

## Contributors

**Judith Barry** is an artist and writer whose work crosses a number of disciplines: performance, installation, sculpture, architecture, photography, and new media. Recent publications include *Projections: mise en abyme* (1997), the catalogue for *The Study for the Mirror and Garden* in Granada, Spain (2003) and *Body without Limits*, Salamanca, Spain (2009). Her work is included in international collections such as MoMA, Whitney Museum, Generali Foundation, Pompidou Center, Le Caixa, Goetz collection, Frac Lorraine, among many others. A survey of her work is traveling in Europe, most recently Berardo Museum, Lisbon, Portugal in 2010. Her project *Cairo Stories* premieres at the Sharjah Biennial in March 2011.

**George Blakeslee**, EdD, Professor in the Technology in Education (TIE) graduate programs in the STEM Division at Lesley University. A graduate of Miami University in Oxford, Ohio, he completed his master's and doctorate at Boston University. He is the former long-time Program Director of the off-campus TIE program. His work focuses on enhancing instruction with digital media, examining the societal impact of technology, fostering effective school change, and the application of innovative web-based math instructional tools. He has extensive Distance Learning experience including on-site intensive weekend graduate instruction at the learners workplace, and web-based course design and delivery.

**Marcia Bromfield** PhD is Professor and Director of Field Placement and Professional Partnerships in the Graduate School of Education at Lesley University. Her interests are in the areas of university/school partnerships, support for beginning teachers, field placement and supervision, and inclusive environments for individuals with disabilities. She has written articles and presented at many local and national conferences and has co-authored a book, *From Surviving to Thriving: A Guide for Beginning Teachers*. Marcia has served on many boards and committees and is currently a member of the executive board of the Massachusetts Association of Colleges for Teacher Preparation.

**Cynthia Farr Brown**, PhD is Vice President of Academic Affairs at Massachusetts College of Liberal Arts, North Adams, Mass. She received her PhD in History from Brandeis University. She worked at Lesley University from 1992 until 2009, where she started as a part-time Institutional Research Coordinator and held successive positions in the School of Education and National Programs, ending as Assistant Vice President of National Programs. She taught courses in education, writing and history at Lesley and other area institutions. Dr. Brown continues to pursue scholarly work in women's and educational history.

**Julia Byers**, EdD LMHC, ATR-BC, is the Coordinator of Art Therapy Graduate Studies and Co-Coordinator of the Certificate in Play Therapy studies. Julia was the Expressive Therapies Division Director at Lesley University for 12 years and previously the coordinator of Art Therapy at Concordia University, Montreal, Quebec Canada for 12 years. As a university educator for 30 years, she has taught numerous courses in

interdisciplinary studies, education, arts therapy and counseling. She has provided disaster relief support in the Philippines, Israel, Palestine, Turkey, and parts of North America.

**Mariagnese Cattaneo**, PhD, LMHC, ATR-BC, Professor Emerita, Lesley University. She is the former Director of Field Training in the Division of Expressive Therapies in the GSASS. She has presented nationally and internationally and published numerous articles on art and expressive therapy, clinical training, multicultural issues and competencies, professional standards and ethics, supervision, and the arts in the training of expressive therapies. She is the recipient of the First Art Therapy Educator Award conferred by the American Art Therapy Association. She continues to teach professional standards and ethics and other courses in the Division of Expressive Therapies and supervise clinicians.

**Richard Carter**, PhD is an associate professor in Lesley University's Technology in Education program. His focus is investigating and teaching about the role of technology in mathematics education. He is also a software and curriculum developer (e.g. InspireData, Explore Learning), as well as a textbook and professional development author (e.g. Everyday Learning's IMPACT, Teachscape's Seeing Math Project). He also serves on National Science Foundation projects' advisory boards. Dr. Carter initiated Lesley's online master's program in Mathematics Education and is currently running an NSF funded research project titled "Algebra Immersion Robotics."

