



# EDUCATION SYMPOSIUM

APRIL 1, 2014  
BATES COLLEGE  
2:15 - 6:30 PM

**STUDENT PRESENTATIONS  
(UPSTAIRS COMMONS)**

SESSION 1: 2:15 TO 3:15PM

SESSION 2: 3:15 TO 4:15PM

SESSION 3: 4:15 TO 5:15PM

**PANEL: EXPLORING CAREERS IN  
EDUCATION (UPSTAIRS COMMONS)**  
4:15 TO 5:15PM

**ART EXHIBIT & INTERNSHIP SHOWCASE  
(UPSTAIRS COMMONS)**

VIEW LOCAL STUDENT ARTWORK AND LEARN  
ABOUT THE BATES EDUCATION DEPARTMENT  
INTERNSHIP PROGRAM  
3:30 TO 5:15PM

**KEYNOTE: KAREN MACDONALD**  
**2014 MAINE TEACHER OF THE YEAR (MUSKIE)**  
5:30 TO 6:30PM

# ACKNOWLEDGEMENTS

*With our utmost congratulations and recognition to the:*

## **2014 EDUCATION STUDIES AND TEACHER EDUCATION MINORS:**

Katie Ailes	Clara Maeder
Lizzie Baird	Kaitlin McDonald
Elisabeth Bassani	Hannah Mitchell
Kelley Brown	Matthew Mosca
Mira Carey-Hatch	Rociel Peña
Lexie Carter	Rebecca Rosen
Emily Diepenbrock	Susan Russell
Destany Franklin	Aisling Ryan
Rodney Galvao	Catherine Strauch
Stephanie Jefferson	Sarika Subramaniam
Patrece Joseph	Phoebe Tamminen
Sarah Kornacki	Kelly Yardley
Lindsey Loy	

*With Special Thanks to the Education Faculty*

Patricia Buck (Chair)	Mara Tieken
Anita Charles	Bronwyn Sale

*...and Students and Staff*

Ellen Alcorn	Alexandra Marrow '16
Toni Day	Clara Maeder '14
Kim Sullivan '13	

# SYMPOSIUM AT A GLANCE

## SESSION I

2:15

### New Commons Room 221

Rebecca Rosen '14  
Matthew Mosca '14  
Clara Maeder '14  
Aisling Ryan '14

### New Commons Room 222

Katie Ailes '14  
Kaitlin McDonald '14  
Susan Russell '14  
Elisabeth Bassani '14

### New Commons Room 226

Sarah Kornacki '14  
Lindsey Loy '14  
Lexie Carter '14

## SESSION II

3:15

### New Commons Room 221

Rodney Galvao '14  
Kelly Yardley '14  
Kelley Brown '14

### New Commons Room 222

Rociel Peña '14  
Patrece Joseph '14  
Destany Franklin '14  
Bridget Feldman '16

### New Commons Room 226

Phoebe Tamminen '14  
Mira Carey-Hatch '14  
Mia Taggart '14

## SESSION III

4:15

### New Commons Room 201

Hyosun Hong '16  
Hannah Mitchell '14  
Emily Diepenbrock '14  
Catherine Strauch '14

### New Commons Room 226

Sarika Subramaniam '14  
Patrece Joseph '14  
Destany Franklin '14  
Stephanie Jefferson '14  
Lizzie Baird '14

