Faculty News

Fred Bemak (fbemak@gmu.edu) received the Kitty Cole Human Rights Award from the American Counseling Association. The Kitty Cole Human Rights Award honors a member whose work has exemplified the association’s commitment to human rights and made a significant contribution in one or more areas of the broad spectrum of human rights. The award ceremony took place in March in Cincinnati, OH.

Rita Chi-Ying Chung (rchung@gmu.edu) received the Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person from the American Counseling Association. The award ceremony took place on March in Cincinnati, OH.

Fred Bemak (fbemak@gmu.edu) was the invited speaker at the Mason Fulbright Recognition Ceremony on April 9 on the Fairfax Campus. His presentation was titled “Reflections on Fulbright Experiences.”

Fred Bemak (fbemak@gmu.edu) and Rita Chi-Ying Chung (rchung@gmu.edu) gave an invited presidential session at the 2013 American Counseling Association Conference & Expo in Cincinnati, OH with Patricia Arredondo and Clemmont Vontress. The presentation was titled “How Culturally Competent Are We in 2013 and Where Are we Going: Reflections by Seasoned Multicultural Counselors.”

Fred Bemak (fbemak@gmu.edu), with Gerard Lawson, Jane Webber, Jill Dubi, and Karen Jordan, presented “Getting Started in Disaster Mental Health” at the 2013 American Counseling Association Conference & Expo in Cincinnati, OH.

Fred Bemak (fbemak@gmu.edu) and Rita Chi-Ying Chung (rchung@gmu.edu), with Gerald Corey, Michelle Muratori, George Williams, Robert Wubbolding, and Patricia Moulton, presented “Is There a Book Within You to Be Written?” at the 2013 American Counseling Association Conference & Expo in Cincinnati, OH.

Fred Bemak (fbemak@gmu.edu) gave an invited seminar at the Universidad Iberoamericana in Mexico City during the week of April 15. The title of his workshop was “Sociocultural Topics in Counseling.”

Rita Chi-Ying Chung (rchung@gmu.edu) and Fred Bemak (fbemak@gmu.edu), with doctoral students Amy Gleason Carroll (acarrol9@gmu.edu) and Diana Ortiz (dortiz1@gmu.edu), and master’s student Makiko Maeyama (mmaeyama@gmu.edu) presented “Developing Social Justice Worldviews: Creative Technique in Graduate Training” in March at the 2013 American Counseling Association Conference & Expo in Cincinnati, OH.
Rita Chi-Ying Chung (rchung@gmu.edu) and Fred Bemak (fbemak@gmu.edu) published an article in the journal, *Counselor Education and Supervision*, titled “Use of Ethnographic Fiction in Social Justice Graduate Counselor Training.”

Nelson Cortes (ncortes@gmu.edu) was awarded a George Mason University 2013 OSCAR Mentoring Excellence Award. Nelson was selected by the Students as Scholars QEP Leadership Council for the award that “recognizes and rewards outstanding Mason community members who mentor undergraduate students on their research and creative activities and who foster a culture of student scholarship in support of Mason’s Students as Scholars initiative.” He was recognized at the Celebration of Student Scholarship on May 7 in the Center for the Arts.


Jatin P. Ambegaonkar (jambegao@gmu.edu) and Shane Caswell (scaswell@gmu.edu), with colleague Angela Gordon, published an article titled “Relationships Among Core Strength, Hip External Rotator Muscle Strength, and Star Excursion Balance Test Scores in Female Lacrosse Players” in the *International Journal of Sports Physical Therapy*, 8(2), 97–104.


Jatin P. Ambegaonkar (jambegao@gmu.edu), Shane Caswell (scaswell@gmu.edu), Nelson Cortes (ncortes@gmu.edu), and Amanda Caswell (aallen1@gmu.edu), with colleagues Jason Winchester and Yohei Shimokochi, published an article titled “Balance Comparisons Between Female Dancers and Active Non-Dancers” in *Research Quarterly for Exercise and Sport*, 84(1), 24–29.

Bev Shaklee (bshaklee@gmu.edu) and doctoral student Sydney Merz (smerz@gmu.edu) published “Intercultural Communication Competency for International Educators” in *International Schools Journal*, 32(1), 13–20.

Bev Shaklee (bshaklee@gmu.edu) presented “Cross-Cultural Views: Teacher Definitions of International Practice” in October at the Alliance for International Education Conference held in Doha, Qatar.
The Center for International Education hosted the U.S. Department of State International Visitor Leadership Program Delegation from the Ministry of Education of The Bahamas on October 15, 2012. Presentations were given on “Current Practices in Teacher Education” by Bev Shaklee (bshaklee@gmu.edu), “STEM” by Wendy Frazier (wfrazier@gmu.edu), “Culturally and Linguistically Diverse Learners” by Eirini Gouleta (egouleta@gmu.edu), and “Advanced Professional Development Trends” by April Mattix (amattix@gmu.edu).

Eirini Gouleta (egouleta@gmu.edu) presented “Developing Curriculum for English Language Learners” at the 8th Annual Learning Differences International Conference: Innovative Teaching and Inclusive Learning. The conference, held in Athens, Greece from April 18–20, was organized by the Institute for Innovation and Creativity—American Community Schools. Eirini talked about English Language Learners’ need for an appropriate and effective curriculum to master grade-level learning standards and succeed in school.

Educators are expected to diversify instruction, use best practices and cooperative learning, know how to incorporate learning strategies across the curriculum, and be able to use standards for language proficiency and the content areas in curriculum design. During the session, participants discussed methods for prioritizing students’ learning needs and developing instructional objectives and activities to enhance students’ language functions while incorporating learning strategies and evaluating instructional materials and assessment tools.

