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Intersections

Connections

Community of Scholars Day 2019

Connections and Intersections

Welcome to Lesley University's Community of Scholars Day 2019, an annual, all-day conference honoring inquiry, research, artistry, and scholarship by members of the Lesley community. For this year's theme, Connections and Intersections, all presentations, performances, panels and posters showcase a point of connection or intersection in either its topic or the composition of its presenting team. In the spirit of collaboration, we have intentionally decided to omit participants' school or divisional affiliation. Whether you currently work or study at Lesley, have in the past or are joining us for the first time today, we welcome you in recognition of our shared identity as members of the Lesley community.

We are endlessly grateful to the members of our planning committee for their invaluable contributions of their time, expertise and perspectives as staff, faculty and administrators. We thank, also, the Offices of the President and Provost for their support in prioritizing this unique opportunity for faculty, staff, students, alumni and others to come together and celebrate the exploration and exhibition of ideas.

Finally, we thank all of today's participants who have asked a question, and are sharing the answer with the rest of us as new knowledge, a new creative endeavor or a new approach. It is your generosity in sharing information and insights that allows us to be a true Community of Scholars.

Diana Direiter and Ellen Jackson
Co-chairs, COS19
March 27, 2019

Community of Scholars Day 2019

Connections and Intersections

Registration begins at 8:15am on the 3rd floor of U-Hall

Posters can be viewed from 12:00pm – 6:30pm in the Atrium
and Rooms 2-048 and 2-078

Presenters will be available with their posters from
12:00pm – 12:50pm

Reception is in the U-Hall Atrium from 5:00pm – 5:30pm

Room 3-087 **Food Security: A Sustainable Livelihood**

(A) Lesley Ells and Jacob Hicks

The South China Sea disputes are widely perceived as a crisis of competing maritime claims and oil resources. However, the endangered biodiversity and fisheries further complicate this transnational conflict. This socio-economic and geopolitical issue leads to the depletion of access to food, which calls for the creation of a multilateral agreement that will create new regulatory fishing mechanisms and provide resources to ensure sustainable food supply and livelihood for countries bordering the South China Sea.

Room 3-087 **The Contributions of Women-Driven Biblical Study in North American, Jewish Adult Education**

(B) Melissa Adleman

This presentation investigates adult Jewish women whose sacred text study involves strong connections to Jewish biblical heroines, their facilitator, and to each other. Jewish feminism is itself an intersection. I have reviewed many examples of Jewish feminist literature and can speak to the degree to which Jewish women's adult education is perceived to be the inevitable result of Jewish feminist thought and scholarship.

Room 3-089 **Text Sets and the Drive to Discover**

Erika Thulin Dawes and Mary Ann Cappiello

Inquiry and engagement are at the heart of teaching with text sets. A well-curated text set, comprised of high quality, engaging children's nonfiction, fiction, and poetry and real-world texts of all genres and modalities, creates a pathway through material and content. When texts are intentionally sequenced and juxtaposed with one another, students and teachers discover different ways of seeing and explaining the world around them. Join us as we share stories and examples of teachers and students engaged with this work.

Room 3-092 **Learning about the Finnish Education System: Myths and Realities**

Panel

Marguerite Benoit, Frank Daniello, Lisa Fiore, Sarah Gimmi, Sumandeep Kaur, Genevieve Kyn, Lina Ma, Ariana Murray, Ella Netburn, Isabelle Schuyler, Jessica Scott, Lindsey Scott, Thomas Southwick, Yirui Su, Elise Ward, Madelyn Warner, and Sarah Williams

Panelists discuss the myths and realities of the Finnish public schooling system, based on firsthand experiences gained on a recent study abroad trip in Finland. The schooling realities participants experienced are shared. The conference theme of connections and intersections resonates with this focus on education from an international perspective, and involves a range of voices including education faculty and undergraduate students majoring in education, business, and art therapy.

Room 3-094 **The Invisible 25%: Navigating College as a Student-Parent**

Panel

Tatiana Cruz, Farrah Bruny Brown, Lilo Barbosa, Andira Alves, Miguel Carrazco, and Aleta Thomas

Despite the fact that over one quarter of all undergraduate students in the U.S. are raising dependent children, student-parents are often invisible on college campuses. This panel seeks to challenge this invisibility, connecting students, faculty, and staff in a discussion about their experiences as student-parents. It highlights diverse intersectional identities and sheds light on how they navigated obstacles, as well as consider how Lesley can be more inclusive and develop programming to better support their needs.

Room 3-098 **Advocacy and Wellbeing**

Panel

André Ruesch

By their nature, images can captivate and involve us very fast. This takes much longer through conversation or in writing. As humanity finds itself on the threshold of a new global reality, we are only glimpsing what will become an utterly different ecological, economic, and political system in the near future. The effects in terms of anxiety and stress across huge swaths of humanity are already manifesting. We explore how photography can help address this dynamic.

Room 3-100 **Telling the Truth About Africa**

(A) Donna Halper and Doucette Kayombo

This presentation first examines some of the myths and misconceptions about Africa, and then discusses the challenges and the accomplishments of countries like Uganda, Rwanda, Congo, and South Africa.

Room 3-100 **Embodiment, Trauma, and the Expressive Therapies Continuum**

(B) Dani Patrick and Angelica Pinna-Perez

Current research on the neurobiology of trauma suggests that trauma needs to be addressed through the body. Expressive and creative arts therapies are uniquely equipped to treat trauma because they integrate non-verbal methods and can support arousal regulation. In this presentation, Dani Patrick describes their work exploring the intersection of embodiment, the neurobiology of trauma, and the creative arts therapies. They argue that Lusebrink and Kagin's expressive therapies continuum should be further explored for trauma treatment.

Room 3-101 **Collaborative Test-Taking For Peer-to-Peer Teaching and Learning Across Ability Levels**

(A) Grace Ferris

Two-stage test-taking has been implemented in small, introductory science courses at Lesley University. In Stage 1, students complete an exam in a closed-note, individual-effort format. While in Stage 2, students work in assigned heterogeneous groups to re-take the exam as a team. Under these conditions, all students have the opportunity to explain their problem-solving method to classmates of differing ability levels. Collaborative learning contributes to positive student attitudes and helps cement course content.

