Welcome to the fifth issue of this newsletter! The Center for Scholarship and Research has compiled this newsletter as a way for the faculty at Wheelock to showcase their intellectual accomplishments and contributions both in and out of the Wheelock community.

As we compile this each year, we are pleasantly reminded and profoundly impressed as to how the Wheelock faculty engage in a wide range of scholarly and professional activities. The achievements and activities listed in this newsletter display the depth to which the Wheelock faculty contribute to journals, books, conferences, partnerships, committees, and much more. This newsletter also demonstrates the faculty’s hard work and success.

Our collective contributions exemplify Wheelock’s public mission of improving the lives of children and families.

This issue of the newsletter will expand the scope of our intellectual conversations, facilitate the sharing of ideas, and enhance our work as scholars, teachers, and activists. It will also show the centrality of Wheelock as a place of learning, scholarly creativity, and intellectual engagement with our world.

### AWARDS AND KUDOS

**Joan Gallos** (Academic Affairs) is the 2013 nominee for the David L. Bradford Outstanding Educator Award for career-wide contributions to management and leadership, teaching, and learning. This prestigious award is overseen by the Organizational Behavior Teaching Society: The Society for Management Education.

Joan was an invited contributor to the International Board on Books for Young People (IBBY) assessing the impact of nominees for the 2012 Hans Christian Andersen Award. She was invited to write on behalf of the United States nominee, Paul Fleischman, in light of her use of his work to teach multiculturalism and diversity.

**Irwin Nesoff** (Leadership) received the Marion and Jasper Whiting Fellowship for Higher Education of Present and Prospective Teachers to support travel to Norway and Sweden to study their approach to social policies and government services.
In the past year, Joan Gallos (Academic Affairs) published two articles and one chapter. “Paul Fleischman: Affirmation of hope and community for an increasingly diverse and complex world” was published in *Bookbird: A Journal of International Children’s Literature* (50.4, 2012).


Marcia Folsom (Humanities) will have her essay, “Power in Mansfield Park: Austen’s study of Domination and Resistance,” published in the thirty-fourth volume of *Persuasions* this June.

Sam Cook (Math and Science) has two recent publications. His 2012 article (with H. Kim & T. Fukawa-Connelly) “Student understanding of symbols in introductory statistics courses (updated),” was published in *Proceedings of the 12th International Congress on Mathematical Education.*

Additionally, Sam’s article “Computer-assisted learning in anatomy at the International Medical School in Debrecen, Hungary: A preliminary report” (with D. Gish and G. Kis) was published in *Anatomical Sciences Education.*

In the past year, Chuck Fidler (Math and Science) published two journal articles and one commentary. “Understanding earth’s albedo effect: A hands-on approach,” was published in *Science Scope.* “College science for pre-service elementary teachers: What is the best approach?” was published in *The Journal of College Science Teaching* (42.2, 2012).

Chuck’s commentary, “What I learned about surviving graduate school,” was published online in *The Chronicle of Higher Education* (2012).

In January, Gillian Deveraux (Writing Program) had a series of prose poems, including: “About the Parents,” “About the One They Forgot,” and “About the Help,” published in the fiction column at *The Good Men Project.* She also had two poems, “Letter to the Future Re: Climate Change” and “Letter to the Future Re: Global Positioning”, published as a special feature in *Anti-.*

Gillian will also have two poems, “About the Aunt” and “About the Uncles,” published in *Noctua Review,* the literary magazine at Southern Connecticut State University.


Ashley Davis (Social Work) published two journal articles and one book chapter this year. “From diapers to dissertations: Students’ experiences of new motherhood while enrolled in social work doctoral programs” (2012, with C. Naumberg) was published in Perspectives in Social Work.

This spring, Ashley’s article, “The invisible family,” appeared in Brain, Child: The Magazine for Thinking Mothers. Finally, Ashley contributed “Collaboration, connection, and community: A women’s psychotherapy and psychopharmacology group,” to the book, Riding the mutual aid bus and other adventures in group work (L. Grobman & J. Clements, White Hat Communications, 2012).

