



FACULTY NEWS AND NOTES

September 2024



Teachers College
COLUMBIA UNIVERSITY



Tania Aparicio

Grant

- National Endowment for the Arts Research Grant
- I've received an award to conduct a research project with Indigenous and Native artists in the US to understand how they navigate the pressures of the contemporary art market.



Limarys Caraballo

Book Chapter

- Caraballo, L. & Albright, T. (2024). A Constant Negotiating of People, Purpose, and Power. In Eds. T Albright and G. Brion-Meisels, *Critical Thinking on Youth Participatory Action Research*, pp. 122-127.
- In this chapter, Caraballo discusses two different youth participatory action research (YPAR) projects to uplift questions about the complexity of participation, purpose, and power within YPAR work. Across her narrative, Caraballo asks: What does it take to do the work? What counts as YPAR and why? What investments do each of us have in this work, and how do our varying degrees of investment impact the work?
- <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003390435-9/constant-negotiating-people-purpose-power-limarys-caraballo-thomas-albright>

Journal Article Publication

- Lyiscott, J. J., Smith, P. A., Neal-Stanley, A. M., Harris Garad, B., Caraballo, L., Hoskins, J., ... Wallace, D. (2024). In spirit and in truth: (re)searching Christianity and racial liberation in education. *International Journal of Qualitative Studies in Education*, 1-17.
- <https://doi.org/10.1080/09518398.2024.2348801>
- In this paper, eight Black and Brown educators and researchers use collaborative autoethnography to grapple with what it means to be Christians committed to racial justice in education, against a backdrop of centuries of religious corruption. The authors turn to their spiritual and religious lives, as situated within their racialized identities, to challenge the disciplinary and material boundaries of what critical qualitative research counts as “knowing,” and to make evident how unseen forces can shape ways of being in research and teaching.
- <https://www.tandfonline.com/doi/full/10.1080/09518398.2024.2348801>



Sharon Chang

Journal Article Publication

- Chang, S. (2024). Bilingual teachers' personal theorizing through art-mediated visual metaphors. *Cogent Education*, 11(1), 1-16.
- <https://www.tandfonline.com/doi/full/10.1080/2331186X.2024.2380629>



Peter T. Coleman

Journal Article Publication

- Coleman, P. T. (2024). Navigating firestorms: The imperative of Conflict-Intelligent Leadership in a Turbulent World. *Negotiation Journal*. 40 (1-2): 5–40.
 - <https://direct.mit.edu/ngtn/article/40/1-2/5/123561/Navigating-Firestorms-The-Imperative-of-Conflict>
 - Koetke, J., Schumann, K., Welker, K. & Coleman, P. T. (2024). Intellectual humility is reliably associated with constructive responses to conflict. *PLoS ONE*.
 - Coleman, P. T. & Phan L. H. (2024). What motivates bridge building across pernicious group divides? The effects of regulatory motives, framing, and fit on increasing constructive engagement across political and racial divisions. *Front. Soc. Psychol.* 2:1352284.
 - <https://doi:10.3389/frsps.2024.1352284>
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Drew X Coles

Journal Article Publications

- Rosen, R., & Coles, D. X. (2024, September). Opportunities for Connection: Strategies for Inclusive Music Education. *CMEA Digital News*, 14-17. Connecticut Music Educators Association.
- This article explores methods for fostering culturally responsive teaching in music education, emphasizing the importance of recognizing and honoring students' identities, creating an inclusive classroom environment, and empowering students through activities like reflective journaling, song sharing, and student leadership. The article provides actionable strategies for educators to cultivate meaningful relationships and community connections while encouraging student engagement and autonomy.
- Wright, S. E., & Coles, D. X. (2024). Collaboratively-Oriented Classroom Policies in Music Education. *Florida Music Director*, 78(1), 20-24. Florida Music Education Association.
- This article examines the importance of collaboratively-oriented classroom policies in music education, highlighting how involving students in policy creation fosters creativity, respect, and a sense of ownership. By engaging students in decision-making and establishing clear guidelines, educators can create an environment that promotes both academic and artistic growth, empowering students to contribute and innovate within the classroom.
- Coles, D. X. (2024). Business Card Assignment: An Identity Exploration Artifact. *Teaching Notes: American Journal of Arts Management*. 12(2).
- This article discusses the “Business Card Assignment,” which encourages students to explore and define their professional identity through the creation of a business card. By designing a card, students distill key elements of their professional persona, enabling them to communicate their skills, values, and goals clearly, while also engaging in networking and self-reflection throughout the process.