Room 3-101 **Faculty Intentions & Student Perceptions regarding Social Justice Teaching**

(B) Katherine A. Barone

Qualitative research on social justice teaching competencies (e.g. Adams, Bell, Goodman, & Joshi, 2016) and students' perceptions of these competencies has been completed in an exploratory study at Lesley University utilizing undergraduate classes. Faculty intentions and student perceptions have been explored via focus groups with students and interviews with faculty. Comparison of the intentions of faculty and the expectations and experiences of students may offer important insights into the challenges of intentional social justice teaching.

Room 3-087 **Tending the Fire: Exploration of Transformation through Living Inquiry and Everyday Alchemy**

Creative Performance

Enid Larsen

This creative performance presents an Artist-Teacher-Researcher's exploration of transformation through collage and mixed media. My art emerges in a borderland epistemology that explores the concept of the individuating Self at the edges of knowing and meaning-making. Tending the Fire is an autoethnographic living inquiry in which a path is forged to authenticity through color, shape, texture, and sound. I am tending the fires of Everyday Alchemy, through which I distill value to educators and adult learners.

Room 3-089 **The Multifaceted Relationship Between Second Language Acquisition, Special Education, and Neuroscience**

(A) Carolyn Peterson

This presentation explores the multidimensional, complex relationship between second language acquisition, special education, and neuroscience. Educators can utilize the research to understand the impact of second language acquisition on their elementary and adolescent English learners. Connections and intersections is an important theme to this project; the research provides valuable insight into the cross-relationships between neuroscience, typical vs. atypical second language acquisition, and the importance of collaboration between educators and education specialists in meeting English learners' academic, linguistic, and cultural needs.

Room 3-089 **Looking Through Many Eyes: Evaluating Students' Empathy Using Written Expression**

(B) Katherine Marsh and Janet S. Sauer

After interacting with persons with disabilities, Lesley undergraduate students enrolled in psychology and special education courses write papers and course evaluations reflecting on these interactions. We consider the impact that direct interpersonal connections have on students who are preparing for support-services professions. The presenters describe how empathy can be useful in evaluating students' written expression and suggest ways that face-to-face experiences and written expression can be used in future coursework to support the development of empathy for persons with disabilities.

10:00 – 10:50

Room 3-092 **Yeah, You Can Do This: Zines as Accessible Activist Art**

Panel

Lauren Leone, Joe Mageary, Jules Gage, Mary Schafer, and Jamie Glass

This panel presentation discusses the culture and practice of zines: a form of do-it-yourself art and communication that connects to, and intersects with, art/therapy, political activism, and cultural expression. Attention is paid to the historical, cultural, and political contexts created by, and enacted through, zine creation, dissemination, and consumption. Additionally, participants are invited to voluntarily contribute to a “Yeah, You Can Do This” zine created entirely within the context of this presentation.

Room 3-094 **The Girlhood Project 2.0: Emerging Scholars Deconstructing Girlhood, Challenging Norms, Centering Intersectionality**

Panel

Leidy D. Aviles, Rianne Elsadig, Puja Kranz-Howe, Shaniah Bartlett, Rachel Davis, Georgia Wyman, Anais Ramos Fajardo, and Sydney Mansfield

In this session, presenters introduce The Girlhood Project’s approach to feminist leadership development. To engage the audience in their own work, as well as the overall work of Girlhood, we lead the audience in an activity regarding themes of intersectionality and feminist praxis. Together we examine our individual and collective positions within structures of power and oppression and how, through the use of girls’ groups, we seek to challenge and dismantle those structures.

Room 3-098 **Social Justice as Praxis: Grounding Doctoral Dissertation Research through Critical Reflexivity**

Panel

Peiwei Li, Sue L. Motulsky, Serena Cardoso, Meredith Edelstein, Brandon Jones, Maura McCullough, Carla Rosinski, Audrey Ryan, and Sarah Schwerdel

This panel features a group of doctoral students’ engagement with researchers’ critical reflexivity. Through a wide range of empirical contexts, they wrestle with the meaning of “social justice” as they navigate respective dissertation research. In particular, the panelists foreground how they approach intersecting identities, insider/outsider roles, ethical quandaries regarding visibility/invisibility, inclusion/exclusion, the role of language, manifestations of power relations, the complexity of “voice” and “empowerment,” and envision possibilities to prompt social change that disrupts the status quo.

Room 3-100 **Career Development and Recovery: Perspectives of Individuals living with Psychiatric Disabilities**

(A) Uma Millner, Sue Motulsky, Richard Love, Amanda Nutton, August Ashbaker, and Courtney Dunne

Work and career are essential to the recovery from mental illness. Historically, treatment of symptoms has been prioritized over community living, citizenship, and work. Framed within the emerging intersection of vocational psychology and psychiatric rehabilitation, our project seeks to explore connections between work, identity, and mental health experiences. By gathering narratives from this population, we hope to contribute to a greater understanding of the role of work and career in the recovery process.

Room 3-100 **Neurotypical Normativity: Ethics at Intersection of Neurodiversity, Counseling, & Expressive Arts Therapy**

(B) Karen Irvine

This work explores the intersection of counseling education, clinicians-in-training, and neurodiverse clients. Furthermore, it introduces the term, “neurotypical normativity,” to name a deeply embedded bias operating within the mental health profession which disenfranchises individuals with developmental disabilities from accessing psychological treatment. This presentation seeks to initiate an ethical call for therapeutic sensitivity to neurodiversity in order to promote the creation of creative, adaptive, and truly person-centered approaches to the clinical relationship.

Room 3-101 **Connecting Through Literature: Original Poetry and the Sigma Tau Delta International Convention**

(A) G. Dyllan Squires

G. Dyllan Squires discusses their experience presenting original poetry at the 2018 Sigma Tau Delta International Convention. This presentation touches upon the sense of connection that can be found through a mutual interest in writing, literature, and the English language. Squires also reads and discusses their original piece as presented at the convention.

Room 3-101 **Titian's Mary Magdalene**

(B) Anthony Apesos

I discuss my investigation on Titian's Pieta, which was painted to mark his tomb in the church of the Frari in Venice. This church is the location of two of Titian's early and most famous paintings, the Assunta and the Pesaro Altarpiece. My research concerns how Titian intended this painting to relate to the two earlier ones. I believe that Titian is making a final statement on the Christian meaning of the human body through his depiction of Mary Magdalen.

