Celebration of Scholars

Tuesday, April 4th, 2017
9:00 a.m.- 3:00 p.m.
Erickson Alumni Center
The Celebration of Scholars is co-sponsored by the CEHS Research Office and the faculty Research, Service and Professional Development Committee. The purpose of the celebration is to recognize and share student and faculty scholarly work and to inspire the study of significant problems in education and human services professions.

**Schedule of Events**

9:00 - 10:30 a.m.  
**Student Research Poster Fair**  
Ballroom A

9:00 - 11:00 a.m.  
**Poster judging**

10:45 a.m. - 12:00 p.m.  
**Faculty ED Talks**  
Recognition of Poster Awards  
Ballroom B

12:00 - 12:45 p.m.  
**Light lunch**  
Ballroom A

1:00 - 2:00 p.m.  
**Keynote Address**  
Dr. Sara Goldrick-Rab  
Temple University  
Ballroom B

**Poster Fair Judges**

- **Sara Anderson**, Dept. of Learning Sciences and Human Development
- **Malayna Bernstein**, Dept. of Curriculum and Instruction/Literacy Studies
- **Matt Campbell**, Dept. of Curriculum and Instruction/Literacy Studies
- **Jay Cole**, WVU President’s Office
- **Greg Epps**, Dept. of Learning Sciences and Human Development
- **Adam Green**, Vice Chancellor for Student Affairs, WV HEPC
- **Sharon Hayes**, Dept. of Curriculum and Instruction/Literacy Studies
- **Paul Hernandez**, Dept. of Learning Sciences and Human Development
- **Denise Lindstrom**, Dept. of Curriculum and Instruction/Literacy Studies
- **Melanie Page**, Associate Vice President for Scholarly and Creative Activity, WVU
- **Melissa Patchan**, Dept. of Learning Sciences and Human Development
- **Lisa Platt**, Dept. of Counseling, Rehabilitation Counseling, and Counseling Psychology
- **Karen Rambo-Hernandez**, Dept. of Learning Sciences and Human Development
- **Keri Valentine**, Dept. of Curriculum and Instruction/Literacy Studies
- **Jiang “May” Yuan**, Dept. of Learning Sciences and Human Development
1. Nathan Altman

Peer Feedback Among High-Ability Versus Low-Ability Reviewers

Co-authors: Aubree Kiser, Erica Tracewell

Peer reviewing is a popular technique in higher education used to provide students with feedback about their writing. Many studies have demonstrated the positive outcomes associated with peer feedback. However, the extent to which the ability of the reviewer affects the content of the feedback they provide has yet to be determined. The present study examined peer feedback from 130 participants, who were divided into two groups (i.e., high-ability and low-ability reviewers) based on their writing ability. During the study, participants were required to write two papers and review four peers’ drafts for each paper. The feedback produced was segmented into comments and categorized by the dimensions praise, problem, and solution. A series of independent samples t-tests revealed that low ability-reviewers provided both more praise and solutions than high-ability reviewers. No significant difference across the two groups was found in the amount of problem feedback.

2. Melissa Bero and Jackie Smith

Perceptual Training in Speech Motor Control: What is Learned?

This study aimed to understand what specific information participants learned during a listening task. Participants listened to nonsense words, termed nonwords, to investigate what aspects of the nonwords participants learned during listenings. Two particular nonword variables were investigated: syllable stress patterns, and phoneme representation. during the experiment, participants listened to a nonword and made decisions regarding syllable stress by pressing a button on a response box. Results suggested that participants’ responses are influenced by speech sounds and not syllable stress patterns. These results were compared to an identical study where production training occurred. During production training, participants had to repeat the same nonwords and stress patterns. The result from both tasks were identical. Participants' responses were influenced by speech sounds, and not syllable stress patterns, when training in a perceptual or production task. Our results suggest that the mode of training encodes the same type of speech information.