Drew X Coles (cont)

Journal Article Publications

- Coles, D. X., & Reilly, M. (2024, June). The Essential Role of Feedback in Cultivating Flow in Teachers. *CMEA Digital News*, 13-17. Connecticut Music Educators Association.
- By analyzing both informal feedback from students and formal assessments from administrators, the article highlights how feedback fosters professional growth, enhances teaching practices, and creates an optimal learning environment in music education.

- Coles, D. X., & Menard, L. (2024). The Mandorla Model: Toward Collaboration as Liberatory Pedagogy. *Journal of Educational Thought*. 57(1), 57-74.
- This article introduces the Mandorla Model, a pedagogical framework designed to foster collaborative and liberatory learning environments. It emphasizes equal opportunities, validates diverse student experiences, and encourages creative collaboration as a means to dismantle oppressive educational structures.

- Reilly, M., & Coles, D. X. (2024). Achieving and Maintaining Flow State in the Classroom: Steps for Success. *Oregon Music Educator*, 50-51. Oregon Music Educators Association.
- This article explores strategies for achieving and maintaining a flow state in the classroom, specifically for music educators. Drawing on research from Mihaly Csikszentmihalyi and Lori Custodero, the authors provide actionable steps to help educators enhance focus, adaptability, and well-being in their teaching environments, ultimately fostering a more engaging and productive learning experience for both teachers and students.

- Hawkins, I. D., & Coles, D. X. (2024). Music Teacher Identities and Job Titles: Directors, Teachers, and Facilitators. *The Maine Motif*, 8(3), 9-11. Maine Music Educators Association.
- This article explores the relationship between music teacher identities and job titles, examining how the roles of “director” and “teacher” influence pedagogical approaches and classroom dynamics. The authors discuss the impact of these titles on educator-student relationships, suggesting that adopting the identity of a teacher or facilitator tends to foster a more student-centered, autonomy-supportive learning environment, while a director role may lean toward a more controlling, interpretation-driven approach.



Jane K. Dickinson

Honor/Award

- Fellow of the American Academy of Nursing
 - Induction into the Academy is a significant milestone in a nurse leader's career in which their accomplishments are honored by their colleagues within and outside the profession. Fellows are selected based on their contributions and impact to advance the public's health. Dickinson was selected for her work on changing negative messages in diabetes, which has led to the development of clinical guidelines and standards of care nationally, and language guidance papers internationally.
 - <https://aannet.org/news/675899/American-Academy-of-Nursing-Announces-the-2024-Class-of-New-Fellows.htm>
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Rochy Flint

Visiting multimedia Math art installation

- Mathematicalchemy
 - Multimedia math+art installation currently featured in Composite at MoMath, NYC. A large-scale collaboration of 24 mathematicians and artists, designed to ignite wonderment in mathematics.
 - <https://mathemalchemy.org/>
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Ayorkor Gaba

Journal Article Publication

- Health Equity Engineering: Optimizing Hope for a New Generation of Healthcare. Journal of Clinical and Translational Science. Published online 2024:1-27. doi:10.1017/cts.2024.549
 - Co-author of an article introducing the Health Equity Engineering (HEE), a comprehensive scientific framework to guide research on the development of tools to identify individuals at risk of poor health outcomes due to chronic stress, the integration of these tools within existing healthcare system infrastructures, and a robust assessment of their effectiveness and sustainability.
 - <https://www.cambridge.org/core/journals/journal-of-clinical-and-translational-science/article/health-equity-engineering-optimizing-hope-for-a-new-generation-of-healthcare/0045D9EE47D7BC89AB38212F4CA1C431>
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Rajashi Ghosh

