

UNIVERSITY OF MIAMI SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

PERSPECTIVE

FALL 2021 SPRING 2022



TRANSFORMING LIVES INTO OUR NEXT CENTURY

PERSPECTIVE

FALL 2021 SPRING 2022

Dean

Laura Kohn-Wood

Vice Dean

Walter Secada

Associate Deans

Ellen McPhillip
Undergraduate Academic Services
Kevin Jacobs
Research

Chairs

Soyeon Ahn
Educational and Psychological Studies
Warren Whisenant
Kinesiology and Sport Sciences
Walter Secada (interim)
Teaching and Learning

Senior Business Officer

Magaly Abreu

Directors

Maggie Cayón
Communications and Marketing
Angie González-Kurver
Development and Alumni Relations

Editorial Contributors

Stacey Bomser
Barbara Gutierrez
Jenny Hudak
Ashley A. Williams

Photography

University of Miami Communications
SEHD Communications

For inquiries, please contact:

SEHDComms@miami.edu

CONTENT

01

Letter from
our Dean

02

Milestones

04

7th annual
Global Sport
Industry
Conference

08

Ever
Brighter
Campaign

10

Student
Spotlight

16

Class Notes

18

Alumna
Spotlight

20

Faculty
Spotlights

24

In
Memoriam

Perspective is published by the University of Miami School of Education and Human Development Communications. Reproduction, in whole or in part, without written permission is prohibited. Distributed free of charge to alumni and friends of the School. Copyright ©2022, UM School of Education and Human Development

LETTER FROM OUR DEAN

Dear friends,

We had much to celebrate over the 2021-2022 academic year. While the pandemic raged on with new variants throughout most of the year, our faculty, staff, and students' resilience and ability to adapt provided many of our successes. Within these pages, you will read of the many accomplishments and contributions from our faculty, researchers, students, and alumni alike.

Two of our programs, the Inspire U Academy and the Holocaust Teacher Institute, reached one- and two-decade milestones—a testament to the success of the programs. Without skipping a beat, we returned to in-person events; our faculty contributed innovative research; our alumni continued to make us proud with their many achievements and contributions; and we celebrated our graduates' resilience and dedication at a historically large commencement ceremony despite the many challenges.

Our School of Education and Human Development ranked among the Best Graduate Schools in the country, climbing six spots to #58 in U.S. News and World Report's list of top graduate programs nationwide. This is on top of our nine-point jump in the fall rankings for overall Schools/Colleges of Education.

The University's Ever Brighter campaign launched in the fall is paving the way for a brighter tomorrow, empowering us to transform classrooms, clinics, and communities to better serve our society today.

It is inspiring to be part of a School that concentrates social impact in education as well as psychological and physical health, with attention to equity and systems change. I welcome you to join us in our collective work.

Warmly,



Laura Kohn-Wood
Dean and Professor
School of Education and Human Development



**JOIN US AND HELP
TRANSFORM LIVES INTO THE NEXT CENTURY.**

Give to the School of Education and Human Development



Inspire U turns 10

They both love soccer. But they cheer for different teams. Eduardo Lago, a University of Miami senior who was born in Spain, is an avid Real Madrid fan. Yamil Rivera, a high school senior who was born in Nicaragua, favors Barcelona. But they do not allow their rivalry to interfere with their camaraderie.

“We are the best of friends,” said Lago. “I think we will be friends forever.” They have become friends, as well as being mentor and mentee, through the Inspire U Academy.

In their free time, Lago and Rivera played video games but also talked about how to write an essay for a college application and how to prepare for the SATs. “This program has done so much for me,” Rivera said.

Housed under the School of Education and Human Development (SEHD), the Inspire U mentorship program celebrated its 10th year of providing mostly first-generation high school students the opportunity to experience college life and share life experiences.

The program brings together Booker T. Washington Senior High School students with UM students, most of whom are Ronald A. Hammond Scholarship recipients who demonstrated academic excellence and intend to continue their academic pursuits through graduate education. The scholars receive the full cost of tuition at the University for their undergraduate studies.

Since its inception, Inspire U has served more than 500 high school students, with about 90 percent of its graduates going on to college.

Wendy Morrison Cavendish, the director of Inspire U and professor in SEHD’s Teaching and Learning department, began the program when she was a teacher in residence at Booker T. Washington and noticed that the school was looking at ways to improve its graduation rate and provide resources for students with college aspirations.

“We wanted the program to be about building social capital,” she said. “Many of these students cannot imagine themselves on a college campus until they are actually on the campus here at UM.”



University of Miami senior Eduardo Lago, photographed left, with his Inspire U mentee Yamil Rivera.

The program brings mentors and mentees to the Coral Gables Campus several times a year for sessions on how to prepare to take ACT and SAT tests, apply to college, obtain scholarships and financial aid, and write a college application essay. The program also teaches the students how to negotiate college life, balance their schedule, develop study habits, and even keep track of their finances.

In the past year, the program has added a virtual session on racial justice to the curriculum when issues of racial justice came to the forefront after the killing of George Floyd and the Black Lives Matter protests.

Jack Hart, social studies department chair at Booker T. Washington and liaison for Inspire U, has been involved with the program for the past eight years.

“This program works,” he said. “Many mentoring programs are funded for a purpose that is not genuine. Inspire U was started from the heart and is still a mentoring program that functions from the heart of all the people who are involved.”



Holocaust Teacher Institute celebrates 20 years

As part of a community service project called “Shabbat with Survivors,” 10 students from TERRA Environmental Research Institute were paired with Holocaust survivors from the Miami community, who shared their personal stories.

The conversations were caught on video, and a documentary was shown to more than 300 teachers from Miami-Dade County Public Schools attending the University of Miami Holocaust Teacher Institute—a program that is a partnership between the School of Education and Human Development and the Miami-Dade County Public Schools system. The institute had been one of the partners of the “Shabbat with Survivors” project.

For Miriam Klein Kassenoff, the director of the institute who also survived the Holocaust as a child, this was an important moment. Klein Kassenoff escaped from what was then Czechoslovakia, and along with her parents and younger brother, hid for seven months. Her brother, Ted Klein, was a U.S. magistrate and a professor at the University of Miami School of Law.

“I don’t have the answers as to why people have prejudices, but I do think I know how we can do better,” Klein Kassenoff said.

Klein Kassenoff has spent most of her professional life dedicated to bringing Jewish history and culture, and specifically the history of the Holocaust, to educators. She is the education specialist for Miami-Dade County Public Schools and for the past 20 years has led the institute she founded—where she remains director and instructor. In 1994, the Florida legislature mandated the instruction of the history of the Holocaust and anti-Semitism.

Laura Kohn-Wood, dean of the School of Education and Human Development, has praised Klein Kassenoff. She called her “indomitable” because of her tireless work with the institute and Jewish education.

“It is critically important for students to learn about history because knowledge assists the living to learn from our history—horrific though it may be—in order to not repeat tragedies of our past,” Kohn-Wood said in remarks offered during the seminar.

The institute, which celebrated its 20th anniversary in 2021, was born out of a personal experience for Klein Kassenoff. In 1986, she was one of 30 teachers who attended a monthlong immersion program in Israel.

“I myself, as a child survivor of the Holocaust, did not know the accurate detailed account of history of the Holocaust,” said Klein Kassenoff. “When I came back from that experience my dream was that I would be able to give back that kind of seminar to teachers.”

When she was approached by the University with the encouragement of many, including Haim Shaked, director of the Sue and Leonard Miller Center for Contemporary Judaic Studies, to open an institute to instruct teachers on the history of the Holocaust, Klein Kassenoff recognized her chance to recreate her Israel experience.

The institute offers teachers seminars on the history of the Holocaust; sessions on the major critical, ethical, and moral issues raised in this study; and familiarity with the wealth and scope of historical documents, literature, and resources that will augment a study of the Holocaust. All this is geared to helping teachers create their own lesson plans, as well as activities for their students.

Knowing the important role of history in teaching the Holocaust, the institute kicked off its programming with an opening reception with guest keynote speaker Elisha Wiesel, the son of the famed Holocaust survivor and Nobel Peace Prize winner, Elie Wiesel. It was followed by the lecture “Why? Explaining the Holocaust” by author and historian Peter Hayes.

Digital transformation in the sport industry

Digital technology is transforming the sport industry, bringing with it growth and opportunities, while altering the landscape for businesses and fans alike.

The seventh annual Global Sport Industry Conference returned to the Donna E. Shalala Student Center with more than 250 in attendance for the all-day event showcasing eight panel discussions ranging in topics from esports to sports betting to NILs and NFTs.

"Our Sport Administration (SPAD) students organize the conference and assist in selecting relevant topics," Erin McNary, conference director and SPAD professor, explains. "It provides them with networking opportunities and an on-campus experience where they learn from sport industry professionals."

Keynote Mike Ridley, InterMiami FC's SVP of Brand and Marketing, kicked off the conference sharing his unpredictable winding road from hobnobbing with celebrities as a young film executive to landing his current role with Miami's young soccer club in 2019, whose "right amount of rouge" motto echoes the rapidly-changing sports industry and set the stage for the conference.



The Role of NFTs : Lucy Hartwell, Zsa Zsa Goldstrom, and Dan Boyd (l-r).



"Just know, growth isn't linear. But if you have a North Star and know where you want to go, make your decisions based on that—you're gonna be fine."

— Mike Ridley

Esports 2022: Explosive growth

Is getting into esports and making yourself marketable different from trying to get into another business?

"You should not treat it differently," advised LaLiga North America's Nico Garcia Hemme. "One thing is to love what you do, but leave that outside and show me your capacity, your skills, but don't try to enter (the interview) saying you're a gamer."