3. Roraine Bunag

Differences in the Loudness of Music Played by Caucasian and Filipino Musicians

Co-author: Vishakha Rawool

Eighteen Caucasian and 18 Filipino adult musicians participated in this study. Music levels were measured while the musicians played music without and with two different types of earplugs. Earplug preference was assessed through a questionnaire. Fourteen Caucasian and 13 Filipino musicians preferred earplugs designed for musicians and four Caucasian and five Filipino musicians preferred the regular earplugs. The mixed analyses of variance revealed that the minimum and maximum levels of music played by the Caucasian musicians were significantly higher compared to those played by Filipino musicians. The projected noise dose received by Caucasian musicians while playing their music was significantly higher compared to the dose received by Filipino musicians. These findings suggest cultural differences in the loudness of music, which need to be considered in devising strategies for protecting hearing. (Funded by the 2015-2016 Wirt C. and Mae S. Belcher Graduate Education Award).

4. Robyn Cairns

Examining the Effects of Test Administration Procedures and Children’s Attentiveness On Standardized Vocabulary Test Performance

Co-authors: Holly Cogar, Michelle Moore

Recent work showed that children's performance varied significantly on the vocabulary subtests of two different standardized assessments, even though these subtests were nearly identical in basic structure and administration procedures across both of the standardized assessments. The main objective of this project was to assess whether factors other than vocabulary knowledge contributed to the differences in children's performance on the subtests. Video data collected from a previous study including 31 first and second graders who completed both standardized assessments individually will be analyzed to test for effects of subtest length, scoring procedures, and child’s attentiveness. To determine if subtest performance was affected by order of test administration, five additional children were recruited for this current study and completed the study protocol in reverse order. Results will be discussed in the context of understanding the extent to which these peripheral factors impact overall testing performance on standardized assessments of vocabulary.
5. Emily Cobun  
**Nonword Repetition Task to Evaluate Syllable Stress as a Motor Class**  
*Co-author: Kimberly Meigh*

An integral step in speech production is the planning or programming of speech movements. Understanding of what is being learned during speech training could change therapy administration, efficiency, and outcomes. Current therapy methods and theories are based on generalized motor program (GMP) theory (Schmidt, 1975). GMP theory states a single GMP, or motor program, directs multiple speech movements (Maas et al., 2008). Additionally, GMP theory asserts these similar muscle movements are part of the same motor class, which allows a GMP to direct performance on novel, untrained patterns of movements (i.e., what is termed “transfer performance”; Chamberlin & Magill, 1992; Schmidt, 1975). In 2014, Meigh et al. conducted a study to learn more about speech motor planning. The current study will clarify Meigh’s (2014) results and will provide insight into potential speech GMPs. This study will address whether modes of learning need to be matched in practice and transfer conditions.

6. Madison Flick  
**Test-Retest Reliability of an Instrument to Measure Children’s Attitudes Toward Stuttering**  
*Co-authors: Ashley Garrett, Allison Hatcher, Kayla Caudle, Haley Glover, Jennifer Chichilla, Kenneth St. Louis*

The Public Opinion Survey of Human Attributes-Stuttering/Child (POSHA–S/Child) has been shown to be a potentially valid measure of stuttering attitudes in young children. This study was undertaken to explore its test-retest reliability in a sample of 4 to 11-year-olds from one school in rural WV. The POSHA–S/Child was administered orally to preschool through 5th graders on two occasions 1–2 weeks apart. Preliminary data of this ongoing study showed that pre and post ratings were very similar. Beliefs subscores (pre and post) were 22 and 26; Self Reaction subscores were -5 and -6, and the mean of these, the Overall Stuttering Scores, were 8 and 10. The Obesity/Wheelchair subscores were both -37. Rating agreement was 81%, and the correlation between pre and post scores for all respondents was .63. These preliminary results indicate that the test-retest reliability of the POSHA–S/Child is satisfactory.