Book Chapter

- Ghosh, R., & Ellinger, A. (in press). Importance of Coaching and Mentoring in the Workplace. In T. Rocco, M. L. Morris, R. Poell (Eds.), 2024 Handbook of Human Resource Development. John Wiley & Sons.
- The book chapter on Mentoring and Coaching in the 2024 Handbook of Human Resource Development presents an overview of the extant research on the definitions, scopes, goals, theoretical roots, impacts of diversity, technology, and relational challenges for these two primary types of developmental relationships that can support human resource development (HRD). The chapter concludes by reflecting on some directions for practice and future research that can guide HRD professionals to optimize the benefits of coaching and mentoring, as well as stimulate more research.

Handbook Proposal

- Ghosh, R., & Kumar, P. (Handbook of Mentoring Frameworks proposal accepted). Building on Traditional, Relational and Multicultural Feminist Frameworks to reimagine Mentoring for the Future. World Scientific Publishers.
- This Handbook on Mentoring Frameworks is a part of the Handbook of Diversity, Equity and Inclusion in Management - World Scientific Publishers. This is a 5-volume, multi-disciplinary, comprehensive reference work, led by global domain experts. As Volume 1, this Handbook on Mentoring Frameworks will consist of about 22 peer-reviewed chapters (7,000-7,500 words including References), with each contribution expected to add new knowledge to the literature. Furthermore, this volume will end with a Teaching and Learning Section, to summarize how the research in the field can impact teaching in the classroom.



Tamara Handy

Journal Article Publication

- Disrupting Durabilities of Colonial Logics in the Field of Special Education: Toward Abolitionist Futures in Teachers College Record
- Handy, T. (2024). Disrupting Durabilities of Colonial Logics in the Field of Special Education: Toward Abolitionist Futures. Teachers College Record, 01614681241276949.
- <https://doi.org/10.1177/01614681241276949>



David Hansen

Honor/Award

- The John Dewey Society Lifetime Achievement Award
- Here is the formal Award Announcement: “David Hansen is the John L. & Sue Ann Weinberg Professor in the Historical & Philosophical Foundations of Education at Teachers College. He is a past recipient of the John Dewey Society Outstanding Achievement Award (2001) and served as President of the Society from 2003-2005. Professor Hansen is renowned for reaching audiences far beyond the philosophy of education, especially practicing teachers and teacher educators. We applaud his long record of first-rate scholarship on Dewey and his ability to connect Dewey creatively and critically with various important thinkers past and present.”



Matthew Henley

Honor/Awards

- Ruth Lovell Murray Book Award
- This award honors an outstanding book-length publication in dance education. I am receiving it for *Dance Research Methodologies: Ethics, Orientations and Practices* which I co-edited with my colleague Rosemary Candelario.
- <https://www.ndeo.org/Membership/Awards/Ruth-Lovell-Murray-Book-Award>
- National Dance Education Organization's Outstanding Dance Education Researcher Award
- Each year at our national conference, NDEO honors a variety of achievements. This year I am being honored both for my own research on the nature of learning in dance education as well as my efforts in teaching and mentoring research.
- <https://www.ndeo.org/2024awardwinners>

