

Faculty News & Notes

September 2014

Faculty Awards & Honors:

Ryan Baker received the Attendee Choice Award for Most Original Research at the 10th Annual Games+Learning+Society Conference Poster Session, 2014.

William Gaudelli was named a Research Fellow of the Centre for Governance and Citizenship at The Hong Kong Institute of Education.

Gordon, Andrew was the keynote speaker at the September 2014 American Academy of Cerebral Palsy and Developmental Medicine, San Diego, CA.

Gordon, Andrew was the keynote speaker at the July 2014 Early Detection and Early Neurorehabilitation in Cerebral Palsy Workshop, Vienna, Austria.

Jennifer C. Lena was appointed to the editorial board of *Contemporary Sociology*.

Xiaodong Lin became Zi Jiang Endowed Chair Professor and Scholar at the Shanghai Zi Jiang Corporate Foundation, East China Normal University, Shanghai, China.

Xiaodong Lin became Yellow River Endowed Professor and Scholar at Henan Province and Henan University, Kaifeng, China.

Kathleen O'Connell received the Outstanding Career Achievement Award at the College of Mount St. Joseph Alumni Association on June 7, 2014.

Priscilla Wohlstetter became the co-chair of the newly formed AERA SIG, *Charters & School Choice*.

Faculty Publications of Books and Refereed Journal Articles:

Allsup, Randall. E. (2014). A place for music education in the humanities. *Music Educators Journal*, 100: 71-75.

Pardos, Z.A., Baker, Ryan. S., San Pedro, M.O.C.Z., Gowda, S.M., Gowda, S.M. (2014). Affective states and state tests: Investigating how affect and engagement during the school year predict end of year learning outcomes. *Journal of Learning Analytics*, 1 (1), 107-128.

Baker, Ryan.S. (2014) Educational data mining: An advance for intelligent systems in education. *IEEE Intelligent Systems*, 29 (3), 78-82.

DeFalco, J.A., **Baker, Ryan. S.**, D'Mello, S.K (2014). Addressing behavioral disengagement in online learning. In Sottolare, R., Graesser, A., Hu, X., and Goldberg, B. (Eds.). *Design Recommendations for Intelligent Tutoring Systems: Volume 2 - Instructional Management* (Vol. 2, pp. 49-56). Orlando, Florida: U.S. Army Research Laborator.

D'Mello, S., Blanchard, N., **Baker, Ryan.**, Ocumpaugh, J., Brawner, K. (2014). I feel your pain: A selective review of affect-sensitive instructional strategies. In Sottolare, R., Graesser, A., Hu, X., and Goldberg, B. (Eds.). *Design recommendations for intelligent tutoring systems: Volume 2 - Instructional Management* (pp. 35-48). Orlando, FL: U.S. Army Research Laboratory.

Pusic, M.V., MacDonald, W.A. Eisman, H.O. & **Black, John.** (2013). Reinforcing outpatient medical student learning using brief computer tutorials: The Patient-Teacher-Tutorial sequence. *BMC Medical Education*. 12, 70-79.

Lu, M.T.P., Hallman, G.L. & **Black John.** (2013). Chinese character learning: Using embodied animation in initial stages. *Journal of Technology and Chinese Language Teaching*, (4), 1-24.

Kang, S., Hallman, G.L., Son, L.K. & **Black, John.** (2013). The different benefits from different gestures in understanding a concept. *Journal of Science Education and Technology*, (22), 825-837.

Black, John., Khan, S.A. & Huang, S.C.D.(2014). Video games as grounding experiences for learning. In F. C. Blumberg (Ed.). *Learning by playing: Frontiers of videogaming in education*. New York: Oxford University Press.

Vitale, J.M., **Black, John.**, & Swart, M.I. (2014). Applying grounded coordination challenges to concrete learning materials: A study of number line estimation. *Journal of Educational Psychology*, 109, 403-418.

Vitale, J., Swart, M. & **Black, John.** (2014). Promoting the development of embodied and Integrated geometry concepts: Gestural depictions in a computer game environment. *Computers and Education.*, 72, 231-248.

