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CONSIDERATION

OBSERVATION

CONVERSATION

SCHOLARSHIP

**COMMUNITY
of SCHOLARS
DAY**

A Celebration of
Research and Inquiry
Across the Disciplines
at Lesley University

COMMUNITY of SCHOLARS DAY

A Celebration of Research and
Inquiry Across the Disciplines
at Lesley University

Themes

A&E Arts and Education
H&W Health and Wellness
I Inquiry
S Science
SJ Social Justice
STEAM Science, Technology, Engineering,
Arts, and Mathematics
T&L Teaching and Learning

Registration

8:30am-9:00am

Installations

9:00am - 8:00pm

Sessions

9:00am-8:00pm

Plenary Session

4:00-5:00pm

Plenary Reception

5-5:30pm

9:00-9:50am

I The Main Minds

Thibeau, Gallagher, Tourmayan, Mazza, Applebaum, Sorto, Dillon (CLAS)

PANEL

We are a group of freshman students who will be discussing what it is like for students to work as a team and be actively involved in the Lesley community. We gained our insight and experience through our creation of a mock game show called Meeting of the Minds that we put on for professors and students. We will be giving a look into the ups and downs of group dynamic, how students collaborate, and the benefits of involvement in a school community.

Room 3-101

A&E/T&L Transdisciplinary Approach to Learning Transgenerational Culture: Travel Course Experiences in Japan

Kubo, Strathmann (CLAS/LUCAD)

PANEL

We would like to make a group presentation on our faculty-led travel course experience in Japan during January Term 2016. Students will show the artwork that they created based off of the lessons in sociology, culture and intergenerational relations while abroad. The faculty will describe the journey in creating a trans-disciplinary curriculum between Animation and Sociology.

Room 3-100

T&L Student Leadership Through Service

Chafe, Esteime, Seide, Majure, Anderson, DaSilva (Office Community Service)

PANEL

Building community through service, what does this mean to you? Join the Office of Community Service and the Alternative Spring Break leaders in a dialogue about leadership, service and how they built community with their Lesley peers and a community of people in Asheville NC and Roanoke VA. Hear the stories of the leaders and how they developing strong leadership skills through service. Reflect on what service can do for you and how can become an active member of the Lesley and larger community.

Room 3-098

SJ
T&L/I

(A) 'Counseling Immigrants' An Interactive Collaboration on Curriculum Development

(B) Technology for Research and Learning: Cool Tools and Innovative Research Strategies

(A) Levine (GSASS) (B) Yoder (GSOE)

INDIVIDUAL PAPERS

(A) This audience-involved collaboration will support the presenter's project in designing a new graduate course: 'Counseling Immigrants'. Targeting students in counseling (and possibly other disciplines), the course aims to teach skills and build cultural competence for Lesley students entering fields and communities where immigrant populations are a portion of the community. Groups considered include immigrants from Brazil, Haiti, Central America, and beyond.

(B) A fasted-paced overview of technology solutions that will support and enhance research and learning. Targeted Internet searches, citation tools, and more, will be shown. You'll locate viewpoints other than American points of views, providing a balanced portrayal of international issues. There'll be an overview of educational possibilities for 3D virtual reality. Participants will use virtual reality viewers exploring a new form of journalism that can transport you to far away places and immersive environments. Whether you use technology all the time, or have reservations or anxiety, you'll find helpful tools and resources to incorporate into your professional or private life.

Room 3-097

A&E Community-building thru Carnival Drumming
Coley (GSOE)

PERFORMANCE

A presentation on Carnival drumming from several countries of the Caribbean, South America and the US. Designed as an educational, cultural and creative activity, this presentation will address the African, South Asian and European origins of Carnival. The goal is to implement this program in communities of color as a vibrant way to build community across cultures, strengthen physical and emotional health and to inspire creativity.

Room 3-094

10:00-10:50am

T&L/SJ The Girlhood Project: A Journey of Relational Pedagogy and Feminist Scholarship

Levine, Rutstein-Riley, Berard, Van Demark, Chavenson, Lituchy, Shaw, Tucker, Bowman (CLAS)

PANEL

Feminist pedagogy paves the way for a multidimensional and interdisciplinary approach to learning for both college and middle school students, actively examining and questioning the culture in which girls live. While girls have previously been the objects of research, girls' studies as a discipline includes girls as contributors and experts in their own lived experiences. This is accomplished through a unique combination of theory and application.

Room 3-101

H&W/I Writing and the Body: Crafting Relationship

Corey, Trail, Dres, Lebowitz, Cherry (CLAS)

PANEL

This panel consists of Lesley students who participated in a semester-long course called Writing from the Body. In this session, the panel will discuss the relationships they uncovered between body-based practices and the expressive writing process, and consider the meeting points between writing and cognition, creativity and mindfulness, and imagination and healing. The session will include a short body-based writing exercise facilitated by the panel.

Room 3-100

T&L/I Studying the Environment Across Divisions - A Vision of Unity

Shoemaker, Rugger, Wauhkonen, Brophy-Baermann, Trocco (CLAS)

PANEL

We propose a panel discussion in which representatives from each CLAS division at Lesley will discuss how environmental issues inform their teaching and scholarship. We will focus on how the study of environmental issues and solutions crosses traditional divisional or discipline-related boundaries. Together we will explore our vision for a multi-disciplinary and far-reaching program of environmental studies here at Lesley University and we will engage the students to participate by contributing their thoughts on the role of environmentalism in their liberal arts experience and education.

Room 3-098

T&L/I Writing the Story of an Image

Clark (CLAS/GSASS)

INTERACTIVE WORKSHOP

Want to write a story, but don't know where to begin? Writing the story of an image, of what you see there, is a great place to start. In this session, we will explore the use of pictures and other visual art as prompts for creative writing. Faculty and students will share examples of work created in this way, and attendees will be invited to take a stab at the exercise themselves.

