



FACULTY NEWS AND NOTES

February 2025



Teachers College
COLUMBIA UNIVERSITY



Alex Bowers

Journal Article Publication

- Ahn, J., Bowers, A. J., & Welton, A. D. (2021). Leadership for learning as an organization-wide practice: evidence on its multilevel structure and implications for educational leadership practice and research. *International Journal of Leadership in Education*, 27(6), 1300–1351. <https://doi.org/10.1080/13603124.2021.1972162>
 - Abstract: Leadership for learning has emerged as a framework that subsumes the core characteristics of instructional leadership, transformational leadership, and distributed leadership. It acknowledges that leadership responsibilities are shared across stakeholders, inviting wider sources of leadership. If leadership for learning conceptualizes leadership as an organization-wide practice beyond that of an individual (e.g. the school principal), its measurement must accordingly invite perceptions and experiences of diverse stakeholders at multiple levels. Focusing solely on principals' or teachers' leadership perceptions is problematic since it fails to capture the unique lived realities teachers or principals experience concerning leadership enactment. It also limits the capacity to examine whether and how these multiple perspectives exert same or divergent impacts on staff development, school culture, and student learning. Thus, this study employed leadership for learning as its theoretical framework and rigorous multilevel factor analysis techniques to examine the extent to which individual teachers, teachers collectively, and principals show distinct perceptions of leadership practices. Four-fold cross-validation multilevel factor analysis revealed conceptual distinctions in how the three entities experience leadership practices distributed across the school. Implications for educational leadership research, practices, and policy are also presented.
 - <https://doi.org/10.1080/13603124.2021.1972162>
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Sharon Chang

Journal Article Publication

- Chang, S. (2025). Agency and Transformation: Motives, Mediation, and Motion. *Mind, Culture, and Activity*, 1–4.
- Invited book review for *Agency and Transformation: Motives, Mediation, and Motion*. Edited by Nick Hopwood and Annalisa Sannino, Cambridge University Press.
- <https://doi.org/10.1080/10749039.2024.2448800>



Drew X Coles

Journal Article Publication

- Coles, D. X., & Zane, C. (2024). Creating Spaces for Laptops in Music Education Classrooms: Enhancing Access and Opportunities. *CMEA Magazine*, 78(1), 8-9. California Music Educators Association.
- This article argues that integrating laptops as instruments in music education classrooms and performance spaces expands students' access to music learning, fostering inclusivity, creativity, and technological fluency.
- Coles, D. X., & Gunther, J. (2024). Navigating the Intersections of Technology, Philosophy, and Pedagogical Practices. In *College Music Symposium* 64(2). The College Music Society. <https://doi.org/10.18177/sym.2024.64.fr.11633>
- This piece examines the intersection of philosophy and pedagogical practices in music education, particularly in relation to the integration of technology. Drawing on constructivist theories, ethical considerations, empirical studies on the implementation of pedagogical tools, and established pedagogical models, the authors argue that philosophical frameworks shape how technology is implemented in music classrooms, influencing accessibility, inclusivity, and instructional methodologies.
- Coles, D. X. (2024). Music Classrooms as Emotional and Cognitive Processing Spaces. *TEMPO!*, 79(1), 18-19. New Jersey Music Educators Association.
- This article explores the role of music classrooms as spaces for emotional and cognitive processing, arguing that music education extends beyond skill development to serve as a powerful tool for reflection, healing, and social engagement. Drawing on research in neuroscience and music education, Coles highlights how music stimulates emotional well-being and cognitive growth, offering students a structured way to process personal and societal challenges.
- Miller, M., & Coles, D. X. (2024). Informing Gatekeepers: Training Our Students to Critically Consider 'Who Needs To Know What About Them'. *Teaching Notes: American Journal of Arts Management*. 12(3).
- Through analysis of a course-based assignment, Miller (a student scholar at TC) and Coles examine how music entrepreneurship students learn to identify key gatekeepers, assess their motivations, and develop plans for engagement. By reframing gatekeepers as essential intermediaries rather than obstacles, the authors highlight how students can navigate professional landscapes with adaptability and foresight.
- Coles, D. X., & Zane, C. (2024). The uncanny valley in the music classroom: Perspectives on overcorrection. *Journal of Music, Technology & Education*, 16(1-2). https://doi.org/10.1386/jmte_00064_1
- This article examines the concept of the uncanny valley in music and its implications for music technology and education. Coles and Zane (a student scholar of TC when this work was submitted) argue that as digital tools increasingly shape music production, elements like pitch correction, rhythmic quantization, and artificial intelligence-generated compositions risk creating an unsettlingly technically "correct" yet "almost human" musical experience.