**Steven Cramer** is the author of four poetry collections: *The Eye that Desires to Look Upward*, *The World Book*, *Dialogue for the Left and Right Hand*, and *Goodbye to the Orchard*, a 2005 Massachusetts Honor Book and winner of the Sheila Motton Award from the New England Poetry Club. His work has appeared in numerous journals, including *The Atlantic Monthly*, *The New Republic*, *Paris Review*, and *Poetry*; as well as in *The Autumn House Anthology of Contemporary American Poets*. Recipient of a Massachusetts Artists Fellowship and an NEA grant, he directs the MFA Program in Creative Writing at Lesley University.

**Harriet Dean** MBA is an Assistant Professor and Assistant Dean for Academic Services in the Graduate School of Education at Lesley University. Her recent interests include family/school/community collaboration, school/university partnerships, support for beginning teachers, and academic advisement. She has written articles and co-authored a book, *From Surviving to Thriving: A Guide for Beginning Teachers*.

**Gene Diaz**, Associate Professor at Lesley University and Interim Associate Provost of the University since 2008 teaches courses in arts integrated curriculum and qualitative research methods. She presents at national and international conferences and is a member of the editorial boards of the *Journal of Curriculum and Pedagogy*, the *Colombian Applied Linguistics Journal*, and the *International Journal of Education and the Arts*. In 2002, as a Fulbright Scholar, she collaborated with faculty at the Universidad de Antioquia, then returned to Medellin in 2007 to conduct research on *Desearte Paz*, an arts-based network creating a peace pedagogy for the community.

**Lisa Donovan** PhD teaches arts integration, action research, and arts-based literacy courses. She has broad experience working as an arts educator and administrator in organizations that include Jacob's Pillow Dance Festival, the Berkshire Opera Company, University of Massachusetts Department of Theater, and Boston University's Theater, Visual Arts and Tanglewood Institutes. She was formerly Executive Director of the Massachusetts Alliance for Arts Education. She is co-principal investigator of the Integrated Teaching through the Arts Assessment project funded by the Ford Foundation.

**Angelo Fertitta** began teaching at the Art Institute of Boston in the fall of 1969 to the present. He served in a number of administrative roles including Director of Exhibitions, Dean of Admission, Dean of Students, and Dean of Academic Affairs and was Acting Dean of AIB for one year (2002-2003). He received BFA degree from the University of Colorado (1966) and MFA Degree also from the University of Colorado (1969). In 2000 he received the Lesley University Impact Award and in 2009 received the Lesley University Forty Year Service Citation.

**Lisa Fiore**, PhD is an Associate Professor and Director of Early Childhood Education programs in the Graduate School of Education at Lesley University. The author of several books and articles, recent research interests include inspirations drawn from the Reggio Emilia approach to early childhood education and documentation, assessment, and accountability. She is a member of the Board of Directors for Families First Parenting Programs in Cambridge, MA.

**Rosalie Fink** EdD is a Professor in the School of Education at Lesley University. She has written books and articles about her Interest-based Model of Reading. Rosalie's book *Why Jane and John Couldn't Read – And how they learned* was an International Reading Association bestseller. Her recent book *Inspiring Reading Success* was chosen as an IRA Book Club Selection. Rosalie is a past President of The Massachusetts Association of College and University Reading Educators. She serves on the editorial board of *The Journal of Adolescent and Adult Literacy*. Dr. Fink's current research focuses on innovative ways to integrate instruction in the arts, sciences, and social studies with literacy learning.

**Michele Forinash**, DA, MT-BC, LMHC is Professor & Director of the PhD program in the Division of Expressive Therapies at Lesley University. A graduate of Columbus State University in Columbus, Georgia, she completed her master's and doctorate at New York University. She is a past president of the American Music Therapy Association and served a chair of the National Coalition of Creative Arts Therapies (NCCATA). She has edited and co-edited books and has published numerous articles and chapters on qualitative research, supervision, and feminist issues.

**Marie Gannon** MEd is Director of the Kresge Library Media Center at Lesley University. She joined the library in the 1970's when an already energetic program of education technology was putting video and media making into the hands of teachers and classrooms and was supporting the earliest efforts with computing. She has developed courses in video and media production, Internet communications and web authoring and

continues to work closely with faculty and students in integrating media into their work and teaching.