Room 3-097

T&L/SJ (A) Faculty Team Collaboration: First Year Seminars Program And the Course, Whistleblower: Savior or Snitch

(B) Visualizing Campus Accessibility

(A) McGrath, CLAS / (B) Shaw, LUCAD

INDIVIDUAL PRESENTATION

(A) In the spirit of creating connections and collaboration in Lesley University's College of Liberal Arts and Sciences and Lesley University's College of Art and Design, during the Fall of 2016, we launched a series of required First Year Seminars for first-semester freshman. The courses were developed by 18 professors collaborating to foster student engagement and retention, and to elevate students' intellectual curiosity and critical thinking. The courses represented a wide array of disciplines/topics. One example, Whistleblower: Savior or Snitch? brought an interdisciplinary approach to the moral and legal dimensions of professional life. This presentation provides an overview of the larger project of the FYS's as well as a specific look at this course.

(B) This presentation proposes to feature a mapping assignment for a required undergraduate Design Systems course. Student design teams were tasked with redesigning a University campus map for individuals with physical, sensory and visual impairments. The assignment was developed in consultation with the Institute for Human Centered Design (IHCD) and the University's Director of Access Services for Students with Disabilities. Design students were teamed up with User Experts from the University's Threshold program to experience navigating the campus with students with unique physical limitations. This process enabled the design teams to witness first-hand the difficulties User Experts encountered navigating our built environments. This assignment showcases one example of undergraduate level teaching methods and design projects aimed at increasing engagement, fostering empathy, and improving student outcomes.

Room 3-089

11:00-11:50am

T&L/I Student Learning Experiences: Emerging Themes in Digital Spaces

Belair, Cusack, Spitz, Shaw, Gorham (ELIS)

PANEL

Join us for this evolving discussion about meeting the needs of our students through the multifaceted lens of the different programs at Lesley University. Hear from the developers of the new user experience (UX) program at LUCAD, GSOE and Threshold colleagues focusing on universal design for learning considerations, eLIS addressing instructional design strategies, all underscored by the voices of Lesley students.

Room 3-101

I Creating a Leadership Development Study Group for Women Faculty: An Act of Relational Leadership

Direiter, Rutstein-Riley, Spadorcia (CLAS/GSOE)

PANEL

Presenters will report on the process of developing and facilitating a feminist and relational leadership development study group for core women faculty at Lesley University. Now in its second year, L.E.A.D. (Leadership Enrichment and Development) has connected faculty from multiple schools and divisions within Lesley. The co-facilitators of the group will present an overview of the grassroots and organic approach to the group's inception, the feminist relational group structure and process, the institutional challenges experienced, and learnings and program outcomes.

Room 3-100

H&W The Visual Reflection Team: Mindful Witnessing in a Counseling Context

Mageary (GSASS)

PANEL

Three members of Lesley's Graduate Division of Counseling and Psychology will present the work their team did as part of a course in Narrative Therapy that led to an evolution of a Narrative Therapy technique and a publication of an article on the topic in 2015. They called this evolution the Visual Reflection Team. This presentation will explain what the Visual Reflection team is, give an example, and put it in the context of counseling, expressive therapies and higher education.

Room 3-098

T&L/ STEAM Visual Mathematics: Functions, Fractals, and Infinity

Vierling Claassen (CLAS)

WORKSHOP

Students from two classes will be presenting visuals in a variety of media that explore fractals, the infinite, and the use of graphs to represent functions. Visitors will be able to contribute to fractals being created on site, including a Menger Sponge made out of business cards. Visitors can also explore using functions to create animations on ipads.

Room 3-097

I/S (A) Understanding Conscious Metacognition Through Wholistic Problem Solving

(B) The Implications of Current Brain Research on Educational Practices with Teens and Young Adults

(A) Hulbig , GSOE/ PhD (B) Mensing-Triplett, GSOE

INDIVIDUAL PRESENTATION

(A) Researchers have found educational programs that utilize metacognitive elements are among the most effective (Dweck, 2013; Hattie, 2012; Nelson, 1996). Seven years ago I developed a metacognitive teaching intervention I called Wholistic Problem-Solving. I found this educational routine had a profoundly positive effect on my students. Since entering the PhD program here at Lesley I have had many basic assumptions regarding metacognition and learning turned on their head. In this presentation, I will demonstrate Wholistic Problem-Solving while connecting its components to research and the broader hypothesis that metacognitive routines exploit unique mental processes inherent in conscious thought.

(B) This presentation will combine a discussion of current brain research with understanding how educator preparation programs can help teacher candidates develop and maintain instructional practices that engage adolescent and young adult learners (ages 13 to 25). Current studies of brain development show that adolescence is one of the most fragile periods in an individual's life because of the extensive changes and restructuring that are happening in the brain. If students do not "learn to learn", begin to understand their strengths, and gain metacognitive skills during adolescence, they are more likely to struggle with learning throughout their lives.

Room 3-089

Lunch 12:00 to 1:00pm

Afternoon Poster Session 12:00 to 1:00pm

see session on page 24

1:00-1:50pm

T&L An Examination of Math Trauma Through Memory Work

Pielech (CLAS/LCAL)

PANEL

We'll present a collaborative examination of the relationship between four learners and the field of mathematics emphasizing the formative influence of early experiences. Using narrative storytelling and memory-work techniques, we identified common experiences and shared struggles. The impact of childhood experiences on the learning identities of adults is explored. The authors, themselves the subjects, examined the roles of isolation and fear in the formation of a relationship with mathematics while emphasizing the development of social consciousness and finding insights through the lens of narrative voice. Suggestions for and rationale of implementation of "Memory Work" in classroom settings will be discussed.

Room 3-100

A&E/SJ Multi-Media Arts Project at the Jewish Community Housing for the Elderly

Stephenson, Marcow- Speiser, Diaz, Godfrey (GSASS)

PANEL

This presentation will describe the Multi-Media Arts Project at the Jewish Community Housing for the Elderly (JCHE) - a creative aging program funded by an NEA ArtWorks grant and led by a number of core and adjunct Lesley University faculty. This project enables low-income older adults living in affordable independent non-denominational housing to engage in creative arts opportunities that promote healthy aging. Through this project, contracted artists work with an aging multi-cultural community of adults with varying cognitive and physical abilities and backgrounds to promote healthy aging through art and music-making workshops, mural-building, drama, dance, creative movement, and storytelling.

Room 3-098

H&W/SJ Just Moves: A Movement Choir/Social Action Workshop and Dance

Beardall (GSASS)

PERFORMANCE

Just Moves: brings awareness through dance, movement and the expressive arts about relationship abuse. Join us in this workshop/performance as we communicate, dialogue and create a movement choir that we will share with our community.