With the growth of esports, there are endless opportunities:

InterMiami CF's Nicholas Muoio: *"Talking about the club side, you are either a competitive player or content creator."*

Misfits Gaming's Andres Reid: *"A lot of people will recognize the teams and a lot of people will connect with the organization through the teams. The bigger piece is the individual streamers, they are the big personalities, and we use their clout to promote our brand."*

The Role of NFTs in the Sport Industry

Non-fungible tokens (NFT's) have become an integral part in college athletics and in the esports gaming community.

LaLiga North America see NFTs as a way to build partnerships in the space and bring their fans more direct access to the league, the club, and the players. *"It is very personal to know you own an asset, that it is authentic and it's a way for our fans to get closer to us,"* Lucy Hartwell said.

Dan Boyd, UM Athletics, explained how the department sells NFT items packaged together as part of an experience.



A New Market to Explore: NILs

In July 2021, the NCAA lifted its Name, Image, and Likeness (NIL) restrictions bringing about significant changes to college sports. This opened the flood gates, allowing for student-athletes to sign deals and receive compensation for their personal brands.

Shawn O'Dare, an NFL agent from Rosenhaus Sports, said it's a win-win for students. *"This helps those students who are financially strapped earn money and support their family, as well as those students with scholarships, who can make extra money for whatever their next stage in life is and put them ahead of the game."*

UM Student-Athletes in the Industry

Former UM Student-Athletes share their experiences transitioning into their professional roles and what advice would they give their younger self?

"Take advantage of what you have here."

— Hannah Marchbanks

"Enjoy the stage in life you are in now! Don't rush!"

— Jessica Hurley

"Make connections; build relationships."

— Jon Jay

"Remain focused; recognize your blessings and opportunities while in school."

— Asa Burke

Other topics discussed at this year's conference included, Activism and Sustainability in Sports, the Evolution of Sport Betting, Assessing Risks in Sports and the Adaptation of Events Through the Pandemic.



eSports 2022: Andres Reid, Nicholas Muoio, and Nico Garcia Hemme (l-r).

UM Student-Athletes: Asa Burke, Jon Jay, Hannah Marchbanks, Jessica Hurley, and Rachel Smith (l-r).



Dr. Jeff Orloff, BED '70, and Sebastian in the Ever Brighter Lounge during Homecoming 2021.



Graduate assistant Zachary Ripic, Department of Kinesiology and Sport Sciences, demonstrating state-of-the-art markerless motion capture technology at the Festival on the Green.



London Wood, BGSC '13; Jon Secada, BM '83, MM '86; Frost School of Music Dean Shelly Berg; and School of Education and Human Development Dean Laura Kohn-Wood (pictured l-r).



Honorary Captains at the UM Hurricanes Homecoming Game, Dr. Edward Welch, BED '68, and Mr. Robert Strong.



Transforming Tomorrow, Today.

Ever Brighter: The Campaign for Our Next Century illuminates how SEHD is improving educational access, opportunity, and innovation

Guided by the light illuminating a brighter future for students, the community, the health of humanity, and the health of the planet, the University of Miami has embarked on an ambitious \$2.5 billion fundraising campaign, Ever Brighter. At its core are seven bold themes, two of which resonate within the School of Education and Human Development (SEHD): Brighter Education for a Changing World and Brighter Outcomes for Health and Wellness.

From reimagining classrooms to be more inclusive, equitable, and engaging to focusing on improving the health and well-being of our aging population, the work that is taking place within our walls is preparing us all for a better, brighter tomorrow.

“This is an exciting time for the School of Education and Human Development. We recently celebrated our 90th anniversary and as we close in on that century mark our future shines ever brighter,” Dean Laura Kohn-Wood said. “With generous philanthropic support of UM’s Ever Brighter campaign, we can continue to transform the future of education through our classrooms, clinics, and community.”

For more information on making a gift, contact:

Angie González-Kurver at 305.284.5038 or ajgonzalez@miami.edu



**Ever
Brighter**
UNIVERSITY OF MIAMI
THE CAMPAIGN FOR OUR NEXT CENTURY

Philanthropy at Work

J. Scott Watt and Obaida Watt Classrooms of Tomorrow Fund

As a graduate of the School, J.S. Watt, M.Ed. '76, is a strong advocate for education. To support students entering the teaching profession, the Watts created the J. Scott Watt and Obaida Watt Classrooms of Tomorrow Fund. Their generous gift supports a professional development course for educators offered by the Community and Educational Well-being Research Center (CEWRC) within SEHD.

The Troob Family Endowed Student Support Fund

Through the generous support of Peter and Marjorie Troob, undergraduate and graduate students are able to travel to pursue research, present at a conference, participate in an unpaid internship program, or other such academic endeavors. The Troobs strongly believe such opportunities are valuable because they enhance the university experience and foster personal and professional growth.

Rachel and Richard Greenfield Family Education Scholarship

Rachel and Richard Greenfield have generously funded a scholarship for undergraduate students from underrepresented communities pursuing studies through the Professional Training Option. This innovative program provides a pathway for noneducation majors to complete the Professional Education component, which is one of the requirements to become a certified teacher in the State of Florida. Thanks to the Greenfield’s financial support, SEHD will be able to open this academic program to a more diverse pool of future teachers.

Campaign Priorities

Shaping the classrooms of tomorrow

We are in a position to lead robust educational change by revolutionary research and developing groundbreaking educational technology—such as augmented reality and technology-based assessment—to improve teaching and learning for all students.

Advancing educational equity

We are closing the gap by producing outstanding teachers who will work as agents of change expanding educational opportunities for children from diverse communities within our community, across the country and around the world.

The Initiative for Aging

We are launching a multidisciplinary program focused on aging well. Our exercise physiology and athletic training programs, in partnership with the Miller School of Medicine, are working to strengthen and elevate innovative wellness interventions for the community.

Senior loves the classroom and helping children

When an 11-year-old boy with autism spectrum disorder refused to participate in her class, Jaclyn Mait, a student teacher from the School of Education and Human Development, decided to take it as an opportunity for learning and growth.

“I gravitate toward children who are facing challenges,” said Mait, who was completing her student teaching internship at Tropical Elementary School in Plantation. She explored what topics interested the young boy and then integrated them into her lessons. Within weeks, the student had stopped crying and instead was presenting his work in front of the fifth-grade class.

“To see him become happy with his work and happy to present in front of the class was so incredible, so rewarding,” she said. “It was great, the best feeling ever.”

The University of Miami senior was graduating with a double major in elementary education/exceptional student education and human development and a minor in biology.

Mait’s hard work and love of education earned her admission to the Harvard Graduate School of Education, to study for a master’s degree in the human development and education program, school counseling strand.

“I love helping people feel more confident, and working at the elementary level, I feel I can do that,” Mait said. “I am dedicated to working with kids and making the world a better place, and a teacher is in a perfect position to do that because you get to teach kids lessons early on, like how to care and be kind to others and have empathy for others.”



Mait discovered her love of working with children early in her teenage years when she worked as a counselor in various summer camps. Her mother noticed her enthusiasm and creativity in fashioning projects for the children and encouraged her to enter the field of education.

She received the top Teaching and Learning Student Award from her school. Mait maintained a 4.0 grade point average during her four years at the University.

“Jackie’s commitment to growth and her passion for learning was evident not only in her perfect GPA, but also in her classroom behavior,” said assistant professor Jennifer Krawec. “She was always eager for more information, could be counted on to ask the tough questions that pushed everyone’s learning, and consistently exceeded expectations in assignments completed in local classroom contexts.”

While Mait loves the classroom and working with children with special needs, she believes she can make a greater contribution as a school counselor.

“I hope to work with teachers and administrators to better integrate social and emotional learning into everyday lessons within the classroom,” she said. “A lot of times teachers work with school counselors to better support their students’ needs, and there is a great deal of work to be done, especially after COVID-19. But it is really rewarding.”



Elena Fernández, Teaching and Learning doctoral student specializing in the area of special education, was selected as a summer 2022 Fellow in the Dr. James A. Ferguson Emerging Infectious Diseases RISE Fellowship program. The Ferguson Fellowship is a nine-week summer program, funded by the Center for Disease Control (CDC), that provides research-based educational and professional development experience for graduate-level scholars interested in infectious diseases, public health, mental health, maternal and child health and/or health disparities research. Fellows work with research mentors at the CDC, the Kennedy Krieger Institute, and the Johns Hopkins University School of Medicine and Bloomberg School of Public Health.



Ayanna Young, doctoral student in Teaching and Learning, was selected for the Yale University Bouchet Graduate Honor Society for 2022. The Society is named after Dr. Edward A. Bouchet, the first African American scholar to earn a Ph.D. from an American university in 1876. Today, the Bouchet Society recognizes and promotes diversity and excellence in doctoral education and in the professoriate. Inductees form a network of scholars who exemplify the Society’s five pillars: scholarship, leadership, character, service, and advocacy.

McKnight fellowships awarded to SEHD doctoral students

Since 1984, the Florida Education Fund’s McKnight Doctoral Fellowship Program has collaborated with universities and colleges in Florida to increase the pool of Black and Hispanic Ph.D. holders in arts and sciences, business, engineering, health sciences, nursing, and visual and performing arts-related disciplines. Two SEHD doctoral students received the 2021 McKnight Dissertation Fellowship:

After years of teaching, **Brittney Davis** felt her impact as a high school teacher could reach more students and impact them by changing the system from within. Her burning passion led her to pursue a doctorate in community psychology to create and amend policies that specifically impacted Black and brown students all over the nation.

