those individuals of the aging population who have been abused.

10:45 – 11:45 AM, Room 3-097

Art Therapy Journaling as a Means toward Family Growth
Elizabeth Raggi  
Graduate School of Arts and Social Sciences,  
Master’s Degree Student, 2012

This presentation looks at findings from a study conducted through Lesley University and The Labour Center. The study was conducted with six families assigned to an experimental and control cohort. The sample cohorts were compared on several factors including attachment style, needs and strengths, as well as personal report assessments. The results and implications of integrating Family Systems theory, Attachment theory, and CBT theory with expressive art therapy in relation to working with families will be touched upon. This presentation will discuss the art-based data that was produced by the families, as well as the future implications of this research.

12 – 1 PM, Room 4-040

Art Therapy with Cancer Patients
Abigail Weeks  
Graduate School of Arts and Social Sciences,  
Lesley College, Master’s Degree Student and Alumni

The presentation examines the positive impacts art therapy has had on cancer patients.

3:45 – 4:45 PM, Room 3-089

Promoting the Health and Wellbeing of the Differently Ablèd Individual by Combining Art Therapy and Adaptive Technology
Jennifer Zolga  
Graduate School of Arts and Social Sciences,  
Master’s Degree Student

Art therapy has proven to be most effective when used with a variety of populations. Unfortunately individuals who are differently abled physically have a more difficult time utilizing artistic tools due to the nature of his or her limited functional abilities. Luckily, in the 21st Century the production of ever evolving adaptive devices has allowed for these individuals to function and participate in a variety of contexts like never before. The purpose of the
research is to discover the positive effects of combining art therapy and the numerous adaptive devices for the differently abled population.

12 – 1 PM, Room 3-089

**Expressive Art/Play Therapy with a Korean Experience**
Julia Byers and Amy Huffaker
Graduate School of Arts and Social Sciences Faculty and Student

Presentation adapted from the keynote address for the Daegu Fiber University for a Korean Organization for Children and Adolescents with Developmental Emotional Challenges and Disabilities in Daegu Korea, January 2012. This presentation will demonstrate how developmental or trauma related life circumstances can effect/affect children and adolescents in their cognitive distortions between reality and fantasy. Emphasis on expanding an understanding of the trauma related impact on caretakers, educators, and therapists, working through their own related environmental traumas, towards building more engaged therapeutic relationships.

1:15 – 2:15 PM, Room 3-098

**The Peer Movement and Recovery from Serious Mental Health Conditions: Past, Present, and Future**
Anne Weaver
Graduate School of Education, PhD

Peer support has become an increasingly accepted evidenced-based practice in mental health recovery-oriented services and the peer movement itself is gaining strength as a stand-alone treatment model for people undergoing mental health crises and conditions. How this movement developed, current peer services and practices, and how it might be impacted by healthcare reform is the subject of this presentation.

2:30 – 3:30 PM, Room 3-101

**Touching the Unknown in Me: An Application of the Person-of-the-Therapist Model to Expressive Therapies**
Deborah Spragg, Karen Estrella, Melissa Pielch, Rachel Distler, Anita Menon, Carmen Corbie-Cohen, Ying-Ting Ho
Graduate School of Arts and Social Sciences, Master's Degree Students and Faculty

Five second-year expressive therapy trainees explore their responses to case material through the lens of Aponte's Person-of-the-Therapist Model. Expressive therapy trainees commit themselves to using self-reflection in order to become "healers who are aware of themselves and their impact on others." Carl Rogers describes a state he identifies as "full of healing": "when I am closest to my inner, intuitive self — when perhaps I am somehow in touch with the unknown in me." This union of self-understanding and being open to the unknown is what we hope to foster in our students.