7. Catherine Garner  
**Improving High School Math Teachers’ Confidence and Skills in Assessment of Engineering Project-Based Learning**  
*Co-authors: Karen Rambo-Hernandez, Afrin Naz, Mingyu Lu*

National Science Foundation reports indicate low participation in STEM education. Teachers can increase STEM interest and improve student learning by incorporating engineering project-based learning into mathematics classrooms, but many lack the skills to design effective assessments of PBL. The purpose of this study was to improve teachers’ confidence and skills in assessment of PBL by teaching teachers to create assessment blueprints and use the assessments to measure mastery of PBL content. During a PBL workshop, teachers engaged with multiple engineering concepts, developed projects, and created blueprints and corresponding assessments to measure student learning. Survey data indicated that teachers demonstrated a statistically significant increase in confidence to (a) use technology to enhance instruction, (b) improve student learning, (c) create assessments of PBL, and (d) incorporate PBL into instruction through computer graphics, electrical engineering, and mechanical engineering content. Additionally, their students demonstrated greater understanding of mathematical content after participating in engineering-based PBL.

8. Haley Glover  
**Comparison of Young Children’s and Parents’ Attitudes Toward Stuttering in Rural West Virginia**  
*Co-authors: Kayla Caudle, Allison Hatcher, Ashley Garret, Madison Flick, Jennifer Chichilla, Kenneth St. Louis*

Preschool through 5th grade students from one rural WV school were administered the Public Opinion Survey of Human Attributes–Stuttering/Child (POSHA–S/Child), and one of their parents filled out the POSHA–S for adults. The two instruments have been found to generate similar but not identical scores in adult respondents. The study is ongoing, but preliminary results indicate that Overall Stuttering Scores (OSSs) for preschool, kindergarten, 1st, 2nd, 3rd, 4th, and 5th grades were: 2, 2, 13, -1, 12, 25, and 25, respectively. Their parents’ OSSs were: 33, 22, 25, 23, 27, 18, and 27. Though the pattern is somewhat uneven, it is clear that, compared to younger children, older children’s stuttering attitudes align more and more with their parents’ attitudes. In light of previous research, this finding has important implications in understanding the origin and development of negative attitudes toward stuttering in children.
Undergraduate students who leave engineering are likely to do so during the initial two years. Students often encounter difficult coursework while simultaneously developing their initial engineering identities. Students possessing a fixed mindset versus a growth mindset are more likely to disengage when confronted with challenges. The purpose of this study is threefold: (a) to explore how engineering identity develops during the first semester of course work, (b) to determine if development of engineering identity is related to how students view intelligence, and (c) to examine whether the relationship between views of intelligence and engineering identity differs by gender. Results indicated (a) students' engineering identity tended to decrease over the first semester, (b) both fixed and growth mindsets positively predicted engineering identity, and (c) men and women's identity development tended to follow the same trajectory, and the relationship between both mindsets with engineering identity was not moderated by gender.

10. Enhancing Female Undergrads’ Science-Identity-Values, and -Interest through Mentoring
Co-authors: Paul Hernandez, Jennifer Sayers, Brittany Bloodhart, Ilana Pollack, Amanda Adams, Rebecca Barnes, Melissa Burt, Sandra Clinton, Elaine Godfrey, Laura Sample McMeeking, Cheryl Bowker, and Emily Fischer

The quality of mentorship has been shown to improve the socialization and persistence of protégés into scientific disciplines. According to TIMSI, high quality mentoring supports socialization and persistence by strengthening science-efficacy, science-identity, and science community values. The present study hypothesized that a) protégé perceptions of mentoring support would predict mentoring satisfaction for women in science; b) mentoring support and satisfaction would positively predict science-efficacy, -identity, and -community values; and that c) science-efficacy, -identity, and –community values would positively predict interest in sciences and intentions to pursue a scientific research career, over and above mentorship support and satisfaction. Our results indicate that high quality mentoring is related to satisfaction with the mentoring relationship. We extended previous research by finding that science identity was strengthened by elements of high quality mentoring, and we were able to apply these results to first- and second-year college women interested in earth systems and environmental sciences.