Bergeron, D.M., Ostroff, C., Schroeder, & **Block, Caryn .J.** (2014). The dual effects of organizational citizenship behavior: Relationships to research productivity and career outcomes in academe. *Human Performance*, 27, 99-128.

Bowers, Alex. J., & White, B. R. (2014). Do principal preparation and teacher qualifications influence different types of school growth trajectories in Illinois? A growth mixture model analysis. *Journal of Educational Administration*, 52(5), 705-736. doi: 10.1108/JEA-12-2012-0134

Ingle, W.K., **Bowers, Alex. J.**, Davis, T. (2014). Which school districts qualified for federal school facility funding under ARRA? Evidence from Ohio. *Journal of Education Finance*, 40(1), 17-37.

Urlick, A., **Bowers, Alex. J.** (2014) How does principal perception of academic climate measure up? The impact of principal perceptions on student academic climate and achievement in high school. *Journal of School Leadership*, 24(2), 386-414.

Drago-Severson, Eleanor., & Blum-DeStephano, J. (August 2014). Change no to yes: Leaders find creative ways to overcome obstacles to adult learning. *The Journal of Staff Development*, 35 (4), 26—29.

Drago-Severson, Eleanor., & Maslin-Ostrowski, P. (April, 2014). New mindsets: The promise of employing adult learning and developmental theories for educational leaders' learning. In V. C. X. Wang and V. C. Bryant (Ed.). *Androgogical & Pedagogical Methods for Curriculum and Program Development* (pp. 195—217). Hershey, PA: IGI Global.

Maslin-Ostrowski, P., & **Drago-Severson, Eleanor.** (May 2014). Leading and learning in the digital age: Framing and understanding school leader challenges. In V. C. X. Wang (Ed.), *Encyclopedia of Education and Technology in a Changing Society*. Hershey, PA: IGI Global.

Erickson, Ansley. (2014, May 30). Slavery and the American college: Historical entanglements that matter for understanding inequality today. *Teachers College Record*, www.tcrecord.org/PrintContent.asp?ContentID=17554

Bleyenheuft, Y, **Gordon, Andrew.** (2014). Precision grip in congenital and acquired hemiparesis: Similarities in impairments and implications for Neurorehabilitation. *Frontiers in Neuroscience*, doi: 10.3389/fnhum.2014.00459

Friel, KM, Kuo, HC, Carmel, JB, **Gordon, Andrew.** (2014). Improvements in hand function after intensive Bimanual training are not associated with corticospinal tract dysgenesis in children with hemiplegic cerebral palsy. *Experimental Brain Research*, 232, 2001-2009.

Kolobe, TH, Christy, JB, Gannotti, ME, Heathcock, JC, Damiano, DL, Taub, E, Majsak, MJ, **Gordon, Andrew,** Fuchs, RK, O'Neil, ME, Caiozzo VJ. (2014). Research Summit III proceedings on dosing in children with an injured brain or cerebral palsy. *Physical Therapy*, 94, 907-920.

Sakzewski, L, **Gordon, Andrew,** Eliasson, AC (2014) The state of the evidence for intensive upper limb therapy approaches for children with unilateral cerebral palsy. *Journal of Child Neurology*, 11(29), 1077-1090.

Brandao, M, Ferre, CL, Kuo, H-C, Rameckers, E, Bleyenheuft, Y, Hung, Y-C, Friel, K, **Gordon, Andrew.** (2014). Comparison of structured skill and unstructured practice during intensive

bimanual training in children with unilateral spastic cerebral palsy. *Neural Rehabilitation and Neural Repair*, 28, 452-461.

Eliasson, AC, Krumlinde-Sundholm, L, **Gordon, Andrew**, Feys, H, Klingels, K, Aarts, P, Rameckers, E, Autti-Rämö, I, Hoare B (2014). Guidelines for future research in Constraint-induced movement therapy for children with unilateral cerebral palsy: An expert consensus. *Developmental Medicine and Child Neurology* 56(2), 125-137.

Broto, J. & **Greer, R. Douglas**. (2014). The Effects of Functional Writing Contingencies on Second Graders' Writing and Responding Accurately to Mathematical Algorithms. *The Behavioral Development Bulletin*, 19(1), 7- 23.