5 – 6 PM, Room 3-086
Global Justice

Women in the Military
Jennifer O’Neill, MSW
Lesley College, Faculty, Alumni

This presentation will give a historical time line that shows you the role of women in the military from the American Revolution to the present. Particular attention will be paid to the barriers that women face both at home and on the battlefield. Issues that are discussed will include career and family balance, sexual assault and harassment, inadequate health care, post traumatic stress disorder, military sexual trauma, traumatic brain injury, homelessness and suicide.
1:15 – 2:15 PM, Room 3-103

Advancing Social Justice, Feminism, Action and Advocacy in Graduate Education
Eleanor Roffman, Arlene Dallal, Rahshanda Saleem
Graduate School of Arts and Social Sciences, Faculty

This presentation is designed to educate, inspire, promote and further an understanding of social justice and feminism and their relevance to graduate student training. The framework considers an ecological focus which encompasses the individual development of the students, the integration of a social justice focus into their work, and the connections of their work to the larger global context. The pedagogical methods employed consider multiple perspectives that advance the understanding of feminism and social justice; these include critical thinking, wellness and social action. The session underscores the links between the personal (individual), professional (immediate community) and political (larger global context).
9:30 – 10:30 AM, Room 2-078

Indigenous Feminisms and You
Leah Vincent
Graduate School of Arts and Social Sciences, Master’s Degree Student

The meaning of the labels we use is often taken for granted in conversation and in the media. By leaving our perceptions unexplored, we ourselves are misunderstood, and we shut out the possibility of understanding people different than ourselves. This presentation explores concepts that allow us to examine our assumptions in order to create a framework for interpersonal and cross-cultural communication. Within this framework, the presenter will discuss indigenous feminisms, a marginalized category from which we all can learn something that allows for richer dialogue between lovers, siblings, parents, the community, the nation, and between nations.
9:30 – 10:30 AM, Room 4-037

Developing Student Leaders through Community Service
Daniel Flynn, Bridget Rundquist, Tash Hasan, Kat Dunford, Kelsey Fitzgerald, Max Bulger, Ashley Wedekind
Staff/Administrator and Students

Undergraduate students will speak about their experiences as student leaders of the 2012 Alternative Spring Break though Lesley’s Office of Community Service.
12 – 1 PM, Room 2-048

Borders and Boundaries: Renegotiating Education
Lynnette Kaasheek
Master’s Degree Student

Participants in this workshop will experience a provocative PowerPoint presentation that has grown out of the presenter’s awareness of the many boundaries that our youngest learners encounter in our classrooms, communities, and curricula. Borders and boundaries, exclusions and injustices, define and enclose the school experience for many children. It is incumbent on teachers to see them and find pedagogical ways to circumvent and undermine them. The presentation is set to music and entertains while provoking discomfort, discussion, and change. Participants will be encouraged to develop their own questions and assist others to articulate theirs.
12 – 1 PM, Room 3-092

The Oppression of Teen Sexual Minorities: Critical Pedagogy and the It Gets Better Project
Amanda Leetch
Lesley College, Center for the Adult Learner

This presentation acts as examination of the teen LGBT community as an oppressed population, framing heteronormative peers as the dominant elite using Freire’s revolutionary work “Pedagogy of the Oppressed” as a basis for definition and comparison when considering the methods employed by the It Gets Better Project as outreach to gay youth who are victims of harassment. The use of critical pedagogy, dialogical methods and problems posing education by the participating members of the project are contrasted with the ineffectual efforts of and unrealistic expectations on the paternalistic elite, in this case parents, schools, and the United States government.
1:15 – 2:15 PM, Room 2-078

Connections: Ecology and Empowerment in Indigenous and Industrial Cultures, an Art Based Inquiry in Guyana and the U.S.
Alyson Marcell and Nicole Weber
Graduate School of Arts and Social Sciences Master’s Degree Student and Graduate School of Education Faculty

As the world becomes more culturally and biologically interconnected, there has been a dramatic reduction in day-to-day contact with the natural world. Few people are incorporating plants, animals, or outdoor places into their sense of home and may only experience “nature” through a trip to the local park or theme park, leaving little support for conserving of the natural resources that sustain them. This study seeks to explore the interconnectedness of individuals with their environment in both an industrial setting and an indigenous community using an art based assessment tool as a basis for inquiry.
1:15 – 2:15 PM, Room 3-092