**Matthew Hirshberg** PhD, is interested in political psychology and socialization, citizenship education, patriotism, international perceptions, beliefs about poverty, distributive ethics, electoral systems, and broadcast journalism. He taught for fifteen years at University of Canterbury in New Zealand, and is the author of *Perpetuating Patriotic Perceptions*.

**Mitchell Kossak** PhD, LMHC, REAT is the division director for Expressive Therapies at Lesley University, Cambridge, Massachusetts. He has worked as an expressive arts therapist since 1983 and has been a licensed clinical counselor, since 1994. He has written about and presented his research on attunement, improvisation and embodied states of consciousness at conferences nationally and internationally. He is the Executive Co-Chair for the International Expressive Arts Therapy Association and the Associate Editor of *The Journal of Applied Arts and Health*. He is also a professional jazz musician, performing for the past 30 years in the Boston area.

**John Lanza**, Professor of Drawing at The Art Institute of Boston for over thirty years, is a realist painter who has exhibited in solo and group shows locally and abroad, as part of summer residency programs in Trieste, Italy. Graduated Cum Laude from Amherst College and from Boston University's School For the Arts with an M.F.A., he studied with Fairfield Porter, James Weeks, and Philip Guston. In addition to awards for his paintings, he has been honored with Plymouth County Education Association's *Distinguished Service Award* and Helen Bumpus Gallery's *Esther Conant Memorial Award*.

**Mary Beth Lawton**, EdD is an Assistant Professor of Early Childhood Education/Child Psychology at Lesley University. Dr. Lawton's recent research interests include parent-teacher relationships and parent-child/teacher-child attachment. Dr. Lawton presents workshops for early childhood educators, early intervention professionals and parents on "Strengthening Early Attachments."

**Vivien Marcow-Speiser** is a Professor and Director of International and Collaborative Projects at Lesley University. She has worked extensively with groups in the Middle East and in South Africa and her interests include cross-cultural conflict resolution through the arts. In addition she is an expert in the creation and performance of rites of passage rituals and in the use of dance and performance in expressive therapy practice.

**Ben Mardell** is an associate professor in early childhood education at Lesley University and a researcher on the Making Learning Visible Project at Harvard Project Zero. For the past 25 years, Ben has taught and conducted research with infants, toddlers, preschoolers and kindergartners. He is the author of *From Basketball to the Beatles: In Search of Compelling Early Childhood Curriculum* and *Growing Up in Child Care: A Case For Quality Early Education* and co-author of *Making Learning Visible: Children*

*as Individual and Group Learners and Making Teaching Visible: Documentation of Individual and Group Learning as Professional Development.*

**Martha B. McKenna** EdD has served as acting provost and is the former dean of the Graduate School of Arts and Social Sciences. She is a professor in both the Creative Arts in Learning Program and the Interdisciplinary Studies Program, and has taught courses in aesthetics and art history. A corporator and lecturer of the Worcester Art Museum, Dr. McKenna has created lectures, museum guides, and a documentary *For the Benefit of All*. The goal of her work with the museum is to bring greater understanding and appreciation for its fine collection of 19th and 20th century art. Access to public art through aesthetic encounters is the goal of her research and teaching.

**Shaun McNiff** is a painter and author of *Trust the Process*, *Art as Medicine*, *Art Heals*, *Art-Based Research*, and many other books which include his recent *Integrating the Arts in Therapy: History, Theory, and Practice*. Internationally recognized in the areas of the arts and healing, creativity enhancement, and art-based research, his books have been translated into many languages. McNiff is the recipient of numerous honors and awards for his work including the Honorary Life Member Award of the American Art Therapy Association and he was appointed as the first University Professor at Lesley University in 2002.

**Margery Staman Miller** has published numerous articles and books focused on content area literacy, comprehension and the connection of reading and writing including: *Literacy and Learning in the Content Areas: Strategies for Middle and Secondary Teachers*. Her research interests are classroom inquiry, adolescent literacy and professional development. The core of her commitment and her work has always been focused on preparing students to become reading specialists. As Division Director of Language and Literacy and Program Director of Lesley's Reading Program, she established the intensive summer model for training future reading specialists described in this chapter.