Tamara Handy

Journal Article Publication

- Handy, T. (2024). Navigating Precarious Citizenship in Schools: Newcomer Youth of Color at the Intersection of Race and Ability. *Review of Educational Research*, 00346543241293443.
- Refugee and asylum-seeking youth of color from African and Middle Eastern countries contend with racist-ableist structures in host-nation schools, primarily through newcomer supports offered to them. Considering their unique migratory experiences, this comprehensive systematic literature review explored how youth of color from Africa and the Middle East are supported in host-nation schools already entrenched in systemic racism and ableism.
- https://journals.sagepub.com/doi/full/10.3102/00346543241293443?casa_token=U3dPHbO7nrQAAAAA%3AMwEYZnlm_xLWpJNehYAZ3AhHMUwdY8SDDVb_ozTo95ARgKkpKx6IBL3P-5sd4BSsV-OaoZ-Mmo7P64A



Ioana Literat

Journal Article Publication

- Kligler-Vilenchik, N., & Literat, I. (2025). Expressive citizenship: Youth, social media, and democracy. *Journal of Children and Media*.
- In this contribution to the *Journal of Children and Media*'s 18th anniversary special issue, Kligler-Vilenchik and Literat introduce the concept of “expressive citizenship” as an emerging model of civic participation, arguing that young people’s political expression on social media platforms represents a meaningful form of democratic engagement that warrants serious scholarly attention.
- <https://doi.org/10.1080/17482798.2024.2438680>

Public Communication

- “Is Social Media a Valid Way for Young People to Express Their Political Views?” *Columbia News* (January 2025)
- “Is the golden age of TikTok already over?” *Dazed* (January 2025)
- “Not Your Mother’s Activism: Young Women’s Political Expression on Social Media” Op-ed in *Ms Magazine* (December 2024)
- “3 reasons behind the unsettling glorification of Luigi Mangione” *CBC News* (December 2024)
- “From blogging to Sidechat: A short history of social networking at Columbia” *Columbia Spectator* (December 2024)
- “Trump’s success among young men illustrates influence of online ‘manosphere’” *PBS NewsHour* (November 2024)
- “How Harris won at TikTok but lost the election” *The Washington Post* (November 2024). Also published in *The Boston Globe*.
- “What Democrats don’t understand about Joe Rogan” *POLITICO* (November 2024)



Irina Lyublinskaya

Journal Article Publication

- Li, Y. & Lyublinskaya, I. (2025) Effect of American-Based professional development program on acculturation strategies of Kazakhstan mathematics faculty. *Trends in Higher Education*, 4(1), 4.
- This case study examines the influence of the PD program that introduced current teaching traditions in American mathematics education to Kazakhstan's university mathematics faculty on their perceptions and practices of teaching discrete mathematics to aspiring mathematics teachers.
- <https://doi.org/10.3390/higheredu4010004>



Patricia Martínez-Álvarez

Journal Article Publication

- Martínez-Álvarez, P., Cuevas, I., *Saez, N., & *Son, M. (2024). Bilingual pre-service teachers' evolving conceptualizations about curriculum as a hybrid space through multimodal learning experiences. *Teaching and Teacher Education*, 152, 104801 <https://doi.org/10.1016/j.tate.2024.104801>
- This study examines the effectiveness of multimodal pedagogical processes in a graduate course to help 23 bilingual pre-service teachers (BPSTs) reformulate curriculum for inclusivity.
- González, T., Artiles, A. J., Martínez-Álvarez, P., & Salinas, S. M. (2024). Towards the full potential of Lau: Interrogating the intersectional nuances of language, disability, & race. *Bilingual Research Journal*, 47(4), 421–437. <https://doi.org/10.1080/15235882.2024.2412541>
- Though Lau v. Nichols has garnered substantial educational gains for multilingual learners, the authors address two limitations. Namely, there is a need to historicize the interlocking language, ability, and racial differences and to examine MLs through an intersectional lens.



Gemma Moya-Galé

Honor/Award

- 2025 Fellowship, ASPIRE! Peer and Near-Peer Mentoring Program, Columbia University Irving Medical Center (CUIMC) Office for Research
- This is a competitive fellowship that focuses on research development and mentorship skills among faculty researchers from diverse backgrounds.

Journal Article Publication

- Delgado-Hernández, J., & Moya-Galé, G. (2025). Cepstral Changes Following Intensive Voice-Focused Treatment in Parkinson's disease. *Journal of Voice*, 1-14.
- Delgado-Hernández and Moya-Galé looked at the effects of intensive voice treatment to improve voice quality in Spanish-speaking individuals with Parkinson's disease. Most importantly, they used conversational speech to track real-life and functional voice changes. Their data emphasize the need for early voice referrals upon PD diagnosis.



Kimberly Noble

Journal Article Publication

- Marti-Castaner, M., Merz, E. C., Wiltshire, C., Melvin, S. A., Henry, K., Landers, C., Noble, K. G. & Duch, H. (2024). Effects of the Getting Ready for School Intervention on Children's School Readiness Skills. *Frontiers in Developmental Psychology*, Volume 2, 1477476.
- This paper reports the results of a school readiness intervention.
- Rosengarten, M. L., Sandre, A., Troller-Renfree, S. V., Shuffrey, L. C., Amarante, M., Bakhoya, M., & Noble, K. G. (2024). Measuring Socioeconomic and Stress Disparities in Infant Declarative Memory Using the Visual Paired Comparison Task. *Developmental Psychobiology*, 66(7), e22557.
- This paper investigates links among socioeconomic disparities, maternal stress, and infant memory development.
- Hart, E. R., Sperber, J. F., Troller-Renfree, S. V., Ortells-Faci, P., Halpern-Meekin, S., Sandre, A., & Noble, K. G. (2024). Mothers with low incomes view both individual and structural interventions as potentially helpful for supporting early child development. *Scientific Reports*, 14, 1-19. <https://doi.org/10.1038/s41598-024-68762-4>.
- This paper reports maternal views of individual and structural interventions in terms of supporting child development.



Sonali Rajan

Grant

- Centers for Disease Control and Prevention | National Center for Injury Prevention and Control RFA-CE-24-001 Grants for Injury Control Research Centers (ICRC) "Columbia Center for Injury Science and Prevention;" Center Co-Directors: C. Branas (Mailman) and S. Rajan (TC)
- The Columbia Center for Injury Science and Prevention, which Rajan now co-directs, was funded by the Centers for Disease Control and Prevention.



Michael A. Rebell

Honor/Award

- 2024 Outstanding Public Educator, Horace Mann Leaguen League
- National Organization That Seeks to Promote the Common School Principles of Horace Mann is giving Rebell this award in Charleston, S. Carolina in recognition of his work on Civic Education.



Emily Rosenzweig

Journal Article Publication

- Journal article published at Journal of Educational Psychology: Switching within STEM: Examining the motivational concerns that college students report considering when changing career plans within STEM fields.
- Led publication of a journal article about why college students change career plans within STEM fields of study.
- <https://psycnet.apa.org/fulltext/2025-70990-001.pdf>



Beth C. Rubin

Book Publication

- Youth participatory action research in your classroom: Teaching and learning for active citizenship
- Youth participatory action research can turn classrooms into sites of meaningful, relevant civic learning, in which young people gain a sense of civic empowerment as they discuss, investigate, analyze, and speak with authority on issues that directly affect them and their communities. Through stories, examples, and the reflections of youth and adults who have participated in these projects over the past 15 years, the book guides educators through the five-stage civic action research cycle, sharing how YPAR can foster belonging among youth, enhance communication between students and educators, and nurture civic engagement throughout school communities.
- https://www.tcpres.com/youth-participatory-action-research-in-your-classroom-9780807787045?utm_source=Author+Signature&utm_medium=Email



Garnett Russell

Journal Article Publication

- Russell, S. Garnett, Paula Mantilla-Blanco,* Daniela Romero-Amaya,* Tatiana Cordero-Romero.* 2024. "Education and Transitional Justice: Como, Para, y Sobre." International Journal of Transitional Justice.
- <https://academic.oup.com/ijtj/advance-article/doi/10.1093/ijtj/ijae038/7931774>
- Russell, S. Garnett, Camille Fabo,* Victoria Jones,* and Arnela Colic.* 2024. "Language Policies and Ideologies for Socialization and Identity-Building in U.S. Schools: The Case of Newcomer and Refugee Students in Arizona and New York." Social Sciences 13 (11).
- <https://www.mdpi.com/2076-0760/13/11/601>

Policy Report

- Russell, S. Garnett, Paula Mantilla-Blanco, Daniela Romero-Amaya, Sara Pan-Algarra, Ángela Sánchez Rojas, Victoria Jones, Leonardo Arévalo Rojas, Paola Abril, Tatiana Cordero Romero, Juan Camilo Aljuri Pimiento, & Carolina Valencia. 2024. Transitional Justice and Education in Colombia: The Perspective of Youth. New York: Teachers College: Columbia University. <https://doi.org/10.7916/hq2h-nk14>
- Policy report in English and Spanish.
- <https://doi.org/10.7916/hq2h-nk14>



Amra Sabic-El-Rayess

Journal Article Publication

- Sabic-El-Rayess, A. (in press, 2025). Resilience against Hate and Violence: Muslim-Jewish Relations in Bosnia and Herzegovina. Special Issue on Radicalization and Transformative Learning, Journal of Transformative Education.
- The article traces the origins of the Great Replacement Theory, which frames Muslims as a threat to Europe, to Serbia and examines its impact on anti-Muslim sentiment across Western societies (Dillon, Joshi, and Sabic-El-Rayess, 2024; Vieten and Poynting, 2022; Dixit, 2022; Mujanovic, 2021). It also highlights the “othering” of Bosnian Muslims, their educational displacement, and the underexamined case of interfaith solidarity between Muslims and Jews in Bosnia and Herzegovina from 1540 to the present.
- Joshi, V., and Sabic-El-Rayess, A. (in press, 2025). Educational Displacement. In K. Henry and S. Powell, eds. Volume 1: Race and Ethnicity for the Bloomsbury Encyclopedia of Social Justice. Bloomsbury.
- This encyclopedia entry introduces the concept of Educational Displacement, which describes the disconnection from formal learning environments that can contribute to radicalization if unaddressed. Focusing on its impact in K-12 and higher education, it highlights how initiatives like professional development and project-based learning can mitigate displacement, foster resilience to hate, and advance social justice education, while suggesting areas for further research.
- Hruschka, T., Sabic-El-Rayess, A., and Joshi, V. (in press, 2025). Pathways against Educational Displacement: Equal Access to Civil Liberties Fosters School Belonging. Special Issue on Radicalization and Transformative Learning, Journal of Transformative Education.
- This study examines the rise of populism, nationalism, and extremist ideologies in Western societies, focusing on how the dehumanization of specific social groups affects civil liberties, particularly within educational settings. It investigates the relationship between access to freedoms, such as freedom of action and speech, and students’ sense of belonging in school and society, highlighting how reduced belonging can increase the risk of radicalization and violence. Using a large sample of 518,833 students across 18,819 schools in 68 countries, the study finds that countries with more equitable access to civil liberties have higher levels of school belonging.
- Sabic-El-Rayess, A., and Joshi, V. (2024). Education and extremism: Special Issue Introduction. International Journal of Educational Development, 103163.
- This essay discusses the urgent need for interdisciplinary scholars to address the question of hate in all its forms (i.e., based on race, religion, ethnicity, gender, ability, or any dimension of a person’s identity). It introduces a collection of significant contributions convened in this special issue focused on education and extremism.
- <https://www.sciencedirect.com/science/article/abs/pii/S0738059324001901?via%3Dihub>



Amra Sabic-El-Rayess (cont.)

Book Chapter

- Sabic-El-Rayess, A. & Joshi, V. (in press, 2025). Epistemic Violence: A Vital Dimension of Corruption in Education. In E. Denisova-Schmidt, P. Altbach, and H. de Wit, eds. Handbook on Corruption in Higher Education. Edward Elgar Publishing.
- This book chapter examines non-pecuniary corruption in educational institutions, focusing on how favor-based reciprocity leads to epistemic violence against students. The authors introduce the Educational Displacement Model to show how such violence triggers a “mental exit” in students, leaving them isolated and vulnerable to radicalization. The chapter concludes by discussing strategies to strengthen educational institutions’ resilience to corruption and protect student well-being.

Honor/Award

- Three Summers selected for “Islam Around the World: Learning” Kirkus Collection
- Three Summers has been selected as a cover title for the curated Kirkus Collection titled, “Islam Around the World: Learning.” This collection features 45 remarkable literary works, carefully chosen to support educators and librarians in offering books of exceptional literary merit that represent inclusive and diverse perspectives. According to Kirkus Reviews, the selection process “builds on the diverse voices of Kirkus’ reviewers, the work of the editors of Kirkus Reviews, and input from diversity experts, ensuring that our selections meet current standards of accuracy, sensitivity, and respect.”
- <https://www.kirkusreviews.com/diversity/>
- Three Summers named One of Seven Best Coming-of-Age Stories of 2024 by Kirkus Reviews
- Three Summers was selected as one of the seven Best Coming-of-Age Stories of 2024 by Kirkus Reviews.
- <https://www.kirkusreviews.com/book-lists/best-coming-age-stories-2024/#the-beautiful-game-2>
- Three Summers named One of School Library Journal’s Best Books of 2024 (Middle Grade Nonfiction)
- Three Summers was chosen as one of School Library Journal’s Best Books of 2024 in the Middle Grade Nonfiction category.
- <https://www.schoollibraryjournal.com/story/best-nonfiction-middle-to-hs-2024-slj-best-books>



Amra Sabic-El-Rayess (cont.)

Honor/Award

- Three Summers selected as One of Kirkus Reviews' Best Books of 2024 (Middle Grade Nonfiction)
- Three Summers was selected as one of Kirkus Reviews' Best Books of 2024 in the Middle Grade Nonfiction category.
- <https://www.kirkusreviews.com/best-of/2024/middle-grade/books/>
- Invited to Serve as a Member of the Board of Editors of The Brown Alumni Magazine
- The Brown Alumni Magazine, established in 1900, aims to uplift and highlight the impactful contributions to society made by Brown University's students, faculty, and alumni.
- <https://www.browncollegemagazine.com/>

Invited Lectures and Training Programs

- Sabic-El-Rayess, A. and Joshi, V. (February 26, 2025). "Countering Educational Displacement, Building Resilience to Hate, and Cultivating Belonging: A Pathway to Unity," The New York State Association of Independent Schools, New York City, New York (USA).
- In this session, Sabic-El-Rayess introduces the notion of Educational Displacement and its connection to violence prevention. The model illustrates that when a person or a group is subjected to dehumanization and othering — whether on a racial, religious or ethnic basis — their displacement from a story of our shared humanity enables and normalizes the targeted acts of violence in our schools and communities.
- <https://www.nysais.org/event-detail/?id=675b3e3c478bc5348f6a0b6c>
- Sabic-El-Rayess, A. and Joshi, V. (February 14, 2025). "Reimagine Resilience," The Hewitt School, New York City, New York.
- The session will raise self-awareness and community awareness of protective practices that build our resilience to hate.
- Sabic-El-Rayess, A. and Joshi, V. (December 11, 2024). "Reimagining Resilience to Hate," International House New York, New York City, New York (USA).
- This session highlighted the critical lesson that societies and schools face a growing risk of hate-driven violence when Educational Displacement is left unaddressed. More importantly, it presented a powerful approach for fostering belonging through project-based learning and peer-to-peer acceptance.



Amra Sabic-El-Rayess (cont.)

Invited Lectures and Training Programs

- Sabic-El-Rayess, A. and Joshi, V. (December 4, 2024). “Reimagine Resilience: Storytelling as a Portal to Prevention,” The Center for Teacher Education, University of Vienna, Vienna (Austria).
- This session explored the transformative power of storytelling as a tool for resilience and violence prevention.
- Sabic-El-Rayess, A and Joshi, V. (December 3, 2024). “Building Belonging in K-12 Classrooms: A Whole-of-School Approach to Violence Prevention,” 6th Annual Staten Island Educators’ Breakfast, Keynote Address upon invitation by The District Attorney of Richmond County, Staten Island, New York (New York).
- Sabic-El-Rayess delivered her second keynote address at the 6th Annual Staten Island Educators’ Breakfast, invited by the District Attorney of Richmond County. She discussed a whole-of-school approach to violence prevention, focusing on building belonging in K-12 classrooms to foster safer, more inclusive educational environments.



Judith Scott-Clayton

Journal Article Publication

- The Firm’s Role in Displaced Workers’ Earnings Losses
- Just-published research shows that about one-quarter of the earnings losses experienced by displaced workers are attributable to the loss of an employer-specific pay premium. Moore, B., & Scott-Clayton, J. (2025). The Firm’s Role in Displaced Workers’ Earnings Losses. ILR Review, online preprint.
- <https://doi.org/10.1177/00197939241310124>

Public Communication

- The Net Benefits of Raising Bachelor’s Degree Completion Through CUNY’s ACE Program
- This policy brief, written in collaboration with colleagues at CU’s Center on Poverty and Social Policy, finds net social benefits of CUNY’s Accelerate, Complete, Engage (ACE) program of over \$125,000 per participant. This estimate flows from the program’s large impact on bachelor’s degree completion as well as speeding up students’ time to degree, and includes benefits to participants’ children from increased family income while they are young.
- <https://povertycenter.columbia.edu/sites/default/files/content/Publications/Net-Benefits-of-Raising-Bachelor-Degree-Completion-CPSP-BRIEF-2024.pdf>



Yolanda Sealey-Ruiz

Journal Article Publication

- González, Jordan; Sealey-Ruiz, Yolanda; Eversley, Lonice; Holmes, Aliya; and Byfield, Natalie (2024) “Creating spaces to shift the power dynamics: Counter-storytelling through the Voices of Empowerment Conference,” *Journal of Critical Race and Ethnic Studies*: Vol. 2: Iss. 1, Article 6. <https://doi.org/10.24073/jcres/02/01/06.1>
- This qualitative study explores the transformative potential of counterstory as a method for promoting educational equity through the lens of racial literacy and the “Archeology of Self” framework. Rooted in critical race theory, counterstory enables marginalized voices to challenge and reshape dominant narratives within educational research and practice (Delgado & Stefancic, 1996; Delgado, Stefancic, & Harris, 2012; Ladson-Billings, 2013; Ladson-Billings, 2021; Martinez, 2020). The community-based study using a counter-storytelling approach draws on data from a focus group held during the 2024 Voices of Empowerment Conference, part of the Institute for Critical Race and Ethnic Studies (CRES) at St. John’s University.
- <https://doi.org/10.24073/jcres/02/01/06.1>

Book Chapter

- Bell, J., & Sealey-Ruiz, Y. (2025). Unpacking the racial literacy turn. In S. Battle, B. Bird, N. A. Cooke, J. I. Wu, & K. Joseph (Eds.), *Racial literacy in libraries*. Publisher.
- Since approximately 2004, the field of Racial Literacy has grown from its sociological and critical theory origins to address race, racialization, and racism by helping people recognize, respond to, and disrupt racism. The study of Racial Literacy has most often been framed through the binary of a person being either racially literate or racially illiterate, where racially literate people understand how race is stratified in society in ways that perpetuate racism. In contrast, racially illiterate people have difficulty recognizing how race, racialization, and racism appear and shape people’s lives in negative ways.
- <https://www.bloomsbury.com/us/racial-literacy-in-libraries-9798216170556/>

Honor/Award

- 2025 RHSU Edu-Scholar Public Influencer
- EdWeek’s ranking of 200 Public Influencers out of 20,000 Education Scholars
- <https://www.edweek.org/policy-politics/opinion-the-2025-rhsu-edu-scholar-public-influence-rankings-unveiled/2025/01>



Gita Steiner-Khamsi

Book Publication

- *The Rise of Knowledge Brokers in Global Education Governance* (E. Elgar Publisher, open access)
- The edited volume includes contributions from noted scholars and international organizations (OECD, Jacobs Foundation, Global Partnership for Education, IDRC) that fund and promote the use of research for education policy, planning, and practice. The book launch was held online with simultaneous translation into Arabic, French, Mandarin, Portuguese, Russian, and Spanish.
- <https://www.norrag.org/book-launch-the-rise-of-knowledge-brokers-in-global-education-governance/>



Amina Tawasil

Conference Presentation

- “Muslimness, Empire, and Fieldwork Under Surveillance in the Islamic Republic of Iran”
- Middle East Studies Association, November 2024

Public Communication

- “Decolonizing the Ethnographic Experience: Affective Reflexivity in Fieldwork”
- Keynote Address at the “Social and Humanitarian Sciences: Public Discourse,” Nazarbayev University, Astana, Kazakhstan, January 2025.



Dan Tomasulo

Book Chapter

- Tomasulo, D., & Tomasulo, D. F. (2024). Hope, Gratitude, and Love for Peace. In *Peace Psychology and Character Strengths: Integrating Science and Practice* (pp. 331-344). Cham: Springer Nature Switzerland.
- A “harmony triad” of the character strengths of gratitude, love, and hope is proposed as indicators and possible arbiters of internal peace. Implications for character education are addressed.
- https://link.springer.com/chapter/10.1007/978-3-031-66928-6_14



Michelle Troche

Journal Article Publications

- Sevitz, J.S., Rogus-Pulia, N., & Troche, M.S. (In press). Perspectives on airway protection: A mixed methods investigation in people with Parkinson’s disease. *AJSLP*
- *Tipton, C., *Borders, J.C., Curtis, J.A., & Troche, M.S. (In press). Bowing Index in Individuals with Parkinson’s Disease, Progressive Supranuclear Palsy, and Ataxia. *Laryngoscope*.
- *Lowell, E.R., Macpherson C., *Villarreal-Cavazos, K., Chandrana, A., *Sevitz, J.S., *Veit, K., *Dakin, A., Quinn, L., & Troche, M.S. (In press). An Interdisciplinary Approach for Rehabilitation in Parkinson’s Disease: Case Series. *Neurodegenerative Disease Management*.
- *Dakin, A. & Troche, M.S. (In press). Ratings of perceived effort during expiratory pressure tasks in healthy adults. *Respiratory Physiology & Neurobiology*.
- *Borders, J.C., *Villarreal-Cavazos, K., Huber, J.E., Quinn, L., Keller, B., & Troche, M.S. (In press). Enhancing Cough Motor Learning in Parkinson’s Disease Through Variable Practice During Task-Specific Training. *Movement Disorders Clinical Practice*.



Hansun Zhang Waring

Journal Article Publication

- Voss, E., & Waring, H. Z. (2024). When ChatGPT can't chat: The quest for naturalness. TESOL Quarterly. <http://doi.org/10.1002/tesq.3374>
- Proposed a conversation analytic framework for gauging the “naturalness” of human-AI interaction in applied linguistics.
- <http://doi.org/10.1002/tesq.3374>

Book Chapter

- Romig, M., & Waring, H. Z. (2024). Language in classroom communication. In H. Nesi & P. Milin (Eds.), *The International Encyclopedia of Language and Linguistics* (3rd edition) (pp. 1-4), Elsevier. [with TC doctoral student]
- An encyclopedia entry on classroom discourse.