Du, L. & **Greer, R. Douglas**. (2014). Validation of adult generalized imitation topographies and the emergence of generalized imitation in young children with autism as a function of mirror training. *The Psychological Record*. doi: 10. 107/s40732-0050-y

Han, ZhaoHong. (Ed.) (2014). *Studies in Second Language Acquisition of Chinese*. Clevedon, UK: Multilingual Matters.

Han, ZhaoHong. & Tarone, E. (Eds.) (2014). *Interlanguage: Forty Years Later*. Amsterdam: John Benjamins.

Jahromi, Laudan. B., Guimond, A. B., Umaña-Taylor, A. J., Updegraff, K. A., & Toomey, R. B. (2014). Family context, Mexican-origin adolescent mothers' parenting knowledge, and children's subsequent developmental outcomes. *Child Development*, 85(2), 593-609.

Derlan, C. L., Umaña-Taylor, A. J., Toomey, R. B., Updegraff, K. A., **Jahromi, Laudan. B.**, & Flores, L. I. (2014). Perceived discrimination and ethnic affirmation: Anglo culture orientation as a moderator among Mexican-origin adolescent mothers. *Child Development*, 8(4), 1357-1365.

Toomey, R. B., Umaña-Taylor, A. J., Williams, D., Harvey-Mendoza, E. C., **Jahromi, Laudan. B.**, & Updegraff, K. A. (2014). The impact of Arizona's S.B. 1070 immigration law on utilization of health care and public assistance among Mexican-origin teen mothers and their mother figures. *American Journal of Public Health*, 104 (s1), S28 – S34.

Jochum, Richard & Zamoyta, R. (2014). *Blanket Stories*. Annandale. Ragged Sky Press,

Berg, A., & **Mensah, Felicia. M.** (2014). De-marginalizing science in the elementary classroom by coaching teachers to address perceived dilemmas. *Education Policy Analysis Archives*, 22(57), 1-35. doi: <http://dx.doi.org/10.14507/epaa.v22n57.2014>

Graham, R., Zubiaurre Bitzer, L., **Mensah, Felicia. M.**, & **Anderson, Roger**. (2014). Dental student perceptions of the educational value of a comprehensive, multidisciplinary OSCE. *Journal of Dental Education*, 78(5), 694-702.

Mensah, Felicia. M. (2014). Using observation prompts in the urban elementary school field placement. In **Yolanda. Sealey-Ruiz, C.W. Lewis, & I. Toldson** (Eds.), *Teacher education and black communities: Implications for access, equity and achievement*, (pp. 273-279). Charlotte, NC: Information Age Publishing.

Miller, Janet L. (2014). Curriculum theorizing in the throes of the audit culture. *Curriculum and Teaching Dialogue*, 16, (1 & 2), 13–30.

Neumann, Anna., & Bolitzer, L. (2014). Finding and fostering learning: What college and university leaders need to know and what they can do. In *New Directions for Higher Education, special issue on "Connecting Learning across the Institution* (165th ed., Vol. 2014). San Francisco: Jossey-Bass.

O'Connell, Kathleen. A., Torstrick, A., & Victor, E. (2014). Cues to urinary urgency incontinence and urinary urgency: How those diagnosed with overactive bladder syndrome differ from undiagnosed persons. *Journal of Wound, Ostomy, and Continence Nursing*, 41, 259-267. doi:10.1097/WON.0000000000000023

Rajan, Sonali., Namdar, R., & Ruggles, K.V. (2014). Aggressive and violent behaviors in the school environment among a nationally representative sample of adolescent youth. On-line at *Journal of School Health*.

Basch, C.H., **Basch, Charles. E., Rajan, Sonali., & Ruggles, K.V.** (2014). Use of sunscreen and indoor tanning devices among a nationally representative sample of high school students (2001 - 2011). On-line at *Preventing Chronic Disease*.

Aronson, I.D., Marsch, L.A., **Rajan, Sonali.,** Koken, J., & Bania, T.C. (2014). Computer-based video to increase HIV testing among emergency department patients who decline. On-line at *AIDS and Behavior*.