In November, 2012, Akeia Benard’s (American Studies) chapter ”Cultural perspectives on health and illness” was accepted for publication in the Wiley Blackwell Encyclopedia of Health, Illness, Behavior, and Society.

Diane Levin’s (Early Childhood Education) article, “Young children’s understanding of poverty: Lessons from Greece,” will be published in the May/June edition of Exchange Magazine.

Diane’s new book, Beyond remote-controlled childhood: Teaching young children in the media age is in press, with a June 2013 publication date.


Janine Bempechat (Human Development) and David Shernoff (Northern Illinois University) have completed their edited volume, Engaging youth in schools: Empirically-based models to guide future innovations. It will be published by Teachers College Press, New York.

Grace Kim’s (Human Development) article “Utilizing affinity groups to enhance intergroup dialogue workshops for racially and ethnically diverse students” (with J. J. Tauriac, S. Lambe, J. Tawa, and V.D. Kahn) has been accepted for publication in The Journal for Specialists in Group Work. Grace also contributed the chapter “Negotiating multiple cultures and identities: Asian American women and Christianity,” to Religion and Spirituality in Diverse Women (under review, Society for the Psychology of Women).

Swen Voekel’s (Humanities) essay “Propitious guests: Paradise Lost and epic hospitality” will appear in the 2013 volume of Milton Studies, an annual peer-reviewed journal.

Stephanie Cox Suarez (Special Education) and her colleague Lisa Kuh have guest-edited a special issue of The New Educator entitled, “Who is in the conversation? Listening to each other and to the children.” They organized a group of twenty writers, representing twelve area colleges, to co-write articles about the current policy climate, especially standardized testing, in hopes of reaching the general public, legislators, administrators, and families.

Stephanie contributed “What does your child really know?” to this issue, which will be published in 2013.

SCHOLARSHIP & CREATIVITY NEWSLETTER 2012-2013

JOURNAL AND BOOK CONTRIBUTIONS (CONTINUED)

Debbie Samuels-Peretz’ (Elementary Education) and Jenne Powers’ article “Documentation and universal instructional design” will appear in the special issue of The New Educator (edited by S. Cox Suarez and L. Kuh) later this year.

Marta Rosa’s (Government Affairs) article “Effective legislative voices” will also be published in the special issue of The New Educator (edited by S. Cox Suarez and L. Kuh) later this year.

WORKS IN PROGRESS

Janine Bempechat (Human Development) with colleagues Jin Li (Brown University) and Samuel Ronfrad (doctoral student, Harvard Graduate School of Education), supported by a Gordon Marshall Fellowship, are analyzing data and preparing a manuscript on educational messaging as perceived by Chinese American adolescents.

In February 2013, Akeia Benard (American Studies) submitted an article titled, "Aksum & tell’um: Rasta roots in emic historical perspective" to the Journal of Material Religion. She also currently has a work in progress titled, "Using the ethnohistoric method in the study of African American communities in New England and beyond: Past approaches, future directions."

Petra Hesse (Human Development) and Debbie Samuels-Peretz (Elementary Education) are in the process of negotiating international partnerships with colleagues at universities, schools and social service agencies in Munich. In addition, based on their new service learning trip, “Learning from the Holocaust”, they will write about the integration of general education and service-learning this summer.

Petra is working on two older projects: “Best practices in bullying and cyber-bullying prevention” and “A positive psychology of childhood” and hopes to complete both projects this summer.

Diane Levin (Early Childhood Education) in collaboration with Elsie Doliopolou (Aristotle University, Thessaloniki, Greece) is working on research on the impact of the economic crisis on young children and how teachers can counteract the harm. Diane also visited Greece in May and June 2012 to collect and work on data.