From 9/11 to Social Justice Conversations in the University: The Evolution of a Cross-University Guiding Committee
Susan Gere, Kathy Holmes, Lisa Fiore

This workshop will describe a year-long process in which faculty and administrators came together to create a series of events to commemorate the tenth year post-9/11. The group met out of common concern for the meaning of 9/11 to our community, included people with multiple perspectives and evolved into a cross-university effort to foster ongoing opportunities to explore international social justice issues.
2:30 – 3:30 PM, Room 2-078

Finding Your Passion through the TOMS Shoes Story
Sarah Rubenstein
Art Institute of Boston, Undergraduate Student

If you didn’t have to worry about money, what would you do with your time? What drives you to get up in the morning every day? This session will help you discover your passion and what you can do about it. The project to guide this session will be the story of TOMS Shoes: an idea to put shoes on the feet of children in poverty. The film about TOMS will be viewed at this session.
2:30 – 3:30 PM, Room 3-094
**Humanities**

**Eden and Erikson: When Religion and Science Tell the Same Story**

Alexander Zhuknik  
*Lesley College, Undergraduate Student*

This presentation will explore the affinities in the Hebrew Creation lore to Erik Erikson’s Stages of Development. The presentation will feature a discussion about the specific parallels between “Genesis” and Erikson’s theories, as well as the purposes of myth and a scientific world view in understanding the human experience.

2:30 – 3:30 PM, Room 30103

**Youth, Vampires, and Rap: History and Literature in a Dynamic, Forever-New American Culture**

Rosalie Fink, Rachael Hawkes, Kimberly Topping, Catherine Merlin  
*Graduate School of Education and Lesley College  
Faculty and Students*

This presentation by Professor Rosalie Fink and her students addresses intriguing questions:  
1. What do American advertisements and rap songs have in common? How do they differ?  
2. How, and why, have vampires morphed as 21st Century creations in literature and youth culture?  
3. How, when, and why did America’s youth culture originate?  
4. Why should we care about these cultural forms?  
Presenters will share results from inquiries based on their passionate personal interests. Professor Fink and her students will engage the audience in activities and discussions using materials they developed, including controversial discussion questions and creative rap songs.

9:30 – 10:30 AM, Room 30086

**92 Thurston Street: A Study in an American Life**

Sara Clark  
*Lesley College*

This presentation explores the American experience of two families living in the same household, one in 1895 and the other in 2012, and chronicles how life on 92 Thurston Street has changed in over one-hundred years. Items will include the search for American cookery legend Fannie Farmer, the investigation into the identity of a wealthy New England fruit merchant, personal stories of Italian immigrants trying to achieve the American Dream, a glimpse into the everyday life of a family through food and photographs, and chasing the ghosts of the past.

9:30 – 10:30 AM, Room 30086

**Contemplating Courage: A Mid-Semester Reflection**

Liv Cummins, Jeff Perrin, Robert McGrath  
*Lesley College, Faculty*

The new, first-year, team-taught, interdisciplinary course ‘Contemplating Courage’ arose out of work culminating in May 2011, including recommendations made by the Lesley Undergraduate Core Curriculum Committee after much research and University-wide discussion, as well as a year-long Student Engagement Study Circle by Professors Cummins, Perrin, and McGrath. Alongside these three LC faculty, who lead the course this semester, two course assistants and several students reflect on the origins, goals and progress of the course, and discuss real-time adjustments made to enhance it.

12 – 1 PM, Amphitheater

**Perspectives on Important Environmental Issues of Our Time: Research Papers from Nature, Place, and Environment**

Robert Waukhkonen, Nathan Coney, Samantha Blindt, Alicia Mucha  
*Lesley College, Faculty and Students*

For this session, three students will present papers on important environmental concerns of our time. These topics include an attempt to define Urban Ecology, an argument for sustainable fishing, and a model for sustainable agriculture based on the practices of Native Americans. Each paper will be accompanied by a PowerPoint presentation.