# TEACHING THROUGH THE ARTS

*End of Course Presentations*

**New Commons Room 201**

**2:40-4:00**

Afifa Avril '15

Teddy Poneman '15

Emma Taylor '16

Yessenia Saucedo '16 & Maria Vargas '16

## ART EXHIBIT & INTERNSHIP SHOWCASE

**New Commons Room 211 & 225**

**3:30-5:15**

## PANEL: EXPLORING CAREERS IN EDUCATION

**New Commons Room 221**

**4:15-5:15**

Alyse Bigger '12

Melanie Cardus

Michael Hale

Stephanie Netto

Bill Webster

## KEYNOTE SPEAKER: KAREN MACDONALD

**Muskie Archives**

**5:30-6:30**

# SESSION I

2:15-3:15

New Commons Room 222

Moderator: Marty Deschaines

## **Katie Ailes '14**

*Examining the Student Experience of the W2 Requirement at Bates College*

This project examines the W2 mid-level writing requirement at Bates College to determine students' perceptions and experiences of it and to contextualize the W2 within scholarly literature on higher education writing pedagogy and amongst other small liberal arts colleges. The methods of research include investigating mid-level writing requirements at other colleges, reviewing scholarly literature on writing pedagogy in higher education, conducting focus groups with students to ascertain their experiences with the W2 system, interviewing faculty members teaching W2 courses, and attending discussions between the Dean of Faculty committee currently evaluating Writing at Bates and various departments. The goal of this project is to produce a study of the student experience of the W2, and to suggest recommendations to the Bates administration for how the requirement could most effectively advance students' literacy and writing abilities.

## **Kaitlin McDonald '14**

*The Power and Effectiveness of Peers on Campus: Peer Educators for Sexual Assault Education and Outreach*

This research project explores the effectiveness of peer education for the elimination and response of sexual assault. Sexual assault has become a hot button issue on college campuses in recent years and colleges have begun to respond in unique, effective ways that are specific to their campus environment and community. Bystander intervention programs, freshman orientation programming, information sessions, open forums, and better publication of resources are some changes and additions that Bates College has made to improve campus outreach and education. Many colleges and universities have similar programs to these, one of which is American University which I had the opportunity to study at for a semester. While at AU, I had the opportunity to work with the PEERS (Peer Educators for the Elimination and Response for Sexual Assault) program which was located in the Health and Wellness Center. This research explores other universities and colleges with PEERS programs and proposes how the Bates College community could benefit from starting a Peer Education program in the health center.

## **Susan Russell '14 and Elisabeth Bassani '14**

### *Critical Examination of the Bates College Education Department Internship Program*

After school programs provide an opportunity to extend the school day and offer extra support to students. Incorporating local college students into after school programs in a meaningful way can increase support and focus greater attention on the growth of volunteer programs. The goal of this project is to examine the Bates College Education Department Internship Program and gain a better understanding of its strengths and weaknesses from the perspectives of Bates College professors, interns, and community partners. This project will hopefully unearth any community partner needs that are currently not met through the internship program and create suggestions and strategies for improvement. We are prepared and motivated to analyze the internship program as we have both experienced the great benefits of community-engaged learning through the Bates College Education Department. Ultimately, we aim to produce sound recommendations for success that will benefit community partner organizations, the local education community, Bates College Education Department, and the interns themselves.

## **New Commons Room 221**

Moderator: Joanne Cole

## **Rebecca Rosen '14**

### *The Story behind A Photograph: A Study of a Photography Project with Homeless Youth*

Every picture tells a story. What story rests hidden within the imagery of a photograph? For my capstone project I am hoping to explore this question by conducting a photography project at New Beginnings, a private non-profit housing shelter in Lewiston, ME. I will be implementing a project that is influenced by a photography program called Pictures of Hope, designed by nationally acclaimed professional photojournalist Linda Solomon. I hope to be able to expose the kids to the creative, constructive process of composing a piece of art. A photographic image can embody a range of meanings, symbols, and ideas for the artist and it is important for the artist (or, in this case, the students) to understand what they want to convey so they can figure out how to effectively depict such ideas. This project will focus on the self-exploratory process of constructing a photograph, from a potential concept to a finalized creation.

## **Matthew Mosca '14 and Clara Maeder '14**

### *Lewiston-based Outdoor Education Program at Tree Street Youth*

In the era of accountability and testing many schools have begun to eliminate recess and other daily outdoor opportunities in favor of more metric-based education reform. Spending the past four years volunteering at various public schools in Lewiston and Auburn, it is clear how important these breaks “out of the desk” are for many of the youngsters. Even during the winter most students seize the opportunity to spend their entire recess outdoors. We believe that enhancing, not eliminating, outdoor student-directed education will result in motivated, self-aware, and life-long learners. After establishing that important education can take place outside of the classroom, we will begin to put in place a permanent outdoor education program at Tree Street Youth (TSY). TSY provides a crucial “safe space that encourages healthy physical, social, emotional, and academic development while building unity across lines of difference” (TYS.org). As an afterschool community center, TSY is limited by its location in downtown Lewiston, which makes it difficult for outdoor oriented activities to occur on a regular basis. Through a thorough review of theory on outdoor education, and visits to multiple outdoor education programs in Maine, we have been able to pilot our own program in harmony with the TSY mission. This Lewiston-based outdoor education program will connect students with their local environment, and prepare them to live as active and engaged citizens proud of the place they call home. Ultimately, we hope our piloted program will become a sustainable internship taken on by education department interns, with the possibility for it to develop further in the coming years.