John Nauright (jnaurigh@gmu.edu) delivered the Burris F. Husman Memorial Lecture at the University of Maryland on April 26. The title of his lecture was “‘We’re Making the World Safe for Capitalism’: Sport, ‘Development,’ and Neo-Imperialism.”

A. Grundlingh and John Nauright (jnaurigh@gmu.edu) published “Worlds Apart?: The 1995 Rugby World Cup and the 2010 FIFA World Cup” in P. Alegi and C. Bolsmann (Eds.), Reflections on the 2010 World Cup (pp. 189–199). The book is published by the University of Michigan Press.

In March, Russ Brayley (rbrayley@gmu.edu) presented a paper titled “The Holographic Prophet” at the International Conference on Computer Applications and Quantitative Methods in Archaeology (CAA). This prestigious event was held at the University of Western Australia in Perth, Australia and brought together a wide range of scholars from a variety of disciplines. As a faculty member in the College’s Tourism and Events Management program, Russ focuses his research on tourism and sacred sites. CAA delegates gained valuable insights into Russ’s work on appropriate and sensitive representation of culture, history, and religion using advanced technologies.
A book edited by Jenice View (jview@gmu.edu), Penelope Earley (pearley@gmu.edu), and Canadian colleague Daniel Laitsch has been published by Information Age Publishing. *Why Public Schools? Voices From the United States and Canada* presents the opinions of students, parents, business people, retirees, and others from the U.S. and Canada and explores the disconnect between individuals’ aspirations for schools and current policy directions.

**David Anderson** (danderso@gmu.edu) attended the annual convention of the American College Personnel Association, where he made three workshop presentations: “Meaningful Leadership With Substance Abuse Prevention: Intersections of Qualitative and Quantitative Research” that focused on his longitudinal College Alcohol Survey; “Insights About Our New Students: Research on Teen Drinking Cultures,” with highlights of the national teen drinking study conducted with Mason’s Hugh Gusterson; and “Substance Abuse and Wellness: How Well Do We Prepare Our Staff?” that incorporated the results of a new national survey of higher education master’s degree preparation programs. The conference was held in Las Vegas in March.

David Anderson attended the annual conference of the National Association of Student Personnel Administrators, held in March in Orlando, where he made two workshop presentations. The first, focusing on his College Alcohol Survey 1979–2012, was titled “Changing the Momentum With Campus Substance Abuse.” The second, co-presented with Kent State University’s Mark Kretovics, was titled “Substance Abuse and Wellness: How Well Do We Prepare our Staff?” that highlighted results of their new national survey on wellness preparation issues.

In preparation for Alcohol Awareness Month, **David Anderson** (danderso@gmu.edu) conducted a webinar on April 3 called “Insights About Our Students: Teen Drinking Cultures and Our Role as Trusted Adults.” The webinar was sponsored by Screening for Mental Health, Inc. and involved over 100 college/university and high school personnel. It will be available on the sponsor’s website.

**Jodi Duke** (jduke4@gmu.edu), with doctoral student **David Lojkovic** (dlojkovi@gmu.edu), presented “A Comprehensive Survey of the Characteristics of Students With Angelman Syndrome” on April 6 at the 2013 Council for Exceptional Children convention in San Antonio, TX.

**Shahron Williams van Rooij** (swilliae@gmu.edu) was appointed editor-in-chief of the *World Journal of Education*, a peer-reviewed open access journal published by Sciedu Press in Canada.

Shahron Williams van Rooij conducted a poster session titled “Integrating Empathy Into Professional Education: Lessons Learned From the Design Professions” on May 1 at the American Educational Research Association Annual Meeting in San Francisco.
David Brazer (sbrazer@gmu.edu), Scott Bauer (sbauer1@gmu.edu), and Michelle Van Lare (mvanlare@gmu.edu) presented “Organizational Design and Multiple Stakeholder Decision Making in Professional Learning Communities” at the Annual Meeting of the American Educational Research Association in San Francisco held from April 27 to May 1. The paper was presented in a session of the Organizational Theory SIG.

Scott Bauer (sbauer1@gmu.edu), David Brazer (sbrazer@gmu.edu), and Rob Smith (rsmithx@gmu.edu) addressed a group of doctoral students and four professors from Naresuan University in Thailand who visited them in Thompson Hall on April 18. Rob’s presentation focused on factors related to addressing achievement gaps based on race/ethnicity, dominant language, and poverty.

On April 23, Rob Smith (rsmithx@gmu.edu) conducted a workshop on superintendent decision making related to achievement gaps as part of a Minority Student Achievement Network Institute conference meeting at the University of Wisconsin-Madison.

On April 24, Rob Smith (rsmithx@gmu.edu) and Timothy Cotman, a minority achievement coordinator with Arlington Public Schools, addressed the State Board of Education in Richmond on “Cultural Competence and Achievement Gaps.”

On April 30, Rob Smith (rsmithx@gmu.edu) presented a paper, co-authored with David Brazer (sbrazer@gmu.edu), at the American Educational Research Association Annual Meeting held in San Francisco. The presentation was titled “Achievement Gaps and Superintendent Decisions.”

H. Fives and Michelle Buehl (mbuehl@gmu.edu) presented the paper, “Exploring Differences in Practicing Teachers’ Valuing of Pedagogical Knowledge Based on Teaching Ability Beliefs,” at the annual meeting of the American Educational Research Association in San Francisco.

Bill Brozo (wbrozo@gmu.edu) gave a featured speaker presentation at the Virginia State Reading Association Conference in Virginia Beach on April 18. The title of his talk was “Content Literacy for All in an Effective RTI Program.”