Journal Article Publications

- Al-Sarab a Dance Education Narrative
- In this co-authored narrative inquiry, my colleague Nadra Assaf and I describe a culturally-relevant dance curriculum in Lebanon, how it emerged from the trauma of the Lebanese civil war, and how it continues to function as a site of freedom and resistance.
- <https://www.tandfonline.com/doi/full/10.1080/01472526.2024.2359871>
- Gripping the Landscape: Understanding Student Learning in Dance through the Skilled Intentionality Framework
- In this article, my colleague Denise Purvis and I share four student learning "archetypes" that were synthesized from a case study conducted in a dance classroom at a public high school in the US south. These profiles were developed using the Skilled Intentionality Framework, an embodied and enactive approach to cognition that unifies cognitive, social, and emotional domains of development.
- <http://www.ijea.org/>
- Dance Teacher Education at Shiv Nadar Schools: Issues, Challenges, and Opportunities
- Dance as a form of indigenous knowledge production is marginalized in Indian public education due to colonial legacies and dancer teachers, in turn, are largely invisibilized. In this article, my colleague Aadya Kaktikar and I use themes which emerged from interviews with K12 dance teachers in Delhi to propose a framework for dance teacher professional development opportunities, which, when implemented, we hope will both support Indian K12 teachers and bring attention to the decolonial potential of dance education.
- <https://www.tandfonline.com/journals/ujod20>



Tom James

Grant

- 1776: Seedtime of American Education
- Tom James, Professor of History and Education, received a \$210,000 grant from the Richard Lounsbery Foundation, with the title, “1776: Seedtime of American Education,” in connection with the 250th anniversary of the Declaration of Independence, which will be celebrated on July 4, 2026. The purpose of the grant is to explore creative energies arising in education in all of its forms during the second half of the 18th century, which helped to foster the drive toward independence and nationhood in that era, but also to use the grant to promote an understanding of education as a throughline in U.S. society that demands continuing efforts to fulfill the potential of the Declaration of Independence as a beginning that is always beginning again in the search for “life, liberty and the pursuit of happiness” for everyone.



Ioana Literat

Journal Article Publication

- Russo, R.*, Blikstein, P., & Literat, I. (2024). Twisted knowledge construction on X/ Twitter: An analysis of constructivist sense-making on social media leading to political radicalization. *Information & Learning Sciences*. Ahead-of-print. <https://doi.org/10.1108/ILS-12-2023-0210>.
- This study examines how Brazilian followers of an X/Twitter profile engage in theory-building processes leading up to the January 8, 2023 riots in Brasília, the Brazilian capital. This paper seeks to understand how cognitive and sociocultural processes weave together to weaponize collective knowledge construction that, in isolation, could be seen as virtuous but, in specific contexts, might lead to radicalization.
- <https://www.emerald.com/insight/content/doi/10.1108/ILS-12-2023-0210/full/html>

Public Communication

- “A guerra entre Donald Trump e Kamala Harris pela geração Z [The war between Donald Trump and Kamala Harris for generation Z]” *Universo Online*, Brazil (August 2024)
- “In the real world Biden and Trump are enemies. But on TikTok? Be still my beating heart” *The Boston Globe* (July 2024)
- “NY may have passed new laws making social media less addictive for kids, but real change is still a ways off” *New York Daily News* (June 2024)
- “TikTok is under intense scrutiny when it comes to U.S. politics, but candidates can’t afford to stay away” *The Globe and Mail*, Canada (June 2024)
- “Trump vs. Biden: Wer gewinnt auf TikTok? [Trump vs. Biden: Who wins on TikTok?]” *ZDF*, Germany (June 2024)
- “Is TikTok breaking young voters’ brains?” *Vox* (June 2024)”
- A selection of media appearances (June-August 2024).



Irina Lyublinskaya

Grant

- NSF ITEST Supplemental grant for project, “Promoting learning and interest in mathematics for urban Black and Latinx children through culturally relevant daily robot coding activities”
- We received \$99,716 (making a total award to be \$1,418,955) to provide in-class coaching support to the teachers in grades 1-3 in two Brooklyn schools to implement robot coding culturally relevant mathematics activities. The funding will also provide support to additional doctoral student (two doctoral students have already been supported by this grant).
- <https://www.birdsandbotsofny.org/>

Journal Article Publication

- El Bedewy, S., Lyublinskaya, I., & Lavicza, Z. (2025). Supporting transdisciplinary STEAM practices: Integrating architectural modelling into mathematics education through a cross-cultural dynamic lesson plan (DLP) tool. *Research and Practice in Technology Enhanced Learning*, 20, 008.
- Research article in collaboration with Johannes Kepler University in Linz as co-advisor for a doctoral student (first author).
- <https://doi.org/10.58459/rptel.2025.20008>