Room 3-087 **Dance to the Music: Making Sense of the World through Rhythmic Movement**

Workshop

Jill L. Gleim

We are hardwired to dance to music. Our brains have preset reflex movements that support the formation of the neurological foundations for the development of sensory, motor, and cognitive functions. When learners physically respond to an external musical cue, meaningful learning comes from the “intersection” of the combined mind, body, and resulting emotions. We explore how to incorporate developmentally appropriate music and movement activities into the early childhood curriculum to help children be ready for future learning.

Room 3-089 **Critical Content Analysis of Award-Winning Picturebooks: The Potential for Translanguaging Pedagogy**

Workshop

Grace Enriquez and Meg Burns

In this interactive presentation, we examine 20 award-winning picturebooks from the perspective of language teaching. Recently published books embrace a linguistic hybridity that reflects authentic language use in multilingual communities. We ask, “In what ways might picturebooks support a translanguaging pedagogy for multilingual learners?” The presentation includes an exploration of translanguaging and a hands-on examination of these award-winning titles. We hope to explore the “connections and intersections” between the fields of children’s literature and bilingual education.

Room 3-092 **The Defragmentation of Knowledge: How to Bridge Disciplines in Favor of Learning**

Panel

Camille Marie Garcia, Ivonne Borrero, Sara Egan, Christine Montecillo Leider, and Rebeca Rivera

Traditional education stems from the rise of agriculture, where children are forced laborers. Later, they are inculcated with specialized skills ranging from those favoring secularism to those inoculating boys with ideas of patriotism. This leads to the familiar, compartmentalized scholarly studies of today. So, play has no place in education, arts no claim to the sciences or technology to language learning. We challenge this type of absolutist thinking, and explore how a culture of integration can exist in modern-day teaching.

Room 3-094 **Choose to IncLUde**

Panel

Cara Gorham Streit, Kateri Collins and Lesley students

Engage with a diverse panel of Lesley students from across programs to learn how you can contribute to creating truly inclusive, engaging, and meaningful class environments and campus events for our community. The panel presentation and time for Q&A gives us opportunities to consider how our course materials, language choices, classroom management, use of technology, and other key aspects of our daily work impact students and the inclusiveness of our learning environment.

Room 3-098 **Environmental Issues as a Node of Intersection Between Disciplines**

Workshop

Roser Giné and Julie Shoemaker

Environmental issues are uniquely cross-disciplinary. While this is a challenge to teaching environmental issues in any one discipline, we propose that this feature can be harnessed to engage students in big questions across the University (AAC&U, 2019). In this workshop, we present a calculus curriculum project in which mathematics can shed light on countries' shares of CO2 emissions, followed by asking participants to consider nodes of intersection between their specific disciplines and environmental issues.

Room 3-100 **Social Integration and Mental Health for Immigrant Arab Americans**

(A) Moe Karroumi

Immigrating to a new country involves an interpersonal struggle for social integration and an intrapersonal struggle of changing self-perception. This presentation examines the intersectionality for most Middle-Eastern and North African (MENA) immigrants to the U.S. of two co-occurring factors: a loss of identity moving from a collectivist to an individualistic culture and a loss of status and self-esteem when forced to take jobs with distinctly less prestige and salary than their occupations in their home countries.

Room 3-100 **A Student-Faculty Partnership Aimed at Enhancing Teaching Practice Using Critical Reflection**

(B) Caroline Acquaviva and Frank Daniello

This presentation describes a partnership between an undergraduate teacher education student and a professor of education. This faculty-centric partnership is aimed at enhancing the professor's critical reflection of his pedagogy in an introduction teacher education course. Student and faculty give insight about the process employed, outcomes of teaching and learning, and the complexities stemming from power dynamics within student-faculty working relationships. The conference theme resonates with the focus of this presentation and partnership, building on student and faculty perspectives.

Room 3-101 **Pedagogical Language Knowledge In Practice: Interconnections from Linguistically-Diverse Classrooms To Multilingual Communities**

Panel

Laura Schall-Leckrone, Lorraine Brontë Magee, Anita Leny Monteiro, Ivette Centeio Monteiro, Heather Jean Oliver, Patricia Padilla, and Carolyn Peterson

This panel illuminates how educators implement enhanced pedagogical language knowledge in multilingual classrooms and community centers. After a brief orientation, panelists present research on translanguaging, perspectives and practices in pronunciation, ESL and neuroscience, family literacy, grammar instruction and literacy, and school-wide professional development. Next, panelists report steps they have taken as a result of their research. Finally, the moderator facilitates a conversation across the panel and with the audience about language as an educational social justice issue in multilingual settings.

Room 3-103 **Connecting to Disconnection: A Legacy of Whiteness**

Panel

Deb Spragg

This presentation involves artworks created in the context of an arts-based inquiry under a faculty development grant this year. It explores themes regarding white-skin privilege in the artist/author's personal and familial history, and in the wider context of our racialized society. There is discussion and reflection with audience members regarding artistic, embodied, and especially relational processes as pathways for understanding, acknowledging, and perhaps reducing the harm caused by implicit racism, which continues to promote self-protection and separation.

12:00 – 12:50pm Atrium Poster Session

Urban Birds Related to Habitat, Population Density, and Socioeconomics in Cambridge

MacKenzie Schoenthaler and David Morimoto

A two-year study of bird species diversity and abundance at 31 sites around Cambridge, MA shows that birds living in urban areas are significantly affected by human-population density, vegetation/pavement levels, and the amount of development. Nature and green spaces around us in our urban environments are crucial for our wellbeing, both mental and physical, and future urban planning should seek to increase their levels in our cities.

The Importance of Urban Habitats for Continuity of Plant-Pollinator Interactions

Mecivir Tersoo-Ivase and Amy Mertl

Our study explores the interaction of pollinators and flowering plants at Mt. Auburn Cemetery which serves as an urban ecological sanctuary. The global decline of pollinators is a major concern as many plants and crops are dependent on their services. We track the abundance of pollinator populations at three sites with different plant communities. The services of insects are invariably linked to us biologically and socially and as such the theme of intersectionality and connections applies in the pollinator-plant interaction.