**Mary Mindess**, Professor of Education in Lesley College. For many years she coordinated the Lesley sponsored New England Kindergarten Conference. As the interim director of the Center for Children, Families and Public Policy she provided leadership for the establishment of the annual Lesley Reggio Emilia Institute. She was a pioneer in online learning and has taught courses that attracted Cambridge-based Lesley students as well as students from various locations throughout the world. She has been active on public policy committees and has co-authored books and articles related to Early Childhood Education.

**Joseph B. Moore** became president of Lesley University in July 2007. His professional interests include applications of digital technology that extend educational opportunity to underserved populations and that deepen student learning; the relationship between a university and the communities it serves, especially Pre-K-12 schools; and state and federal higher education policy, including education finance, financial aid, and policy language. He has held academic leadership positions in the Vermont,

Pennsylvania and New York public higher education systems, and began his career as a high school English teacher.

**Marion Nesbit**, PhD a psychologist and interdisciplinarian with subspecializations in law and community psychology and training in the arts. Marion's career spans 35 years, including government service, teaching, research, and practice. Recently passing her quarter century mark as faculty/administrator at Lesley, Marion feels privileged to have served hundreds of remarkable students and to have helped found Lesley's first doctoral program. Other highlights include organizing the INDS 20th Anniversary Performathon, a 12 hour production medley celebrating INDS alumni and student talent. Marion also teaches SOE courses, is active in leadership, and presents at national and international conferences.

**Carole Noveck**, MS-Instructor & Coordinator of Curriculum for Bridge Year Program at Threshold Program at Lesley University, a program serving young adults with learning disabilities. A graduate of Douglass College, Rutgers University, New Brunswick, NJ and a master's degree in Counseling from Uppsala College in East Orange, NJ and Advanced Graduate Work in family therapy at Lesley University. She focuses on the development of independent living skills. She has presented at many conferences; publishes a yearly cookbook of recipes for student's use, and is completing a manuscript describing the significance of food and nutrition education for overall health and well-being.

**Frances Osten**, MEd, Instructor in Early Childhood at the Threshold Program at Lesley University. A graduate of Barnard College, she completed her master's at Eliot Pearson Department of Child Study at Tufts University. She has a background in teaching and directing preschool, doing social science research and has taught at Threshold for 25 years. During this time, she has done research on employment of individuals with LD, an outcome study of Threshold graduates and presented at numerous conferences on LD. She is a contributing editor of a disability awareness curriculum for elementary-aged children.

**Anne Pluto** PhD is Professor of Theatre and Literature and the Artistic Director of the Oxford Street Players of Lesley University, which she co-founded with Lisa Risely in 1991. She is an alumnus of Shakespeare & Company in Lenox, MA, and has studied at the Linklater Studio. A former member of the Small Press Alliance of Boston and editor of *Oak Square Magazine*, she started, *Commonthought - the Magazine of the Arts at Lesley University* in 1987. Dr. Pluto's most recent publications have been in: *Earth's Daughters*, *The Lyre*, *Womb Poetry*, *There - rewriting the landscape*, November 2006 (<http://www.therejournal.com/issue2.html>), *Blackbox Gallery*, *Facets*, *A Literary Magazine*, *Quadrangle Magazine*, and *88 A Journal of Contemporary Poetry*.

**Janet Pocerobba** is assistant coordinator and faculty in the low-residency MFA program in creative writing at Lesley University and a nonfiction graduate of the program ('06). Her work has appeared in *Harvard Review*, *The Writer*, *Kyoto Journal*, *Indiana Review*, *The Journal*, *Provincetown Arts*, and others. She is a former editor and feature

writer for *Metropolis* magazine in Tokyo, where she lived for five years studying the three-stringed Japanese shamisen. She is currently completing a memoir about the experience.

**Nancy Roberts**, Professor of Education, has been a faculty member at Lesley University since 1975. In 1979 she founded the Graduate Program in Technology in Education to introduce technology to K-12 schools. Her research interests have been to create materials to introduce model-building and simulation to study complex problems. She has been involved in a dozen NSF and Department of Education grants to improve teacher education through collaboration with urban schools and communities. She has co-authored 8 books and many articles. She is currently working on establishing a New Teacher Community to give support to Lesley's most recent graduates.