Joyce Hope Scott (American Studies) has two works in progress. The first, a sabbatical project undertaken in spring 2013, is entitled, “Interrogating law, liberation, and citizenship in African American narrative”. In addition, with support from the Wheelock Faculty Fund, Joyce is working on a manuscript entitled “Adé ancestors and the spiritual geographies of restitution and atonement in the novels of Toni Morrison.”
CONFERENCE PRESENTATIONS & SCHOLARLY LECTURES

This April, Eleanora Villegas-Reimers (Psychology and Human Development) gave a Plenary Presentation at the Annual Meeting of the Professional Learning Network to Advance Early Education Reform (ProLEER) on “Teacher professional development and success in early learning programs” at Harvard University.

Sam Cook (Math and Science) gave two presentations this year. The first was with Chuck Fidler (Math and Science) on “Student understanding of mechanics in a sports themed physics course” at the American Association of Physics Teachers Summer Meeting in Philadelphia.

Sam’s second presentation (with T. Fukawa-Connelly) was at SIGMAA RUME: Conference on Research in Undergraduate Mathematics Education in Denver, Colorado, on “Incoming mathematics majors’ understanding of statistical symbols.”

Eric Silverman (American Studies and Psychology and Human Development) presented two papers this year. The first was presented at the Annual Meeting of the American Anthropological Association in San Francisco, entitled, “Modernizing fathers and postcolonial manhood among Eastern Iatmul”. The second paper, entitled “A Sepik River lens onto aesthetics, ethnography, and colonialism: The under-appreciated photos of Mead and Bateson from 1938,” was presented at the Annual Meeting of the Association for Social Anthropology in Oceania, in Portland, Oregon.

Ellen Faszewski (Math and Science) organized two conferences this year. The first was the Science Education for New Civic Engagements and Responsibilities (SENCER) Northeastern Regional Meeting, to support those seeking to improve undergraduate science, technology, engineering, and mathematics (STEM) education. This year the conference focused on Engaging Students in the Community through Science Education.

The second conference was the Colleges of the Fenway 7th Annual Muddy River Symposium, held in April, which focused on Sustainability of Food in an Urban Environment. In April, Ellen and two undergraduate research assistants, Selsebil Slijvo and Courtney W. Sullivan, presented on “The Role of carbohydrates in the immune response of Microciona prolifera” at the 7th Eastern England Biology Conference.

Susan Zoll (Early Childhood Education) presented, “Moving beyond data collection: Organizing data to tell the story of children’s literacy development” at the Maryland Head Start Association’s Fall Institute in November 2012. Susan also presented her research, “From ‘at risk’ to ‘at promise’: An evaluation of an early reading first project” in a poster session at the American Educational Research Association (AERA) Annual Conference in April 2013.

Hope Straughn (Social Work) gave three presentations related to adoption this year. The first, “Transracial adoption: A symposium with those who have walked the walk,” was as an invited speaker at the Ohio Adoption Symposium, in Akron, Ohio in November.

In St. Louis, Missouri, Hope was a co-presenter on “Assessing/preparing adoptive families to care for traumatized children” and “Parental understandings of transracial adoption: The impact of race within 2012 families” at the annual North American Association for Christians in Social Work.

In May, Heather Howard (Social Work) will present a paper, “The Quagmire of being pregnant and dependent on prescription painkillers: Who makes the treatment decisions?” at the 37th annual conference for the National Association of Perinatal Social Workers at the University of Maryland Medical Center.
In April, at the New England Educational Research Organization, Ashley Davis (Social Work) with two undergraduate students, Sarah Perlman and Chelsey Valentine, presented “Locating ourselves: A reflection on students’ developing reflexivity in social work research,” which details a research project at the Mattahunt Community Center.

Joyce Hope Scott (American Studies) presented two papers this January. The first, “‘Naked woman, black woman’: Senghor & the godmothers of the Négritude movement” was presented at a conference on Léopold Sedar Senghor and his Influence on the African Diaspora, in Djilor, Senegal. Joyce then presented “Culture & liberation: Cabral’s and King’s nationalist aesthetics” at a conference on Martin Luther King, Jr. and Amilcar Cabral, in Praia, National Assembly of Cape Verde.