Lori Quinn

Book Publication

- *Documentation for Rehabilitation: A Guide to Clinical Decision Making in Physical Therapy* (4th edition)
- This textbook is designed for physical therapy students and practicing clinicians. The book focuses on how to accurately document treatment progress and patient outcomes for physical therapists using a framework for clinical reasoning based on the International Classification for Functioning, Disability, and Health (ICF) model.
- <https://shop.elsevier.com/books/documentation-for-rehabilitation/quinn/978-0-323-69430-8>

Journal Article Publication

- Toomer-Mensah N, O’Neil M, Blacutt M, Quinn L. Measuring Physical Activity in Children Who Do Not Walk and With Cerebral Palsy: An Exploratory Case Series. *Pediatr Phys Ther*. 2024 May 16. doi:10.1097/PEP.0000000000001113. Epub ahead of print. PMID: 38758603.
- Research paper describing physical activity measurement in children with cerebral palsy who are non-ambulatory. Lead author is former doctoral student Nia Mensah.
- <https://pubmed.ncbi.nlm.nih.gov/38758603/>
- Kipnis D, Lin M, Pacheco A, Mensah N, Gu Y, Macpherson CE, Kempner K, Parker A, Coley RB, Coley D, Shah H, Quinn L. Identifying Barriers and Facilitators to Accessing Care for Historically Marginalized Communities Affected by Parkinson Disease: A Qualitative Study. *J Racial Ethn Health Disparities*. 2024 May 8. doi: 10.1007/s40615-024-02011-2. Epub ahead of print. PMID: 38717675.
- Research paper based on community-based project in people with Parkinson’s disease, led by two current doctoral students, Danielle Kipnis and Alissa Pacheco.



Sonali Rajan

Grant

- CDC awarded funding to the Columbia Center for Injury Science and Prevention, which will be Co-Directed over the next 5 years by Sonali Rajan and Charlie Branas.

Journal Article Publication

- Rajan S, Buttar N, Ladhani Z, Caruso J, Allegrante J, & Branas CC. (2024). School violence exposure as an Adverse Childhood Experience: Protocol for a nationwide study of secondary public schools. JMIR Protocol, published online ahead of print.
- Buttar N, Rajan S, Klarevas L, Prins S, Heinze J, Cheung K, Rudolph K, Goyal M, Zeoli A, & Branas CC. (2024). Protocol for a nationwide case-control study of firearm violence prevention tactics and policies in K-12 schools. PLOS One, 19(5): e0302622.
- Reeping PM, Morrison C, Gobaud A, Rajan S, Wiebe D, & Branas CC. (2024). Gun-free zones and active shootings in the United States: A matched case-control study, Lancet Regional Health Americas, published online ahead of print.

Public Communication

- “Firearm Violence: A Public Health Crisis in America,” Surgeon General’s Advisory, Office of the Surgeon General, US Department of Health and Human Services (June 25, 2024). Cited in this report (full report can be found here: <https://www.hhs.gov/surgeongeneral/priorities/firearm-violence/index.html>).
- “Faculty React to Surgeon General Report Naming Gun Violence as a Public Health Crisis,” by Timothy Paul (June 26, 2024). Columbia University Irving Medical Center Newsroom. Full link can be found here: <https://www.publichealth.columbia.edu/news/faculty-react-surgeon-general-report-naming-gun-violence-public-health-crisis>.



Beth Rubin

Grant

- Grant from the Maher Charitable Foundation for the “Civically Engaged Districts Project: Expanding Active Civic Learning in NJ and Beyond.”
- Third year of funding to support this civic learning initiative and accompanying research.