Bill Brozo (wbrozo@gmu.edu) gave three presentations at the International Reading Association (IRA) Annual Convention held from April 18–22 in San Antonio, TX. The titles were: “Key Findings on PIRLS 2011: Implications for Literacy Policy, and Practice”; “Expanding Literacy for Boys With Engaging Texts and Engaging Practices”; and “Literacy Instruction and Assessment Goals in a Post-2015 World.” The latter presentation was as a member of a panel of international scholars organized by the International Development Division of IRA.
Bill Brozo (wbrozo@gmu.edu) participated in a meeting of the Learning Metrics Task Force (LMTF) at Brookings on April 16. The LMTF is jointly sponsored by UNESCO and Brookings. As a member, Bill has contributed to reports on establishing measurable learning goals for children and youth throughout the world.

Bill Brozo (wbrozo@gmu.edu) met with teachers and students at Loudoun County High School on April 9 and 12 to gather input on a proposed literacy reform project he will lead there in the 2013–2014 school year.

David Vallett (dvallet2@gmu.edu), Len Annetta (lannetta@gmu.edu), Richard Lamb (rlamb3@gmu.edu), and Rebecca Cheng (wcheng3@gmu.edu) presented the paper, “Effects of SEG Design on Visuospatial Ability, 21st Century Skills, and STEM Career Selection,” at the annual conference of the National Association for Research in Science Teaching on April 7 in Rio Grande, Puerto Rico. David, Richard, and Rebecca are CEHD doctoral students.

Rebecca Cheng (wcheng3@gmu.edu), Len Annetta (lannetta@gmu.edu), Richard Lamb (rlamb3@gmu.edu), and David Vallett (dvallet2@gmu.edu) presented the paper, “Individual Differences, Flow Experience, and Science Learning in Serious Educational Games,” at the annual conference of the National Association for Research in Science Teaching on April 7 in Rio Grande, Puerto Rico.

Len Annetta (lannetta@gmu.edu), Richard Lamb (rlamb3@gmu.edu), David Vallett (dvallet2@gmu.edu), Rebecca Cheng (wcheng3@gmu.edu), and K. Peterman presented the paper, “Indicators Impacting the STEM Career Pipeline Through Serious Educational Game Design and Development” at the annual conference of the National Association for Research in Science Teaching on April 7 in Rio Grande, Puerto Rico.

Len Annetta (lannetta@gmu.edu), Richard Lamb (rlamb3@gmu.edu), David Vallett (dvallet2@gmu.edu), and Rebecca Cheng (wcheng3@gmu.edu) presented the paper, “The Impact of a Serious Educational Game Design and Development on High School Students,” at the annual conference of the National Association for Research in Science Teaching on April 8 in Rio Grande, Puerto Rico.

Richard Lamb (rlamb3@gmu.edu), David Vallett (dvallet2@gmu.edu), and Len Annetta (lannetta@gmu.edu) presented the paper, “Interface of Creativity, Fluency, and Technology Using the Design of Serious Educational Games,” at the annual conference of the National Association for Research in Science Teaching on April 9 in Rio Grande, Puerto Rico.

Len Annetta (lannetta@gmu.edu), Wendy Frazier (wfrazier@gmu.edu), E. Folta, S. Y. Holmes, Richard Lamb (rlamb3@gmu.edu), and Rebecca Cheng (wcheng3@gmu.edu), published “Science Teacher Efficacy Toward Professional Development Using Video Games in a Design-Based Research Model: The Next Generation of STEM Learning” in the Journal of Science Education and Technology, 22(1), 47–61.
Len Annetta (lannetta@gmu.edu), K. Peterman, and Richard Lamb (rlamb3@gmu.edu) presented “Designing Serious Educational Games: How Science Interest, Self-Efficacy, and 21st Century Skills Indicate Potential STEM Career Awareness” on March 12 at the Scaling STEM conference held in Durham, NC.

Len Annetta (lannetta@gmu.edu), David Vallett (dvallet2@gmu.edu), Richard Lamb (rlamb3@gmu.edu), and Rebecca Cheng (wcheng3@gmu.edu) presented the paper, “Factors Impacting the STEM Career Pipeline Through Serious Educational Game Design and Development,” at the annual meeting of the Popular Culture Association on March 30 in Washington, DC.

Len Annetta (lannetta@gmu.edu), David Vallett (dvallet2@gmu.edu), Richard Lamb (rlamb3@gmu.edu), Rebecca Cheng (wcheng3@gmu.edu), and K. Peterman presented the paper, “Addressing the STEM Pipeline Through Serious Educational Game Design and Development,” at the annual meeting of the Society for Information Technology and Teacher Education International Conference on March 27 in New Orleans.

K. A. Tate, Rachael Goodman (rgoodma2@gmu.edu), and A. Calderon presented the paper, “Counseling for Liberation: Applying Liberation Psychology to Counseling Practice,” in March at the American Counseling Association Conference & Expo held in Cincinnati, OH.

Scott Brown, Joseph Williams (jwilli32@gmu.edu), Sherlon Pack-Brown, and Rachael Goodman (rgoodma2@gmu.edu) presented the poster, “Creating, Developing, and Producing the AMCD/CSJ Day of Service,” in March at the American Counseling Association Conference & Expo in Cincinnati, OH.

In March, Rachael Goodman (rgoodma2@gmu.edu) and Joseph Williams (jwilli32@gmu.edu), with colleagues Sherlon Pack-Brown and Scott Brown, facilitated the AMCD/CSJ Service Day prior to the American Counseling Association Conference & Expo in Cincinnati, OH.

Joseph Williams (jwilli32@gmu.edu) published “Moving From Words to Action: Reflections of a First Year Counselor Educator for Social Justice” in a special issue of the Journal for Social Action in Counseling and Psychology, 5(1), 79–87.