**Arlyn Roffman**, PhD, LMHC, earned her B.A. at Connecticut College, Master's degree in Special Education at Lesley and doctorate in Developmental Psychology at Boston College. Dr. Roffman served as founding director of Threshold until 1996, when she returned to a faculty role at Lesley. As Professor of Special Education, she has continued to focus on transition, writing and presenting extensively and training professionals throughout the US to help youth with disabilities prepare for adulthood. Her most recent book, *Guiding Teens with Learning Disabilities: Navigating the Transition from High School to Adulthood*, was published in 2007 by Random House.

**Eleanor Roffman**, EdD is both professor within the Counseling and Psychology Division and Director of Field Training. She has taught many courses at Lesley for over thirty years including *The Psychology of Culture and Identity: Examining Power, Privilege and Oppression*; *Feminist Theories and Therapies*; and *Clinical Skills*. As Director of Field Training she oversees site development, student placement, the professional development of both site supervisors and clinical faculty. Her research covers three major areas: feminist pedagogy, clinical training, and international movements for peace and justice. She maintains a clinical practice focusing on women and members of the GLBTQI communities.

**Joanne Szamreta** PhD, is a professor at Lesley University, teaching psychology and early childhood education courses both in the School of Education and in Lesley College. For the last several years, Joanne has also organized the annual Reggio Emilia Institute at Lesley and is involved in several collaborations around professional development with Reggio-inspired schools in Greater Boston. Along with Dr. Lisa Fiore, Joanne has led a Lesley delegation to Reggio Emilia and will do so again. She serves on the Board of Advocates for Bay Cove Human Services and on the Advisory Board for Early Education for All.

**Priscilla H. Sanvile** PhD is Associate Professor & Director of the Arts, Community, and Education Masters in Creative Arts in School of Education at Lesley University. A graduate of the Union Institute, Lesley College, and the University of Denver where drama/theater and social activism have been her main focus. She presently serves on the board of the Cambridge Community Arts Center in MA.

**Samuel Schwartz** is Associate Director of the Lesley University Extension Program in Israel where he has worked since 1998. In this capacity, he oversees five Master's Degree level programs in which over 500 Israeli students are enrolled. He has managed Lesley's arts-based interventions with a variety of populations including Ethiopian immigrants and Arab-Jewish dialog groups. As Spokesperson and Director of Academic Affairs at the Consulates General of Israel in Boston and Los Angeles in the 1990s, he designed and led numerous conflict resolution outreach projects in 12 U.S. States. He has published journal articles on the topics of conflict transformation, international relations and cross-cultural community organization.

**Joan Thormann** PhD has been a faculty member at Lesley University since 1989. Prior to this she taught in public and private schools, worked for an educational software company and at the Massachusetts Department of Education. She has served on many advisory boards, presented at over 50 conferences nationally and internationally and has more than 22 publications. Dr. Thormann has edited a column on technology and special education for *Learning and Leading with Technology* since 1991. In 2010 she received the MassCue Pathfinder award. Her current teaching and research focus is on technology and special education and teaching and learning online.

**Robert Wauhkonen**, EdD, is an Associate Professor of English at Lesley College. He holds a B.A. in English from the University of Denver, an M.A. in English from Northeastern University, and an EdD in Curriculum and Teaching from Boston University. Dr. Wauhkonen has taught at Northeastern University; the Art Institute of Boston at Lesley University, where he served as Chair of the Liberal Arts Department for fifteen years; and Lesley College. Aside from his teaching, he currently oversees the first year writing courses at Lesley College. His publications include articles about liberal arts education and study in the humanities. He has given numerous presentations at local and national conferences.

**Marueen Yoder** is a Professor at Lesley University. She has had 27 years experience designing and teaching educational technology courses and directing one of the first fully online master's degree programs for educators. Dr. Yoder coined the term "Electronic Constructivism" and has written and presented extensively on emerging technologies and how to thoughtfully and creatively integrate them into existing curricula. Dr. Yoder received her doctorate from Boston University in Educational Media and Technology, her master's degree in Computers in Education from Lesley University, and her bachelor's degree from George Washington University, in Washington, D.C.