11. Samantha Jusimo
Writing for Scientific Literacy in an Undergraduate Biology Course

Over the past twenty years, scientific literacy (SL) among undergraduates has not improved despite their exposure to higher education science classes (Imprey et al. 2011). Underlying mechanisms of developing SL in the science classroom is poorly understood. A unique approach to studying SL is through examining the components of SL in writing. This study attempts to explore how students are using each component of SL as it is mapped onto each section of a manuscript style writing task. Using a stimulated recall interview, students were asked to discuss their writing process of a manuscript style paper section by section. Four themes emerged suggesting that students spend a proportionate amount of time writing for conventions within the field and interacting with literature, while confronting dissonance, even though it may not be credible. Analysis suggests that students spend more time writing for conventions as opposed to writing to build science literacy.

12. Rachael Kauffman
Auditory Damage Risk during Video Games in Two Players
Co-author: Vishakha Rawool

This study was motivated by two young men who reported a change in hearing status following extended video game-play using the Turtle Beach- Recon 30X and Xbox One- Chat Headsets. We examined their auditory function before and after regular game-play. A significant asymmetry in the auditory sensitivity was apparent in the first client within the frequency range of 2000 to 4000 Hz with worse sensitivity in the left ear where he wears the gameplay headphone. In addition, Distortion Product Otoacoustic Emission (DPOAE) testing (a sensitive test of hearing) suggested bilateral inner ear dysfunction in the high frequency range. The second client experienced a decrease in DPOAEs in the right ear at 1000 Hz after regular game-play. A significant asymmetry in the auditory sensitivity was apparent in the first client within the frequency range of 2000 to 4000 Hz with worse sensitivity in the left ear where he wears the gameplay headphone. In addition, Distortion Product Otoacoustic Emission (DPOAE) testing (a sensitive test of hearing) suggested bilateral inner ear dysfunction in the high frequency range. The second client experienced a decrease in DPOAEs in the right ear at 1000 Hz after

13. Natalya Kuznetsova
‘I sort of became Parisian myself’: Foreign Language Learning and Identity Construction

Building from theory that frames identity as a social self-construct, this study positions foreign language (FL) learning practices as actively incorporated in the process of self-formation and examines the relationship between language learning motivation, language practices, and identity work. Combining a view of language learning activity as a mediating system (Vygotsky, 1986) with Norton’s investment view of FL motivation (1995), the researcher employed life story protocols (McAdams, 1985) to explore the foreign language learning practices and identities of American professors of foreign languages, literatures and cultures. Retrospective narrative data revealed that FL professors construct multiple identities (FL teacher, FL learner, educated person, multicultural citizen, daughter), which are mediated by FL practices and reflect professors’ values and beliefs. The identities do not represent a sequence of static personal states but are permeable, intertwined, and manifested contextually. The findings shed light on FL learning practices as acts of purposeful self-formation.

*Undergraduate Student*

**How Peer Reviewer Ability Influences Praise and Critical Feedback**

*Co-authors: Hannah Westley, Bernadine Kwan*

How Peer Reviewer Ability Influences Praise and Critical Feedback? Providing feedback on assignments can be beneficial for a writer. In this research, 130 participants in an undergraduate Introduction to Philosophy course wrote two papers. Each student reviewed four peers’ drafts per paper, for a total of eight drafts. Feedback from peer reviewers was segmented into 11,480 comments. Each comment was coded for praise, problem, and solution. All peer reviewers were hypothesized to give more praise to high-quality text since these texts are more likely to include better content. We also hypothesized that higher-ability reviewers are likely to provide more critical feedback. These reviewers hold a high standard in their reviews as they do in their writing. To test these hypotheses, we will conduct a series of independent t-tests that compare the amount of praise, problems, and solutions by text quality and reviewer ability.

(15&16) Megan Mikesell

15. *What's in a Face*

Stereotypes are considered beliefs or attitudes regarding an individual’s or group of people's qualities. To date research has yet to address physical appearance stereotypes across chronic illnesses. This study seeks to address this gap by asking the question: What beliefs do emerging adults hold regarding peers who look as if they undergo chemotherapy? This three-step study is still in progress with the first step complete. A total 385 descriptors were provided by the sample of 80 college students collected in introductory-level courses who were randomly assigned to three of five groups (asthma, diabetes, leukemia, scoliosis, and healthy) to identify what they believed the general public thought of each illness. Fifty-four descriptors were generated for emerging adults with asthma, 67 for emerging adults with diabetes, 75 for emerging adults with leukemia, 72 for emerging adults with scoliosis, and 97 for healthy emerging adults. After reducing duplicates, 236 original descriptors were identified.