Akeia Benard (American Studies) presented a lecture for the Wheelock Center for Scholarship and Research last November, on "Liminality and prestige: Interpreting the status of Native American children by studying burial data". Akeia is also organizing this fall’s conference at the Mashantucket Pequot Museum and Research Center, titled Repression, Rebellion, and Representation: Cultural Challenges in New England and Beyond.

Jenne Powers (Humanities) presented at two conferences this year. In January, she presented a paper in Boston at the annual conference of the American Association of Teachers of Slavic and East European Languages entitled “Freedom in the sentimental mode: A reexamination of two early works by Fyodor Dostoevsky.” In March, she presented “Audience, autonomy, and action in community-based writing” at the Northeast Modern Language Association Convention in Boston.

In March, Jeff Winokur (Elementary Education) gave the keynote address—“What does attention to STE mean for preschool?” at the Northern Essex AEYC (Association for the Education of Young Children) Annual Conference.

Marcia Folsom (Humanities) gave three talks to scholarly audiences focused on her essay entitled “Power in Mansfield Park: Austen’s Study of Domination and Resistance”. In October, she was the speaker at the Annual General Meeting of the Jane Austen Society of North America in Brooklyn, New York.

Marcia was then invited to present her essay at the Harvard University Eighteenth Century Seminar at the Barker Center for the Humanities in November. Lastly, in March, Marcia delivered another version of her essay at the Jane Austen Society of North America, Massachusetts Chapter.

Swen Voekel (Humanities) presented a paper on Milton’s “Paradise Lost” in June at the international conference Allusions and Reflections: Greek and Roman Mythology in Renaissance Europe, which was held in the Royal Swedish Academy of Letters, History and Antiquities in Stockholm.

In October, Irwin Nesoff (Leadership) presented “The Millennials are coming, the Millennials are coming: Will your organization be ready?” at the Massachusetts Nonprofit Network 2012 Conference.

Paul Thayer (Child Life and Family Studies) presented “Hope, wishful thinking, and cheerleading” at a conference workshop at Baystate Health Foundation in Springfield, MA. In May, Paul will be the keynote speaker at the National Conference on Children and Spirituality in Jacksonville, Florida. He will
present “Pediatric spiritual care: What we do and why it matters.”

In April, Janine Bempechat (Psychology and Human Development) co-authored four presentations at the annual conference of the American Educational Research Association (AERA) in San Francisco.

These included “Fostering positive youth development through work-based learning,” a presentation in the symposium Contrasting In-School and Out-of-School Learning Environments and Their Effects on Engaged Learning (with M.E. Kenny, D.L. Blustein, & J. Seltzer), as well as “Information without knowledge: How students receive and interpret college guidance,” (with S. Shamsuddin).

Grace Kim (Psychology and Human Development) presented papers at three conferences in the past year. In August, Grace attended the American Psychological Association (APA) convention in Orlando, Florida where she presented “Towards becoming social justice allies: Learning through experiential activities and reflections” in the symposium, “In This Together: Faculty of color teaching social justice in predominantly White context.

In January Grace presented (with K.L. Suyemoto) at the National Multicultural Conference and Summit in Houston, Texas on “Mentoring for a purpose: Generational dialogue on teaching for social justice”. In February, Grace presented on “Female faculty of color negotiating leadership: Intersections of race and gender” (with A.B. Kim & A.W. Cheng) at the 30th Winter Roundtable on Cultural Psychology and Education conference at Columbia University in New York, NY.

Ellie Friedland (Early Childhood Education) gave two presentations at the national NAEYC Conference. The first in San Francisco was on “Straight allies: Advocacy/activism with lesbian, Gay, bisexual, gender expansive, transgender and queer colleagues and families”, with Brian Silvera.

The second was given in New York on “Creating early childhood environments that welcome and support children with gender expansive behavior and children with lesbian, gay, bisexual and transgender parents/guardians,” with Kim Westheimer and Dylan Boss.