## **Aisling Ryan '14**

### *Correctional Education at the Cumberland County Jail*

My capstone project addresses potential correctional education research at the Cumberland County Jail (CCJ) in Portland, Maine. It was been determined that 70% of prisoners nationwide never complete high school, and 40% of prisoners are considered functionally illiterate (Pryor & Thompkins, 2013). However, research shows that correctional education plays a major role in lowering recidivism rates, while increasing post-release employment opportunities (Pryor & Thompkins, 2013). The current project will be conducted with Lt. Arlene Jacques, analyzing whether education programs at the Cumberland County Jail make an impact on rates of recidivism and in-jail disciplinary action of students who participated in 2013 CCJ programing. A potential obstacle will be data interpretation for inmates who have been at CCJ for a longer period of time than those who were only residing there for a couple weeks. This may cause disproportionality between the number of classes taken versus in-jail disciplinary action.

# New Commons Room 226

Moderator: Anita Charles

## **Sarah Kornacki '14**

*Shared Space, Shared Knowledge: The Farwell Elementary School and Bates College Basic Concepts in Special Education Course Partnership*

This capstone project analyzes the strengths and challenges of the learning partnership between the Farwell Elementary School special education program and the Basic Concepts in Special Education course at Bates College. During the fall of 2012 and 2013 this college course was held in a classroom at Farwell Elementary School. This setting enabled interaction between Bates students and Farwell teachers, outside of the designated service-learning time. Using surveys taken by Farwell teachers and Bates students, this project strives to uncover the feelings held by both Farwell teachers and Bates students surrounding this model of teaching and learning. In doing so, this project analyzes place-conscious education in addition to the politics of knowledge; how knowledge is transferred and privileged in this unique educational partnership. Finally, the project enhances the conversation about collaboration between college courses and a local elementary school.

## **Lindsey Loy '14**

*The Classroom Experience in a Wheelchair: Challenges to Learning for Students with Physical Disabilities*

As stated by the U.S. Department of Education, the mission of education is to promote student achievement by fostering educational excellence and ensuring equal access (US Department of Education, 2011). While many students prosper in the education system every year, many other children are robbed of quality education due to inequalities. Students that experience unequal educations include children with physical disabilities. Presumably, children in wheelchairs are a minority population that face unique challenges. Students in wheelchairs not only experience challenges to their learning, but challenges to their daily functioning and their psychological well-being. The current study will examine the barriers to learning and to a positive classroom experience for students in wheelchairs. The aim of this research is to ultimately add to the understanding of how these students can be best empowered to thrive in school and fulfill their potentials as individuals.

## **Lexie Carter '14**

### *Funding for Education: Testing the Relationship Between Funding and Student Achievement and Determining a Cause of Inadequacy*

Perhaps one of the most intricate components of the United States' education system is that of funding. Generally speaking, funding for public education comes from federal, state, and local levels that include property taxes. Each state develops its own funding plan, and as a result states receive minimal federal funding and instead rely on a combination of state and local funding. Local funding comes largely from property taxes, which often leads to education inequality within states. This project compares levels of adequacy in three states by looking at test scores and proficiency levels, then, using an economic equation, tests for a significant relationship between funding and student achievement. Once that relationship is established, this project tests whether certain components of funding have more effect on student achievement than others. To do so, it collects data from California, Massachusetts, and Mississippi. By testing the effects of various funding categories on student achievement, this project can investigate if budgetary management has a significant impact on student achievement, and therefore recognize effective funding mechanisms.

# SESSION II

3:15-4:15

**New Commons Room 222**

Moderator: Marty Deschaines

## **Rociel Peña '14**

*Mentorship: The Benefits of Scaffolding and Support*

Unpacking the affects of Mentorship on the lives of youth in programs. I will be co-leading a College Access Mentoring Program (C.A.M.P.) in the Auburn Middle School. This program will pair a Bates college student mentor with a small group of 8th grade students. The Bates Mentors will help the students discuss and explore the importance of college readiness, and thinking on their future. C.A.M.P. will focus its curriculum on three main ideas: passions, goals, and how to strive towards ones objectives in life. Children who have had the opportunity to form an attachment with a caring adult have greater work ethics and have shown to have greater self-esteem. This program will document the effect of mentorship, as it relates to the motivation of a student in their academics as well as in their pursuit of higher education.