“I was doing all this work in my classroom, but it was not really helping because even within this small microcosm of people, there were people that were actively undoing the work that I was doing,” Davis, who is originally from Prince George’s County in Maryland, said.

That work included engaging and understanding her students, engaging in informed practices, and boosting her students’ cultural racial pride. Today, Davis’ work will allow her to investigate systems and how they impact people of color and communities in general. The goal of her research is to investigate the remote learning experiences of gifted Black middle school students.

In her fifth and final year of her doctoral program in counseling psychology, **Monique McKenny** reflected on the impact of her work.

“My research focused on how Black youth and their caregivers engage in communication on race and racial incidents, defined as the process of racial socialization,” McKenny said. “I am motivated to pursue this line of research to contribute to the strengths-based literature on Black families.” As a McKnight fellow, McKenny was excited to connect and learn about the other scholars around Florida and looks back on the many people who have contributed to her ability to secure such a fellowship.

“I am thankful to have this village throughout my graduate school journey,” she said, naming several people from the School and University of Miami.

Monique McKenny



Brittney Davis



congratulations
class of 2022



First graduating class from the Masters in Athletic Training (MSAT) program. Jinyi Li, Steven Lawson, and Olivia Trocano (pictured l-r).



Unable to attend commencement to receive her Master's in Special Education, Yamile Fornaris was presented her diploma and UM Regalia during her kindergarten's graduation at Vineland K-8 Center. Fornaris' father had been battling Stage 4 cancer and she was by his side when he died on commencement day. Her students' parents reached out to the University, and co-workers and former professors worked behind the scenes to make sure she had her graduation. SEHD's Miriam Lipsky, adjunct professor, and Donner Valle, programs manager, surprised Mrs. Fornaris on this very special day. "It was my dream to graduate from UM," she said. "I also wanted to show the young people in my family that no matter what life throws at you, you can make your dreams come true." She had her graduation after all ... it's all about U, Yamile Fornaris!

Pictured: Yamile Fornaris, center, surprised by Miriam Lipsky and Donner Valle.

2022 AWARDS
of excellence

Awards for Scholarship



School of Education & Human Development Outstanding Undergraduate Achievement Award
Chloe Bragg [1]

Maxine B. Wishart Agent of Change Award
Abigail Schwenger [2]

Department of Educational & Psychological Studies



Award for Scholarship
Michelle Prestigiacomo [1]

Award for Excellence in Community and Applied Psychological Studies
Rachel Troob [2]

Outstanding Master's Student in Community and Social Change
Andrea Arrechea [3]

Outstanding Master's Student in Counseling Psychology
Sade Maya Prithwie [4]

Outstanding Doctoral Student in Counseling Psychology
Monique McKenny [5]

Carolyn S. Garwood Award for Service
John Abbamonte [6]

Richard J. Kurtz Family Community Well-Being Doctoral Program
Brittney Davis [7] & **Maria Fernanda Garcia** [8]

Department of Kinesiology & Sport Sciences



Award for Scholarship
Chloe Bragg [1]

Award for Excellence in Sport Administration
Anna Shafer [2]

Award for Excellence in Athletic Training
Katherine Hook [3]

Award for Excellence in Exercise Physiology
Caleb Calaway [4]

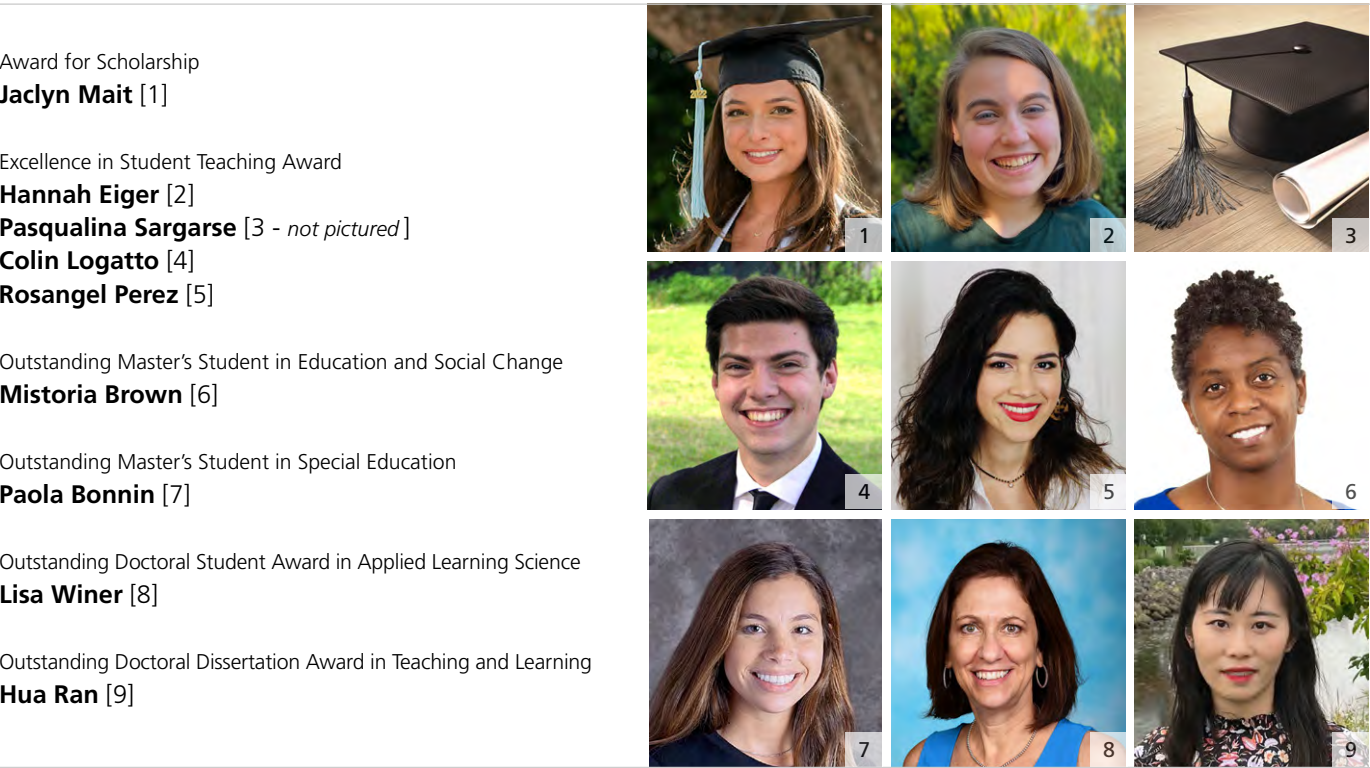
Outstanding Master's Student in Applied Physiology
Daniel Silva [5]

Outstanding Master's Student in Athletic Training
Olivia Trocano [6]

Outstanding Doctoral Student in Exercise Physiology
Keri Strand [7]

Dr. Harry Mallios Award for Outstanding Master's Student in Sport Administration
Steven Dabdoub [8] & **Noah Drapeau** [9]

Department of Teaching & Learning



Award for Scholarship
Jaclyn Mait [1]

Excellence in Student Teaching Award
Hannah Eiger [2]
Pasqualina Sargarse [3 - not pictured]
Colin Logatto [4]
Rosangel Perez [5]

Outstanding Master's Student in Education and Social Change
Mistoria Brown [6]

Outstanding Master's Student in Special Education
Paola Bonnin [7]

Outstanding Doctoral Student Award in Applied Learning Science
Lisa Winer [8]

Outstanding Doctoral Dissertation Award in Teaching and Learning
Hua Ran [9]

50s

Bernard Kulchin, A.B. '54, B.E.D. '55, entered the corporate world and advanced to the role of Vice President of Human Resources for General Dynamics Corporation and Cubic Corporation. He also taught classes at UCSD and National University and was recognized with a Lifetime Achievement Award in Human Resources by San Diego Society of Human Resources Management. Mr. Kulchin served on numerous nonprofit boards in San Diego.

Douglas A. Johnson, B.E.D. '57, was ROTC 2nd Lieutenant and later spent 8+ years in USAF as a flight instructor. Mr. Johnson spent 30 years with United Airlines and 8 years as a simulator department manager for Flight Safety International. He is now residing in Aurora, Colorado with his wife of 64 years.



Edward C. Frierson, M.E.D. '59, came to The University of Miami in 1958 with a one-year-old daughter and his wife, Bettye. His first set of twins (you read that right!) were born at Mercy Hospital several months later. He returned to Ohio soon after receiving his degree from Miami and received a grant to enroll in the new PhD program at Kent State University, and he was awarded the very first KSU Ph.D. hood at commencement in 1964. With vivid emotional memories of the original Orange Bowl, every fall Dr. Frierson hollers at the TV, "Go Hurricanes" not "Go Flashes." Six children (including two sets of twins) and 22 grandchildren later, he reports proudly that for Christmas one of the children gave him a University of Miami lightweight, zip up, hoodie for those chilly evenings he spends in Venice, FL at his home his home of 22 years. Fun fact: "Educating Children with Learning Disabilities", the first textbook in the field, used by more than 200 colleges and universities in its day, has "Frierson & Barbe" on the spine and title page.

60s

Veronica V. Helsby, B.E.D. '63, upon completing her degree at the University of Miami, she taught Physical Education and English at Glades Middle School. She also held positions as the Executive Director of the Royal Palm Festival, forerunner to Sunfest in West Palm Beach, Director of Communications and Special Events at PGA National in Palm Beach Gardens, Executive Vice President of the Northern Palm Beach County Chamber of Commerce in North Palm Beach, and Marketing Director for Operation Explore, a leadership development company.