Innate Immune Response and Recovery of Local Bats from White-Nose Syndrome

Caroline Burke, Caitlin Looney, Alissah Sillah, and Christopher Richardson

White-nose Syndrome (WNS) has decimated populations of hibernating bats in the U.S., particularly *Myotis lucifugus* (little brown myotis). We investigate the energetic cost of innate immune response and *Pseudogymnoascus destructans* (Pd) fungal activity and the link with the recovery of local populations of bats in New England from WNS. We measure basal metabolic rate, bacterial killing ability, and white blood cell count. We report on whether the relationship between fungal activity and energy-use changes during female pregnancy.

Destigmatizing Mental Illness Through YA Literature

Fareesa Syeda, Camille Gerard, Samantha Zarkower, Patrick Lessage, and Brooke Eisenbach

This poster session highlights how utilizing Young Adult (YA) literature featuring protagonists who deal with mental illness can be effective in destigmatizing mental illness in the classroom. While some students can see their world mirrored in these novels, others may utilize this literature as windows into another perspective. The session shares a selection of carefully chosen YA novels that build on the themes of ally-ships and connecting with others to further give a message of hope and recovery.

12:00 – 12:50pm Atrium Poster Session

Lesley 2030: Working Groups Working Together on Our Future

Lauren Talbourdet, MaryPat Lohse, Milena Damianova, and Haiyan Liang

Last year, the Lesley community engaged in envisioning work that is reflected in our Futures Document. Working groups are now focused on how to make that vision a reality through comprehensive goal setting and strategy development, aligning with each of the five pillars of Lesley 2030. We use visuals to show how the groups' work connects to meet the challenges of a new era with the spirit, creativity, and passion that Edith Lesley embraced 110 years ago.

The Lack of Intersectionality in Public Schools

Angela K. Raimo

In current times, violence, discrimination, and bullying are prevalent in public schools of all grade levels. In thinking of ways to alter these issues in the education system, one must consider intersectionality and how it affects both students and policy. There are too many partial stories being told of students, as well as too little being taught about discrimination. This presentation is about ways to incorporate all students, teach intersectionality, and reform educational policy.

Microbial Fuel Cell, Vermicomposting, and Nutrient Soil Conditioning

Nataliya Ryzhenko, Olena Labrecque, Jinqing Liu, Layza Espinal Maldonado, MacKenzie Schoenthaler, Jenna Rutz, Michael Ayala, Leila Gustin, Theresa Connors, Stewart Payton, Sid Vats, Jack Labrecque, and Everett Labrecque

Vermicomposting is a process of biological decomposition of organic waste matter with help of earthworms. We investigate the effect of vermicompost on soil properties and microbial power generation. Microbial fuel cells (MFCs) can generate energy to monitor pollutants and pH power remote sensors and other low-power devices. Bacteria that can produce electricity as part of their metabolic cycle are called exoelectrogenic. Students collect soil samples, measure energy produced, and build circuits to harvest the energy.

The WonderLab-Learning, Teaching, and Research Possibilities

Nicole Weber, Susan Rauchwerk, Ida Pappas, Mary Ann Cappiello, Gail Cahill, and WonderLab Educators

WonderLab is a unique, STEAM-based university lab school that provides opportunities for Lesley students to collaborate with researchers, professional educators, and school-age children. Together they develop and implement hands-on, transdisciplinary learning opportunities to school-age children in an afterschool setting. Lesley professors integrate WonderLab into coursework creating field-based opportunities that enable students to bring theory to practice. We are looking for new synergies across the university, ways of disseminating this work, and connections to real-world issues and meaningful learning experiences.

12:00 – 12:50pm Atrium Poster Session

Inequities of Early Childhood Education

Anna Maria Jones and Patricia Crain de Galarce

As recipients of the Gerson Research Assistantship, the presenters will share their process as well as inform others of the impact and prevalence of these educational inequalities for our youngest students. Just as the researchers brought multiple perspectives while interpreting data, in this presentation participants will connect with the analysis of intersecting data, discourse of diverse ideas, and a broadening of shared understanding.

WE-Connect, WE- Intersect: Community Performance of Dance and Music

Creative Performance **U-Hall Atrium**

Rebecca Zarate, Valerie Blanc, Nancy Beardall, and Allison Fox

Connecting the community through a music and dance collaboration between the undergraduate and graduate artists and expressive therapists. This project is designed to highlight the vibrant artistic talent and knowledge that we have at Lesley in the spirit of collaborative connections and social transformation.

1st Floor and Telling Our Stories: Live Public Wall Art Drawing and Painting

Lower Level U-Hall

Kazuyo Kubo, Michael Talbot, and Kazuo Oomori

As a part of Lesley University's Community of Scholars Day, we host the first collaborative art project with a Japanese artist. Lesley faculty and students, as well as high school students from the Artists for Humanity in Boston, create wall art. The project includes sessions of live community art throughout the day on the 1st floor of University (9:00AM-11:00AM, 1:30PM-5:00P and 5:30PM-8:30PM) and a lunchtime lecture by Kazuo Oomori in the LA+D Screening Room Animation Studio.

Room 3-087 **Breaking Humanity's Chain of Pain: Mentoring Psychospiritual Maturation and Inclusive Community**

(A) Jared Kass

Dr. Jared Kass investigates psychological and social dynamics through which Humanity's Chain of Pain perpetuates its traumatic, intergenerational wheel of suffering. As an antidote, he developed and tested a curriculum, Know Your Self, that promotes healing in self and society. Using material from his book, A Person-Centered Approach to Psychospiritual Maturation (Palgrave MacMillan), he discusses five dimensions of psychospiritual development that strengthen culturally-inclusive community and compassionate connection to self and others.

Room 3-087 **Factors Contributing to the Success of First-Generation College Students**

(B) Jackie Masloff

This presentation shows the results of a pilot study done at a local college to determine the factors and attributes that enable academically successful first-generation college students to graduate with a four-year college degree.