Journal Article Publication

- Rubin, Beth C. (2024). “It’s going to go beyond these walls”: Toward a more expansive vision of civic learning. Teachers College Record, 126(3), 139-167.
- <https://journals.sagepub.com/doi/10.1177/01614681241261175>



Amra Sabic-El-Rayess

Book Publication

- Three Summers: A Memoir of Sisterhood, Summer Crushes, and Growing Up on the Eve of War (Macmillan Publishers-FSG, 2024)
- Three Summers explores sisterhood and resilience over the three years leading up to the Bosnian Genocide. Honored as a Gold Standard selection by the Junior Library Guild and praised by Kirkus Reviews (2024) as a “moving and deeply personal narrative that presents complex political, religious, and ethnic issues in an accessible way,” this work demonstrates how storytelling can serve as a method to deconstruct hate and build empathetic and violence-resilient communities.
- <https://us.macmillan.com/author/amrasabicearayess>

Journal Article Publication

- Sabic-El-Rayess, A., Joshi, V., & Hruschka, T. (2024). Building resilience to hate in classrooms: Innovation in practice and pedagogy to prevent extremism and violence in US schools. *Journal of Prevention & Intervention in the Community*, 51(4), 313-331.
- Reimagine Resilience, designed and established by Sabic-El-Rayess and her team at Teachers College, Columbia University, is an innovative program that builds awareness and understanding among educators and educational personnel in the U.S. on the precursors and causes of educational displacement in students, supporting educators in promoting belonging, connectedness, and resilience to prevent educational displacement, extremism, and radicalization among students in their schools and classrooms. The study demonstrates the effectiveness of the Reimagine Resilience Program in producing attitudinal shifts in participating education personnel as they cultivate an awareness of their own biased speech and conduct.
- <https://www.tandfonline.com/doi/full/10.1080/10852352.2024.2305562>
- Sabic-El-Rayess, A., Joshi, V., & Hruschka, T. (2024). The epistemology of extremism, bias, and violence in American schools: the shift from religious and racial profiling to social belonging and an identity-agnostic perspective. *Journal of Prevention & Intervention in the Community*, 51(4), 292-312.
- This study presents findings on the indicators of educational displacement as an early risk factor for radicalization in school settings in the U.S. We collected and analyzed data from 301 students living in 43 U.S. states, and the study shows that poor teacher-student relations and multiple experiences of biased speech and behavior are significant early predictors of the students’ educational displacement.
- <https://www.tandfonline.com/doi/full/10.1080/10852352.2024.2324248>

Book Chapter

- Sabic-El-Rayess, A. & Joshi, V. (in press, 2024). A new perspective on the epistemology of corruption in education. In E. Denisova-Schmidt, P. Altbach, and H. de Wit, eds. *Handbook on Corruption in Higher Education*. Edward Elgar Publishing.
- In this book chapter, the authors focus on non-pecuniary corruption, which is constituted by favor-based reciprocity, to explore the way in which the preferencing of one dimension of identity by a corrupt agent in an educational institution precipitates epistemic violence against students in the learning environment. This experience of epistemic violence prompts students to engage in a ‘mental exit’ (Sabic-El-Rayess, 2012), wherein they internalize their grievances and, in some cases, do not process their experience with anyone rendering them vulnerable to radicalization and affecting the public safety and health of the society.



Amra Sabic-El-Rayess (cont)

Honor/Award

- Starred Review for *Three Summers* (Macmillan Publishers-FSG, 2024) by School Library Journal
- School Library Journal's starred review of *Three Summers* describes it as "an insightful, solemn, yet hopeful memoir that will captivate readers." Starred reviews are reserved for books of outstanding literary quality.
- <https://www.slj.com/review/three-summers-a-memoir-of-sisterhood-summer-crushes-and-growing-up-on-the-eve-of-war>
- Starred Review of *Three Summers* (Macmillan Publishers-FSG, 2024) by Publishers Weekly
- Publishers Weekly's starred review of *Three Summers* calls it a "searching, introspective work—a timely tale of resilience—[that] presciently observes ... 'words, ideas, hate can kill people'."
- <https://www.publishersweekly.com/9780374390815>