William G. Zimmerman, M.E.D. '61, E.D.D. '63, retired as superintendent of schools in Massachusetts and New Hampshire after 32 years. He also served as Dean of Graduate School and Professor of Administration at Northeastern University, Senior Consultant at the New England School of Development Council. Dr. Zimmerman now resides between New Hampshire and York Beach, Maine.

John M. Jenkins, B.E.D. '55, M.E.D. '61, E.D.D. '67, retired from educational administration during the 1990s and has authored or co-authored several books on personalizing instruction. Mr. Jenkins completed a revision of the second edition The Power to Learn: The Benefits and Promises of Personalized Instruction where he cowrote with Dr. James Keefe, former Director of Research for NASSP. The book will be published by Roman and Littlefield with a projected release date of November 2022.

70s

Victoria B. Klinger, B.E.D. '74, retired from the New York City Department of Education after teaching English as a Second Language for several decades. Klinger thanks the U for her degree in Elementary Education, which allowed her to experience a rewarding career.

John P. Geraghty, B.E.D. '78, owner of Johnny Geraghty Tennis, a tennis court equipment and supply dealer since May 1, 2001, also provides Pro and World Class experience tennis lessons. Wimbledon, US Open, Member of Association of Tennis Professionals, and member of the Dade County Tennis Hall of Fame, has also been a member of Iron Arrow since 1977.

Susan Waas Kaplan, B.E.D. '78, graduated from UM with a bachelor's degree in Education with a minor in mathematics. She retired from Miami-Dade County Public Schools after 36 years of teaching high school mathematics, and for the past 7 years, has been teaching AP Calculus and Honors Pre-Calculus at Gulliver Prep.

Ottis J. Anderson, B.S.E.D. '79, played in the National Football League for 14 years with the St. Louis Cardinals and New York Giants. Named Rookie of the Year in 1979, and and 2-time Super Bowl Champion, he is a member of the 10,000 yards club. He also has 2 Metro exhibit booths showcased around the country. He also owns a company, Sign, where they help fans stay connected to their favorite athletes through video messaging and memorabilia.

Peggy J. Elmi-Cobrin, B.S.E.D. '79, sells Real Estate in the North and Northwest Suburbs of Chicago. Her education in teaching has helped move clients in and out of homes for over 30 years. She is also a certified Relocation Agent assisting executives and their families moving in and out of the area due to job transfers. She is currently licensed in California and looking to get licensed in New York in 2022. She has a daughter living in New York and a son in Israel. She looks forward to meeting and moving Canes!

Michael N. Kesselman, B.E.D. '72, M.E.D. '75, E.D.D. '79, retired from Hialeah Senior High School. Dr. Kesselman received the Lifetime Achievement Award from Marquis Who's Who. This special honor from the Marquis Who's Who Publishing Board celebrates those who have achieved career longevity and demonstrated unwavering excellence in their chosen field. The award winners include esteemed politicians, educators, business people, entrepreneurs, entertainers, athletes, judges, philanthropists, actors, musicians, singers, presidents, university presidents, and scientists. "Being a former adjunct grad school professor, and with three close family members either graduating or presently enrolled as a freshman, my cherished UM legacy continues!! For me, it truly is All About The U forever!"

80s

Nancy Friedman, B.E.D. '88, a retired pre-school teacher and **Harrabey Friedman, B.E.D. '68, M.E.D. '73**, a retired middle school teacher, school administrator, and professional drummer, have been married for 53 years and

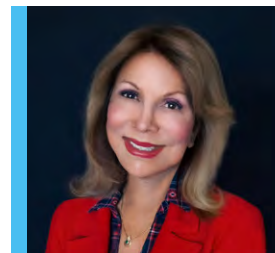
their oldest grandchild, Alexis Lauren Friedman, was a Foote Fellow undergrad at UM. She is presently writing her doctoral thesis on counseling psychology at the School of Education and Human Development.

Daniel M. Maxwell, M.S.E.D. '88, has been named the Interim Vice Chancellor for Student Affairs and Enrollment Services for the University of Houston System and the Vice President for Student Affairs and Enrollment Services for the University of Houston this year in October. Maxwell has been a Student Affairs practitioner for the last 33 years and received a master's in science in Education with a focus on Higher Educational Leadership from the University of Miami.

Harry I. Nerenberg, M.S.E.D. '89, counselor of Miami Palmetto Senior High School, retired summer 2021. Nerenberg had a successful career and was recognized with the Rosemary Fuller Award of Education from Palmetto Bay. In addition, the entire guidance department's extraordinary work was recognized by winning the Excellence in College Counseling Award from Forbes Magazine and were featured in podcasts and honored during the Super Bowl.

90s

Mirtha T. Shideler, M.S.E.D. '93, earned her bachelor's degree in Spanish Literature and Master of Science in Education that made her proficient and allowed her to teach from K-3 as well as middle and high school. Shideler is now retired. She also worked for UM as a secretary to the football coach, Lou Saban. "This was my best job ever. He was kind, complimentary, and appreciated my work."



Miami-Dade County Public School Board Member **Marta Pérez, M.S.E.D. '85, P.H.D. '96**, was awarded the prestigious 2021 Green-Garner Award by the Council of Great City Schools for Urban School Board Member of the Year. She is the first Hispanic to win as board member and first Cuban American to receive this distinction.

Marcelo Castro, M.S.E.D. '95, P.H.D. '98, after graduating in 1998 he remained affiliated with the University of Miami through the Mailman Center for Child Development and the School of Education and Human Development. In 2004, he started as a research professor at Nova Southeastern University where he taught and conducted research for 17 years and for 9 years worked in administration, initially as Director of Academic and Faculty Support, then as Director of Research and finally as the Associate Dean of the School of Criminal Justice and Co-Chair of the Department of Education.

00s

Jemilia S. Harrison-Davis, B.S.E.D. '07, graduated in December 2006 with a Bachelor of Science in Elementary Education. She earned her doctorate in May 2019 in Educational Leadership, Policy, and Human Development at North Carolina State University and was lucky enough to serve as the graduation speaker. After spending a few years working alongside community colleges at NC State, she recently transitioned into a new role. As of July, she is now a Clinical Assistant Professor and inaugural Program Director for the new Human Organizational Leadership & Development undergraduate program in the School of Education at the University of North Carolina Chapel Hill. "Excited to inspire future educational leaders the way my faculty inspired me at Miami."

Stephanie Acosta Castro, B.S.E.D. '08, is a proud graduate of UM Teaching and Learning. On June 1, she took a district administrative position with Broward County Public Schools where she is a Curriculum Supervisor for Exceptional Student Learning Support (ESLS). She has the esteemed pleasure of supporting 40 middle schools and their students with disabilities

Travis J. Boldon, M.S.E.D. '08, is currently teaching AP/IB literature and composition and English 1 gifted/honors at Miami Beach Senior High School and is teaching adjunct "Introduction to Writing through Literature" at Miami Dade College.

Richard Walker, E.D.D. '09, was selected to serve as the sixth president at University of Houston-Clear Lake.

Patrick A. Williams, E.D.S. '01, P.H.D. '09, is excited to be accepted and attend the FTCE Mathematics 6-12 and Middle Grades Mathematics 5-9 Item Validation Meeting at

the Florida Department of Education in Tallahassee in June 2022.

10s

Jennifer Coto, A.B. '08, M.S.E.D. '10, completed her internship in the Department of Pediatrics and Post Doc in the Department of Otolaryngology and was offered a position as Assistant Professor within the Department of Otolaryngology.

Martin T. Reid, E.D.S. '10, promoted from Principal of Arthur and Polly Mays Conservatory of the Arts to Administrative Director for the South Region Office of Miami-Dade County Public Schools.

Sen. Lauren F. Book, B.S.E.D. '08, M.S.E.D. '12, founded her nonprofit organization, Lauren's Kids (LaurensKids.org), with the mission of preventing child sexual abuse through education and awareness and helping survivors heal with guidance and support. Through her leadership, the Foundation has moved the needle in child abuse prevention education, shattered stigma surrounding this issue with award-winning public awareness campaigns, provided innovative support for survivors, and affected public policy to better protect children.

Lane M. Carico, B.S.E.D. '12, was selected by the University of Miami Sports Hall of Fame (UMSHoF) Class of 2022 inductees for the 53rd UM Sports Hall of Fame Induction Banquet held Spring 2022. Carico was named an honorable mention All-American twice, All-ACC four times and All-East Region First Team four times.

William B. Deese, E.D.S. '12, professor of ESOL at Lone Star College System, CyFair Campus since 2008.

Brent J. Vicino, M.S.E.D. '12, was recently hired as the Assistant Athletics Director for the Trojan Athletic Fund at USC in Los Angeles, CA.

Calling all Alumni!

Keep us updated!

Email us your current Class Note and photo to: SEHDEngagement@miami.edu

Stefi Cohen

A powerful force in fitness

At just five feet tall, Stefanie “Stefi” Cohen, B.S.E. ’14, DPT ’18, epitomizes the expression “small but mighty.” She’s a world-class athlete, sought-after exercise physiologist and physical therapist, and successful entrepreneur.

At the crux of it all is the University of Miami School of Education and Human Development (SEHD). Although Cohen enrolled at UM as a business major, her passion had always been sports and fitness. When a sorority sister told her about the exercise physiology program, Cohen knew she had found her calling and switched majors.

It was while working with Wesley Smith, clinical assistant professor and program chair, on his Guardrails research project that Cohen discovered her true passion – working with high-level athletes. That experience also served as the catalyst for her to later earn a Doctor of Physical Therapy (DPT) degree from the University of Miami Miller School of Medicine.