Room 3-094

A&E/T&L Acting Out in the Middle and Secondary Classroom: An Arts-Based Lesson Planning Workshop

Cohen (CLAS)

INTERACTIVE WORKSHOP

This collaborative lesson-workshopping session will present ongoing research in the emerging field of Arts in Education, focusing on arts-based strategies in grades 5-12. The presenter will discuss her own experiences with arts integration into content area classrooms and educational settings, specifically during an undergraduate practicum at Rindge Avenue Upper Campus, and current work with the American Repertory Theater. Participants in this workshop will have the opportunity to reflect on their current or future educational practices as they relate to Arts in Education, and to draft a lesson plan that incorporates these strategies for their own practical use.

Room 3-097

H&W (A) Rhetoric and Psychotherapy (B) Lesbian Family Creation- A Continued Investigation

(A) Carter, GSASS / (B) Mary Gooding, GSASS

INDIVIDUAL PRESENTATION

(A) Psychotherapy is a fundamentally rhetorical practice. How could the talking cure be anything but? I offer a brief review of the history of rhetorical thought, from the work of Plato and Aristotle to that of modern rhetoricians like Lloyd Bitzer and Kenneth Burke. I demonstrate how rhetorical concepts - chiefly the Aristotelian Appeals, Bitzer's rhetorical situation, and Burke's terministic screens - are applicable to psychotherapy practice, reviewing and expanding upon the seminal work of Jerome Frank. Finally, I offer guidance to clinicians as to how familiarity with rhetorical concepts can enhance their practice of psychotherapy, illustrated with examples from the psychoanalytic literature and from my own clinical practice.

(B) We are indeed living in an exciting time to be social scientists. As court decisions shift in the direction of legalizing gay marriage, research shows that the overall mental health of lesbian families is improving. There are a variety of factors that contribute to improved mental health outcomes for lesbian couples who are considering creating, or who already have, a family. Such factors are important in how we as clinicians will treat this population moving forward.

Room 3-089

T&L/I Challenges to Submitting Qualitative Research for Publication

Motulsky (GSASS)

WORKSHOP

This presentation addresses common challenges encountered by qualitative researchers in submitting work for publication and suggests responses for managing the review process. Recommendations by the APA Task Force on the Publication of Qualitative Research are discussed, along with illustrative examples. The recommendations are intended for faculty and doctoral students using qualitative methods to address editorial challenges and to be better prepared in responding to reviews of their work.

Room 3-101

2:00-2:50pm

T&L/I Two Views of Interdisciplinary Research: A Conceptual Theory and a Case Study

Benoit, Nameth (GSOE)

PANEL

This session will explore interdisciplinary research at the conceptual and application levels. Two graduates of Lesley's PhD program in Adult Learning and Development will share their works-in-progress. Anne will present emerging ideas from her research in adult development which has implications for interdisciplinary thinking and partnerships. Katy will talk about her interdisciplinary research partnership with a chemistry faculty and will offer an analysis of this unique curriculum development collaboration between two female academics.

Room 3-101

T&L/I (A) Using Science of Learning to Improve Design and Typography Instruction

(B) Promise, and Perils, of Project Based Learning

(A) Fried, LUCAD / (B) Nurenberg, GSOE

INDIVIDUAL PRESENTATION

(A) Science of learning is being developed and used in a number of academic disciplines, but little research has been done to connect its principles with studio learning and practices, or to help us apply them to the teaching of design and typography. How can science of learning help us better understand our students and the experience they are having in the classroom? This presentation will explore ways in which science of learning can help make our teaching more effective, precise, and efficient through an understanding of cognitive structures, knowledge construction, and expertise development.

(B) In the words of late educator Eva Reeder, simply "talking to kids didn't cause them to really deeply learn concepts... they might 'learn' so that they could spit back formulas on a paper and pencil test, but they weren't able to apply it in a context that was outside of that... worksheet or book page" (Edutopia, 2002). Project Based Learning offers an alternative, engaging students in interdisciplinary, "real world" applications of the concepts they are learning, resulting in tangible products. PBL remains a highly lauded, yet seldom practiced pedagogy; we will review research and examples, also discussing challenges to implementation.

Room 3-100

H&W Interdisciplinary Musings: From "Suffering" towards "Health" - Understanding Freud and Jung's contributions to Counseling Psychology and Expressive Arts Therapy.

Kossak, Goldman (GSASS)

PANEL

In the Fall 2015 semester adjunct professor Irle Goldman sat in on Mitchell Kossak's Theories of Expressive Arts Therapy class in order to better understand the connections between Theories of Counseling, which Irle has taught for many years and Theories of Expressive Arts Therapy, which Mitchell has taught for many years. This in turn started a conversation that revolves around the interdisciplinary overlaps; specifically Freud's psychoanalytical theory of the unconscious followed by Jung's ideas of the archetype and expands to concepts of Humanistic/Existential viewpoints including concepts of self-actualization, holism, liberation and unconditional positive regard. Please join us in the ongoing conversation.

Room 3-098

A&E Teaching Culinary Arts within Frameworks of Anthropology, Science and Art in Middle School to Foster Community and Global Awareness and Empathy

Witter (CLAS/ LCAL)

INDIVIDUAL PRESENTATION

I am excited to examine how cooking bridges science and art and fosters community and tolerance. My research highlights the interplay of history, language and cultural exchange represented in most cooking and using that to build empathy and tolerance in a middle school setting and provide a platform for our multicultural voices. The fact that food science engages different disciplines (such as chemistry, math, physics, social studies) and supports many learning styles and differentiated learning, makes it useful for most populations. This supports our knowledge that students need different modalities to access meaning and express learning!

Room 3-097

H&W You, Me, and Us: The Narratives of Emerging Adulthood

San Antonio, Anderson, Berger, Deane, Ferlisi, Robinson, Zhang (GSASS)

PANEL

A panel of Clinical Mental Health graduate students will discuss the social and emotional implications and misconceptions of the years from 18-29. Each panelist will present an individual narrative on a topic that is rarely discussed. They will then engage in a "fish-bowl" conversation with each other, searching for common and divergent meaning across race, gender, sexual orientation, and social class. Finally, everyone in attendance will be invited into the conversation to further deepen and broaden understanding. Topics will include: challenging stigmatizing perceptions, balancing financial needs and passion, the struggle of weight loss efforts, access to free and effective therapy, mobilizing peer group support, and the significance of culture.