Joseph Williams (jwilli32@gmu.edu) presented “Overcoming Adversity: High-Achieving African American Youth’s Perspectives on Educational Resilience” in April at the American Educational Research Association Annual Meeting held in San Francisco.

T. Jungersen, Joseph Williams (jwilli32@gmu.edu), S. Goldsmith, Q. Walker, A. Greenleaf, and A. Coker presented “Deconstructing Mental Health Disparities and Social Justice in Action:
A Nexus of Counseling Professionals” in March at the American Counseling Association Conference & Expo held in Cincinnati, OH.


Elizabeth Levine Brown (ebrown11@gmu.edu) and Colleen Vesely (cvesely@gmu.edu), with Duhita Mahatmya (New Century College), presented the poster, “Family and School Sensitivity in Early and Middle Childhood: Implications for Children’s Social, Emotional, and Academic Outcomes,” in April at the Society for Research in Child Development Biennial Meeting in Seattle.

Elizabeth Levine Brown (ebrown11@gmu.edu) and M. W. Valenti published “Merging Pathways: The Interdisciplinary Study of Emotional Labor and Therapeutic Alliances in Schools” in The Community Psychologist, 46(2), 35–37.

Elizabeth Levine Brown (ebrown11@gmu.edu), M. A. Kanny, and B. Johnson published “School Settings as a Mechanism of Change: Establishing High-Risk Adolescents’ Academic Identities” on March 18 online in The Journal of Early Adolescence. The article is available at http://jea.sagepub.com/content/early/2013/03/17/0272431613480271

Elizabeth Levine Brown (ebrown11@gmu.edu) and M. M. Kerr presented the paper, “The Emotional Labor of Teaching,” in April at the annual meeting of the American Educational Research Association in San Francisco.

Elizabeth Levine Brown (ebrown11@gmu.edu), J. E. Gibson, E. L. Brown, A. Ball, A. Iachini, and M. Kelly presented the paper, “Systematic Reviews: The Potential for MHEDIC and MHEDIC Members,” in May at the Mental Health Education Integration Consortium Conference in Columbus, OH.

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Park Arrest for Flamboyant Ballet Exercise” in the February Parks & Recreation. The link to the article is: http://www.parksandrecreation.org/2013/February/Park-Arrest-for-Flamboyant-Ballet-Exercise/

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Park User Challenges Outdoor Smoking Ban” in the March Parks & Recreation. The link to the article is: http://www.parksandrecreation.org/2013/March/Park-User-Challenges-Outdoor--Public-Smoking-Ban/

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Blind Paintballers Disability Discrimination Claim” in the April Parks & Recreation. The link to the article is:
http://www.parksandrecreation.org/2013/April/Blind-Paintballers-Disability-Discrimination-Claim/

Anastasia P. Samaras (asamaras@gmu.edu) presented “Learning by Leading: Facilitating a Faculty Self-Study Group” at the annual meeting of the American Educational Research Association on April 29.

Anastasia P. Samaras (asamaras@gmu.edu) is serving a two-year term as chair of the Self-Study of Teacher Education Practices [S-STEP] SIG of the American Educational Research Association (AERA). Her term will end after the 2015 AERA annual meeting.

Seth Parsons (sparson5@gmu.edu) and CEHD doctoral student, Leslie La Croix (llacroix@gmu.edu) published the paper, “A Vision Within a Classroom of Her Own: The Case of Ann,” in The Teacher Educators’ Journal, 20, 57–73.

Seth Parsons (sparson5@gmu.edu) and Margaret Vaughn (University of Idaho) presented the paper, “A Constructivist View of Classroom Teaching: Analysis of Two Educators’ Instructional Adaptations,” on April 29 at the annual meeting of the American Educational Research Association in San Francisco.

Susan Bon (sbon@gmu.edu) presented her co-authored paper (with Perry Zirkel), “A Systematic Analysis of the Time-Out and Seclusion Case Law,” on April 30 at the American Educational Research Association Annual Meeting in San Francisco.

Susan Bon (sbon@gmu.edu), with co-authors Suzanne Eckes, Julie Mead, and Karen Miksch, presented the paper, “Promoting Equity and Opportunity: Legal, Ethical, and Social-Scientific Considerations of Race-Conscious Policies in Education,” as part of a symposium discussion on April 28 at the American Educational Research Association Annual Meeting in San Francisco.

Erin Peters-Burton (epeters1@gmu.edu) presented the paper, “Microanalysis of Self-Regulatory Processes of Elementary Teachers Learning to Teach Earth Science Through Inquiry,” in April at the annual meeting of the American Educational Research Association in San Francisco.

Erin Peters-Burton (epeters1@gmu.edu); doctoral students Syd Merz (smerz@gmu.edu), Erin Ramirez (eramire4@gmu.edu), and Maryam Saroughi (msarough@gmu.edu); and master’s student Ruth Jackson (rjackson@gmu.edu) presented the paper, “The Effect of Research Experience-Based Professional Development on Teacher Efficacy, Motivation, Knowledge Calibration and Perception of Inquiry,” in April at the annual meeting of the American Educational Research Association in San Francisco.
Erin Peters-Burton (epeters1@gmu.edu), S. Lynch, B. Means, N. Spillane, and A. House presented the related paper set, “Inclusive STEM-Focused High Schools: STEM Education Policy and Opportunity Structures” at the National Association for Research in Science Teaching Annual International Conference held in San Juan, Puerto Rico.

Erin Peters-Burton (epeters1@gmu.edu) presented the paper, “Modeling Relationships Among Aspects of the Nature of Science: Representing Co-Occurrences With Epistemic Network Analysis,” at the National Association for Research in Science Teaching Annual International Conference held in San Juan, Puerto Rico.