2:30 – 3:30 PM, Room 30098
The Challenges and Learning Opportunities of Travel/Study
Frank Irococo, Nancy Waring, Martha McKenna, Judith Beth Cohen, Neal Klein, Ian Wall, David Morimoto
Graduate School of Arts and Social Sciences, Lesley College, Faculty

This is a panel discussion by a group of Lesley University faculty discussing the scholastic challenges and great learning opportunities that come from moving beyond the traditional classroom into unfamiliar societies, peoples, and environments—in short: the benefits of travel/study. All of the presenting faculty teach classes that move beyond Lesley’s physical campus in Cambridge. They travel with students to places like Nantucket Island, Mexico, Arizona, India, Peru, and Ireland to accomplish deep academic inquiry by investigating the complex interplay of religion, culture, politics, and community.

10:45 - 11:45 AM, Amphiitheater

Bridging the Achievement Gap for Rural Students Living in Poverty
Gretchen Phillips
Graduate School of Education, 2012

Through current research on the specific concerns of children living in poverty in rural communities, educators will identify needs of all students, examine middle class cultural bias of educators, and learn new ways to teach socially just, multicultural content that allow access for students of all resource levels. Among the topics addressed will be food insecurity, the impact of preschool education on collaborative learning, teacher expectations, and the burden or blessing of homework.

12 – 1 PM, Room 3-103

Supporting Peaceable Schools and Communities: Learning from the Colombian Context
Linda Brion-Meisels
Lesley College, Faculty

For several decades, Colombian educators have worked to help rebuild civil society. This session focuses on work in three settings: a community determined to protect young people from murder and kidnapping, a university training young professionals, and schools partnering with an NGO that teaches peacemaking. The Peaceable Schools and Communities model has been applied and adapted with support from Lesley University by an inter-cultural group of colleagues. This workshop will introduce the model, share some examples of work in Colombia, and offer participants an opportunity to explore applications in their own settings.

3:45 – 4:45 PM, Room 3-098

What Does Injustice Have to do with Me?: A Pedagogy of the Privileged
David Nurenberg
Graduate School of Education, Faculty, Alumni 2010

An exploration of what happens when a teacher works against the resistance to reading multicultural “literature of the oppressed” on the grounds that it is irrelevant to the lives of his primarily white and privileged students. The presenter draws on Freirean pedagogy, which encourages socially conscious educators to help make learning authentic and relevant by engaging students with curricula focused on issues of social injustice, and ask...
us to consider what a pedagogy of the oppressed is for students who do not see their lives as such. This presentation will reflect on the dynamics of certain classrooms using applicable theory and speculates about what is possible in teaching social justice in a place of privilege.

3:45 – 4:45 PM, Room 3-097

Traditions and Cultures of Tepoztlan, Mexico

Nancy Waring, Caitlin Phillips, and Students
Graduate School of Arts and Social Sciences, Faculty, Alumni, Students

The ancient past is present in the village of Tepoztlan, Mexico, about 2 hours from Mexico City. Tepoztlan is famous for it mountains, believed to be enchanted, and for its peoples’ ongoing struggle for democracy and indigenous self-determination. In this presentation, students from the 2012 January mini-course: Traditions and Cultures: Tepoztlan, Mexico, will share research from their field journals and final research projects. An alum and former Teaching Assistant will help with the facilitation of the session, as well as present her own observations.

3:45 – 4:45 PM, Room 3-092

Supporting Resilience in Non-Dominant Cultures

Sarvanez Asiedu
Lesley College, Adult Bachelors, Major in Expressive Therapies, 2012

The consideration of social oppression as a factor in resilience and the development of critical consciousness as a means of re-defining social and cultural paradigms are explored through the work of resilience researchers, educators, scientists and activists.

5 – 6 PM, Room 4-040
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