Room 3-089

SJ Raw Materials: Performance as Place, Pedagogy, Protest, and Healing Practice

Sajjani, Reed, Williams, Marshall, Doyle, Valdivia, Purves (GSASS)

PERFORMANCE

This performance will bring the audience into an experience of an interdisciplinary course entitled: Performance and Practice: Art, Education, and Healing. To perform oneself on stage is an invitation to re/discover identity and a sense of place, to elicit, organize, and communicate lived experience, to literally incorporate learning, and to interrupt and challenge dominant

narratives. Six students will present their outcome performances followed by discussion.

Room 3-150

3:00-3:50pm

A&E Visual Literacy at Lesley

McKenna, Ruesch, Schon, Sauer, Clark (LUCAD/CLAS/GSASS/GSOE)

PANEL

Project InFUSION is a two-year professional development program funded by the Davis Educational Foundation to create multidisciplinary teams of faculty fellows drawn from across the undergraduate schools to integrate arts and design with the liberal arts and sciences in pedagogical practices designed to expand the literacies of all students. In this session the Lesley community will have the opportunity to explore the meaning of visual literacy; learn about four faculty fellows' pedagogical projects currently underway that incorporate visual literacy standards; and examine various resources of the University for incorporating visual literacy in teaching and research.

Room 3-101

H&W/T&L Assessing the Treatment and Access Implications for Students with Learning Disabilities

Miller, Krebs, Mahmud, Kuhn (CLAS)

PANEL

This panel will explore learning disabilities by comparing and contrasting treatment and issues of access. We will present three individual papers from varying perspectives exploring inequalities and inequities for students. Recent trends suggest a spike in the diagnosis and treatment of children with learning disabilities. Formal research proposals will be presented for contributions to future research.

Room 3-100

STEAM/I **The Sparks of Innovation: Launching the Maker Mindset in Public Education**

Cusack, Edelman, Hanning, Hurrie, Tosches (GSOE)

PANEL

We want to tell a story; the story of a small spark that started with a parent at a panel discussion on robotics; and then skipped to a principal reaching out to his faculty inspiring conversations about 21st century ways of knowing, and then jumped to a teacher sharing her excitement about bringing STEAM activities to life; and from there, the spark ignited as the students burst into their new Makerspace and did what children do best - playing, tinkering, and exploring the boundaries of learning. Come, hear our story about this remarkable partnership with the Kennedy School in Somerville.

Room 3-094

SJ **(A) Work in Progress--Incredible Bridges: Poets Creating Community**

(B) Monopoly, Not Just a Game

(A) Holtzer, Creativity Commons / (B) Kirby, GSASS

INDIVIDUAL PRESENTATION

(A) Incredible Bridges: Poets Creating Community, an online project for educators and students, is based on the value of the Humanities in fostering public dialogue. Funded by the National Endowment for the Humanities, it is a work-in-progress. Nine contemporary poems and videos are the center of the lessons, including poems written and read by Claudia Rankine, Joy Harjo, Juan Felipe Herrera and Richard Blanco, among others. The lessons intend to level the playing field for diverse students by providing non-traditional ways of entering each poem and helping students create and pursue deeper meaning. Participants will experience a lesson and discuss implications.

(B) Teaching about issues of social class in a course on cultural humility can be a complicated and difficult task. This presentation will share qualitative research data gathered at Lesley on an experiential exercise designed to explore and raise awareness around issues of social class. An in class experiential exercise using the game, Monopoly, was used in five Masters-level classes in the course Power, Privilege and Oppression and data was gathered on the student reactions. This presentation will share the design of the experiential as well as summarize the data gathered on its impact on student learning.

Room 3-097

I **Innovative Programs for Underserved Populations: Interdisciplinary Studies Program Panel**

Nesbit, Chhabra, Webster, Loiacono, Marusin, Rothberg, Freitas (GSASS)

INTD PANEL

The Innovative Programs with Marginalized Populations panel will present recently completed thesis projects that cross disciplines in creative and collaborative ways toward serving marginalized populations. Topics include: cultivating compassion as a leadership tool, addressing compassion fatigue, looking at nutritional strategies related to autism, educating higher education personnel about UDL principles, & incorporating the environment as an important decision-making factor in early education classrooms.

Room 3-089

Plenary Session 4:00-5:00pm

Second Floor Ampitheater

Just the Facts versus the Whole Truth: Poetry, or the Practice of Medicine

Dr. Rafael Campo

The earliest of civilizations, from many Native American cultures to the ancient Greeks, recognized an inextricable interrelationship between poetry and healing. Yet in modern American medicine, too often seductive technologies and scientific hubris distance and divide physicians from the afflicted whom we treat as dehumanized patients. This lecture will examine the profound connections between creative self-expression and healing, and will contrast a humane “biocultural” narrative of the illness experience with the unfeeling biomedical understanding of disease. I will also consider how poetry has an especially important role in medical education by illuminating questions about empathy and compassion, cross cultural awareness, bearing witness to suffering, confronting uncertainty, and exploring end of life issues. By showing how poetry can inform and enrich both the practice and the teaching of medicine, I will affirm the value of a broad interdisciplinary engagement across the humanities and the sciences.

Plenary Reception 5:00-5:30pm

Second Floor Atrium

Evening Poster Session 5:00 to 5:30pm

see session on page 27

5:30-6:30pm

T&L/SJ

How Could It Happen: Using Genre Pedagogy to Teach Bilingual Adolescents to Explain Life-changing Events

Schall-Leckrone (GSOE)

WORKSHOP

This interactive workshop will engage participants in listening, speaking, reading, and writing activities designed to improve bilingual learners (BLs)’ comprehension and production of historical knowledge during a classroom study. Using genre pedagogy, the co-presenters will demonstrate how to teach conceptual and linguistic features of historical explanations as a pathway from narration to argumentation that can serve as a foundation for developing disciplinary literacy skills consistent with school success and community engagement. Research-based resources: a mentor text, graphic organizers, and tool for assessing writing will be provided for use in secondary or teacher education classes aimed at improving literacy skills for BLs.