Public Communication

- "Amra Sabic-El-Rayess on Storytelling and Resilience to Hate" in Publishers Weekly.
- This essay explores how the stories we tell shape our place in history and our understanding of humanity.
- <https://www.publishersweekly.com/pw/by-topic/childrens/childrens-authors/article/94741-amra-sabic-el-rayess-on-storytelling-and-our-resilience-to-hate.html>
- Sabic-El-Rayess, A. and Dr. Rod Berger (July 15, 2024). "Acclaimed author Amra Sabic-El-Rayess: Genocide survivor and educator on compassion", Fair Observer.
- Rod Berger discusses with Sabic-El-Rayess her publications and books to spotlight innovative research on building resilience to hate and targeted violence and its effective applications through storytelling, innovative pedagogies, and professional and leadership programs for educators, educational staff, students, and other stakeholders.
- <https://www.fairobserver.com/podcasts/acclaimed-author-amra-sabic-el-rayess-genocide-survivor-and-educator-on-compassion/#>
- Sabic-El-Rayess, A. (June 20th, 2024). "Building Empathy Through Storytelling with Dr. Amra Sabic-El-Rayess," The Society of Children's Book Writers and Illustrators, USA.
- As part of their series highlighting inspiring dialogues with award-winning and bestselling authors and illustrators, The Society of Children's Book Writers and Illustrators interviewed Sabic-El-Rayess about her creative and research processes.
- <https://podcasts.apple.com/us/podcast/building-empathy-through-storytelling-with-dr-amra/id1465188050?i=1000659704356>

Keynote Address

- Sabic-El-Rayess, A. (July 13th, 2024). Keynote Address, "Inaugural Central U.S. Commemoration of the Srebrenica Genocide," Congress of Bosniaks of North America, the Islamic Community of North American Bosniaks, and the Illinois Holocaust Museum & Education Center, Skokie, IL (USA).
- The Illinois Holocaust Museum & Education Center, the Islamic Community of North American Bosniaks, and the Congress of Bosniaks of North America co-hosted a commemoration to mark the 29th anniversary of the genocide committed in Bosnia and Herzegovina. The event underscored our shared duty to remember the past and act to prevent new atrocities.
- <https://www.ilholocaustmuseum.org/events/on-site-inaugural-central-u-s-commemoration-of-the-srebrenica-genocide/>



Amra Sabic-El-Rayess (cont)

Inaugural Faith Leader Training

- The International Interfaith Research Lab's Inaugural Faith Leader Training at Teachers College, Columbia University (August 14-16, 2024).
- The International Interfaith Research Lab's Inaugural Faith Leader Training was held at Teachers College, Columbia University from August 14-16. The training program was a resounding success, showcasing the Lab's research; national programming supporting faith leaders, educators, educational staff, students and community leaders; and innovative pedagogical experiences, including the use of Virtual Reality (supported by the Digital Futures Institute staff) to inspire interfaith understanding and solidarity.
- <https://www.tc.columbia.edu/interfaithlab/trainings/faith-leader-training/>



Gita Steiner-Khamsi

Grant, Journal Article Publication, Public Communication, Journal Section Editor

- 3 types of achievements between July - September 2024: (1) podcast, (2) three peer-reviewed journal articles in Nordic Journal of Studies in Education Policies, Journal of Education Policy, and Journal of Comparative Policy Analysis: Research and Practice, (3) Appointment as editor of the section Qualitative Comparative Policy Studies of the reputable Journal of Comparative Policy Analysis: Research and Practice.
- In addition, I was appointed to serve section co-editor in the Comparative Journal of Comparative Policy Analysis.
- The 5 links are here: Published in July & August (open access):

1) FreshEd podcast with Will Brehm on "Global education policy and the temporal dimension": <https://freshedpodcast.com/359-steiner-khamsi/>

2) Steiner-Khamsi, G., Jóhannesdóttir, K., Magnúsdóttir, B. R. (2024). The school-autonomy-with-accountability reform in Iceland: Looking back and making sense. Nordic Journal of Studies in Educational Policy, 1-19. <https://doi.org/10.1080/20020317.2024.2375087>.

