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Community of Scholars Day 3.26.15 – *Together We Are Lesley University*

Sessions Schedule

9:00-10:00 am

Daphna Arbelle Kehila (GSOE/PhD)

Cross Cultural Collaboration in Expressive Therapy

This session presents a unique program of cross-cultural partnership between stakeholders from Singapore and Japan, to support children and families in the radiation-contaminated area in Fukushima prefecture in Japan. The program was formed in two parts: 1) Tropical Art Camp: a journey of artistic and cross-cultural communication, combined with a community support program. This includes home-stay experience, various arts workshops, environmental education, and an opportunity to form cross-cultural friendships with children in Singapore; 2) Follow-up process: provided in Japan after camp, including 4 expressive therapy workshops over six months.

Room 3-100

Leah Miller & Alisan LeMay (GSASS/LUCAD alumni)

To Talk Trash (public installations/conversations to reduce trash created in US and world)

To Talk Trash is an interactive project whose mission is to take trash off the streets one conversation at a time! Through public installations and conversations we hope to engage passers-by and reduce the amount of trash created in the U.S. and worldwide. This session brings this hidden and taboo subject to light by sharing research, process, and setting up a site specific installation. Together we can discover new ways to engage people to rethink their disposal habits.

Room 4-033

Cheryl Eagan-Donovan (CLAS alumna)

Literature & Media for 21st Century Students

This presentation features screen clips from the presenter's recently completed feature-length documentary film about Shakespeare, *Nothing is Truer than Truth*. The project's use of film to teach the canon will be presented, as well as educational outreach program for the film, which includes an interactive website, game interface, and web series.

Room 3-103

Helen Joseph & Nancy Jo Cardillo (CLAS & GSASS)

Growth Through the Arts: An Expressive Therapies Camp for Children in Haiti

This presentation will focus on the development of a “Growth through the Arts” camp in Haiti that took place as a part of Lesley’s first student-led international service learning program. The presenters’ use of the arts will be overviewed, including experiences using the arts while facilitating psycho-educational groups for primary school children, collaborating with Haitian educators around creative approaches to teaching, and supporting the learning objectives of Lesley student participants.

Room 2-078

Salvatore Terrasi (GSOE), Mary Beth Curtis (GSOE), Ryan Powers, Joanne Camillo, Coleen Proudler, & Anne Eisner

Helping Traumatized Children Learn

This session features the collaboration between the Lesley University Center for Special Education and the Trauma and Learning Policy Initiative (Mass. Advocates for Children/Harvard Law School) in creating trauma sensitive school environments. The presentation includes a description of the nature of trauma and how it manifests in school settings. Public school administrators will speak about the process of change and their work with Lesley University. Data related to school change and implications for staff development and education policy will be examined.

Room 3-092

Katherine McVety (LUCAD) & Katherine Parisky (Griffith Lab, Brandeis University)

Tailoring STEAM: Integrating Art & Science in a Nature-Based Elementary Curriculum

The presenters have collaborated on the development of innovative, nature-based, STEAM curriculum design. Working with co-faculty and the students of Birches School in Lincoln, MA, they are developing a portfolio of replicable STEAM projects to be made available to independent and public school educators. An overview of several STEAM units will be presented, along with discussion about how the units can be used to fulfill and enrich Common Core requirements. A workshop demonstration is included: dying paper and silk fabric with natural plant dyes.

Room 3-101

Daniela Engelmann (GSOE) & Janet Katzin (GSOE)

Move Your Mind! Drama as an Approach in Teaching Intercultural Competencies

More than ever, our world is characterized by polarization, cultural conflicts, and prejudice. People are fleeing their homelands in fear of being persecuted. This development raises the recurrent question of social justice: Should it not be the responsibility of everyone to provide safety to those who are persecuted and threatened? We are all human beings. This session focuses on how to educate students about migration, and standing up for themselves and others in the face of injustice. The drama approach “Tell your personal story” will be shared, as a way to raise awareness and empathy.