Watson, W., **Sealey-Ruiz, Yolanda., & Jackson, I.** (2014). Daring to care: The role of culturally relevant care in mentoring Black and Latino male high school students. *Race, Ethnicity, and Education*, 1-23. doi: 10.1080/13613324.2014.911169

Sealey-Ruiz, Yolanda., Lewis, C. W., & Toldson, I. A. (2014). *Teacher education and Black communities: Implications for equity, access, and achievement*. New York, NY: Information Age Publishing.

Sealey-Ruiz, Yolanda., Allen, K., & Nolan, E. (2014). Invisible hands: Seeing and noticing Black and Latino male youth. In Y. Sealey-Ruiz, C. W. Lewis, & I. A. Toldson (Eds.), *Teacher education and Black communities: Implications for equity, access, and achievement* (pp. 99-115). New York, NY: Information Age Publishing.

Smith, Laura. & Sandil, R. (2014). Social justice and poverty: perspectives for psychologists. In Johnson, C., Diaz, J., Franco, Z., Friedman, H., & Nastasi, B. (Eds.). *Praeger Handbook for Social Justice and Psychology*. Santa Barbara, CA: Praeger.

Smith, Laura., Beck, K., Bernstein, E., & Dashtguard, P. (2014). Youth participatory action research and school counseling practice: A school-wide framework for student well-being. *Journal of School Counseling, 12*(21). Retrieved from <http://www.jsc.montana.edu/articles/v12n21.pdf>

Chambers, D.A., Bratini, L., & **Smith, Laura.** (2014). Counseling clients living in poverty. In Sue, D.W., Gallardo, M. E., & Neville, H. (Eds.). *Multicultural counseling casebook* (pp. 217-230). New York: Wiley.

Uttal, D.H., Meadow, N.G., **Tipton, Elizabeth.**, Hand, L.L., Alden, A.R., Warren, C., & Newcombe, N.S. (2013) The malleability of spatial skills: A meta-analysis of training studies. *Psychological Bulletin, 139*(2), 352-402.

Waring, Hansun. Zhang. (2014). Managing control and connection in an adult ESL classroom. *Research in the Teaching of English, 49*(1), 52-74.

Farrell, C., Nayfack, M., Smith, J., & **Wohlstetter, Priscilla.** (2014). One size does not fit all: Understanding the variation in charter management scale-up. *Journal of Educational Change, 15*, 77-97.

Faculty Achievement in Grant Monies Received as reported by the Office of Grants and Contracts:

<i>New grant monies</i>			
Project Director	Project Title	Grantor	Grant
Thomas Bailey	CAPSEE Public Conference	Spencer Foundation	\$ 36,000
Thomas Bailey	National Research and Development Center on Developmental Education Assessment and Instruction	United States Department of Education	\$2,238,038
Peter Coleman	The Tatweer-Teachers College Literacy Project	United States Institute of Peace	\$ 129,800
Carey Cooper	School Attainment Among Mayan Adolescents in Rural Guatemala	Society for Research on Adolescence	\$ 7,000

Jeffrey Henig	Understanding Collective Impact: A Comparative Study of Collaboration for Change	The Wallace Foundation	\$ 799,000
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Ellen Meier	International Program for the Development of High School Learners	Instituto de Investigacion Innovacion y Estudios de Posgrado para l Educacion	\$ 304,730
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Anna Neumann	MetroCiti: A Multi-Campus Institute for Improving Teaching Students' Liberal Learning in Urban Colleges and Universities	The Teagle Foundation	\$ 155,000
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Sonali Rajan	Veterans' Administration Psychometric Analysis	Veterans' Administration Medical Center	\$ 22,701
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Lalitha Vasudevan	Media Engagement and Adolescents	The Robert Bowne Foundation	\$ 25,000
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Randi Wolf	Garden Curriculum Staff Development	PS 8 Parent Teacher Association	\$ 2,038
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Renewal grant monies

Project Director	Project Title	Grantor	Grant
Joseph Ciccolo	Smoking Cessation Treatment	United States Department of Health	\$ 504,161

and Human Services

A. Lin Goodwin	Teacher Opportunity Corps	State of New York Education Department	\$ 6,117
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Supplement grant monies

Project Director	Project Title	Grantor	Grant
Anand Marri	Understanding Fiscal Responsibility	Peter G. Peterson Foundation	\$ 67,000