Julie Kidd (jkidd@gmu.edu), M. Gadzichowski, R. Pasnak, D. Gallington, and N. L. Cossa presented the paper, “The Effects of Patterning Instruction on First-Grade Students’ Mathematics and Literacy Achievement,” in April at the American Educational Research Association Annual Meeting in San Francisco.

CEHD May doctoral graduate Leah Muccio and Julie Kidd (jkidd@gmu.edu) presented the paper, “Inclusion of Children With Disabilities in Head Start Settings: Instructional Professionals’ Perspectives,” in April at the American Educational Research Association Annual Meeting in San Francisco.

A. Gupta, W. Kasten, Julie Kidd (jkidd@gmu.edu), S. A. Sharma, D. Sisson, and L. Smolen presented the paper, “Diversity in Teacher Education Programs in Literacy and Reading: A Nationwide Investigative Study,” in April at the International Reading Convention in San Antonio, TX.


Julie Kidd (jkidd@gmu.edu), K. M. Gadzichowski, D. A. Gallington, C. Lopez, and R. Pasnak presented the paper, “A Teacher-Friendly Method of Improving Reading and Mathematics” in March at the Society for Research in Educational Effectiveness Spring Conference in Washington, DC.


Margaret Jones (mjones15@gmu.edu) gave a presentation at the Freedom Aquatics and Fitness Center on April 24 titled “Effective and Efficient Resistance Training.” The audience consisted of approximately 15 patrons and personal trainers of the center.
Margaret Jones (mjones15@gmu.edu) was invited to serve on the editorial board of the *Strength and Conditioning Journal*.

Margaret Jones (mjones15@gmu.edu) was nominated for a 2013 OSCAR Mentor Award, which is a part of the Students as Scholars Initiative.

Sheri Berkeley (sberkele@gmu.edu) and colleague Paul Riccomini (Pennsylvania State University) published “QRAC-the-Code: A Comprehension Monitoring Strategy for Middle School Social Studies Textbooks” in the *Journal of Learning Disabilities, 46*, 154–165.

Sheri Berkeley (sberkele@gmu.edu) and colleague Stephanie Lai (University of Georgia) published “High Stakes Test Accommodations: Research & Practice” in *Learning Disability Quarterly, 35*, 158–169.

Sheri Berkeley (sberkele@gmu.edu), Kelley Regan (kregan@gmu.edu), Kelly Brady, Melissa Hughes, and Rick Brigham (ibrigham@gmu.edu) presented “Understanding Knowledge and Practice Within a School District’s RTI Initiative” at the annual meeting of the American Educational Research Association held in San Francisco in April.

Kelley Regan (kregan@gmu.edu), Sheri Berkeley (sberkele@gmu.edu), and Sharon Ray (sray4@gmu.edu) presented “Using a Common Assessment in a Teacher Preparation Course of Reading Instruction” in April at the annual convention of the Council for Exceptional Children in San Antonio, TX.

Vicky G. Spencer (vspencer@gmu.edu) and doctoral student Dorothy Zhang (dorothy.x.zhang@gmail.com) presented “Addressing the Needs of Students With Autism and Other Disabilities in China: Perspectives From the Field” in April at the annual convention of the Council for Exceptional Children in San Antonio, TX.

Vicky G. Spencer (vspencer@gmu.edu), Anna Evmenova (aevmenov@gmu.edu), and doctoral student Laura Hayes-Harris (lharril4@gmu.edu) presented “Review of Research-Based Interventions for Students With Autism Spectrum Disorders (ASD) in Content Area Instruction: Implications and Considerations for Classroom Practice” in April at the annual convention of the Council for Exceptional Children in San Antonio, TX.

April Mattix (amattix@gmu.edu) presented “Picturebooks and Early Childhood Literacy” in March at the University of California, Los Angeles. M. S. Sobolak and April Mattix (amattix@gmu.edu) presented the paper, “The Power of Children’s Literature as a Literacy Instruction Tool,” in April at the European Teacher Education Network in Hasselt, Belgium.
April Mattix (amattix@gmu.edu) and K. Daly presented the poster, “Character Education and the Primary Years Programme,” in April at the Association of Childhood Education International’s Institute for Global Education Diplomacy in Washington, DC.

On April 25, Joel Martin (jmarti38@gmu.edu) gave a talk about running biomechanics to approximately 25 patrons at the Freedom Aquatics and Fitness Center. After his talk, Joel showed participants drills to improve their running form, which they practiced. He then showed them some stretches and foam rolling exercises to help them recover from running as well as prevent injuries, and many of them displayed instant improvement in running form from the drills. Graduate student Greg Coleman (gcolema2@gmu.edu) assisted during the talk.

David Long (dlong9@gmu.edu) was an invited participant for “Reporting Across the Culture Wars: Engaging Media on Evolution,” held from March 22–24 at the National Evolutionary Synthesis Center in Raleigh, NC.

David Long (dlong9@gmu.edu) published “Finding Jesus’s Magic Pineapple: Or Improving Science Education by Improving Religious Education” in Cultural Studies of Science Education, 8(2), 389–398.

M. Chrostowsky and David Long (dlong9@gmu.edu) published “Education During Forced Migration as the Forge of Cultural Production: Dinka Repatriation and Transnational Educational Capital in South Sudan” in Lesley Bartlett and Ameena Ghaffar-Kucher (Eds.), Refugees, Immigrants, and Education in the Global South: Lives in Motion. The book is published by Routledge.


Donna Sterling (dsterlin@gmu.edu), Anne Mannarino and Vicky Reid of William and Mary, and Elizabeth Edmondson of Virginia Commonwealth University presented the VISTA New Science Coordinator Academy on April 18–19. They hosted 20 new science coordinators from across Virginia to focus on strategic planning, the science classroom, and innovating science instruction in the K-12 classroom.