Room 2-048

Maura Mendoza (GSOE) & Mario Quiroz (GSOE)

One World/One University

OneWorld/OneUniversity is a project designed to use photography to document minorities’ integration and diversity awareness at Lesley University. As part of a self-designed course, professor Vivien Marcow Speicer supervised Maura S. Mendoza and Mario Quiroz to produced 20 B/W portraits including staff, professors, students, and public safety at Lesley University. Working together with Lesley’s Diversity Council, the students produced photo studio sessions, and the final products will be on exhibit at the Marran Theater on April 17th. Come join us for an exciting preview!

Room 3-086

10:10-11:10 am

Claire Carroll (Lesley Univ.), Bryan Brophy-Baermann (CLAS), Rose Nelson (CLAS), Jackie Barnes (LUCAD), Ebony Kwok (exchange student at CLAS), Anna Schmid (exchange student at CLAS)

Education Abroad: Students Reflect on Their Experiences

Political Science Professor Bryan Brophy-Baermann will moderate a panel of students to explore study abroad as an integrated component of the undergraduate experience: how do students prepare academically for study in another country? What do they learn while abroad? How do they integrate their learning into future academic and career plans? Panelists include Lesley students who have participated in study abroad and current international exchange students at Lesley. The presentation is intended to engage both students and faculty in discussion as members of a community of global scholars on the Lesley campus.

Room 2-048

Kazuyo Kubo (CLAS), Janet Sauer (CLAS), & Josh Baldwin (CLAS)

Families on the Margins

This panel explores what marginalized families experience when faced with various hardships based on race, (il)legality, and disability. Dr. Kubo will discuss international adoption, focusing on race, and how she brings race and family issues into her teaching. Dr. Sauer will discuss immigrant families with disabled children, multiple barriers experienced by these families such as language and access to adequate support, and the importance of training educators and other pre-service professionals to develop cultural humility. Dr. Baldwin will focus on incarcerated populations and the families who support them, and the importance of infusing these topics into social sciences curricula.

Room 2-078

Angelica Pinna-Perez (GSASS), Rachel Frank (GSASS), Carmen Thurston (GSASS), Stephanie Soule Maggio (GSASS), Ciera Shimkus (GSASS), & Alexandra Giocanda (GSASS)

A Reflection on the Uses of Performance Art as Social Commentary

Sleep of Reason, an ensemble theater art making for social action, borrows the narratives in Francisco Goya's *Los Caprichos* to examine the theatrical/performance implications of abuse as depicted in the Abu Ghraib photographs. *Sleep of Reason* confronts the audience with a series of staged, still images, encouraging both fascination and culpability as the actors struggle to maintain their still poses without dialogue. The audience is left to piece together a narrative out of these images. The ensemble will discuss their process and recent experience embodying and presenting this work to the Lesley Community.

Room 3-086

Raquel Stephenson (GSASS)

Health Improvement & Life Enhancement of Older Adults through the Arts

This session examines connections between an older adult's involvement in arts programs and wellbeing in later life. Specifically, outcomes of participation are highlighted in terms of how they are linked to improvement in physical and mental health and wellbeing. Outcomes point to connections among participation in a creative arts therapy program engagement, decrease in social isolation, and improvement of health and wellbeing. Evaluation of changes in feelings of isolation among older adult participants of a creative arts program will be shared.

Room 3-092

Victoria Wong (CLAS)

Can Psychotherapists Talk About Religion in Therapy?

Is it ethical for psychotherapists to talk about religion in therapy? In the therapeutic process between psychotherapist and client, various topics are bound to arise, including religious or spiritual topics, since they are important aspects of many people's lives. There is great emphasis on the importance of psychotherapists to be multiculturally competent, with much focus centered on a client's ethnicity and culture. However, religion is rarely included in the discussion of multicultural considerations. This session considers what psychotherapists need to be aware of when striving to respond in an ethical manner.