## **Patrece Joseph '14, Destany Franklin '14 & Bridget Feldman '16**

*Aspirations for Lewiston Youth*

Maine has one of the lowest college attendance rates in the country. Aspirations programming in the Lewiston community has aimed to combat this trend. Through programming at Hillview and Tree Street Youth, we provide students with mentorship, networking, guidance and advice to increase college competence and access to resources.

# New Commons Room 221

Moderator: Mara Tieken

## **Rodney Galvao '14**

*The Relationship between Music Preferences and Behavior Amongst Students at Tree Street Youth*

In this project I will tackle the role race and gender play in how students receive messages from music. My project is mainly research based, but I will include a community-informed chapter based on conversations I have had with youth at Tree Street. Along with race I have found that the best way to do this project is by incorporating music and how the students associate with it. I know that students love music and that this project will grab their attention and motivate them to participate in things such as my survey. With the different lifestyles that they live, I want to talk about what music means to different groups. Young people identify with their choice of music and how music affects their lifestyle. On top of that I have looked into what music means to a subculture, identity, class, and race dissent. Part of the students' behavioral issues come from the music that they listen to and it plays a significant role in their lives. What students listen to motivates them in both negative and positive ways.

## **Kelly Yardley '14**

*Short-Term Experiential Learning Curriculum Development  
at New Beginnings Emergency Shelter*

Homeless youth in the Individualized Education Program at New Beginnings experience lack of educational consistency, resulting in under-performance and diminished self-efficacy. Having already established that positive youth development strategies work effectively with this population, the goal of the current project is to implement short-term experiential learning exercises to revamp self-efficacy and teach translatable skills. The current project further seeks to evaluate the effectiveness of this short-term experiential learning model by soliciting the opinions and needs of students directly.

## **Kelley Brown '14**

*Female Empowerment: Lewiston High School Girl's Book Club*

Many pre-teen and teenage girls, specifically minority girls, go through periods of self-doubt, self-loathe and lack of self-respect. Why is this so? Is it because of the image of women in the media and text that is constantly present in our society? Is it because they

lack programs that uplift them as first, people and secondly, women? How can young girls be assured of their worthiness and importance to our society? How do we engage adolescent girls in discussions around empowerment? This capstone project seeks to examine and respond to these questions through the study of the initiating and implementing of empowerment dialogues with the female book club of Lewiston High School.

## **New Commons Room 226**

Moderator: Anita Charles

### **Phoebe Tamminen '14**

*Exploration of the Art Curriculum in Teacher Education*

Over the past academic year I have completed student teaching hours in elementary, middle and high schools. This presentation will describe my experiences working with a diverse student body across all grade levels as a student teacher in the Visual Arts in the Lewiston/Auburn area.

### **Mira Carey-Hatch '14**

*The Science of Maple Syrup*

As part of my student teaching in this past school year I co-taught a technology science class in a transitional 9th grade classroom. To finish up my time with this class I created a unit where the class was able to go through the process of making maple syrup while teaching my students scientific concepts.

### **Mia Taggart '14**

*The Education of Immigrant Students in Lewiston, Maine*

America has a long history of believing its public schools could resolve all of society's challenges. As waves of European immigrants entered through Ellis Island around the turn of the twentieth century, government officials looked to the schools to teach new immigrants how to be "American." Given the significant role that American public schools have played in the lives of immigrant students over the last century and a half, I have decided to focus my thesis on the approach that Lewiston High School takes in educating new immigrant students today. I am studying the ways in which the school might be trying to "Americanize" students, and also the ways in which the school may be working to protect the unique cultural and linguistic heritage of its students. This presentation will discuss themes from my literature review and a few thoughts from preliminary observations in ELL classrooms at Lewiston High School.