Cohen credits SEHD’s Department of Kinesiology and Sport Sciences for providing the clinical and practical experience necessary to succeed in physical therapy school. “I was far more prepared than my classmates in the doctoral program because of all that I learned and did, such as using cadavers in anatomy class,” she said.

Cohen catapulted her knowledge and expertise into a highly successful career as an elite fitness coach and world-class athlete.



“Everything I do I do at the highest level, so I would love to fight for the world title at some point”

Disciplined and competitive by nature, Cohen always excelled in sports. She played on the Venezuelan National Soccer Team U17 for three years. At UM, she joined the Canes CrossFit Club where she discovered weightlifting and later powerlifting. Despite her tiny stature, Cohen proved to be incredibly strong. She set 25 world records including becoming the first woman in the history of powerlifting to deadlift 4.4 times her body weight.

When the pandemic hit and competitions halted, Cohen pivoted to boxing. After years of powerlifting, she packs a powerful punch. She won her professional boxing debut by knock-out. “Everything I do I do at the highest level, so I would love to fight for the world title at some point,” shared Cohen.

She certainly has the knowledge and discipline to make that happen. “There is a link between the intellectual part of training and physical training,” she explained. “The evidence-based practice emphasized at UM taught me how to understand the scientific literature and apply it to practice.”

Cohen incorporates exercise physiology and physical therapy into her personal strength and conditioning training sessions as well as that of her clients, taking into account goals and injury recovery. That background serves as the foundation behind the HYBRID Performance Method, a revolutionary fitness program she co-owns.

The HYBRID Performance Method started as a workout program but expanded to include nutrition and now education. The HYBRID Strength Coach app offers almost 1,000 instructional videos used by 15,000 athletes worldwide. That notoriety, coupled with her athletic accomplishments and academic pedigree, has made Cohen a powerful force in fitness education.

“I had such an amazing time and experience in my exercise physiology undergrad program,” she said. “I want to pass down the knowledge I learned to others.”

It should come as no surprise that Cohen was just as competitive in the classroom as she is in the gym and boxing ring. She fondly remembers pulling all-nighters in the library with her friends and challenging each other to see who would do the best on the exam.





Karen S. Davis, M.S.E.D. '13, has been a guest teacher at Collier County public schools this past year working with Dr. Mary Avalos at the University of Miami on her latest project called Media MindED Teaching (MediaMindED.org). The project is to develop curricula, resources, and a community of educators to support K-12 pre-service and working teachers to develop their media and digital literacy skills along with advocating for states and school districts to recognize the importance of media and digital literacy for teachers and students.

Connor J. Adams, B.S.E.D. '14, and his wife, Haley, welcomed their baby girl, Dagny Capri Adams in June 2021. He accepted a new job at the University of Miami leading the College of Engineering Development and Alumni Relations as Senior Director.



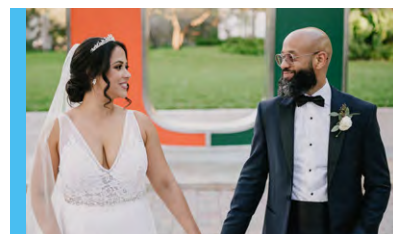
Natalia Allen, M.S.E.D. '16, serves as the Educational Excellence School Advisory Council Chair, Union Steward, Social Studies Department Chair and Speech and Debate Coach. During a global pandemic, Ms. Allen led a group of students to qualify for the National Speech and Debate Tournament, with a team making it to the semi-finals and one debater finishing the National Tournament as the Top Speaker in the nation. Most recently, Ms. Allen has been elected to the Steering Committee for Human Rights Educators - USA. As a member of the Human Rights Educators - USA, she serves on the advocacy and policy team tasked with developing inclusive and equitable curriculum, as well as building capacity through training and professional development. Additionally, Ms. Allen was reappointed to the Education Advisory Board for the City of Sunrise. Natalia

Allen was also appointed by The Broward County Board of County Commissioners to the Racial Equity Task Force and was subsequently elected as the chair to lead the task force. Last month, Ms. Allen was nominated for Who's Who of America for her recognition as a social studies educator.

Christopher Locken, M.S.E.D. '16, graduated from the Sandra Day O'Connor School of Law at Arizona State University in December 2021 with a Master of Legal Studies in Sports Law and Intellectual Property.

Chaisson Allen, M.S.E.D. '17, was named Head Coach of the Wisconsin Herd in September 2021. Allen, who becomes the third head coach in team history, returns to the Herd after serving as an assistant coach during the 2019-20 season. More recently, Allen was an assistant coach with the G League's Long Island Nets during the 2020-21 season.

Eric Gonzalez, B.S.E.D. '17, Elementary Education/ESE graduate, was named assistant principal at Miami Springs Middle School.



Alexis Canaves, B.S.E.D. '13, M.S.M.S. '18, recently got married this year in February to her husband, Carl, who she met through work at the UHealth Fitness & Wellness Center on the medical campus where she is a Fitness Programs manager.

Dr. Steve Gorin, M.S.E.D. '96, M.B.A. '18, upon graduating in Sports Medicine he went onto becoming an Orthopedic Surgeon specializing in Sports Medicine in a practice in Aventura since 2006. He decided to come back to UM and graduated from the Miami Herbert Business School with master's degree in Health Care Management and Policy. Dr. Gorin is currently the President of the Miami Orthopaedic Society.

Simeon Richardson, ED.D. '18, senior associate professor at Miami Dade College (MDC) Homestead Campus, was the recipient of the 2021 Congresswoman Carrie Meek Endowed Teaching Chair, the college's highest faculty honor, selected by his peers for excellence in teaching and commitment to MDC's mission.

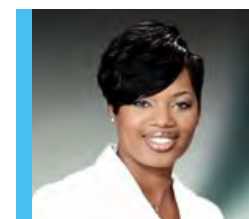
Twam S. Russell, B.S.C. '97, M.S.E.D. '19, was named athletic director at St. Thomas Aquinas. Russell is also chairman of the board for the Russell Education Foundation, an institution he and his mother started 23 years ago which focuses on providing after-school education programs for local students.

20s



Michael R. Gordon, B.S.E.X.P. '20, soon after completing his degree in exercise physiology, he was accepted to the University of Miami Miller School of Medicine where he is currently completing his medical degree.

Kelsey Major, M.S.E.D. '20, was named iPrep Academy's Rookie Teacher of the Year and was also nominated for Miami-Dade County Public Schools' Rookie Teacher of the Year for 2021-2022!



Cassaundra T. Wimes, A.B. '98, M.S.E.D. '20, a native Miamiian, has worked in a psychology office since the age 15. Dr. Wimes is a Licensed Psychologist, Florida Supreme Court Certified Mediator, and Qualified Supervisor with extensive experience working with vulnerable populations. She has dedicated her life to service with the goal of improving the quality of life and the effectiveness of organizations. Over the past 30 years, Dr. Wimes has thrived in mental health care and human service professions working in various clinical, counseling, detention, community, and educational settings in South and North Florida.

Emma R. Langlois, B.S.E.X.P. '21, received her degree in exercise physiology and decided to pursue a second degree here at UM and is currently attending Miami Herbert Business School to obtain a master's degree in health administration.

Researcher awarded \$3.8 million grant for literacy study

Mary Beth Calhoon, associate professor in the Department of Teaching and Learning, was awarded a five-year, \$3.8 million grant by the Institute of Education Sciences to study the impact and implementation of a middle school reading program for students with and at-risk for reading disabilities.

Since the early 2000s, Calhoon has been the principal investigator or co-investigator on multiple federal and state-funded research grants in literacy for adolescents with and at-risk for reading disabilities. The current multiyear grant will support implementation of an intensive reading program, Adolescent Multi-Component-Intensive Training-Program (AMP-IT-UP), designed specifically for middle school students reading at or below the Grade 4 level. AMP-IT-UP, developed by Calhoon, blends cognitive strategy instruction, sociocultural theory, peer-tutoring strategies, and techniques of direct instruction to address the complex deficits of older struggling readers, she explained.

The study will collaborate with select Sports Leadership and Management (SLAM!) charter schools across South Florida to implement AMP-IT-UP in intensive reading classrooms. The partnership was made possible by School of Education and Human Development alumna Kelly Pierce, who now serves as the director of innovation and development for the SLAM! foundation. Over the 5-year period, three cohorts of more than 500 middle school students with or at-risk for reading disabilities will participate.

Improving reading for middle school students with or at-risk for reading disabilities has always been problematic, Calhoon said. Current National Assessment of Educational Progress scores show 63 percent of eighth-graders with disabilities and 22 percent of eighth-graders at-risk for reading below the basic level, demonstrating a significant decline for these students. When combined with recent research, these results have illustrated that it is extremely difficult to remediate reading deficits of middle school students, particularly for those who often have the most significant deficits.

Calhoon explained that the middle school years are pivotal in the education cycle. If students are non-proficient readers, they begin to develop lower self-esteem and self-efficacy leading them to disengage and/or drop out from school. Low literacy skills also limit college and employment options, trapping people in a cycle of poverty, she added. According to Calhoon, if the trajectory of students reading abilities could be changed in middle school, it is more likely they will stay engaged in their education and feel more competent to complete high school.

As a previous middle school learning disabilities teacher, Calhoon has firsthand knowledge of the deficits faced by these students. AMP-IT-UP was created to specifically address their unique needs and provide in-depth instruction in phonics, more than any other remedial reading program available to schools. It is this emphasis on phonics that Calhoon attributes to the success of AMP-IT-UP.