Room 3-100

Donna La Rue (CLAS/GSASS)

Findings on Uses of Dance in a Variety of Public & Private Educational Settings

Dance can be included in a number of educational settings with proper preparation of the instructor and the participants. This presenter has been involved with dance education for the past 30 years, based on her M.A. work at Lesley and continued work in a number of other settings. She will teach three dances, commenting on their use for particular teaching goals as used in a language class, a public school setting, and an interfaith/mixed ethnic group gathering.

Room 3-100

11:20 am-12:20 pm

Maureen Creegan-Quinquis (GSOE)

Innovative Arts Integration Strategies: Bridging the Transition to Art School Supporting the Dual Identity & Career Choices of High School Art Students through Innovative Arts-Based Curriculum & Technology While Bridging to Professional Art Schools

This visual presentation builds upon history and research regarding the bridging of high school art programs with professional art schools in the U.S. context. Strong examples will be shared, supporting the importance of an innovative arts integration model of research along with the goals of entrepreneurship in a global creative economy, such as: what the Arts in concert with the Liberal Arts provide in terms of an inquiry-based "toolkit" for teaching artists to navigate their career choices, higher education experiences, and transform their artistic lives; and the innovative use of iPads, apps, and other creative technologies in the classroom to more effectively prepare students for college.

Room 2-048

Kelvin Ramirez (GSASS)

The Progressive Therapeutic Paradox: Struggling with Internalized Narratives of Race When Working Internationally

Despite the best intentions of creative arts therapists to work internationally, replicating colonial systems of oppression remain high. Creative arts therapists are not immune from the covert and overt messages of racism, which saturate our psyches and society. How does this internalized racism manifest itself in therapeutic sessions with multicultural clients and/or when working internationally? The progressive worldview, which can become an agenda we impose, replicates colonial systems that are held at a greater value than the relational experiences when learning from these interactions.

Room 3-086

Susan Rauchwerk (GSOE), Nicole Weber (GSOE), & Berri Jaque (Tufts University)

Making Science Accessible through Exploring Complexity: Documenting Learning Outcomes From Research-Based Science Courses

This interactive session examines how scientists and educators work as peers to develop and implement effective, standards-based science curriculum at elementary and high school levels. Participants will dive into authentic, learner-centered science activities that use common, inexpensive materials and technologies that effectively uncover scientific phenomena, structures, relationships, and processes. We will share how we are working to document and analyze learning outcomes of research-based science methods courses that employ this method with elementary and high school teachers. Come discuss some research, and provide feedback on our approach, methods, tools, preliminary outcomes and future applications.

Room 3-092

**Summer Clark (CLAS), Christine Bennet (CLAS), Shari Atamian (CLAS),
Jacqueline Homsci (CLAS), & Michael Gately (CLAS)**

Lesley in the Bahamas

In January 2015, under the organizational leadership of Lesley senior Christine Bennett and Professor Summer Clark, a small group of Lesley students ventured off the beaten path to learn about education and culture on the rural island of Andros, in the Bahamas. To complete the J Term course *Global and Comparative Education*, the group observed and taught in local schools, helped to organize and launch a library in the local high school, created and facilitated a teacher workshop, and experienced the richness of the local culture and the beauty of the island, returning to the U.S. with much to share.

Room 2-078

Claire DiFrancesco (GSOE/PhD)

A Phenomenological Inquiry into the Educational Experiences of Students of Southeast/East Asian Descent at a College of Pharmacy: The Impact of Culture

Come learn about dissertation research that explores the educational experiences of students of Southeast/East Asian descent in one pharmacy college setting. A theoretical framework will be presented, including other relevant studies of students of Asian descent that illuminate important cultural factors.

Room 3-100

Nancy Wolf-Gillespie (GSOE), Viki Shayna (GSOE/PhD), & Ann Ziergiebel (GSOE/PhD)

Using Photovoice in Research

PhotoVoice is a research tool inspired by Paulo Freire, feminist theory, and street photography. Cameras enable participants to act as recorders and potential catalysts for change in their communities. This technique gives voice to those marginalized by society, offering public forum for new perspectives, language, and ideas. It also provides researchers a glimpse into sites and situations within a community they would otherwise be unable to access. The PhotoVoice technique is fluid and adaptable, yet utilizes a specific nine-step approach. Three researchers will discuss their use of PhotoVoice and the pros and cons of this tool.