Room 2-048

SJ

Critical Reading for Cultural Empathy and Change

Belmont and Gordon (CLAS)

PANEL

John Belmont and Victoria Gordon discuss discovering, developing, and modifying methods from various areas of cultural studies to enhance literature. Victoria’s work examines Nobel Prize-winning author Gabriel García Márquez and demonstrates how close-reading can be used to understand the relationship between people and their physical environment, and the importance of myth-making in culture. John’s work examines the dramas of American playwright Sam Shepard to see how he deconstructs damaging notions of masculinity. Both examine literature as both the product of culture and an agent for change.

Room 2-078

I **Challenges to College Success for Adult Learners**

Roth, Doyle, Flynn, Formato, Weiss (GSOE)

PANEL

Drawing on adult learning theory and perspectives, Ph.D. candidates from the Education Studies Doctoral Program will present their findings from qualitative research projects investigating adult students' reports of their experiences and challenges in varied aspects of college life.

Room 2-150

I **Inquiring About Inquiry: A Research Journey**

Miller, Shinas (GSOE)

INDIVIDUAL PRESENTATION

The presenters will share the processes used to examine the inquiry questions and summaries submitted by teacher education candidates in Spring 2015 and how their inquiry projects aligned with new Professional Standards for Teachers forwarded by Massachusetts DESE. The presenters will focus on their own inquiry journey as they sought to answer the following question: To what extent does a classroom inquiry model prepare a teacher education candidate to show evidence of the characteristics/dispositions of an effective teacher as measured by CAP and the essential elements and prepare them to take on the professional role of classroom teacher?

Room 3-087

A&E **Exploring Opinions, Exploring the Arts: How Do People Assign Value to Arts Education?**

Bry-Taylor (GSOE/PhD)

INTERACTIVE WORKSHOP

Using drama-based learning, this experiential workshop will examine the roles advocacy, research, opportunity and personal interest play on the value individuals place on arts education. Participants will engage in games and activities aimed at generating collaborative exploration of questions such as: How do individuals place value on arts education? What factors impact their perception? How do personal experiences and interests in and around arts education strengthen or weaken the impact of research and advocacy? This workshop will both use and provide example of arts-based teaching and learning methods.

Room 3-089

6:00-7:00pm

T&L/I **(A) Prior Learning Assessment and the 50+ Adult Learner: A Grounded Theory**

(B) Millennials: Self-directed Learning Readiness and Academic Achievement in Online Environments

(A) Saunders / (B) Herchel (GSOE/ PhD)

INDIVIDUAL PRESENTATION

(A) Adults 50+ are finding they must actively address gaps in their skills and knowledge in order to ensure they are employable for the years leading up to retirement, which is a time extending past 65 for many people. This presentation reviews the factors influencing the thinking of study participants 50+ regarding returning to college; explores Prior Learning Assessment (PLA) as a strategy for this study population; considers alignment with adult development and learning theory; and, introduces a proposed program theory in the form of a logic model, as a conclusion to this grounded theory study.

(B) The quantitative study explores self-directed learning readiness and academic achievement of millennial students in online courses. The sample consisted of students enrolled in online courses offered at two residential four-year college institutions. Participants completed the Self-directed Learning Readiness Scale and the Cognitive, Affective, Psychomotor (CAP) perceived learning scale.

Room 3-101

T&L/I **(A) Adolescent Visual Voices: Discovering Emerging Identities Through Photovoice, Perspective and Narrative**

(B) The Same, Yet Different: Infusing Adult Learning and Development Theory into Museum Guide Training/ Professional Development

(A) Ziergiebel / McCray (GSOE/PhD)

INDIVIDUAL PRESENTATION

(A) This qualitative multicase study seeks to create dynamic pedagogical space - meaning making spaces encouraging multiple types of participation - where adolescent voices are privileged. Opening pedagogical space sits at the intersection of feminist standpoint theory, critical consciousness and social constructivism. Disturbingly, space supporting the inner lives and voices of students is shrinking in current educational environments, partially due to prescriptive curricula and rigid standards.

(B) Front-line teams of museum educators remain one of the key populations museums work with. Yet how well do museum professionals understand this population - especially as adult learners? Listen to Kimberly McCray, a museum educator and doctoral student in educational studies, as she shares her dissertation research - an exploration of what happened when she infused adult learning and development theory into the training/professional development of 15 visitor guides (docents) at Shelburne Museum in Vermont.

Room 3-100

STEAM Technology, Disability, and Neuroscience: Through the Looking Google Glass

Beauchemin / Matthis (GSOE/PhD)

PANEL

This presentation will present what we know from the literature and applied experiential use of the Google Glass. First is a discussion on the research, methodologies, and best practices for using augmented reality, specifically Google Glass, in contemporary classrooms, focusing on current neurological and disability theories. Second, we will present the major problems and issues that this research identifies as well as discuss the potential applications this technology explores both inside and outside the classroom. This technology has the potential to help drive educational and social transformation for people who suffer from a variety of conditions including: cognitive, linguistic, and auditory disabilities.

Room 3-098

H&W Kinesthetic Empathy in Performance and Body Image

Cardillo (GSASS/GSOE/CLASS)

PERFORMANCE

At Lesley University, with increasing course offerings and certificates in movement and mindfulness practices, students come to pursue kinesthetic training. Yet, how many have not had the chance to conceptualize the feelings associated with their own body image? How can we then reach others in a body-centered way? and what kind of biases, fears, doubts and realizations surface when facing clients whose bodies are different from our own? Turning to improvisational dance making and performance as inquiry, Dance/Movement Therapy supervisor and supervisee delve into the relationship of kinesthetic empathy to body image.

Room 3-094

7:00-8:00pm

T&A/I

(A) Dissertation: Student Interaction Tools and Their Contributions to Sense of Community and Perceived Learning

(B) Men in a Female-dominated Profession: The Lived Experiences of Ghanaian Male Nurses in the United States

(A) Conmy / (B) Frimpong (GSOE/PhD)

INDIVIDUAL PRESENTATION

(A) In 2014, 70.8% of academic leaders believed that, "online learning [was] critical to their institution's long term strategy," (Allen & Seaman, 2015). This study investigated the contributions of student-student interaction tools to distance-learning students' senses of community and learning. Results indicate that several student-initiated tools are used more frequently than school-provided tools, contribute significantly to sense of community, and also relate to perceived learning. Although only two school-provided tools were used by most participants, there were indicators of a relationship with perceived learning.