Ellie also presented “Teaching for social justice: Empowering teachers and students to be agents of change” in Guatemala City in February at the 9th International Literacy Conference.

Tina Durand (Psychology and Human Development) is chairing a paper symposium at the 2013 biennial meeting of the International Society for Language Studies in San Juan, Puerto Rico in June, entitled Examining discourses on race and language: A critical analysis of reflective journals in service learning courses. She and Jane Yedlin (Language and Literacy) will present findings of a content analysis of students’ journal reflections on language and culture during their Puerto Rico Cross-Cultural Inquiry service learning experiences.

Finally, Tina will present “Infusing diversity into psychology curricula: Methods, resources, and challenges” with Grace Kim (Psychology and Human Development) in a paper symposium at the 2013 annual meeting of the American Psychological Association (APA) in Honolulu, Hawaii in August. They will present findings from a pilot investigation they conducted in their respective Human Growth and Development classes that examined students’ changing understandings and perspectives on diversity over the course of the 2012-2013 academic year.
Joan Gallos (Academic Affairs) serves on the editorial board of the Journal of Management Education. In addition, she is on the editorial board of the Journal of Management Inquiry, Reflections on Experience section.

Eric Silverman (American Studies and Psychology and Human Development) was elected to the School Committee of the Framingham Public Schools.

Working under the umbrella of VSA of MA’s new COOL model (Creative Outlook on Learning) Marianne Adams (Arts) recently offered two workshops for K-8 educators entitled, “The Play’s the Thing: Drama and Critical Thinking in the Language Arts Classroom.” These workshops provided teachers with tools and concrete applications for using drama primarily in the ELA classroom.

In addition, Marianne is working with the Condon Elementary School in South Boston for third year as a teaching artist with VSA. She works with 2nd graders and their teachers in a learning model that focuses on building comprehension skills through an arts-based UDL model with students, and a demonstration-coaching model with teachers developing curriculum focused integrated arts skills.

In November, 2012, Dr. Akeia Benard (American Studies) became the co-President of the New England American Studies Association.

Jeff Winokur (Elementary Education) gave the keynote address on, “Connecting science and literacy through talk, writing, and reading,” at Sandwich, MA Public School’s Professional Development day in November, 2012.

Marcia Folsom (Humanities) gave a talk at the Swampscott Public Library on March 11th, 2013, titled “Five Reasons Why We Still Read and Love the Novels of Jane Austen.”

William Sharp (Human Development) led a group of 10th grade teachers from Charlestown High School through ten supervisions on “Working with the difficult student” in Spring 2013. The sessions were designed and implemented based on a therapy model to highlight how school-based learning issues get expressed in transference, resistance, and countertransference as reflected in such areas as grades, attendance, boundaries and acting out.

William also taught “Connecting with Students in a Computer Age: Building Healthy Relationships” to Boston public school teachers this spring. This class allowed teachers to think (and feel) about how to connect with students in a constructive way and work through their own resistances to learning and succeeding in school.

Janine Bempechat (Human Development) serves on the editorial review board of Teachers College Record. She also served this year as an ad hoc reviewer for several journals, including Educational Psychology, the Association of Mexican American Educators Journal, and the Asia Pacific Education Review.

Grace Kim (Human Development) was invited to present at the Boston College University Counseling Services in Chestnut Hill for her work, “Astronaut families and parachute kids: East Asian American transnational families and clinical implications.” She also serves as the co-chair of the Asian American Psychological Association leadership fellows program and is finishing her term as board member of the AAPA Executive Committee.

This year, Grace served as an ad hoc reviewer for several peer reviewed journals, including Asian American Journal of Psychology, Cultural Diversity and Ethnic Minority Psychology, Journal of Research on Adolescence, and Equity and Excellence in Education.
Irwin Nesoff (Leadership) is a volunteer management consultant for ESC New England. In addition, he gave a three-part workshop series on “Succession Planning for Nonprofits,” which was sponsored by BNY Mellon.