Room 3-101

Donna Halper (CLAS)

Loving Laura, Hating Hillary: Media Efforts to Define the First Lady's Role

Ever since Martha Washington, the press often focuses on the wife of the president. Newspapers and magazines have tried to define her 'proper' role and how much or how little she should be in the public eye, even creating a name for her: First Lady. But while society has become more accepting of women in public life, the debate about the First Lady's role persists. Utilizing content analysis of media sources, Donna L. Halper will discuss what we can learn from coverage of First Ladies then and now – who was popular, who was disliked, and why.

Room 3-087

Phil Hulbig (GSOE) & Russell Beauchemin

Do Anomalies in Neurological Function and Learning Suggest Quantum Effects in the Neuroprocesses of the Mind?

Anomalies found in the research of human learning, cognition, and consciousness suggest fundamental weaknesses in the present Hodgkin-Huxley model of neurological brain function. However, these anomalies seem to suggest that the weakness of such models may be that they do not account for potential quantum effects such as entanglement, nonlocality, super position, and decoherence on cognition. Come learn how new quantum models offer exciting new insights into human learning and potential.

Room 3-103

12:30-1:30 pm

Casey Bogusz, Simone Dupont, & Rebecca Doolan

Designing a Meaningful Internship for a Young Women's Recovery Program

After interning for one semester at Medicine Wheel Productions, Inc., the presenters shared a desire to work at the site, expanding upon the young women's recovery program by lengthening the program a few hours each week. This program is designed around art therapy in order to help clients overcome addictive tendencies and withdrawal symptoms, and provide a safe container for self-exploration. Because women suffering from addiction face social stigmas and rampant sexism, which inhibit full recovery, a longer session in a more supportive environment encourages confidence and healthier habits. This session explores how this work provides a growth opportunity for both interns and clients.

Room 3-086

Marcia Bromfield (GSOE), Christina Chandler (GSOE), Jonathan Bassett, & Abby Hanscom (GSOE)

The Collaborative Internship Program: Preparing New Teachers Through Partnership

National and state reports are promoting strong school-university partnerships and year-long internships to enhance teacher preparation. Through presentation, discussion, and video, university and school participants will describe the Collaborative Internship Program, consisting of intensive residency Master's programs offered by the Graduate School of Education in partnership with 11 schools and districts. Preliminary results of research on the perspectives of various constituencies involved in the program will also be shared.

Room 2-048

Lauren Drosos (GSOE)

RAD: Reactive Attachment Disorder

Reactive Attachment Disorder (RAD) is a social/behavioral/emotional disorder that impacts a child within the earliest stages of life. RAD hinders a child's ability to attach to anyone due to a deeply embedded mistrust in the world inhibiting living a healthy lifestyle. It is often misdiagnosed or mistreated. There is limited research on RAD and because of this, many educators are unaware of what this disorder looks like in classrooms. This presentation will help bring awareness to RAD and how we can reach out to and help any child suffering from it.

Room 3-092

Rita Jarvis (GSOE/PhD)

From Awareness to Action in the Elementary Classroom: Developing Culturally Relevant Content & Pedagogy

Educational literature suggests an increasingly diverse student population could benefit from culturally responsive teaching practices to ameliorate gaps in educational opportunity, yet teachers face challenges given the developmental and contextual factors necessary for success with this approach. To gain insight into how teachers may be supported implementing equitable teaching, this researcher investigated experiential and educational factors supporting the development of teaching philosophies and practices for a pluralistic and democratic society. The findings illuminated transformative and philosophical shifts in ideology, enabling teachers to view their equity work as partial and ever-evolving.