(B) This study is about the lived experiences of men in a female-dominated profession. The study focuses on the experiences of immigrant men in the nursing profession. The study participants are from Ghana, a country in West Africa. The participants shared their lived professional experiences as male nurses in the United States. The themes that were developed from the narratives of the participants helped to understand the experiences of minority male nurses. Recommendations were suggested to support minority male nurses and to retain them in the profession.

Room 3-101

H&W

The Mile Wide Project

Glenn Wixson (GSASS)

PERFORMANCE

The Mile Wide Project is a collaborative performance aimed at standing up against the voices and invitations of suicide. It is my experience that if the distance between contemplating suicide and the actually act is wide enough, you will survive. For me, it had to be a Mile Wide. The Project uses music and conversation to spread the word about the possibilities and gifts that exist on the other side of the invitations of suicide.

Room 3-100

T&L Navigating the New American Classroom: How Adjunct Faculty Empower Themselves to Reach Out to the New Diverse Population of Students

Macrae (GSOE/PhD)

INDIVIDUAL PRESENTATION

This study is on the experiences teaching business and management courses in a college of professional studies and/or continuing education. In this qualitative study, thirteen participants from two universities were interviewed. Results emphasized strategies they develop to teach diverse students, and strategies they use to improve their teaching and learning. The key findings were that participants (a) have a sense of empowerment that has contributed to their perception of self-efficacy and (b) are challenged due to how students are matriculated into college/university and the rise of students' incivility.

Room 3-094

H&W (A) Picturing Health, Picturing Life: Participant Visual Narratives of Living with Type II Diabetes

(B) The Private and The Public in Research and The Arts

Gurley-Green / Mendez (GSOE / PhD)

INDIVIDUAL PRESENTATION

(A) Winney's words "we never talk about diabetes in the community or family" was the catalyst for research with African American and Hispanic women with type II diabetes. The label "diabetic" did not fit her self-knowledge: her ontology was not compatible and she died refusing medication. How they live with this illness provides vital data that is missed via loss of voice, broken narratives, and often ignored by biomedicine. This population's intersections of stigma, racism, and low SES act synergistically to produce negative outcomes. Use of participant-created data yields a unique and valuable understanding of the ontology of these women.

(B) The goal of this interdisciplinary presentation is to lead the audience into an interactive exploration of 'the private and public realms' in research, education, and music. To shed light on these constructs, I will explore the concepts of shareability, unshareability, and storytelling as bridge. I will explore themes in Hannah Arendt's The Human Condition and anthropologist Michael Jackson's The Politics of Storytelling and will also perform live musical performances of Schubert and FaurÉ to illustrate Jackson's view that all individual lives are bolstered or diminished according to their level of participation in the web of human relationships.

Room 3-150

Installations

open all day

SJ Hunger

Broxton (LCAL)

INSTALLATION

'Hunger' Installation; white clay, Leachie clear, Linner White, and black commercial glaze, fired to cone 10, electric kiln. Each plate contains an individuals story of hunger. Rice was placed in the bowls prior to firing. The indents remaining after firing represent the memory of food.

Room 3-094

H&W Body Images

Larochelle (GSASS)

PERFORMANCE

Experience the journey of one woman as she examines her own recovery from chronic illness and traumatic medical treatment and procedures. Many people with chronic illness, disability and acute medical trauma face challenges with positive self-perception and grief over temporary or permanent loss of function. Prompted by beginning her training as an expressive arts therapist, she engages in daily creative arts practice in an effort to build a reservoir of self-compassion to improve her recovery and resilience. This exhibit invites you to witness her body, mind, and soul transformation as she embraces her whole Self.

Room 3-094

I Cloudy Soup for Cloudy Day

Ngo (LUCAD)

PERFORMANCE

What is the first thing ever pops up in your mind when I mention 'culture'? Probably food! You are what you eat. How you consume a tomato can even reveal your background already. Therefore, I'd love to tell you a small story about tomatoes but conveys a great sense of cultural diversity. It's all about 'Cloudy soup' - my secret recipe from Vietnam - which is made from eggs and of course tomato! Don't worry it's easy like ABC and simply delicious.

UHall digital display screens

STEAM/I Maker Space

Cusack

INSTALLATION

We have launched a Makerspace in our Graduate School of Education to provide a new way for our students and community partners to engage in learning and inquiry-based exploration. Embracing the “maker” way of knowing, this is a place for our community to play, tinker, design, and create. Join us for our Open House, learn what we have to offer, and have fun exploring littleBits and Raspberry Pi, LEDs and MaKey MaKey, cardboard and pipe cleaners, BeeBots and KIBO, LEGO and Scratch, glitter and glue, 3D printing and duct tape!

UHall Maker Space

9am - 1pm

Afternoon Poster Session

12:00 to 1:00pm

2nd floor and Atrium

S Making a Difference

Contini (GSOE)

Middle school students pose unique challenges when teaching. Since a middle schooler's life often revolves around social demands, educators need to strive to keep them engaged in the classroom. By designing instructional methods and interdisciplinary projects that allow students to express their voice and opinions, they can achieve more. My sixth grade team's Make a Difference project is one such project. By giving students the opportunity to make a difference about a cause that matters to them, they work to use their math, research, and writing skills to create awareness campaigns to try to make a difference in their community.

T&L The Use of Memory Work in Mathematics

Driscoll (LCAL)

A collaborative examination of the relationship between four learners and the field of mathematics emphasizing the formative influence of early experiences. The paper makes use of narrative storytelling and memory-work techniques to identify common experiences and shared struggles. The profound impact of childhood experiences on the learning identities of adults is explored. The authors, themselves the subjects, of the paper examined the roles of Isolation and Fear in the formation of a relationship

with math while emphasizing the development of social consciousness and finding insights through the lens of narrative voice.

T&L Growing Voters

Hart (GSOE)

I am the creator of a citizenship media literacy project called GrowingVoters.com which provides teachers with technology-based learning activities to directly engage students in the presidential election. In 2016 I will publish my 4th edition. GrowingVoters.com materials have been downloaded by thousands of teachers and in all 50 US states since its inception in 2004. This poster session will highlight my new materials for the 2016 Presidential election.