# SESSION III

4:15-5:15

New Commons Room 201

Moderator: Marty Deschaines

## **Hannah Mitchell '14 and Emily Diepenbrock '14**

*Environmental Education Through Nature Walks: A Study of Student Engagement With the Environment in Two Preservations*

Children are less engaged with nature, with less play happening outside and schools providing fewer exposures to outdoor environments. As models of outdoor education become more prevalent, it is important to recognize that children from various socio-economic status, linguistic, and/or geographical/cultural backgrounds perceive the world around them through different past experiences. Based on our personal experiences working with students in Lewiston public schools we have noticed that many of the kids are not actively engaged in the natural outdoor environments within the Lewiston area. It has been shown that environmental education and experiential learning can engage students through a different lens than classroom learning, allowing students to explore through hands-on work and develop a life-long affiliation with the natural world. We propose to work with students who live in River Valley Village (as a continuation of Emily's thesis work) as well as students from Phippsburg Elementary School through weekly nature walks and one or two field trips (respectively). These excursions aim to engage young students with the local outdoors to enhance youths' positive relationships, positive emotions, their sense of accomplishment, and engagement with the environment; in addition, we will emphasize the development of a sense of place by connecting with individuals' past experiences. The overarching goals of our project are to help make kids aware of and curious about their surroundings and to develop appreciation for the nearby, local environment as a way to foster long-term engagement with the local outdoors.

## **Catherine Strauch '14**

### *Arts and Education*

I grew up in Northern Maine, and attended a public school that had a wide variety of opportunities to pursue the arts. I was heavily involved with music, and it was the most important part of my primary education. The strength these music programs in my school can be attributed to a couple of highly dedicated individuals who worked outside the regular school hours to provide these opportunities. This experience, which has led me to pursue a career in music education, sparked my interest in what is being done around the state in terms of Arts Education, specifically focusing on musical opportunities, and how it could be strengthened. From what I know about music in Maine, it seems as though schools with exceptional arts programs do so through community support, dedicated individuals within the school system, and outside funding. This proposed study will provide an overview of policy, funds and actions specifically related to musical opportunities for students stemming from the governmental level, the local level, and within individual schools. Through interviews with government officials, school administrators and teachers, as well as observations of various musical opportunities, I will use the information I ascertain to analyze the current state of music education in Maine schools, and then provide recommendations for how to further strengthen what is already available.

## **Hyosun Hong '16**

### *Tips on Guiding Children in the Autism Spectrum*

My research was done on K-12th grade students in the autism spectrum. This project allowed me to focus on the less-obvious facts about children in the autism spectrum in order to write a guide. During my placement at Farwell Elementary school, I learned about what these students struggle with on a regular basis. From having challenges with social interaction to memorizing alphabets, I've come to realize how similar their struggles are with a lot of other mainstream students. That is not to say that children in the autism spectrum face the same challenges as any other students, but that the methods on helping these students can be applicable to mainstream students. The students I have worked with at Farwell have inspired this book of tips that I created.

# **New Commons Room 226**

Moderator: Mara Tieken

## **Sarika Subramaniam '14**

*Do Grants Mean Change?: An Analysis of a School Improvement Grant's influence on a School's Academic Environment*

This paper will look critically at the implementation of funding provided by the School Improvement Grant (SIG) program in Maine. The School Improvement Grant Program was altered and re-authorized as a part of the 2009 American Recovery and Reinvestment Act. This paper will look specifically at the use of a SIG grant in Longley Elementary School in 2009. I aim to understand the goals of the grant, its actual use over the past three years, and the grants influence on teachers, administrators and community members since 2009. I would like to see if Longley was able to use SIG funding to address needs outlined in the schools grant application. I will use traditional research methods in addition to interviews to collect information about the Lewiston public school system and Longley Elementary School.

## **Patrece Joseph '14, Destany Franklin '14 & Stephanie Jefferson '14**

*Understanding the Needs of Underrepresented Minority STEM Students & Effective Program Models*

Globally, underrepresented minority (URM) students in the science, technology, engineering, and math (STEM) fields struggle academically and socially in the classroom. Past research has attempted to measure why students from URM backgrounds are unsuccessful in the STEM fields in college and within the program. Colleges usually provide enrichment programming and various academic resources to help subsidize the variability in academia. Bates College has many standard resources, and it also has a selective program called the Bates Summer Scholars Program (BSSP). BSSP provides a small cohort of incoming URM first year students with exposure to collegiate level science and math courses, in hopes of promoting a smoother transition into the introductory STEM courses. Although the program has successful graduation rates, retention rates within the sciences, there are caveats in the program structure that needs evaluation. The short and long term effects of the program to its students have also yet to be documented. This study compares the retention rates of students who participated in the Bates Summer Scholars Program with the general population of URM students at Bates College to gauge

the effectiveness of the program. The researchers will also look at other models and make suggestions for improvements to make the Bates program both more effective and sustainable.