Room 3-100

Kazuyo Kubo & Brandon Strathmann (CLAS)

The Role of Anime & Manga in Construction of Youth Identity in Japan

This session lays a foundation for the travel course in January 2016 to Osaka, Japan, examining how Japanese youth identity and its representation are expressed in the universally utilized Japanese cultural artwork and stories of Manga and Anime. As the accelerating progress of technology has made cultural, political, and economic connections closer and faster than before, some pressing questions emerge: How are (multi)racial, (multi)ethnic, or (trans)national identity part of cultural production in Japan? What cultural expressions do Japanese youth consider “cool”? How do Japanese youth communicate with varying levels of identities in cultural products such as Anime, Manga, and video games? Come and explore these topics with us!

Room 2-078

Justin Moyer (GSOE)

My Literate Self: How I View, How I Read, & How I Represent My Larger World

This presentation features dissertation research conducted during Spring 2014. Questions arose for the researcher over a decade of teaching English in an alternative high school, and the researcher developed questions about students’ literacy interests and engagement. Guiding topics include: students’ literacy practices, motivations, personal rewards and satisfaction, and how literacy experiences might better engage them in and out of the classroom context. Understandings about participants, methods, and the current status of the research project will be shared.

Room 3-100

1:40-2:40 pm

Melissa Nilles (GSASS), Joe Spilsbury (GSASS), Vishal Vaswani (GSASS), Alana Miller (GSASS), & Teresa Rose (GSASS)

"I Hope in My Absence My Garden Grows": A Musical & Artistic Performance by Graduating Expressive Arts Therapy MA Students

This performance is an imaginative and engaging combination of music, art, and psychotherapy. A singer and pianist, drummer, and guitarist will perform three original pieces of music. The singer and pianist wrote these songs as creative responses to clinical and scholarly work in Lesley's Expressive Arts Therapy and Mental Health Counseling M.A. Program. During the live musical performance, two artists positioned in different areas will create artistic works on easels in reaction to the music. The audience will experience the musical performance and the artistic process simultaneously. Artistic works will be available for viewing afterward.

Room 3-094

Charlotte Moore (CLAS), Kelsey Hammond (CLAS), Jackie Berard (CLAS), Chaline Thande (CLAS), Lindsay Walcott (CLAS), Jenny Levine (CLAS), Natalie Kovalcik (CLAS), & Amy Rutstein-Riley (CLAS/GSOE; moderator)

Relationships, Power, Caring, and Feminist Relational Practice: Experiences in our TA/RA Cohort

We are the Teaching and Research Assistants in *Girlhood, Identity & Girl Culture*. Applying feminist relational practice and pedagogy to our work requires the construction of an overarching collaborative model. This unique model frames our efforts while we consider our individual and collective roles. The focus of our panel explores these two roles through exhibition, multimedia, and presentation of student work. We share what we are learning together and individually about ourselves as women engaged in feminist praxis, about girls and girlhood, and the (at times, messy) process of co-construction. Finally, we seek questions and concerns from our audience.

Room 2-048

Robert Wauhkonen (CLAS), Rachel Smith (CLAS), Sara Beth Campisi (CLAS), & Cheyenne MacDonald (CLAS)

Environmental Racism; The GMO Controversy; The Importance of Nature in Children's Literature

This session, moderated by Professor Rob Wauhkonen, features the work of three students on important environmental issues: environmental racism, the controversy surrounding GMOs, and the role that children's literature can play in promoting environmental awareness. Student presentations will be followed by a question and answer period.

Room 2-078

LaTasha Sturdivant (GSOE/PhD), Kathryn Hix (GSOE/PhD), Elizabeth Sanders (GSOE/PhD), Jason Finley (GSOE/PhD), & Stacy Atkinson (GSOE/PhD)

Making Meaning & Realizing Success in the Community College

Community colleges are an important part of the national access agenda to ensure more students can gain a postsecondary education. However, access to postsecondary education is insufficient when too many students are not experiencing success while enrolled. Adult Learning and Development doctoral students share research in progress exploring how community college students realize success in and make meaning of their academic experiences through the lenses of developmental education, study abroad programming, and reflection on prior college enrollment. Presenters also discuss how community college instructors employ teaching strategies to ensure success of their adult learners in a range of disciplines.