16. *Physical Appearance Perceptions of Emerging Adults: Another Look*

Individuals undergoing chemotherapy treatments for cancer often suffer physical side effects, such as hair loss. There is a gap in literature regarding the impact of the physical appearance of individuals with a chronic illness on peer acceptance. This ongoing study uses previously collected data of 182 participants who answered one yes/no question and four open-ended questions based on one of four photo vignettes: a male who appeared to be undergoing chemotherapy, a male who appeared healthy, a female who appeared to be undergoing chemotherapy, and a female who appeared healthy. Next steps will collapse similar answers and then categorizing the condensed list.

17. Ashley Murphy

*Graduate Student*

**Exploring Children’s Everyday Thinking About Why We See Stars at Night and Not During the Day**

*Co-author: Melissa Luna*

Reform efforts in science education acknowledge the importance of teachers attending to their students’ everyday thinking. However, as a field, we have limited knowledge of the productive beginnings of scientific understanding in children's thinking and how these beginnings may be assembled to form coherent explanations of phenomena in the natural world. This study addresses this gap in knowledge by investigating two elementary students’ everyday thinking about why we see stars in the sky at night and not during the day in order to identify the productive beginnings towards understanding the disciplinary core idea of the universe and its stars. This study maps the cognitive resources evident in children's everyday thinking that they draw on, try out, and refine in pursuit of a coherent explanation of this earth and space science core idea.

18. Lydia Olson

*Undergraduate Student*

**Social Cognitive Career Theory’s Performance Model Applied to First Year Engineering Students**

*Co-authors: Karen Rambo-Hernandez, Rebecca Atadero*

This research examined engineering students’ intentions to continue as engineering majors though the lens of Social Cognitive Career Theory. Data was gathered for 400 first year engineering students at five time points throughout a semester on self-efficacy, outcome expectation, and goals. A two-level hierarchical linear model (HLM) was used for the longitudinal data analysis. Using the five time points, the data was lagged, and previous self-efficacy was paired with current outcome expectations to predict current goals. This resulted in the model using only four time points. A quadratic growth model indicated that over the course of the semester goals, self-efficacy, and outcome expectations all had negative correlations with time. The analysis also indicated that there was a statistically significant relationship between previous self-efficacy and current goals.
19. Adeline Schneid  
**Seeing Students as Authors...and the Extraordinary Outcomes That Will Follow**
The initial intent of my study was to explore the effects of student interest led writing instruction. Then, I recognized something else emerging: the effects of calling a student an author. The students grew, I learned, and we had a great deal of fun in the process. The following quote captures the results in a nutshell: “If we treat people as they ought to be, we help them become what they are capable of becoming.” -Johann Wolfgang Von Goethe

20. Jeneice Shaw  
**Heterosexuals’ Perceptions of Bisexuals’ Stability and Trustworthiness in Same and Different Sex Relationships**
Bisexual people are the largest sexual minority group in North America (Copen, Chandra, & Febo-Vazquez, 2016). According to the American Psychological Association, psychologists should endeavor to understand the unique experiences of this population (APA, 2012). However, much of the research on bisexual individuals fails to differentiate them from gay men and lesbian women, often describing the populations as “gay/bisexual men” and “lesbian/bisexual women.” Bisexual individuals have specific and unique cultural and social experiences making them worthy to be studied alone. This dissertation seeks to investigate if bisexual people are considered by heterosexual people to be less stable and trustworthy in relationships than heterosexual people and if their relationships are perceived differently depending on if it is a same or different sex relationship. This poster will display the available literature and need for this research, the proposed methods for collecting data, and the expected outcomes.