Donna Sterling (dsterlin@gmu.edu), with Elizabeth Edmondson of Virginia Commonwealth University and Anne Mannarino of William and Mary, presented “School District Science Coordinator Professional Development” in April at the annual National Association for Research in Science Teaching conference in Rio Grande, Puerto Rico.
Mollianne Logerwell (mlogerwe@gmu.edu), Donna Sterling (dsterlin@gmu.edu), Juanita Jo Matkins of William and Mary, and Jacqueline McDonnough of Virginia Commonwealth University presented “Science Education Faculty Professional Development” in April at the annual National Association for Research in Science Teaching meeting in Rio Grande, Puerto Rico.

Jennifer Mosser (jmosser@gmu.edu), Anne Mannarino of William and Mary, and Elizabeth Edmondson of Virginia Commonwealth University presented “Elementary Teacher Professional Development” in April at the annual National Association for Research in Science Teaching conference in Rio Grande, Puerto Rico.

Mollianne Logerwell (mlogerwe@gmu.edu), Juanita Jo Matkins of William and Mary, and Jacqueline McDonnough of Virginia Commonwealth University presented “Science Methods Courses: Adapting Course One After Year One” in April at the annual National Association for Research in Science Teaching conference in Rio Grande, Puerto Rico.

Donna Sterling (dsterlin@gmu.edu), Mollianne Logerwell (mlogerwe@gmu.edu), Elizabeth Edmondson of Virginia Commonwealth University, and Juanita Jo Matkins and Anne Mannarino of William and Mary presented “Virginia Initiative for Science Teaching and Achievement (VISTA): Developing Effective Elementary Science Teachers, Year 2” in April at the annual National Association for Research in Science Teaching conference in Rio Grande, Puerto Rico.

George McMahon (hcmaho3@gmu.edu) was interviewed for a feature article in the April issue of Counseling Today, a magazine of the American Counseling Association, about using an ecological counseling perspective in counseling. George’s interview focused on ecological school counseling.

George McMahon (hcmaho3@gmu.edu) presented “Secondary School Counselors’ Experiences Leading Counseling Groups” at The American Counseling Association National Conference in Cincinnati, OH in March.

George McMahon (hcmaho3@gmu.edu) served on the advisory board for the First Annual Evidence-Based School Counseling National Conference held in March in Kentucky.

**PhD Students**

On April 13, doctoral students Jack Knipe (jknipe@gmu.edu), Shannon Merriweather (sbutler9@gmu.edu), Sydney Merz (smerz@gmu.edu), Jennifer Lebrón (jlebron@gmu.edu), Brenda Calderon (bcaldero@gmu.edu), Sarah Hinshaw (shinshaw@gmu.edu), Kristina Solum (ksolum@gmu.edu), Tami Carsillo (tcarsill@gmu.edu), and Heather Andrews (handrew3@gmu.edu) presented
at the 13th Annual Graduate Student Research Conference sponsored by the Washington Consortium for Comparative and International Education at American University. The conference is an opportunity for graduate students at the consortium schools to present their work and engage in meaningful discussion about the forces that shape international education.

Jason Calhoun (wcalhoun@gmu.edu) presented “Moving STEM From Buzzword to Meaningful Integrated Science” at the 2013 National School Boards Association Annual Conference in San Diego on April 13. Jason defended his doctoral dissertation on March 21 titled “An Exploratory Study on Initial Stem Classes and African American Freshman Males Who Are STEM Majors at a Large Mid-Atlantic State University: Factors Affecting Self-Efficacy Beliefs and Persistence in the STEM Pipeline.” Committee members were Gary Galluzzo (ggalluzz@gmu.edu), chairperson, Donna Sterling (dsterlin@gmu.edu), and Kevin Clark (kclark6@gmu.edu). He graduated with a PhD in Education (Science Education Leadership) on May 18.

Katherine Bradley-Black (kblack4@gmu.edu) defended her doctoral dissertation on March 28 titled “Teachers and Evidence-Based Practices.” Committee members are Margo Mastropieri (mmastrop@gmu.edu), chairperson, Tom Scruggs (tscruggs@gmu.edu), and Sheri Berkeley (sberkele@gmu.edu).

Richard Lamb (rlamb3@gmu.edu) defended his doctoral dissertation on May 23 titled “The Application of Cognitive Diagnostic Approaches Via Neural Network Analysis of Serious Educational Games.” Committee members are Len Annetta (lannotta@gmu.edu), chairperson, Anastasia Kitsantas (akitsant@gmu.edu), and Dimiter Dimitrov (ddimitro@gmu.edu).

David Vallett (dvallet2@gmu.edu) defended his doctoral dissertation on May 21 titled “Factors Influencing Learner Conceptions of Force: Exploring the Interaction Among Visuospatial Ability, Motivation, and Conceptions of Newtonian Mechanics in University Undergraduates From an Evolutionary Perspective.” Committee members are Len Annetta (lannotta@gmu.edu), chairperson, Erin Peters-Burton (epeters1@gmu.edu), and Wendy Frazier (wfrrazier@gmu.edu).

Mary Guckert (mguckert@gmu.edu) defended her doctoral dissertation on March 27 titled “Understanding Bystander Perceptions of Cyberbullying in Inclusive Classroom Settings.” Committee members are Margo Mastropieri (mmastrop@gmu.edu), chairperson, Tom Scruggs (tscruggs@gmu.edu), and Anya Evmenova (aevmenov@gmu.edu).

Leah Byrd (lbyrd1@gmu.edu) defended her doctoral dissertation on March 27 titled “African American Students’ Perceptions of Their High School Career Counseling Experiences.” Committee members are Penelope Earley (pearley@gmu.edu), chairperson, Joseph Maxwell (jmaxwell@gmu.edu), and Gary Galluzzo (ggalluzz@gmu.edu).