I Retention by Design: Understanding Undergraduate Persistence Through Multiple Ways of Knowing

Korn (CLAS)

In May 2015, a cross college committee was appointed to examine the retention and graduation rates of Lesley University undergraduates. The process of examination has included empirical (observation, experience, evidence-based) and ontological (how do we know Lesley) practices which have included data analysis, observation, synthesis, social construction and organizational culture. This poster will demonstrate the cross-disciplinary approach of the committee.

H&W Assessing the Efficacy of eHealth for Older Adults in Boston: A Qualitative Story

Krebs (CLAS)

Technology has emerged to affect all levels of healthcare delivery in the United States. Although digital health services known as eHealth hold the promise of improved care and healthier living, an emerging theme in the literature suggests those most likely to benefit from eHealth are least likely to utilize it. This study identifies the gap in the literature of understudied characteristics of adoption and use affecting the aging population. The efficacy of acceptance and use for older adults in Boston is illuminated as the study contributes a deeper understanding by identifying key barriers to utilization of eHealth within this population.

A&E What You See is Not Always What You Get: The Non-WYSIWYG World of Performative Iconography

La Rue (CLAS)

Dance visual sources are particularly vulnerable to overinterpretation. Artists' conventions for showing bodies, space, and movement-in-time can be misleading; dance's ephemerality leaves no positive corrective. This

presentation, led by a dance and art history researcher and teacher, offers a more felt interpretive strategy; we will also discuss a more multivalent approach to gaze. Valuable as recent works on performative iconography are, a balanced art- and dance-based approach helps readers see visual sources with greater parallax. Researchers in the expressive therapies, arts educators, dance ethnographers, dance historians, and dance and art history students and researchers will find this study of interest.

H&W **Applied Therapy of Sensory Deprivation Tanks on Civilian PTSD Patients**

Rodgers (LCAL)

This research proposes to study the perceived effects following sensory deprivation tank (SDT) use in a population of non-veteran, post-traumatic stress disorder (PTSD) patients, using qualitative research. New studies are exploring PTSD treatments for post-combat veterans due to military activity over the past decade. However, the civilian population of PTSD patients (e.g. domestic violence, physical abuse, etc.) is not a focus in these experimental therapies, including SDT therapy. Testing SDT therapy on civilian PTSD patients could lead to a better understanding of psychological benefits in this under-studied application, for the civilian population.

H&W **Accessing the Healing of Sexual Trauma through Expressive Arts Therapy Interventions**

Saint-Val (CLAS)

This proposal explores the benefits of a therapeutic intervention for survivors of sexual trauma that is inclusive to all ranges of self expression. Literature suggests that there are similarities in the diagnosis of mental illnesses of people who have experienced sexual trauma through abuse and trafficking. Further research has illustrated the connections between expressive therapy in treating each diagnosis, such as PTSD and depression. Therefore, the creation of programs that encompass multi-sensory interventions can improve the mental development of sexually abused patients. The advantages of the treatment plan will be presented through secondary research gathered from articles and studies.

H&W **Quilt Making as a Potential Intervention for Insecure Attachment**

Sinjab (GSASS)

Attachment is described as a set of relational systems or mechanisms that influence how individuals participate in relationships. Attachment theory suggests there are two attachment systems—secure attachment, and

insecure attachment. Insecure attachment in early childhood is a precursor for behavioral challenges later in life. Children with insecure attachment are more susceptible to mental health issues as adults. There has been limited research on interventions for adults with insecure attachment. The intent of this presentation would demonstrate my research supporting the idea that art therapy can be an intervention in re-creating the neural systems managing insecure attachment.

H&W

Stress and Student Wellness

Van Demark (LCAL)

This study examines the prevalence of high stress and related wellness issues in the Undergraduate population. Data collected from the Lesley Undergraduate population compares student stress levels, prevalence of anxiety and depression, and wellness habits with Undergraduate populations nationwide. Holistic wellness practices and stress management interventions are explored as means to address student wellbeing on campus. Contemplative practice, self care, physical fitness and stress management techniques are considered to improve student life and success.

T&L

Lessons Learned from Innovative Teachers

Wizel (GSOE)

There are a few pre-suppositions that guide my presentation: a) The world has changed and the public education system should change accordingly, b) There is no single way to design schools in the 21st century, c) Teachers should change the public K-12 education by creating disruptive innovation in pedagogy. Based on the aforementioned, I conducted a pilot study to explore the characteristics and circumstances of teachers who act innovatively. In the presentation I will share the main themes that were raised in the pilot study and will offer connections to teachers' preparation and to future research directions.

Evening Poster Session 5:00 to 5:30pm

2nd floor and Atrium

T&L **Empowering Students with ASD in their Transition Planning** Wulff (GSOE)

The vulnerabilities and challenges that come with bringing a student into his or her Individualized Education Program (IEP) process are immense and, often, unpredictable. The Science of Me curriculum is a philosophical framework, a multi-modal model of instruction and curriculum that directly facilitates student's self-knowledge, self-advocacy and self-determination so they are able to be an active participant in his/her IEP process and planning. The Science of Me has a core framework of using scientific information, technology and visual representation to facilitate learning for students with ASD. It includes instruction in: neuro-anatomy, learning styles, social-emotional intelligence (SE IQ), stress management and self-awareness and more.

S **An Exploration of Urban Biodynamic Farming** Bellwood, McDonough, Ryzhenko, Wennerberg (CLAS)

In the fall of 2015, a group of four Lesley undergraduates worked together with Professor Aileen Bellwood to create an urban learning experience focused on biodynamic farming. Through weekly meetings, discussions, readings as well as farm-based activities and projects, we learned about the principles and practices of biodynamic farming in an urban setting. This poster depicts our shared exploration.

S **Science Meets Art: Using Big Science Concepts as Art Prompts in Middle and High School Curricula** Brooks (GSOE)

Science and Art share a common creative process. Both require skills such as abstract thinking, attention to detail, repetition, creative problem-solving to name just a few. It is important to offer students an opportunity to experience creativity in a science setting. Arts integration in STEM (STEAM) is an exciting, engaging way to bring creativity and curiosity to science learning. This curriculum is based on a case study of how research scientists 'use' creativity in their work. This curriculum asks students to identify the big science ideas and use them as art prompts in written and visual art work.