Room 3-089 **A Vulnerable Population: Autistic Students at a Higher Risk for Bullying/Victimization**

Workshop

Ashley Pierce

This workshop examines ways students with autism are more susceptible to being bullied/victimized because of the various ways their disorder manifests. Whether you're a General Education teacher or just want to learn more about ASD, come explore the ways in which we can identify bullying and teach self-advocacy strategies. As the public and educators become more aware about the diverse needs of some students, learning about these differences can help combat the discrimination of students with Autism Spectrum Disorder.

Room 3-092 **BUILD-A-BOP: A Conversation with Your Inner Self through Hip-Hop Therapy Workshop**

Corrine Mina and Keynessa Nazaire

We explore the reasons of resistance to hip-hop music in educational institutions while demonstrating its potential uses in therapeutic settings through creative beat making, rhyme recitation, and lyrical storytelling. The improvisational qualities of hip-hop are useful to help connect music therapy and drama therapy while also connecting the expressive arts to marginalized and underprivileged communities. The final product of the workshop is an original hip-hop song created by the presenters and the participants.

Room 3-094 **An Exploration of LGBTQIA + Experiences in Higher Education Institutions**

Peighton Duprey and Michelle Goldberg

The experiences of LGBTQIA+ students, faculty, and staff are investigated. We summarize LGBT history, analyze policy that protects and supports the LGBTQIA + community, learn why offering LGBTQIA+ resources and support is important, and provide a more welcoming community for LGBTQIA+ students and faculty. Many students are a part of the LGBTQIA+ so it is important for Lesley to have a resource system for students. This is an opportunity to connect our Lesley community.

Room 3-098 **Client Profile Case Study: A Theory-Informed Methodology for Cultural Competence Training**

Workshop

Donna Owens and Heather Carroll

Most case studies present unidimensional clients for assessment and diagnosis, and present client diversity as single-identity issues. This workshop introduces a methodology that confronts that practice and offers a mechanism by which students are able to contemplate clients as multi-dimensional individuals with complex and intersecting identities. A brief overview of the theoretical underpinnings is offered. Participants are engaged, and there is time for questions related to implementation in a range of course settings.

Room 3-100 **The Adult Student Experience at Lesley**

Panel

Cornell L. Marshburn, Jr., Virginia Talbot, Wynne Johnson, Dionne Gaynor-Seepersad, Tracy Hutson, Katzia Small, and Romy Verdieu

The numbers of adult learners online and on college campuses is increasing and are expected to soon be the norm rather than the exception. This is an opportunity to hear firsthand accounts of what it is like to be an adult and a student at Lesley University. Through our stories, we will discuss the hurdles, victories, and surprises we've encountered in pursuit of our degrees.

Room 3-101 **Spice it Up! An Art Therapy Workshop with Older Adults in Lebanon**

(A) Raquel Stephenson and Joy Geha

Turmeric, cardamom, and cinnamon are spices that awaken the senses and evoke memories and traditions in Lebanon. We discuss how transforming these everyday spices into vibrant paints, MA art therapy student Joy Geha and ET faculty Raquel Stephenson co-led an art therapy workshop at Beit Rafqa, a residence for older adults in Batroun, Lebanon, where participants and staff alike were illuminated by the unique art-making experience, and were also introduced to the benefits of art therapy.

1:00 – 1:50

Room 3-101 **Forgotten Children & Bonds that Heal: The Critical Nature of Attachment**

(B) August Ashbaker

Human attachment begins with human connection. As a social species, early attachment is critical to our development. Neglected children, deprived of these vital connections, demonstrate its severe psychological and physiological impact. Growing research finds human connection to be the most effective treatment for this population. This presentation introduces findings of the impact of neglect, and the power of connection through partnered practice. The presenter and audience engage in a collective examination of how to prevent cases of neglect.

Room 3-103 **Parenting in the Digital Age Panel**

Laura Kanner, Linda A. Pursley, Charles Cooper, and Lisa Fiore

Moderated by Linda Pursley, this panel explores divergent perspectives on exposing children to social media, as well as the pros and cons on use of digital technology by children. We explore the implications of posting information about children online, and the rights minor children have regarding social media posts.

Room 3-087 **Craft & Chat Workshop: Exploring the Intersections of Art Therapy, Craft, and Activism**

Workshop

Lauren Leone and Jennifer Castro

Throughout history, women have used craft to express themselves, to connect with others, and even to resist social and political oppression. Many of these goals align closely with the practices of art therapists who intend for their work to be emancipatory, yet craftivism (the intersection of craft and activism) hasn't been studied by art therapists until recently. Presenters will describe the rationale for and goals of Craft & Chat, a Women's Center workshop series for Lesley students to learn craft skills and discuss a range of social justice issues. Next, workshop participants will engage in a craft activism project to learn about and raise awareness of the #SayHerName movement. No prior crafting experience is necessary and all materials will be provided.

Room 3-089 **Privilege and the Intersectionality of Race and Disability in Education**

Workshop

Beverley Evans and Barbara Ransom

This workshop explores the concept of privilege as participants explore educational inequities related to the intersectionality of disability and other sociocultural differences. As participants explore data on the overrepresentation of K-12 students from culturally distinct backgrounds into discrete special education classifications, we discuss the impact that privilege has manifested in creating this disproportionality. An analysis of the decisions leading to this overrepresentation is concomitant with the privilege that many teachers are afforded.

Room 3-092 **Experimental Solidarity: Rethinking the "Global Workerhood"**

(A) Nafisa Tanjeem

This presentation analyzes two experimental transnational solidarity-building initiatives in the production and the consumption nodes of the apparel supply chain. It argues that transnational collaboration between workers in the Global North and the South to address workplace discrimination is a continuation of the previous experiment regime (Murphy 2017). It investigates the way this transnational collaboration dismantles and reproduces power asymmetries in different nodes of the supply chain and whether it offers models for radical coalitional practices.

Room 3-094 **Climate Change Impacts the Future of Lesley University**

Panel

Frank Trocco, Julie Shoemaker, Susan Rauchwerk, Sarah Romano, and Lesley students

How will global climate change impact Lesley University by 2030? This cross-disciplinary panel of faculty and students explores and explains why climate change is the defining crisis of our time, affecting the lives and occupations of current and future Lesley students. Panelists and attendees discuss how Lesley University's commitment to social justice, diversity, inclusion, and interdisciplinarity is fundamentally interconnected with the issue of climate change, and discuss how we can better prepare our students for this future.