Mary Jane Boynton (mboynston@gmu.edu) defended her doctoral dissertation on March 28 titled “Leadership Practices and Capabilities That Work Best for Middle School English Language Learners: A Multiple Case Study.” Committee members are Susan Bon
Jennifer McMurre (jmcmurre@gmu.edu) defended her doctoral dissertation on March 18 titled “The Federal School Improvement Grant Program in Rural Virginia Schools.” Committee members are Penelope Earley (pearley@gmu.edu), chairperson, Joseph Maxwell (jmaxwell@gmu.edu), and Gary Galluzzo (ggalluzz@gmu.edu).

George Flowers (gflowers@gmu.edu) defended his doctoral dissertation on March 13 titled “Coping With the Demands of Academic Literacy: Generation 1.5 ESL Community College Students and the Challenging of Reading to Learn While Still Learning to Read.” Committee members are Becky Fox (rfox@gmu.edu), chairperson, Betty Sturtevant (esturtev@gmu.edu), and Steve White (cwhite1@gmu.edu).

Sarah Daily (sdaily@gmu.edu) defended her doctoral dissertation on March 22 titled “Young Children’s Self-Regulated Learning and Supportive Teacher-Child Interactions: An Exploratory Study.” Committee members are Anastasia Kitsantas (akitsant@gmu.edu), chairperson, Michelle Buehl (mbuehl@gmu.edu), and Steve White (cwhite1@gmu.edu).

Mona Anita Olsen (molsen2@gmu.edu) defended her doctoral dissertation on March 21 titled “Exploring Faculty Members’ Perceptions of Undergraduate Entrepreneurship Education.” Committee members are Shahron Williams van Rooij (swilliae@gmu.edu), chairperson, Susan Bon (sbon@gmu.edu), and Anastasia Samaras (asamaras@gmu.edu).

Trina Campbell (tcampbe8@gmu.edu) defended her doctoral dissertation on March 18 titled “A Constructivist Grounded Theory Study of Refugee Parent Experiences With Education and the Influence on Their Young Children’s Education.” Committee members are Julie Kidd (jkidd@gmu.edu), chairperson, Margret Hjalmarson (mhjalmar@gmu.edu), and Susan Burns (mburns2@gmu.edu).

Susan Kenney (skenny2@gmu.edu) defended her doctoral dissertation on March 26 titled “The Impact of Using Assistive Technology on Writing Productivity of Young Writers With Autism.” Committee members are Mike Behrmann (mbehrman@gmu.edu), chairperson, Margo Mastropieri (mmastrop@gmu.edu), Yoosun Chung (ychung3@gmu.edu), and Anya Evmenova (aevmenov@gmu.edu).

Dannette Allen Bronaugh (dbronaug@gmu.edu) defended her doctoral dissertation on March 26 titled “The Effects of Self-Regulated Strategy Development on the Written Language Performance of Students on the Autism Spectrum.” Committee members are Margo Mastropieri (mmastrop@gmu.edu), chairperson, Tom Scruggs (tscruggs@gmu.edu), and Kelley Regan (kregan@gmu.edu).

Jugnu Agrawal (jagrawal@gmu.edu) defended her doctoral dissertation on March 26 titled “The Effects of Explicit Instruction With Manipulatives on the Fraction Skills of Students With Autism.” Committee members are Pamela Baker (pbaker5@gmu.edu), chairperson, Margo
Mastropieri (mmastrop@gmu.edu), Mike Behrmann (mbehrman@gmu.edu), and Anya Evmenova (aevmenov@gmu.edu).

Sydney Snyder (ssnyder5@gmu.edu) defended her doctoral dissertation on April 19 titled “In Pursuit of the DREAM: A Qualitative Study of DREAMers Coming-of-Age in Virginia.” Committee members are Jorge Osterling (josterli@gmu.edu), chairperson, Earle Reybold (ereybold@gmu.edu), and Scott Bauer (sbauer1@gmu.edu).

Trevor Owens (towens6@gmu.edu) defended his doctoral dissertation proposal on March 18 titled “Designing Online Communities: How Designers, Developers, Community Managers, and Software Structure Discourse and Knowledge Production on the Web.” Committee members are Kim Sheridan (ksherida@gmu.edu), chairperson, Joe Maxwell (jmaxwell@gmu.edu), and Daniel Cohen.

Jessica Turner (jturne11@gmu.edu) defended her doctoral dissertation proposal on April 22 titled “Who They Are Within: A Case Study of Females’ Experiences of Empowerment.” Committee members are Bev Shaklee (bshaklee@gmu.edu), chairperson, Becky Fox (rfox@gmu.edu), and Joe Maxwell (jmaxwell@gmu.edu).

Jori Beck (jbeck12@gmu.edu) defended her doctoral dissertation proposal on April 17 titled “A Case Study of Faculty Methods at an Urban Teacher Residency.” Committee members are Gary Galluzzo (ggalluzz@gmu.edu), chairperson, Joseph Maxwell (jmaxwell@gmu.edu), Michelle Buehl (mbuehl@gmu.edu), and Therese Dozier.

Carl Dennis (cdennis2@gmu.edu) defended his doctoral dissertation proposal on May 14 titled “Returning to the Fold: A Study of Home Schoolers Who Return to Traditional Schools.” Committee members are Scott Bauer (sbauer1@gmu.edu), chairperson, Steve White (cwhite1@gmu.edu), and Jim Upperman (jupperma@gmu.edu).

Kimberly Spivack (kbuscemi@gmu.edu) defended her doctoral dissertation proposal on May 15 titled “The Impact of Policy on Practice in Elementary School Physical Education in Virginia.” Committee members are Penelope Earley (pearley@gmu.edu), chairperson, Gary Galluzzo (ggalluzz@gmu.edu), and Craig Esherick (cesheric@gmu.edu).

Rebecca Caufman (rcaufma1@gmu.edu) defended her doctoral dissertation proposal on April 25 titled “On the Record: Exploring Reading Recovery Teachers’ Reported Uses of and Beliefs About Running Records.” Committee members are Julie Kidd (jkidd@gmu.edu), chairperson, Gary Galluzzo (ggalluzz@gmu.edu), and Allison Ward Parsons (award12@gmu.edu).

Grants/Proposals

Anastasia Kitsantas (akitsant@gmu.edu) and Angela Miller (amille35@gmu.edu) received an award for $40,903 from International Baccalaureate titled “Characteristics and Context of Primary Years Program (PYP) Students’ Self-Efficacy and Self-Regulatory Development.”
Kevin Clark (kclark6@gmu.edu) received an award for $20,000 from the George Mason University Foundation titled “Afterschool Game Design Program at Mason.”

Robert Baker (rbaker2@gmu.edu) and Pamela Baker (pbaker5@gmu.edu) received an award for $997,484 titled “Sport Diplomacy Initiative: ECA Sports Youth Visitor Program” from the U.S. Department of State.

Wendy Frazier (wfracier@gmu.edu) received an award from Fairfax County Public Schools titled “George Mason University Elementary PDS Internship Program” in the amount of $102,273.

David Anderson (danderso@gmu.edu) received an award for $6,000 from the Prince William Health Partnership titled “Healthy Eating and Active Living (HEAL) Preschool Program.”

David Anderson (danderso@gmu.edu) received an award for $6,000 from the Virginia Department of Health titled “Healthy Eating and Active Living (HEAL) Preschool Program.”

Marjorie Hall Haley (mhaley@gmu.edu) received an award for $94,773 titled “GMUF Startalk: Creating the Authentic Assessment Toolbox for Today’s Learner-Centered Classroom” from the National Security Agency.

Michael Behrmann (mbehrman@gmu.edu) received an award for $30,000 from the Virginia Department of Education titled “Microsoft KINECT XBOX AT Project.”

Erin Peters-Burton (epeters1@gmu.edu) received an award for $1,759 from the American Educational Research Association titled “The Effect of Research Experience-Based Professional Development on Teacher Efficacy, Motivation, Knowledge Calibration, and Perception of Inquiry Teaching.”

Robert Baker (rbaker2@gmu.edu) and Craig Esherick (cesheric@gmu.edu) submitted a proposal to the U.S. Department of State for $302,169 titled “Sport Diplomacy in Columbia: Basketball as a Vehicle for Cross-Cultural Exchange.”

Anthony Pellegrino (apelleg2@gmu.edu), Kristien Zenkov (kzenkov@gmu.edu), Kim Sheridan (ksherida@gmu.edu), and Paul Gorski submitted a proposal to the Spencer Foundation for $39,274 titled “Picturing What Civic Engagement Means to Diverse Youth in the U.S.: A Photo-Driven, Youth-Facilitated, and Web-Based Exploration.”

Ilham Nasser (inasser@gmu.edu) submitted a proposal titled “Teaching for Forgiveness in Arab Schools: Teachers’ Perspectives in K-12 Classrooms” to the Salam Institute for $16,992.

Anthony Kelly (akelly1@gmu.edu) submitted a proposal to the National Science Foundation titled “Organizing Multi-Disciplinary Communities to Conduct Data-Intensive Research on Education and Learning” for $538,404.
Shelley Wong (swong1@gmu.edu) submitted a proposal to the Educational Testing Service titled “Plagiarism and Technology: Complex Challenges for Multilingual Students and Institutional Policy Conference and Book” for $28,286.

Shelley Wong (swong1@gmu.edu) submitted a proposal in the amount of $18,000 to Alexandria City Public Schools titled “School Garden Projects: Nourishing Multilingual Families and Communities.”

Nelson Cortes (ncortes@gmu.edu), Siddhartha Sikdar, Shane Caswell (scaswell@gmu.edu), Jatin Ambegaonkar (jambegao@gmu.edu), and Guoqing Diao submitted a proposal for $431,770 to the National Institutes of Health titled “Neuromechanical and Ultrasound Imaging Model of the Knee for Early Onset of Osteoarthritis.”

Nelson Cortes (ncortes@gmu.edu) and Siddhartha Sikdar submitted a proposal in the amount of $203,713 to the National Institutes of Health titled “A Novel Multimodal Assessment of Dynamic Muscle Foundation.”

Shane Caswell (scaswell@gmu.edu) submitted a proposal titled “U.S. Lacrosse Youth Lacrosse Video Analysis Project” to the MedStar Research Institute for $9,885.

Holly Lawson (hlawson2@gmu.edu) submitted a proposal titled “Project STRIVE: Specialized, Transformative, and Responsive Instruction in Vision Education” to the U.S. Department of Education for $1,250,000.

Kelly Schrum, Anthony Pellegrino (apelleg2@gmu.edu), and Christopher Hamner submitted a proposal to the American Battle Monuments Commission titled “Remember the Great War: Teaching and Learning About World War I” for $525,795.

Jennifer Suh (jsuh4@gmu.edu) and Padmanabhan Seshaiyer submitted a proposal for $199,945 to SCHEV titled “ESTEEMathematics—21st Century Skills for Problem-Based Learning.”

Marci Kinas Jerome (mkinas@gmu.edu) submitted a proposal to the U.S. Department of Education titled “Virginia Consortium for Teacher Preparation in Severe Disabilities and Autism” for $1,286,074.