Galit Cohen, a Ph.D. student in special education for students with reading disabilities, and Michela Galante, a Ph.D. student in language and literacy learning in multilingual settings, worked closely with Calhoon throughout the grant proposal process.

"It's not common to be given so much responsibility through every step of the grant proposal, which is why I am so grateful to work with Dr. Calhoon," Galante said.

Cohen added that working on the grant proposal as Ph.D. students gave them the unique, hands-on opportunity to explore their ideal research topics prior to graduation.

Calhoon stressed the significance of her research, highlighting the importance of literacy in the future of adolescent students.

"The NIH has designated illiteracy to be a national health issue. Illiteracy impacts every aspect of a person's life, which is why I am so passionate about this research. I feel it is educational malpractice if students graduate from high school and are not able to read," she said.



Galit Cohen, Mary Beth Calhoon, Michela Galante (pictured l-r)

FACULTY
spotlights

Batya Elbaum [1], professor, Teaching and Learning, was awarded another (new) grant from the Florida Department of Education. Her longstanding program of funded research from the state to conduct the Exceptional Student Education Parent Survey is used as part of data collection for the State Performance Plan for Special Education.

Blaine Fowers [2], professor, Educational and Psychological Studies, was awarded a grant from the Templeton Foundation for his work to expand knowledge about flourishing for general populations. The project laid the groundwork for studies around the world examining the degree to which flourishing differs for diverse individuals and communities, with interview data collected from around the globe, including Sri Lanka, Guatemala, and China.

SEHD’s Associate Dean of Race, Equity, Diversity, and Inclusion, and Senior Associate Dean of Undergraduate Education, Office of Academic Enhancement (OAE), **Kysha Harriell** [3], made history as the first Black person to serve as a Commissioner for CAATE (Commission on Accreditation of Athletic Training Education). She is clinical professor in the Department of Kinesiology and Sport Sciences, was accepted into the prestigious National Academies of Practice in Athletic Training and was inducted as a Distinguished Fellow at the academy’s annual meeting.

Assistant professor **Bryan Mann** [4], and Professor **Joseph F. Signorile** [5], both from the Department of Kinesiology and



Sport Sciences, co-led research conducted in collaboration with colleagues from Truman State University and Ohio State University, resulting in the report published in The Journal of Strength and Conditioning Research, titled Momentum, Rather than Velocity, Is a More Effective Measure of Improvements in Division IA Football Player Performance.

Jason Mizell [6], assistant professor, Teaching and Learning, was awarded the Bob Belle Service Grant from the Southern Regional Education Board to carry out his work with minoritized youth; was the recipient of the 2022 Promising Scholar Award from the North American Systemic Functional Linguistics Association for his outstanding contributions to applied linguistics; and was selected to the 2022 - 2024 cohort for the Literacy Research Association STAR (Scholars of color Transitioning into Academic Research Institutions) Mentoring Program. In addition, he was selected as one of the 2022-23 UM Engaged Faculty Fellows by the Office of Civic and Community Engagement; and was just awarded a 2022-23 UMIA Faculty Research Grant.

Wendy Morrison-Cavendish [7], Teaching and Learning, and Kele Stewart, School of Law, were awarded the Spencer Foundation Grant for their project, “Building Social Capital and Social Networks for Marginalized Youth.” The foundation is the leading funder and only national foundation focused exclusively on education research that cultivates learning and transforms lives.

New Faculty



Scott Grapin [1]
Assistant Professor, Teaching and Learning

Willis Jones [2]
Associate Professor, Education and Psychological Studies

Ellen McPhillips [3]
Associate Dean, Undergraduate Academic Services and Strategic Innovation

Kimberly Ho Misiaszek [4]
Assistant Professor, Educational and Psychological Studies

Jason Mizell [5]
Assistant Professor, Teaching and Learning

Jenesis Ramirez [6]
Lecturer, Educational and Psychological Studies

Taylor Wilmoth [7]
Lecturer, Kinesiology and Sport Sciences

Active Research Grants

Mary Avalos
THE EFFECT OF DEFINITIONS, CONTEXTUAL SUPPORT, AND COGNATE STATUS ON THE 4TH GRADE SPANISH-SPEAKING ENGLISH LEARNER’S (ELS) UNDERSTANDING OF UNFAMILIAR WORDS IN TEXT
TEACHING AND LEARNING
University of South Florida (USF)

Mary Beth Calhoon
IES INITIAL EFICACY
TEACHING AND LEARNING
U.S. Department of Education

Wendy Cavendish
SPENCER BUILDING SOCIAL CAPITAL
TEACHING AND LEARNING
Spencer Foundation

Batya Elbaum
ESE PARENT SURVEY
TEACHING AND LEARNING
Florida Department of Education

Blaine Fowers
GITTLER AWARD
EDUCATIONAL AND PSYCHOLOGICAL STUDIES
American Psychological Foundation

EXPANDING KNOWLEDGE ABOUT FLOURISHING BEYOND WEIRD POPULATIONS: WHAT CONSTITUTES FLOURISHING FOR THE OTHER 88%?
EDUCATIONAL AND PSYCHOLOGICAL STUDIES
Templeton World Charity Foundation

Kevin Jacobs
POSTPRANDIAL FAT METABOLISIM FOLLOWING AN ACUTE EXERCISE BOUT IN PERSONS WITH SPINAL CORD INJURIES
KINESIOLOGY AND SPORT SCIENCES
Craig H. Neilson Foundation

Willis Jones
AIR GRANT
EDUCATIONAL AND PSYCHOLOGICAL STUDIES
American Institutes for Research

Nam Ju Kim
AI-BASED MOTIVATION INDICATOR
TEACHING AND LEARNING
Sherman Fairchild Foundation

OPEN ENGLISH
TEACHING AND LEARNING
Open Education

Maite Mena
BUILDING CAPACITY FOR SBIRT IMPLEMENTATION IN MIAMI GARDENS
EDUCATIONAL AND PSYCHOLOGICAL STUDIES
Health Foundation of South Florida

CHILDREN’S TRUST CIFTA TRAINING
EDUCATIONAL AND PSYCHOLOGICAL STUDIES
The Children’s Trust

Arlette Perry
TRANSLATIONAL HEALTH IN NUTRITION AND KINESIOLOGY (THINK) PROGRAM
KINESIOLOGY AND SPORT SCIENCES
The Children’s Trust

Jenesis Ramirez
AIR Grant
EDUCATIONAL AND PSYCHOLOGICAL STUDIES
American Institutes for Research

Pending Research Grants

Mary Avalos
COLLABORATIVE RESEARCH: NSF INCLUDES ALLIANCE: SOUTH FLORIDA STEM CONTENT AND LITERACIES (SCaLes)
TEACHING AND LEARNING
National Science Foundation

Jennifer Kahn
THE ISLES OF ILKMAAR: A DATA-RICH, MULTI-PLAYER VIRTUAL WORLD TO SUPPORT MIDDLE SCHOOL GIRLS’ INTEREST IN DATA SCIENCE
TEACHING AND LEARNING
National Science Foundation

Rosalina Parrino
THE IMPACT OF CIRCUIT RESISTANCE TRAINING VS STEADY-STATE TREADMILL TRAINING ON MEMORY AND EXECUTIVE FUNCTION IN OLDER ADULTS
KINESIOLOGY AND SPORT SCIENCES
The National Strength and Conditioning Association Foundation

#58
BEST GRADUATE SCHOOLS

U.S. NEWS & WORLD REPORT

The School of Education and Human Development climbs in 2023 Best Graduate Schools rankings nationwide

Joseph Signorile
THE IMPACT OF CUED HIGH-SPEED MULTIDIRECTIONAL YOGA ON RETINAL MICROVASCULAR AND COGNATIVE MEASURES IN PERSONS WITH PARKINSON’S DISEASE
KINESIOLOGY AND SPORT SCIENCES
Davis Phinney Foundation for Parkinson’s

RETINAL MICROVASCULAR AS A BIOMARKER OF THE EFFECTIVENESS OF PHYSICAL ACTIVITY ON COGNATIVE FUNCTION
KINESIOLOGY AND SPORT SCIENCES
National Institutes of Health (NIH)



EVELEEN LORTON

Eveleen Lorton, professor emerita of the Department of Teaching and Learning, and founding director of the Glazer & Lorton Writing Institute, passed away October 11, 2021. An innovative and creative thinker, Lorton was one of the first educators in the '70s to videotape student teachers so they could get immediate feedback. It was her love for the written word that, in 1984, brought Professor Lorton and English teacher and Language Arts Supervisor Zelda Glazer together to launch the university's first summer writing institute.

An author herself, Lorton's publications included the book, "Human Development Through the Life Span," and numerous professional articles. She was a Danforth Associate and a member of the university's Iron Arrow Society.

In 2012, she became an inductee in the UM Heritage Society with an endowed gift in memory of her parents, Rev. John and Leona Lorton, where she will continue to make a difference in the lives of students in the school's Department of Teaching and Learning.

Eveleen's legacy lives on ...

Eveleen's love for and dedication to the university and future education leaders had no boundaries. Her legacy will live on through the students and faculty in SEHD, through a generous planned gift, which will be divided into three designations:

- Endowed scholarship assistance to students planning careers in teaching (the Rev. John and Leona Lorton Endowed Scholarship Fund);
- Endowed honorarium awarded annually to a faculty member for outstanding teaching in the School of Education and Human Development; and
- The Glazer & Lorton Writing Institute.

EDISON "ED" TRICKETT

Edison "Ed" Trickett passed away on May 10, 2022. He was a distinguished visiting scholar for four years in the Educational and Psychological Studies (EPS) department, coming from the University of Illinois at Chicago (UIC). He obtained his Ph.D. in Psychology from Ohio State University, was a post-doctoral fellow at Stanford University, and held faculty positions at Yale University, and the University of Maryland.