Room 3-100

David Nurenberg (GSOE)

The Justice Project: Students Learn About Justice by Living It

This session features an overview of project based learning, focusing on a particular PBL project the researcher designed and executed with current 11th graders, wherein they learned required Common Core skills in research, analysis, and presentation through an entirely student-designed exploration of various issues of social justice that they selected. Student projects culminated in an act of informed activism to further their position on this issue.

Room 3-086

Stephen DeBenedictis (GSOE)

The Alewife Brook Fish Project

The Alewife Brook and surrounding lands comprise the Alewife Brook Reservation, an unusual urban wilderness densely populated by animals and humans. In times of heavy storms, Combined Sewer Overflows (CSOs) dump a mixture of raw sewage and stormwater into the Alewife Brook. This session brings environmental issues into public consideration through a visual representation of the water quality. The full-scale project will be shared, including methods and inspiration from environmental artists such as Buster Simpson.

Room 3-087

Marisa Radeker (CLAS) & Marjorie Jones (CLAS)

Navigating Teacher & Student Sociocultural Realities in the Classroom

The student population in elementary and secondary classrooms reflects the growing racial, ethnic, and linguistic diversity of the U.S. The Lesley classroom instruction and field placements are designed to prepare preservice teachers to be successful in diverse settings. In many instances, the Lesley student shares a different racial, ethnic, and/or linguistic profile from the students in her placement. Navigating diversity is critical to successful teaching and learning in the classroom. This presentation seeks to share how teachers and students navigate their socio-cultural realities in the classroom.

Room 3-103

Pete Cormier (PhD alum/adjunct) & Heidi Lee

Vines & Chimes: Community Art-Making in the Liminal Space Between Art & Culture

This session features two nature-based community art projects, the process used to create them, and how their presence in the woods stimulates a conversation about the boundary between art and nature and the liminal space they inhabit. “Mary” is a life-size human figure made from vines and branches, who stands on a ridge in Charlton. She represents the feminine creative force and nurturer of everything that lives and grows. “Trail Chimes” is made up of ceramic pieces, wood, and rawhide. Installed between 2 trees in Rutland, its pleasant melody and gentle movements delight observant trail users.

Room 3-101

Michael Orr (Lesley Univ.), Erica Downs (LEED consultant), & Jason Forney (principal architect)

Sustainability Tour of Lunder Arts Center

The \$46 million Lunder Arts Center, a 74,000-square-foot complex built to LEED-Gold standards, is the largest capital project in Lesley University’s history. Sustainability was integrated throughout the building, making Lunder Arts Center the greenest building at Lesley University. Join Sustainability Coordinator Michael Orr and colleagues from LEED and Bruner/Cott & Associates to explore the sustainability traits of the Lunder Arts Center.

This session will begin from the Lobby of the Lunder Arts Center.

2:50-3:50 pm

Rakhshanda Saleem (GSASS) & Bina Ahmad *featured session

Criminalization of Black & Brown Bodies

Eric Garner, an unarmed black man, was killed in Staten Island after being put in a chokehold by police in July 2014. Bina Ahmad, a human rights attorney with Legal Aid Society in Staten Island where Eric Garner was a client at the time of his murder, will join us to discuss the US criminalization of black and brown bodies as a continuation of Jim Crow laws and the impact of the increasing militarization of police. She will also draw connections between domestic structures and international policies that oppress and target communities of color.

Room 2-150 (amphitheater)

Sue Cusack (GSOE), Jacy Edelman, Kreg Hanning, Anne Larkin (GSOE), and K-Lo Makers

Makerspace Mash-up at Lesley!!!

An innovation called a Makerspace was launched at the Kennedy-Longfellow School (K-Lo), and the response included more collaboration, adoption of interdisciplinary STEAM activities, greater teacher confidence, and increased student agency. Seeking to ignite the same wonder and excitement at Lesley, a new Makerspace will be launched as a joint initiative between GSOE, IT, and eLIS. Through tinkering and coding, a community of practice will be built that embraces learning within a constructivist context and 21st-century competencies.