S **Vegetation and Land Use Effects on Bird Richness: A Cambridge Perspective** Coney (CLAS)

As urbanization increases, urban ecology becomes an apparent topic to consider for environmental and community issues. This study investigates Cambridge's bird populations and comparing it to observational field data and publically available geospatial data on vegetation and land usage, gaining an inference on the roles these possibly play on each other. The findings support significant relationships between vegetation diversity and bird diversity, as well as generalist species adapting to these urban environments. Further discussions are on refinement of data collection and methodology, use of citizen science, and using this as a tool to compare the urban ecology of other cities.

S **The Brilliance of Kingdom Plantae: A Proposal for the Exploration of Plant Intelligence** McDonald (CLAS)

We will be conducting an experiment testing plant awareness. We will be constructing three ant farm-like structures filling them with soil and planting rye grass. We chose grass because it grows easily and quickly. We chose an ant farm-like structure because we are mainly observing the roots. Many scientists, Charles Darwin among them, have hypothesized that the "brain" or computing center of plants is located in their roots. We will place an enclosed container of water at the bottom of one ant farm and an enclosed container of an undesirable liquid in the other (mystery liquid yet to be determined). The third ant farm is our control group. We hypothesize that, even though the roots will not be able to chemically sense the water molecules, they will migrate towards it and migrate away from the undesirable liquid. Our null hypothesis is that the roots grow exactly how they do in the control group, with no regard or awareness of their surroundings.

S **Using the Genogram as a Method of Personal and Client Assessment: The Rachel DiGangi Experience** DiGangi (CLAS)

Genograms are used throughout the field of helping professions as an essential assessment and intervention tool. They are used to organize the mass amount of information gathered during a family assessment, and are incredibly helpful in finding patterns in the family system.

- H&W Art Therapy with Alzheimer's Disease**
Dres (LUCAD)
- There is not much research or work done with individuals with Alzheimer's Disease and Art Therapy. There are many benefits of using this form of therapy with someone who has a disease of the brain. Art Therapy strengthens the skills that are still strong or present and also paves way for socialization. Creativity and imagination are still present and even though the art may retreat back to that of a child, they are still living and capable of connecting to their imagination.
- H&W An Exploration of Art Therapy Techniques Used with Pediatric Oncology Patients and their Families**
Golubowski (CLAS)
- The topic of art therapy is being explored in a pediatric oncology setting because the use of various art therapy techniques in conjunction with the standard medical treatment can help improve the overall wellness of the patients and their families. Primary and secondary research will be presented to evaluate the benefits of art therapy techniques used in the practice in a setting regarding pediatric oncology. This is a formal proposal with collected material that is intended for future research.
- STEAM How Cells Communicate: A Study of PKCdelta Phosphorylation Efficiency**
Hassan (CLAS)
- Utilizing the standard chemical techniques of a coupled assay and UV spectrophotometry, we hope to establish a baseline for the efficiency of PKCdelta as it phosphorylates ATP in various conditions.
- S/I Education and Conservation Through a Mini-Greenhouse**
Houlker, Yaroshenko (CLAS/GSASS)
- Urban life is moving away from nature rapidly, and the impact of its absence can be seen in the youth of urban populations. The implications of this absence range from pollution to unhealthy eating. With the right tools, I believe that there is more that can be done to combat these negative forces through education. My proposal is to build mini greenhouses made from wood and plastic soda bottles, and bring them into the outdoor areas of local public schools, as a way to create a greater awareness of our individual health and of the health of our planet.
- H&W Art on Rounds: Bringing Art and Creativity into the Neuro Intensive Care Unit at Rhode Island Hospital**
Kaczmarek (GSOE)
- This poster presents information and findings from the first year of the Art on Rounds program in the Neurological Intensive Care Unit at Rhode Island Hospital. The program brought a variety of creative arts activities and experiences to 91 patients' bedsides and to visitors and staff. Activities included looking at fine art prints, listening to poetry and creating small works of art. Art engagement was found to reduce stress and agitation, encourage positive interaction and provide opportunities for self expression. With simple supplies and compassionate care, the intersection of art and science can provide connection, hope, peace and healing.
- I Celebrity vs. Religious Worship among Students of Lesley University**
Kohnen (CLAS/GSASS)
- This study proposes the exploration of a possible connection between religious and celebrity worship. This idea is rooted in the basis that worship in itself is the same concept, regardless of the object of worship. Semi-structured interviews would be used to explore the perspectives of the worshippers at Lesley University.
- I Bilinguals' Emotional Responses in American English and Korean**
Lee (GSOE)
- The presenter shares an initial plan for her Independent Study. Lee devised this study to explore linguistic characteristics of English-Korean bilinguals in showing sympathy. This is her second experiment that investigates showing sympathy between American English and Korean inspired by the data-collection method in Panayiotou (2004). The participants are to verbally respond to a same sympathy-enticing scenario in English first and in Korean with a one-month interval. The study aims to examine whether and when they use code-switching, and whether there are frequently used vocabulary or syntactic characteristics in their respective languages. This study may contribute to providing language teachers and researchers in SLA with some intercultural pragmatic insights.

Round Tables

12:00-1:00pm

I **Be-Gone**

Zarate (GSASS)

Be-gone is a critical artistic response to the series of disappearing or shot down planes that began in the summer of 2014 and their implications and ramifications related to collective anxiety. The piece explores the affect of the moment of impact from such violent happenings from “being/ living” to disappearing/dying.” Be-gone is influenced from the theory that the individual and collective impact of anxiety is an operational social construct produced from a deeply rooted history of competitive individualism, power in relationships and issues of difference in society.

Room 2-048

SJ **Reproduction Advocacy and You: Raising Our Voices**

Kumahia (GSOE)

In the United States, the pregnancy-related mortality rate in 2011 was 17.8 women per 100,000 live births. A closer look reveals that the pregnancy-related mortality rate for Black women is three times higher than that of white women (42.8 versus 12.5 per 100,000 live births). But that’s not the worst. In some parts of the United States, Black mothers are as likely to die as mothers in much less developed nations. Elizabeth Dawes Gay, health and social justice advocate <https://www.mhtf.org/2015/11/11/in-the-u-s-black-mothers-need-more-than-health-care/> Interested in learning more about how to use your voice to curb these alarming statistics? Then this experiential workshop is for you!

Room 2-048

Acknowledgments

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