Last summer, Ellie Friedland (Early Childhood Education) led a professional development workshop for teachers and volunteers at Safe Passage, and led workshops for public school teachers with the Guatemala Reading Association and the Guatemala Literacy Project of the International Reading Association.

Ellie acted as the Consulting Director, creating and performing HIV/AIDS educational theatre, for the AWARE Theatre Ensemble, associated with the Multicultural AIDS Coalition, in Boston from 2011-2013.

Additionally, Ellie participated in drama workshops for the Ivy St School for adolescents with brain injuries, and is planning programs for the upcoming spring and summer with the Wheelock Family Theater and the Ivy St School.

Diane Levin (Early Childhood Education) spoke at the Winnetka Alliance for Early Childhood in January. She gave the keynote address, “Beyond Remote Control Teaching and Learning,” and led a parent session, “Beyond Remote Control Childhood.”

This spring Lisa Lobel (Math and Science) and Ellen Faszewski (Math and Science) led a course, “Neotropical Ecology, Culture and Service in Belize”. The course includes a ten day trip to Belize.

Petra Hesse (Human Development) and Debbie Samuels-Peretz (Elementary Education) have launched the service-learning program "Learning from the Holocaust" to Munich, Dachau and Garmisch-Partenkirchen, Germany. They will travel to Germany with nine Wheelock and COF students from May 25 to June 8, 2013. This course is a General Education capstone.

Petra and Debbie will present about the course and trip at Wheelock’s International Conference in June (19-21). In addition, this year they hosted Holocaust scholar Dr. Alexandra Lloyd (Oxford University) as an international presidential scholar.

Joyce Hope Scott (American Studies) offered an international service learning trip, “West African History, Culture and Spirituality: Ghana & Bénin” this summer, from May 19-June 8.
Diane Levin (Early Childhood Education) has been serving as the co-founder, with Nancy Carlsson-Paige, and senior advisor of Defending the Early Years, a project which calls for early childhood educators to speak out on how policies and reforms impact early childhood education.

Irwin Nesoff (Leadership) is involved in the MassMentoring Partnership, where he provides a monthly leadership training seminar for their AmeriCorps staff.

Joeritta de Almeida (Elementary Education) previously co-founded a school in Brazil, and this past summer she returned to present a workshop to faculty on, “Embodied pedagogy: Sharpening your mind by moving your body.”

In the past year, Paul Thayer (Child Life and Family Studies) presented three workshops, including “Working with grieving families,” “Professional boundaries in early intervention,” and “Bereavement theories and why they matter.”

Paul also serves as a regular facilitator for Kenneth B. Schwartz Compassionate Care Rounds at Tufts Medical Center, The VA Medical Center in West Roxbury, and Aetna Healthcare.

ARTISTIC CONTRIBUTIONS

Greg Gomez (Arts) has a sculpture and drawing that will be included in 100 Boston Artists by Chawky Frenn (George Mason University), which will be released in May.

Erica Licea-Kane (Arts) recently co-curated a show for the Attleboro Arts Museum for an exhibition that will take place in early summer titled: “8 Visions”.

Erica is currently producing works for an exhibition in August at the Kingston Gallery in Boston’s South End, which will highlight the members of the co-operative gallery. This summer she has also been granted an artist’s residency to develop work at the Ucross Foundation Residency Program, in Clearmont, Wyoming.

Irwin Nesoff (Leadership) had eight photos published in two artistic compilations, International Contemporary Artists Vol. 5 and Featured Artists.

MEDIA APPEARANCES

Diane Levin (Early Childhood Education) has been featured throughout the year in a variety of magazines and news outlets, including Parenting Magazine, Parenting and Kids Health Magazine, USA Today, and the Washington Post.

In July, Diane was featured on NECN Broadside. She was also invited as a guest web blogger for Anderson Cooper’s website to accompany a program entitled, “Are Little Girls Growing Up to Soon?”

This spring, Janine Bempechat (Psychology and Human Development) argued in favor of the motivational and academic benefits of homework during a debate on the BAM radio network.