## **Lizzie Baird '14**

### *Narratives of School Lunch*

This project uses multiple methods of inquiry to explore the unique dynamics of school lunch in the United States. Using both qualitative and quantitative methods, this project sheds light on the importance of school lunch and its implications within and beyond public education. This work aims to illuminate the complexity of school lunch while giving voice to individual students and communities so that they may have space to tell their stories. These stories are applied to a wider scope of implications based on racial dynamics, inequality, cultural and social divisions, school structures, and health. Personal narratives coupled with quantitative data serve to grant autonomy and validity to the individual while birthing wider implications for policy and practice.

# **TEACHING THROUGH THE ARTS**

**2:40-4:15**

**New Commons Room 201**

Moderator: Bronwyn Sale

**Afifa Avril '15**, *Incorporation of Dance to Enhance Learning in Science*

**Teddy Poneman '15**, *Teaching Empathy in Art Classes for Social Justice*

**Emma Taylor '16**, *Dance / Movement Therapy in Special Education*

**Yessenia Saucedo '16 & Maria Vargas '16**, *English Language Acquisition through Arts Integration*

# ART EXHIBIT & INTERNSHIP SHOWCASE

**3:30-5:15**

**New Commons Room 211**

**Barbara Crespo '15**, *Intern at Hillview*

**Sarah Kornacki '14**, *Intern at Tree Street Youth*

**Andrea Meyer '14**, *Intern at Hillview*

**Rebecca Rosen '14**, *Placement at New Beginnings*

**Jess Segal '16**, *Intern at Hillview*

The art exhibit and internship showcase will display art created by students from Hillview Housing Complex, New Beginnings and Tree Street Youth Center. This art room will feature posters explaining art programming by Bates Education Interns at Hillview and Tree Street. Photographs taken by youth at New Beginnings as part of a Senior Seminar Capstone Project will also be exhibited. In addition, there will be an art table where participants in this year's programming will be available to demonstrate various art techniques and projects.

**3:30-5:15**

**New Commons Room 225 and Hallway**

**Lexie Carter '14**, *Intern at 21st Century*

**Michelle Palma '14**, *Intern at 21st Century*

21st Century is an after-school program that operates at both Lewiston Middle School and Lewiston High School. It provides academic support programs for students in grades 7-12. The ultimate goal of 21st Century is to provide students with the academic support necessary to complete their education and go on to post-secondary opportunities. It also provides social support and enrichment programming that help students build skills such as perseverance, organization, leadership, and collaboration. At both sites, we provide students with homework help, tutoring, and academic enrichment programming.

# PANEL

4:15-5:15

**New Commons Room 221**

Facilitator: Darby Ray

Interested in Education, but curious about alternative roles?  
Discover career paths within education from the perspective of professionals  
in various contexts!

**Alyse Bigger**, *Popular Education Intern with Class Action*

**Melanie Cardus**, *Chief of Volunteer Service at Long Creek Youth  
Development Center*

**Michael Hale**, *Director of College, Career and Citizenship at Casco Bay  
High School*

**Stephanie Netto**, *Chief of Volunteer Service at Long Creek Youth  
Development Center*

**Bill Webster**, *Superintendent of Lewiston Public Schools*



## KEYNOTE SPEAKER:

**Karen MacDonald**

**5:30-6:30**

**Muskie Archives**

## THE POWER OF STUDENT ENGAGEMENT

Karen MacDonald, the 2014 Maine Teacher of the Year, will present a keynote address on the importance of engaging students in the learning process. During her presentation she will give an overview of the changes at King Middle School in Portland over the last 24 years and share why the school model of Expeditionary Learning has been so successful. Through photos, videos and student work, Ms. MacDonald hopes to build enthusiasm for the exciting field of education and give concrete examples of connecting students to the learning both in and outside of the classroom.