3) Steiner-Khamsi, G. & Morais de Sa e Silva, M. (2024). Qualitative comparative policy studies: Visions and directions. Journal of Comparative Policy Analysis, 1-11. <https://doi.org/10.1080/13876988.2024.2383061>.

4) Steiner-Khamsi, G., Appius, S., & A. Nägeli (2024). Comparing two transfer spaces over time and against a global script: The case of School-Autonomy-with-Accountability. Journal of Education Policy, <https://doi.org/10.1080/02680939.2024.2394594>.

5) Link to the appointment as section co-editor of JCPA (Journal of Comparative Policy Analysis; see section Qualitative Comparative Policy Analysis): https://files.taylorandfrancis.com/fcpa-special-section-descriptions.pdf?_gl=1*qa6nax*_gcl_au*MjE0MzY4NjQ3OC4xNzI1NDUxNjI3*_ga*MTU4MjYyNDQxMi4xNzI1NDUxNjI4*_ga_0HYE8YG0M6*MTcyNTQ5MTM5My4zLjEuMTcyNTQ5NDYxMy4xMy4wLjA.&_ga=2.111717444.1327779869.1725451629-1582624412.1725451628.



Rachel Talbert

Invited Research Session

- Creating Indigehouse
- The National Indian Education Association invited Kianna Pete (MA Candidate, TC Ed Policy) and Rachel Talbert (Lecturer, Curriculum and Teaching) to share their research project, “Creating Indigehouse” at their national conference in October. The project examines the interactions between higher education policy processes and Indigenous student advocacy to create Indigenous student housing at Columbia University.



Amina Tawasil

Book Publication

- Paths Made by Walking: The Work of Howzevi Women in Iran
- Indiana University Press, September 2024
- <https://iupress.org/9780253070869/paths-made-by-walking/>

Conference Presentation

- Act of Giving Sisters from a Family of Martyrs and War Survivors
- IUAES: Commission on Anthropology of the Middle East, September 4-6, 2024
- The Spray Can: Graffiti, Transgression, and New York City Gentrification
- American Ethnological Society Spring Conference



Dan Tomasulo

Journal Article Publication

- Integrating Positive Psychology and Autism: A Roundtable
- The journal Autism in Adulthood explores how the two fields of positive psychology and autism might integrate and benefit each other, and the autism community at large. This was an invited roundtable where I spoke about my clinical work blending positive psychology with individuals with intellectual and developmental disabilities.
- <https://www.liebertpub.com/doi/10.1089/aut.2024.38246.pw>



Matthew Zajic

Book Chapter

- Zajic, M. C., & Poch, A. L. (2024). How might we measure that? Considerations from quantitative research approaches for lifespan writing research. In R. Dippre & T. Phillips (Eds.), *Improvisations: Methods and methodologies in lifespan writing research*. WAC Clearinghouse.
 - A “mostly” non-technical discussion about how quantitative approaches contribute to the larger conversation about defining, assessing, and measuring writing development and writing experiences across the lifespan. Highlights how quantitative approaches are well aligned to lifespan writing research interests and emphasizes how such approaches may be used alongside qualitative approaches to broaden understanding about different populations of writers across the lifespan.
 - <https://wac.colostate.edu/books/perspectives/improvisations/>
 - Troia, G., Ciullo, S., Wolbers, K. A., & Zajic, M. C. (2024). Writing instruction for students with disabilities. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.), *Handbook of special education* (3rd ed., pp. 660-680). Routledge.
 - This work overviews current knowledge about writing instruction for students with disabilities with a specific focus on recent advances and best practices for using data-based instruction, for supporting students who are on the autism spectrum or who are deaf and hard of hearing, and for supporting writing development in science and social studies.
 - <https://doi.org/10.4324/9781003302766>
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Hansun Zhang Waring

Plenary Address

- Invoking (Dis)likes at the Dinner Table: Conversation Analysis and Language Socialization
- Plenary address delivered at the International Institute of Ethnomethodology and Conversation Analysis (IEMCA) Conference: Seoul, Korea.