A giant in the field of psychology, his renowned research focused on the development of an ecological perspective of community psychology, as well as the process and outcomes of community research and intervention with a specific focus on culture, social context, and collaboration. Next to psychology, Ed's other passion was music and became known by colleagues as a folk musician or "song interpreter". Despite his many accomplishments in academia and the arts, Ed's greatest joys were his beloved wife and EPS department faculty member Dina Birman, and his two sons.



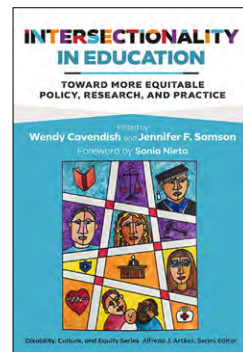
PUBLICATIONS

Garcia, M. F., & **Birman, D.** (2021, in press). Understanding the migration experience of unaccompanied youth: A review of the Literature. *American Journal of Orthopsychiatry*.

Gromova, C.; Khairutdinova, R; **Birman, D.**, & Kalimullin, A. (2021). Educational practices for immigrant children in elementary schools in Russia. *Education Sciences*, 11. <https://doi.org/10.3390/educsci11070325>

Makarova, E., Döring, A., Auer, P., 't Gilde, J. & **Birman, D.** (2021) School adjustment of ethnic minority youth: a qualitative and quantitative research synthesis of family-related risk and resource factors, *Educational Review*, DOI: 10.1080/00131911.2021.1905610

Chapman, L., Morris, C., & **Cavendish, W.** (2021). "She's my partner in crime": Informal collaboration and beginning special educator induction. *The New Educator*. 17, 197-218.



Cavendish, W. (2021). Translating research to local contexts. In Cavendish, W. & J. Samson (Eds.) *Intersectionality in education: Toward more equitable policy, research, and practice*. Teachers College Press. www.tcpress.com/intersectionality-in-education-9780807765128

Perez, Deborah. (2021). Legislative Blindness: Policy considerations for youth experiencing homelessness. In **Cavendish, W.** & J. Samson (Eds.) *Intersectionality in education: Toward more equitable policy, research, and practice*. Teachers College Press.

Stewart, K., & **Cavendish, W.** (2021). Towards more effective child welfare and education policies. In Cavendish, W. & J. Samson (Eds.). *Intersectionality in education: Toward more equitable policy, research, and practice*. Teachers College Press.

Cavendish, W., **Perez, D.**, & Ocasio-Stoutenburg, L. (In press). Paying it forward: The transformative potential of college-based aspirational peer mentorship for urban high school students. *Education & Urban Society*.

Deroo, M. (2022). Museums in support of preservice teacher learning: Expanding under-

standings of multiliteracies and translanguaging in content area teaching. *International Multilingual Research Journal*.

Deroo, M., & Mohamud, I., (2022). "I would rather be informed than misinformed": Critical conversations supporting transnational religious identity across time and space. *English Teaching Practice and Critique*.

Deroo, M., & Mohamud, I., (2022). Developing sustainable partnerships with youth participants: Fostering shared learning across time. In. V. Vasudevan, N. Gross, P. Nagarajan, K. Clonal-Roy (Eds.) *Care based methodologies: Complicating qualitative research with youth in school settings*. Bloomsbury Press.

Deroo, M., Pontier, R., & Tian, Z. (2022). Engaging opportunities: A small moments reflexive inquiry of translanguaging in a graduate TESOL course. *Journal of Language, Identity, & Education*.

Pontier, R. & **Deroo, M.** (2022). Misconceptions about translanguaging in a graduate TESOL course. *TESOL Quarterly*.

Mitsven, S. G., Perry, L. K., Tao, Y., **Elbaum, B. E.**, Johnson, N. F., & Messinger, D. S. (2021). Objectively measured teacher and preschooler vocalizations: Phonemic diversity is associated with language abilities. *Developmental Science*, 25(2), e13177, 1-16. <https://doi.org/10.1111/desc.13177>

Evans, S. D., & Fernandez-Burgos, M*. (2022). From Empowerment to Community Power in Participatory Budgeting. *American Behavioral Scientist*. <https://doi.org/10.1177/00027642221086947>

Murphy, J. W., **Evans, S. D.**, & Minutti-Meza, M. A. (2022). Introduction: Participatory Budgeting as Community-Based Work. *American Behavioral Scientist*. <https://doi.org/10.1177/00027642221086960>

Paterson, S., McInerney, E. E. W*, & **Evans, S. D.** (2022). Using social network analysis as a tool in action research. *Journal of Community Psychology*, jcop.22844. <https://doi.org/10.1002/jcop.22844>

Grapin, S. E., & Llosa, L. (in press). Multimodal tasks to assess English learners and their peers in science. *Educational Assessment*.

Grapin, S. E. (2022). What the "periphery" can teach the "core" in the education of

multilingual learners. *International Multilingual Research Journal*. Advance online publication.

Grapin, S. E., & Lee, O. (2022). WIDA English language development standards framework, 2020 edition: Key shifts and emerging tensions. *TESOL Quarterly*, 56(2), 827-839.

Jacobs, K. A., McMillan, D.W., Maher, J.L., Bilzon, J.L.J., & Nash, M.S. Neither postabsorptive resting nor postprandial fat oxidation are related to peak fat oxidation in men with chronic paraplegia. *Frontiers in Nutrition* 8, 2021.

Jones, W. A. & Black, W. (2022). Basketball's Black tax: Analysis of HBCU guarantee game compensation. *Journal of Sports Management*, 36(2), 159-170.

Jones, W. A. (2022). Can NCAA policy effect student costs? Evidence from the 2015 adoption of student-athlete cost of attendance stipends. *Journal of Higher Education*, 93(1), 56-79.

Kim, N. J., Park, J., Lee, S., & Timpilis, D. (2021). Impact of prior knowledge, learning style, and problem nature on students' performance in a flipped engineering mathematics class, *International Journal of Engineering Education*, 37(4), 960-974.

Kim, N. J., Vicentini, C., & Belland, B. R. (2021). Influence of scaffolding on information literacy and argumentation skills in virtual field trips and problem-based learning for scientific problem-solving. *International Journal of Science and Mathematics Education*, 1-22.

Kim, N. J. & Kim, S. W. (2021). Utilization of TV as an Aid for Value Creation in Future Education. *Education. Journal of the Korea Society of Computer and Information*, 26(10), 61-76.

Giancaspro, J. & **Kim, N. J.** (2021). Student-Parent Teams: A 10-year retrospective study of an undergraduate research experience. *International Journal of Continuing Engineering Education and Life Long Learning*, 31(4), 419-438.

Belland, B. R., & **Kim, N. J.** (2021). Predicting high school students' argumentation skill using information literacy and trace data, *The Journal of Educational Research*, 1-34.

Ran, H., **Kim, N. J.**, & Secada, W. (2021). Technology Roles: Meta-Analysis on Effects of Technology on Students' Mathematics Achievement in K-12 Classrooms. *Journal of Computer-Assisted Learning*.

Kohn-Wood, L., (2020). Intersectionality and women leaders in the academy: Race and ethnicity, LGBTQ, differently abled. In C. Rennison & A. Bonomi, (Eds.), *Women leading change in academia: Breaking the glass ceiling, cliff, and slipper*. San Diego, CA: Cognella.

Lee, D.B., Gaskin, A.L., Jones, S.C.T., Harrell, S.P., Banks, K.H., **Kohn-Wood, L.**, Sellers, R.M., & Neblett, E.W., Jr. (2021). The Daily Life Experiences scale. Factor structure, reliability, validity, and measurement invariance for African American males and females. *Measurement and Evaluation in Counseling and Development*, 54, 206-218.

Lipsky, M.G., Oberoi, A., & Schooley, R. (2022) "Respect and Recognition": The Intergroup Dialogue on Worldviews Course at the University of Miami in Whitehead, D.M., and Cordovés, J.I., eds. *Interfaith Cooperation for Our Times: Educating Citizens for a Diverse Democracy*. Washington, DC: Association of American College and Universities; Chicago: Interfaith Youth Core.

McNary, E. (2022, January). Hidden in Plain Sight: Human Trafficking and Sport. SAGE Business Cases (SBC) 1021877. <https://sk.sagepub.com/cases/discipline>.

Mena, M.P., Gutierrez, M., del Rey, G., & Santisteban, D.A. (October 2021) Symposium titled "*Culturally Informed Flexible and Family Based Treatment for Adolescents: Theory, Evidence, Practice, and Training.*" 2021 National Latinx Psychological Association Conference and includes four presentations (one by each author listed above), October 15, 2021.

Mena, M.P. & Santisteban, D.A. (May 2021). Identifying and Treating the Factors that Can Lead to Suicide Attempts in Latino Youth. 2021 Oklahoma Children's Behavioral Health Conference, Oklahoma Department of Mental Health and Substance Abuse Services, May 20, 2021.

Qiu, T., Kas-Osoka, C., & **Mizell, J.** (2021). Co-constructing Knowledge: Critical Reflections from Facilitators Engaging in Youth Participatory Action Research in an After-School Program. *Journal of Language & Literacy Education*, 17(2).