21. Hannah Stone  
**Let’s Talk About Math! Engaging Students in Mathematical Discussions**
This poster will explore how math talks influenced students’ understanding of mathematical concepts, their metacognition, students’ attitude toward math, and the frames they hold related to intelligence/learning. I was also interested in how incorporating learning tasks that involved real-world scenarios might encourage dialogue that increased students’ motivation to engage with mathematics. This eight-week study took place in a fifth grade compacted math class, which addressed both fifth and sixth grade math standards. Students made use of a school garden to explore and enhance their learning in all content areas, which also enabled students to connect “school” learning to the real-world. My data sources include videos, transcriptions of student dialogue, student work, exit tickets, and various literature sources. I will discuss findings related to how students used dialogue to construct understandings of mathematical concepts, students’ development of metacognition, how math talks influenced their motivation/attitude, and development of dynamic learning frames.

22. Timothy Swiger  
**Moral Injury: A Conceptual Framework for Healing**
Recent military conflicts present a unique set of engagement circumstances that differ from conventional military operations (e.g. terror attacks or guerilla style warfare). Military personnel of these campaigns may bear witness to intense human suffering or atrocities, and engage in actions that may transgress their moral foundations. These experiences can be amplified when morally ambiguous decisions are made (e.g. killing of non-combatants). In response, the construct of moral injury has been suggested as a means for explaining combat-trauma related symptoms (e.g. shame, guilt, and self-condemnation) that are not encompassed in the Posttraumatic Stress Disorder (PTSD) diagnostic label. The proposed study aims to both examine the pathways between morally injurious experiences (MIEs) and negative mental health consequences of war (e.g., posttraumatic stress symptoms, inter-partner violence, and suicidal risk) and explore the mediating effects of hope and self-forgiveness on negative symptom presentations in veterans returning from combat in Afghanistan and Iraq.

23. Audrey Weiss  
**Comparing the Number of Peer Feedback Comments Between Subsequent Papers**
Co-authors: Courtney Wild, Megan Mikesell, Zachary Carowick, Melissa Patchan
Although peer feedback has become a prevalent learning tool, its long-term effects have been left unexplored. For example, how does peer feedback differ over time (i.e., between two papers in the same course)? A total of 130 college students were recruited from an introductory philosophy course. All participants were asked to write two papers and then reviewed four peers’ drafts per assignment. Feedback was divided into 11,480 comments that addressed unique issues. These comments were coded to reflect whether they contained praise, problems, and solutions. Two competing hypotheses were tested: first, the amount of comments would increase as reviewers become more proficient; second, the amount of comments would decrease as students’ writing improves throughout the course. Paired t-tests showed a significant increase in amount of solutions given between the first and second papers. A similar trend was found with praise; however, no difference was observed for the amount of problems.
Child Development Research Projects

From the WVU Child Development Laboratory
Dr. Barbara Warash, Endowed Director of WVU Nursery School

A. Kathryn Alder  Visual arts: Andy Warhol
B. Zainab Alsenan  Math books
C. Haley Beckman  Paper dolls: The creation of costumes and props
D. Brooklyn Doggette  Patterns in the environment
E. Maebeth Fisher  Yoga and mindfulness
F. Carrie Gillespie  Read, play and learn: The Snowy Day
G. Katie Holdren  Construction and equipment
H. Shelby Kennell  Growing up wild: Wild Wonderful West Virginia
I. Haley Loris  Health professions
J. Grace McGowan  Geometry
K. Emily Pearson  Environmental print
L. Ashley Summers  Scrapbook project: Manners
M. Jacob Ado  Camping

Student Action Research Projects

Curriculum & Instruction 497
Under the direction of Dr. Ashley Martucci

a. Kristen Lessing
How does kinesthetic performance influence students’ abilities to comprehend science readings in a fourth grade classroom?
b. Mary Beth Selby
How does Genius Hour influence growth in student comprehension of informational texts?

c. Logan Arnold
How do literature circles influence 5th graders’ reading comprehension skills?

d. Ryan Welsh
How does integrating creative movement impact student reading comprehension?

e. Summer Miller
How can the use of inquiry based learning in an elementary science classroom enhance the students’ learning of the science curriculum?

f. Michelle Valentine
How does arts integration impact 2nd grade students’ reading comprehension?

g. Karli Gibbs
How do literature circles influence 2nd grade student comprehension?

h. Bryanna Moore
How does integrating the arts (creative movement and dance) with stories influence comprehension in the 1st grade classroom?

i. Emily Hughes
How does focused differentiated spelling lists impact student achievement?

j. Kayte Skolka
How does using music and movement integration impact reading comprehension in first grade students?

k. Elizabeth Hastings
How does heterogeneous grouping in social studies instruction impact student understanding of social studies?
Dr. Sara Anderson

Pre-K and Children’s Success: Beyond Sandboxes and Worksheets

Pre-kindergarten education has demonstrated success at boosting the achievement of children from diverse backgrounds. But this early success doesn't always persist for some children. I discuss what we know about pre-K children's success in school, and I describe what we need to know about the mix of ingredients that enable young children to achieve over the short- and long-term. I also discuss why pre-kindergarten effects may fade for children from varied backgrounds.

Dr. Carla Brigandi

Giftedness: Myths and Realities

A growing body of literature indicates that students with gifts and talents have unique academic, social, and emotional needs that require interventions. Gifted education programs often elicit concerns about elitism, but recognizing and developing students' talents is essential as schools struggle to balance equity and excellence. I trace the historical roots of gifted education, debunk current and persistent myths, and describe what giftedness actually looks like among gifted students.

Dr. Stephanie Lorenze

Everyone Needs a Danceucation

A hierarchy exists among school subjects, with the arts residing at the bottom. But a hierarchy also exists within arts curricula--with dance residing at the bottom. I will examine the reasons for the lack of attention to dance in school and challenge educators to consider both what it means to be a dancer and what students are missing when creative movement and dance are absent in school curricula. Everyone deserves a Danceucation!

Dr. Nathan M. Sorber

Beyond Tax Havens, Budget Cuts, and Stagnation: Land-Grant Universities and Economic Engagement

West Virginia faces a $600 million budget deficit, and cuts are expected to public higher education. I explain that the state’s budget shortfall is partially associated with a tax-cut strategy that reduced revenues by $450 million this year and had little impact on business growth and economic development. I argue that investments in higher education, research and technology transfer, and university outreach and capacity building are more effective policy solutions for job creation, economic growth, and balanced budgets.

Dr. Jessica Troilo

Helping Divorced Fathers Stay Involved with Their Children

Fathers’ continuing involvement with their children following divorce is associated with positive child and parent outcomes. Yet within the first year following divorce, about half of fathers lose contact with their children. I discuss why some fathers remain involved with their children, but others do not. I also describe programs and interventions that provide involvement support for divorced fathers.
Keynote Address
Supported by the Ron V. Iannone and Family Keynote Speaker Endowment

Dr. Sara Goldrick-Rab
Professor of Higher Education Policy & Sociology, Temple University
Founder, the Wisconsin HOPE Lab

Paying the Price: College Costs, Financial Aid and the Betrayal of the American Dream

If you are a young person and you work hard enough, you can get a college degree and set yourself on the path to a good life, right? Not necessarily. Quite simply, college is far too expensive for many people today, and the confusing mix of federal, state, institutional and private financial aid leaves countless students without the resources they need to pay for it. Drawing on an unprecedented study of 3,000 young adults who entered public colleges and universities with the support of federal aid and Pell Grants, Goldrick-Rab reveals the devastating effect of these shortfalls. In this presentation Goldrick-Rab will describe these issues and offer possible solutions, including a public-sector-focused “first degree free” program.

Dr. Goldrick-Rab’s book, Paying the Price, will be available for purchase following her presentation, in the Erickson Alumni Center lobby.

Courtesy of WVU Bookstores and University of Chicago Press

saragoldrickrab.com
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The CEHS Research Office and the RSPD Committee is grateful to the following individuals for their assistance in organizing the 2017 Celebration of Scholars:

Clifton Colebank, Director, CEHS Expert Business Office
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