Room 3-098 **Three Students, Three Perspectives, One University: Lessons Learned at Lesley**

Panel

(A) Lisa Fiore, Kevin Ngo, Gabriella Lukas, Liana Hertl, and Joshua Baldwin

This student and faculty panel focuses on relationships that develop during institutional growth and development. Examples from student-faculty First Year experience courses and activities, and how these relationships connect with collaboration -- academic and social -- illustrate opportunities for faculty and staff to increase engagement and establish structural supports.

Room 3-098 **Solidarity against Structural Violence: A Community-Engaged Inquiry Incorporating Community Narratives**

(B) Rakhshanda Saleem

This presentation focuses on the impact of structural violence and the implications and necessity of transnational activism against systemic and structural violence through an anti-colonial framework. In line with a participatory, critical pedagogical approach, participants and presenters co-engage in thinking about strategies for decolonizing education and engaging with anti-oppression struggles.

Room 3-100 **Music, Art, Word! Transmediation Brings Your Classroom to Life!**

Workshop

Rebecca Duffy

Create artwork in a dynamic environment full of music and movement followed by the practice of "safe-space" critiques and guided poetry writing.

2:00 – 2:50

Room 3-101 **Hansen's Unmasking of American Political Innocence**

Panel

Robert Wauhkonen and Sara Clark

In this presentation, students from several of last fall's English composition classes present papers they wrote on the perils of American innocence in response to their reading of this year's CLAS Read, Suzy Hansen's *Notes on a Foreign Country: An American Abroad in a Post-American World*. Following the reading of the papers, students engage in a panel discussion led by two CLAS faculty, Rob Wauhkonen and Sara Clark, who serve as moderators.

Room 3-087 **Becoming a Contemporary Poet**

Workshop

(A) Jeffrey Dubay

I created an essay that includes comparisons of poet Amal al Jubouri to Bertolt Brecht, T.S. Elliot, and Allen Ginsberg. This essay promotes the entire ideation of connections and intersections in a literary sense. Poet Amal al Jubouri intersects and splits our understanding of poetry. The essay compares this demeaning ecstasy to the fortune of past “great” poets. Poetry magnets, typewriters, The Outlaw Bible of American Poetry, and Seventeenth Century Prose and Poetry are used as workshop tools.

Room 3-087 **Trethewey Redefines Bildungsroman**

(B) Thomas Southwick

With Bildungsroman operating through the medium of the novel, it has soared in popularity in contemporary literature. However, as time goes on it becomes increasingly evident that its traditional “terms and conditions” do not necessarily meet the vast number of experiences and voices existing today. This presentation offers a bridge to different genres and perspectives from women of color, specifically Natasha Trethewey, that can influence Bildungsroman in a way that brings the genre into a more inclusive and representational light.

Room 3-089 **Intersections in Accessibility**

Panel

(A) Cassidy Donahue, Sarah Gimmi, and Josh Baldwin

Cassidy Donahue, ‘19, Sarah Gimmi, ‘20, and Josh Baldwin, PhD, discuss the importance of bringing accessibility and people with disabilities into conversations about intersectionality, as they are often left out. They present on research that they’ve conducted about the intersections between disabilities, identity, and mental health. They also discuss student leadership and how their voices can be used to make this campus more inclusive and accessible.

Room 3-092 **‘I Hate Peer Critique!’: Building a Foundation for Effective Peer Review Critique**

Workshop

Summer Clark, Kimberly Lowe, John McCormick, Bill Porter, Linda Pursley, Lisa Spitz, Liv Cummins, and Suzi Kim

Research demonstrates that peer review/critique can enhance student-learning outcomes, yet many faculty and students lack the skills, as well as trust, that research suggests are vital to effective peer review. Our cross-disciplinary action research team of faculty and staff guides participants through techniques our own inquiry has uncovered for building the foundation of trust crucial for productive peer review/critique. These techniques include fostering a positive classroom culture, establishing relationships, and explicitly teaching peer review strategies.

Room 3-094 **Ten Easy Ways to Use Technology to Explore Intersections and Promote Collaboration**

Workshop

Maureen B. Yoder

This is a fast-paced session with resources to explore afterwards. See how easy-to-master techniques and a variety of free or low-cost technologies are used to connect and collaborate. Virtual and augmented reality, artificial intelligence, and “social” robots are among the technologies included for experiencing a variety of cultures, discussing controversial topics, and forming local and international collaborations. Are you unfamiliar with these technologies? Just bring your curiosity and an open mind and prepare to have fun. (There are raffle prizes.)

Room 3-098 **An Empirical Study To Explore How Urban Inequality Contributes To Disease Outbreak**

(A) Najifa Tanjeem

This research identifies the underlying environmental and socio-economic risk factors behind the sudden outbreak of Chikungunya in Dhaka – the capital city of Bangladesh. Chikungunya is a vector-borne disease transmitted to human beings by *Aedes Aegypti* and *Aedes Albopictus* mosquitoes in the tropical and subtropical areas in the world. This study uses the combination of environmental studies and social sciences to find out the reasons for the sudden disease outbreak in Bangladesh.

Room 3-098 **Co-Creating Arts Based Pedagogy in the Training of Expressive Arts Therapists**

Panel

(B) Angelica Pinna-Perez, Elaine Bertolini, and Chelsy Bailly

This panel explores how two students experienced ‘Co-created Arts-based pedagogy’ in two consecutive core classes in the Expressive Arts Therapy specialization with the same professor. ‘Co-created Arts-based pedagogy’ working definition for the purposes of this presentation is an evolving process/dialogue between the teacher and the student, who are, together, co-creating the training of the next generation of expressive arts therapists.

Room 3-100 **A Principal's Journey to Authentic Inclusion**

(A) Jo-Anne Mello Hodgson

This retrospective lecture follows the professional journey of an urban principal as she developed a diverse and inclusive team empowering all school staff to accept greater responsibility and to challenge themselves and each other with the ultimate goal of improved outcomes for students. Case studies are cited with references to practices to support an inclusive culture of learning.

Room 3-100 **Crossing the Bridge from Disability Shame to Disability Pride**

(B) Linda Lengyel and Anna-Maria Jones

This is the story of a teacher educator and a doctoral student and their connections with disability. They embark together on a journey of teaching and learning that resulted in a transformation of the perception of self and an examination of educational practices. The intersection of two women with very different experiences around disability creates a space for sharing personal narratives and self-examination. This presentation invites you into that space for continued discourse and dialogue.

Room 3-101 **Intersection of Scholarship and Social Justice in Qualitative Research: Nurturing Emerging Scholars**

Panel

Sue Motulsky, Peiwei Li, and Rakhshanda Saleem

Faculty teaching and advising doctoral students in qualitative research are engaged with nurturing novice scholars. There is a balancing act of challenging them to produce high quality, rigorous research while mentoring and supporting them. This intersection of challenge and support is tricky to navigate but essential in guiding emerging scholars. Qualitative research is the choice of many doctoral students, yet students may need particular guidance from faculty or advisors due to the plurality of qualitative methods and approaches.

Room 3-103 **Connecting the CLAS Reads Text to First-Year Writing Course Themes and Objectives**

Panel

Sara Clark, Leah Van Vaerennewyck, Robert Wauhkonen, and Alison Pasinella

This panel of first-year writing faculty shares strategies for integrating the 2018-2019 CLAS Reads book, Suzy Hansen's *Notes on a Foreign Country: An American Abroad in a Post-American World*, into themed writing courses in ways that encourage students to draw connections between the text, the work of composition and rhetoric, the careers for which they are preparing, and the local and global communities in which they participate. Panelists also address obstacles to implementing Common Read texts into multi-discipline classrooms.

Room 3-087 **Supporting Our Students: Response to Intervention Implementation in Massachusetts**

Panel

Barbara Steckel, Kelly True, and Gia Sunderland

Meeting student needs in our schools takes creative collaborations, intersections, and connections. Teachers, specialists, and administrators need to be rowing in the same direction to advance outcomes for all students. How do districts, schools, or individual teachers, schedule, organize across grade levels, and carry out programs or practices to meet student needs? This presentation examines examples drawn from survey data describing effective organizational structures, programs, or practices. Panelists share the best practices implemented within their schools and districts.

Room 3-089 **The Fight Against Solitary Confinement: Local and National Advocacy**

Workshop

Megan Crowe-Rothstein

Solitary confinement is widely recognized as an inhumane and counterproductive practice. Yet, across the U.S., jails and prisons use solitary confinement at alarming rates and often with little to no restrictions. Come learn about solitary confinement and campaigns in Massachusetts and across the country to fight this practice. We discuss how members of the Lesley community can connect to the local advocacy work and the impact that incarceration and solitary confinement have across many communities and areas of study.

Room 3-092 **Resistance Among Some Lesley Alumni to Using Student-Centered Teaching Methods**

(A) David Nurenberg and Se-Ah Kwon Siegel

Lesley's teacher certification programs teach and promote "student-centered," pedagogical methods such as inquiry teaching, cooperative groups, and project-based learning. However, not all alumni eventually employ these methods in their professional careers. We share results from a two-year study of Lesley alumni, inviting attendees into a discussion of why certain groups (less experienced teachers, math teachers in general) may be using student-centered methods less frequently than their fellows (presentation to be adapted from an article submitted for publication).

Room 3-094 **Lesley University Mt. Auburn Cemetery Urban Ecosystem Project – Climate Change Education**

Panel

Susan Rauchwerk, Nicole Weber, David Morimoto, Amy Mertl, Chris Richardson, and Paul Kwiatkowski

Lesley faculty and Mt. Auburn staff report results from collaborative research projects, including studying the impact of climate change, white nose resistance in bats, pollinator abundance and diversity, and more.

Room 3-098 **Mind-Body Classroom – Caring for Yourself & Your Students**

Workshop

Theresa Melito-Conners

Connecting your mind, body, and classroom can ease the challenges you face as a teacher while engaging your students in the process and helping to teach them skills that they can use in their everyday lives. In this interactive workshop, you learn quick, easy, and inexpensive (or free), self-care techniques to incorporate into your daily routine and your classroom. You learn to evaluate your current strengths and weaknesses around self-care and about best practices and benefits.

Room 3-100 **Arts Based Research: A Showcase of Three Different Types of Research Projects**

Panel

Young Imm Kang Song, Christine Jozitis, Kelly Watt, and Stephanie McKay

The panel discussion showcases three projects in which arts-based research is used to research the human experience with a focus on interconnection. One project uses creative writing and poetry to explore self-identity. A second project uses the arts for children dealing with serious illnesses. The third project uses music as an avenue for self expression. All three projects involve middle-school students and their teachers, who uncover interconnections as a result.

Room 3-101 **Creating Connections within Oneself and Others through Expressive Flamenco**

Workshop

Laura Sanchez and Angelica Pinna-Perez

Expressive Flamenco© is being researched at Lesley University as a holistic healing tool in expressive arts therapy. It integrates expressive arts with flamenco allowing authentic expression to emerge and relational connection to occur. In this experiential workshop, you are guided in the applied practice of Expressive Flamenco© to connect with your authentic self. The goal is to express our true essence while finding inner peace and joy during this enlivening process, both within oneself and in solidarity with others.

4:00 – 4:50

Room 3-103 Teacher Action Inquiry: Building Connections for Students with Different Learning Attributes

Panel

Gail Cahill, Barbara Govendo and Linda Lengyel

Teacher candidates in the Lesley University educator licensure graduate programs design and implement an inquiry project based on classroom practices. This presentation highlights the teacher candidates in the graduate Special Education licensure programs. Current teacher candidates will detail the inquiry project process in an interactive format. The presentation will describe the inquiry process to include the formulation of a research question, literature review, pre and post assessments, and evaluation of results, with a focus on the development of the question.

5:00 – 5:30 2nd Floor Reception Atrium

Hors d'oeuvres, wine, and mingling with performances by Ladies First and Cambridge Rindge and Latin School Jazz Band.

Room 3-087 **The Intersections of Self-Stigma, Childhood, and Disability:
A Review of the Literature**

Ph.D. Presentation

(A) Meredith Edelstein

This presentation consists of a review of the literature regarding self-stigma, childhood disability, and disability identification. Participants are exposed to the literature and engage in critical analysis of the material through discussion and Socratic questioning. Presentation particularly focuses on the definition of disability from the medical model, which locates disability as an internal impairment, and the social model, which locates disability as a mismatch between one's presentation and the present social expectations.

Room 3-087 **Medical Trauma: Developing a Model for Medical Traumatic Stress**

Ph.D. Presentation

(B) Audrey Ryan

This presentation focuses on designing a model of medical trauma through qualitative research methods and includes a definition of medical trauma, its relation to traditional trauma theory, symptomology, DSM and diagnosis, and how it differs from PTSD diagnostically. I describe the key differences of PTSD and medical trauma. In my research I plan to develop a model to understand the phenomenon of medical trauma outside of the PTSD construct using three distinctions between medical trauma and traditional trauma.

Room 3-089 **Mental Illness and Substance Abuse through Hip-Hop and Rap Music**

Workshop

(A) Kristin E. Capezio

This program includes music, video, and photography as well as other mixed media to express the relationship high school seniors have with developing conceptions of mental illness and substance abuse through popular rap music. The presentation includes personal anecdotes and recordings that share how a more critical examination of this genre of music has helped students become more informed consumers and inspired them to develop a more compassionate perspective regarding the struggles artists share, which are often but not always, autobiographical.

Room 3-089 **Is More Family Engagement Better? Parenting, Socioeconomics, and Family Engagement**

(B) Elizabeth Lee

Family engagement leads to better school outcomes. Research is clear on this point. Does this mean that more engagement is necessarily better engagement? While families are united in wanting the best possible education for their children, family-school relationships are influenced by parenting practices and a family's socioeconomic background. This presentation explores areas of connection and divergence among families at the intersection of socioeconomic background, parenting, and schools.

Room 3-092 **Solidarity Globalization**

Workshop

(A) Fernando Bernava

This workshop explores new ways to find solutions to modern problems. People start to organize around a simple idea of helping others in need, not as a charity concept, but for justice. As a volunteer of one of those movements for 18 years, I share with students and colleagues some good news and a lot of hope. Just volunteers united working together to save, at least, one life. With that alone, the globalization of solidarity is worthwhile.

Room 3-092 **Imaging Japan: Sociological and Photographic Perspectives**

Panel

(B) Christine Collins and Kazuyo Kubo

A cross-disciplinary curricular collaboration resulting in a dynamic travel course during which students engage issues at the intersection of sociology and photography, while connecting with intergenerational Japanese communities and exploring their own reflexive observations. Students use photography and written reflections to consider their responses to course content, cultural engagement, and the experience of travel.

Room 3-094 **Flawed Goddesses: An Exploration of Expressive Arts Therapy Theory Through Personal Narrative**

Creative Performance

Karen Estrella and Lora Williams

Flawed Goddesses is a graphic arts and performance-based exploration of Jungian theory applied to Expressive Arts Therapy for healing the psyches of breast cancer patients. Karen brings her interest and research into the ways in which personal narrative shapes theory building. Lora brings her artistic explorations from her own breast cancer recovery journey. They bring intersection of their interests onto the stage to reflect on art created by Lora: A Gripping Conversation with Skeleton Woman, Shedding Aphrodite, and Taming Cerberus.

5:40 – 6:30

Room 3-098 **Direct Your Inner Critic Chorus**

Workshop

Carol Smolenski, Morgan Johnston, and Nora Woofenden

We each have an inner critic that whispers insidiously in our ear - that we're not good enough, not capable enough, not as skilled or accomplished as our neighbor. Through this interactive workshop, we give voice to that inner critic and teach it to sing the song or tell the story we need to hear instead. This technique is used to build connections among participants and sits comfortably at the intersection of arts therapies and other helping disciplines.

Room 3-100 **Developing a Neurological Understanding of Metacognition**

Ph.D. Presentation

(A) Philip Hulbig

This presentation details the many facets and relationships between neurology and metacognition. The investigation draws from a wide diversity of neuro-investigational techniques and findings related to metacognition, executive function, self-reflection, self-evaluation, self-development, and self-directed learning. Common themes from the research are highlighted to broaden understanding, and the very practical impact of further investigation into this field of inquiry is examined.

Room 3-100 **How Students Understand How Making Art Affects Their Learning**

Ph.D. Presentation

(B) Maureen Creegan-Quinquis

This qualitative study took place in a middle school in Massachusetts. Modifications of the research methods of Studio Thinking II (Hetland, Winner, Veneema, & Sheridan 2013) were utilized. Participants experienced “Eight Studio Habits of Mind” over eight sessions. To collect data, the researcher used pre- and post-drawings (Einasdottir, Dockett, & Perry, 2008), pre- and post-questionnaires, (Song & Creegan-Quinquis (2017), interviews, observations and art-making. To evaluate the data the researcher used grounded theory methods (Strauss & Corbin, 1990. There were several significant findings.

5:40 – 6:30

Room 3-101 **Dance and Performance: Bridging Boston Firefighters Burn Foundation, Shriners, and Team Brave**

Workshop

Pamela C. Caira and Nancy Jo Cardillo

Step By Step Dance Studio Artistic Director, Pamela Caira, LCAL alum and Dance Movement Therapy (DMT) graduate student, brings together her local community, the Boston Firefighters Burn Foundation, Shriners Hospital, and Team Brave. This presentation traces Caira's mission to teach her students the transformative essence of dance. Collaborating with DMT Nancy Jo Cardillo, they describe their therapeutic dance/movement group, partnering firefighters with teens in recovery from severe burns, as well as Caira's innovative fundraising strategies.

Telling Our Stories Through Public Art with Kaz Oomori

Live Community Art on 1st Floor of U-Hall; Lecture on Lower Level

9:00-11:00am Live Community Art

12-12:50pm Lecture by Kaz Oomori

1:30-3:30pm Live Community Art

3:30-5:00pm Live Community Art

5:30-7:00pm Live Community Art

7:00-8:30pm Live Community Art

Women Take the Reel Film Festival

A Film Festival Celebrating Women's History Month

K-2 and the Invisible Footmen at Lesley

Directed by Lara Lee

Cameras follow the indigenous porters who assist climbers in their efforts to reach the summit of the Earth's second-highest mountain.

Film followed by Q&A

Wednesday March 27th, 7:30pm

Lesley University

UNIV 2-150

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