Room 2-027 (open all day)

Cheryl Weiner (GSOE/PhD), Alicia Reddin (GSOE/PhD), Brooke Gilmore (GSOE/PhD), Jennifer Etesse (GSOE/PhD), & Rosslyn Riggins-Desruisseaux (GSOE/PhD), & Amy Rutstein-Riley (GSOE; moderator)

Constructing Feminist Communities of Practice

Gender Studies is a new and emerging field. It requires reflexivity and a sense of community among scholars, many who work in isolation to address issues deemed subversive by mainstream society, or that have yet to find a home within academia. One technique adopted by feminist scholars is to form intentional communities, which empower them to grow as scholars and individuals. With the guidance of Amy Rutstein-Riley, nine doctoral students are engaged in a feminist community of practice such as this. This replicable model allows us to bring new perspectives to our work and discuss important issues surrounding gender discourse.

Room 3-100

Danielle Raad (GSOE)

Teacher as Net Force in the Creation of a Gender Equitable Science Classroom

Newton's First Law states that an object at rest will stay at rest unless acted upon by a net force. Similarly, the status quo of the gender gaps in science will remain until science teachers take an active role as the "net force" to affect change. This researcher has investigated best practices of how to teach science to boys and girls in a gender equitable classroom. She has conducted the "Draw-a-Scientist" test in a high school physics classroom and will report on the results of this action research targeted at exposing and combating the stereotypes of the scientist.

Room 3-101

Joan Thormann (GSOE)

Promoting Online Discussions & Building Learning Communities: Guidelines from Experience in the Field

This presentation provides concrete examples of how to sustain meaningful online discussions and build strong online learning communities. The online course environment is different from face-to-face, since instructors must consciously encourage students to be receptive to course content and the exchange of ideas. Guidelines were gathered from data presented by 60 K-12 teachers. Ten guidelines drawn from the research that was conducted will be presented to help current and future online teachers enhance their online instruction.

Room 3-086

Norah Dooley (CLAS), Eleanor Roffman (GSASS), Mary Geisser (GSOE/PhD), & Sam Smiley (GSOE)

Storytelling: Collaboration Between Teller and Listener – An Interactive Presentation

Ancients said, "Those who tell the stories rule the world." First we'll become acquainted with these and other truths in a cross-disciplinary context, including Hopi proverbs and scientific research. Norah Dooley will define the art form and present findings from the fields of neurology, psychology, and sociology. An interdisciplinary panel of collaborators will discuss how storytelling has endured, evolved, and continues to inform human endeavors. In the second half, Ms. Dooley will lead the audience in a series of powerful and engaging storytelling exercises and story sharing.

Room 2-078

4:30-6:30 pm

Ben Mardell (GSOE), Jason Sachs (Director, Boston Public Schools Early Childhood Dept.), Catherine Tighe (early childhood coach, Somerville Public Schools), GERALYN BYWATER McLaughlin (preschool teacher, Mission Hill School & Director of Defending the Early Years) *featured session

The Common Core & Early Childhood Education: What Does this Mean for Us?

Massachusetts is among the many states that have adopted the Common Core State Standards. How should early childhood educators, as individual teachers and administrators, and as a community, respond? In this session, educators share their thoughts on the opportunities and perils of the new standards.

Room 2-150 (amphitheater)

Caitlyn DeCarlo (CLAS) – poster session *Social Studies in the Classroom*

Many studies have been done that show there is a shortage of social studies instruction among elementary-aged students. I reviewed these studies and performed one of my own and the results are the same: educators need to put a focus on social studies and less on teaching for the test.

Hannah Wills (CLAS) – poster session *What's in the liver anyway?*

Bile acids play an important role in liver function, particularly by affecting the effectiveness of transport and membrane proteins. Located within the cell membrane, Radixin is a protein that stabilizes the polarity of liver cells, also known as hepatocytes. In order to investigate the influence of bile acid presence on the activity of Radixin, a biological study was performed during an internship at Tufts Veterinary School. With the techniques of cell culture, Lowry assay, and Western blot, this study investigated the influence of bile acids on a specific membrane protein, informing future studies on liver function as well.