Mizell, J. (2022) Testimonios and picturebooks: An Afro-Latino adolescent's exploration of immigration stories through the lens of LatCrit and testimonios, *Middle School Journal*, 53:1, 4-15, DOI: 10.1080/00940771.2021.1997533

Meyer, M. L., Louder, C. N., & **Nicolas, G.** (2021). Creating With, Not For People: Theory of Change and Logic Models for Culturally

Responsive Community-Based Intervention. *American Journal of Evaluation*. Advance online publication. <https://doi.org/10.1177/10982140211016059>

Coupet, S., **Nicolas, G.**, Louder, C., & Meyer, M., (2021) When Public Health Messages Become Stressful: Managing Chronic Disease During COVID-19. *Social Sciences & Humanities Open*, 4(10).100150. <https://doi.org/10.1016/j.ssaho.2021.100150>.

Meyer, M. L., McKenny, M.C., Liddell-Quintyn, E., **Nicolas, G.**, & St. Louis. G., (2021). Racial Stress and Racialized Violence among Black Immigrants in the U.S. In P. Tummala-Narra (Eds). *Trauma and Racial Minority Immigrants: Turmoil, Uncertainty, and Resistance* (p. 147 –163). American Psychological Association. <https://doi.org/10.1037/0000214-009>.

Nicolas, G., Burton, S., & Meyer, M. (2021, January 21). Here's what the pandemic has taught us: We can eliminate education inequity. I Opinion. *Miami Herald*. Retrieved from www.miamiherald.com/article248640535.html.

Nicolas, G., Meyer, M., & Louder, C. (2019, September 24). Mental-health specialists in the Dorian-battered Bahamas must respect Haitians' values I Opinion. *Miami Herald*. Retrieved from www.miamiherald.com/opinion/op-ed/article235429307.html

Meyer, M.L., Louder, C., Self, K., & **Nicolas, G.**, (Accepted, revisions). Investigating the Psychological Impact of COVID 19 On Healthcare Professionals: Implications and Recommendations. *Journal of Prevention and Health Promotion*. Accepted with revisions.

Louder, C. N., Franklin, A. R., Meyer, M. L., del Rey, G. M., Gutierrez, M. A., Masters, B., & **Nicolas, G.** (under review). The Fight for Civil Rights and Its Connection to Mental Health in Black Communities. In M. Fuller & C. Small (Eds.), *Anti-Blackness: White Privilege, Allyship, and Psychology* (1st ed). Oxford University Press.

Perry, A.C., Flanagan, E.W., Velasquez, C., Bolon, K.D., Zito, G.C., & **Ahn, S.** (2021). The Effects of a Science-Based Community Intervention on Health Outcomes in Minority Children: The Translational Health in Nutrition and Kinesiology Program. *Journal of Physical Activity and Health* ;18(9):1074-1081 <https://doi.org/10.1123/jpah2020-0622>

Di Martino, S., Scarpa, M., & **Prilleltensky, I.** (2022). Between wellness and fairness: The mediating role of autonomous human choice and social capital in OECD countries.

Journal of Community Psychology. <https://doi.org/10.1002/jcop.22822>

Strand, K.L., Ly, A., Barry, S.S., Liscano, J.A., Trebotich, T.L., Martin-Diala, C., Martin, E., & **Signorile, J.F.** (2021). Validity and reliability of the seated medicine ball throw as a measure of upper body power in older women. *Journal of Strength and Conditioning Research*.

Deng, Y., Wang, H., Simms, A.-G., Hu, H., Zhang, J., Gameiro, G. R., Rundek, T., **Signorile, J. F.**, Levin, B. E., Yuan, J., Wang, J., & Jiang, H. (2022). Age-related focal thinning of the ganglion cell-inner plexiform Layer in a healthy population. *Quantitative Imaging in Medicine and Surgery*, 12(6), 3034–3048. <https://doi.org/10.21037/qims-21-860>

Ripic, Z., Kuenze, C., Andersen, M. S., Theodorakos, I., **Signorile, J.F.**, & **Eltoukhy, M.** (2022). Ground reaction force and joint moment estimation during gait using an Azure Kinect-driven musculoskeletal modeling approach. *Gait & Posture*, 95, 49–55. <https://doi.org/10.1016/j.gaitpost.2022.04.005>

Oh, J., Ripic, Z., **Signorile, J. F.**, Andersen, M. S., Kuenze, C., Letter, M., Best, T. M., & **Eltoukhy, M.** (2022). Monitoring joint mechanics in Anterior Cruciate Ligament reconstruction using depth sensor driven musculoskeletal modeling and statistical parametric mapping. *Medical Engineering & Physics*, 103, 103796. <https://doi.org/10.1016/j.medengphy.2022.103796>

Mann, J. B., Mayhew, J. L., Dos Santos, M. L., Dawes, J. J., & **Signorile, J. F.** (2022). Momentum, rather than velocity, is a more effective measure of improvements in Division IA football player performance. *Journal of Strength and Conditioning Research*, 36(2), 551–557. <https://doi.org/10.1519/jsc.0000000000004206>

Liang, Z., Yip, H., Sena Moore, K., Ferreira, T. B. D., Ji, M., **Signorile, J.**, & Munro, C. (2022). Self-managed music-guided exercise intervention improved upper and lower extremity muscle strength and Adherence for ICU survivors - A pilot randomized controlled study. *C108. THE IMPACT OF REHABILITATION ON MIND AND BODY*.https://doi.org/10.1164/ajrccmconference.2022.205.1_meetingabstracts.a4971

Warner, T. C., & Cleary, H. M. (2022). Parents' interrogation knowledge and situational decision-making in hypothetical juvenile interrogations. *Psychology, Public Policy, and Law*, 28(1), 78–91. <https://doi.org/10.1037/law0000241>



Make a difference
in the lives of
our students and
the community.

Make your gift today to
the School of Education
and Human Development!



PRESENTATIONS

Torres, S. A., Ford-Paz, R. E., Salusky, I., Rusch, D., St. Jean, N., & **Birman, D.** (2021, October 29 November 1). Consequences of U.S. immigration policies on Latinx migrant youth seeking refuge. In S. Torres (Chair), *Impact of immigration policies and practices on Latinx immigrant youth: Recommendations for trauma-informed policies and partnerships* [Symposium]. National Latinx Psychology Association Virtual Psychology Conference (online).

Birman, D., Kalimullina, A., Khairutdinova, R., & Gromova, C. (September 2021). University teachers coping with the COVID-19 shutdown in Russia. In E. Makarova (Chair), *From conventional to online teaching: A cross-cultural perspective on experiences of university teachers*. Symposium conducted at the European Educational Research Association Conference, Geneva, Switzerland (online).

Deroo, M. (2021, September). Shaping digital literacy competence of English language teaching students. Invited virtual guest speaker for the *3 in 1 Program* at Universitas Brawijaya, Indonesia.

Deroo, M. (2021, November). Teaching critical thinking through inquiry about signs and symbols. Invited virtual guest speaker Beijing Normal University *Teaching and Learning to Teach Critical Thinking Forum*. Beijing, China.

Deroo, M. (2021, November). A multiple-case study of immigrant student transnational identity construction in the United States and Ireland. Paper presented at the annual meeting of the *College and Faculty University Assembly*, Minneapolis, MN.

Kim, N. J., & Kim, M. K. (2021, November). Artificial Intelligence-based Motivation Indicator (AIMI) in Online Learning Environment. Paper presented at the 2021 Annual Meeting of the Association for Educational Communications and Technology, Chicago, IL.

Kim, M. K., **Kim, N. J.**, & Vulupala, G. (2021, November). A Pilot Test: Artificial Intelligence-Scaffolded Expository Argumentation. Paper presented at the 2021 Annual Meeting of the Association for Educational Communications and Technology, Chicago, IL.

Dinsdale, K., & **Kim, N. J.** (2021, November). Elementary School Teacher's Perception of Building Online Community Utilizing a Social and Emotional Curriculum. Paper presented at the 2021 Annual Meeting of the Association for Educational Communications and Technology, Chicago, IL.

McNary, E. (2021, June 3). Flipping with the Miami dolphins: Working with an industry partner in a flipped learning environment. Flipped Learning Post COVID-19: Evolution of the Classroom. University of Northern Colorado. Virtual Conference.

Aperman, T., **Prilleltensky, I.**, & Rosen, L. (2022). DWELL: Design for WELLness – An online, randomized controlled trial to create healthier home environments. May 15-19, 2022. Poster presentation at the 24th IUHPE World Conference on Health Promotion.

Aperman, T., **Prilleltensky, I.**, & Rosen, L. (2022). DWELL: Design for WELLness. May 15-19, 2022. Poster presentation at the 14th Annual Health Policy Conference. Israel National Institute for Health Policy Research.



For nearly 100 years, philanthropy has inspired extraordinary achievements at the University of Miami — from providing essential funding for student scholarships to driving the development of cutting-edge research and innovative programming.

With the right planned gift to the University of Miami, you can protect yourself and your loved ones while taking advantage of tax and income benefits. Join us to transform lives today and for generations to come.

It's Easy - Here's How:

- ★ Name the U in your will, codicil or revocable trust
- ★ Designate the U as a full, partial or contingent beneficiary of your retirement account (e.g., IRA, 401(k), 403 (b))
- ★ Designate the U as a beneficiary of your life insurance policy

For more information on how you can leave a legacy that shines ever brighter, visit us at miami.edu/plannedgiving or contact:

Kyle Paige, executive director, Office of Estate and Gift Planning, at 305-284-2266 or kpaige@miami.edu

Angie Gonzalez-Kurver, director of development, School of Education and Human Development, at 305-284-5038 or ajgonzalez@miami.edu

ENVISION A BRIGHTER FUTURE



Ever
Brighter
UNIVERSITY OF MIAMI
THE CAMPAIGN FOR OUR NEXT CENTURY

Non Profit Org.
U S Postage
PAID
Miami, FL
Permit No. 438



UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT