

11-2021

Education on Boyer 4th Newsletter - November 2021

Education Department

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Sharpening Intellect | Deepening Christian Faith | Inspiring Action

Messiah University is a Christian university of the liberal and applied arts and sciences. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

EDUCATION ON Boyer 4th

The campus newsletter of the Messiah University Education Department

Issue 12 | November 2021

SPECIAL EDUCATION SCHOLARSHIP

at Pennsylvania Council for
Exceptional Children

ESTEAM SATURDAY

Education majors engaged
with migrant education school
age children through a variety
of activities

ORGANIZED INFANTILIZATION

“Organized Infantilism,”
Globalization, and School
Reforms

In Every Issue

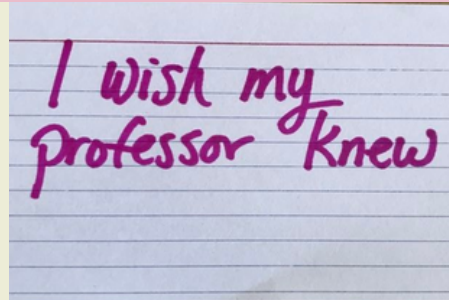
MESSAGE FROM THE CHAIR, STUDENTS IN THE DEPARTMENT,
TECHNOLOGY CORNER, PHOTOS FROM THE FIELD, PROFESSOR
SPOTLIGHT, ALUMNI ADVICE, DEVOTIONAL, UPCOMING EVENTS



MESSAGE FROM THE CHAIR

DR. TINA KELLER

November 2021



I wish my professor knew...

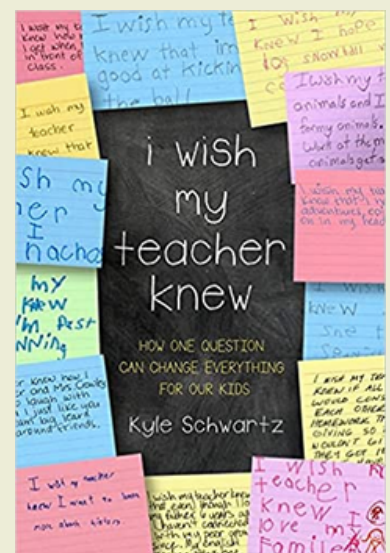
In my EDUC 208 (Educating English Learners) class I spend a good deal of time discussing culturally responsive pedagogy. I work hard to share best practices with my students in the hopes that they will create welcoming, inclusive classrooms for their future students. One idea that I always share comes from a teacher of many English learners in Colorado, Kyle Schwartz. She decided to ask her third grade students to respond to the prompt, "I wish my teacher knew..." This practice was instrumental in giving her insight into her students. She was able to foster an environment of care, responsive education and trust. If you are interested in reading more about her project and how it changed her classroom, you can read her book; [I Wish My Teacher Knew: How One Question Can Change Everything for Our Kids: Schwartz, Kyle: 9780738219141: Amazon.com: Books](#)

I always thought that this was a great idea. Then, earlier in this semester I realized that I needed to try it with my own students. As I distributed index cards to the students in my 208 classes I worried that maybe college students would not feel comfortable taking part in an exercise like this. I prefaced the activity that it could be totally anonymous or students could include their name. They could write about absolutely anything that came to mind, or decide not to participate at all. I collected the completed cards at the end of class and decided to review them later that day.

I sat in my quiet office long after students were out of the building and flipped through the cards. The responses moved me. Card after card gave me a snapshot of what my students were thinking or feeling. I could learn of their worries, their challenges and also their perspectives, hopes and dreams. It gave me a glimpse of the things unseen in the classroom. It made me so thankful to have the chance to teach in a place like Messiah. We have students who are diligent, caring and intentional. They are working so hard to become amazing teachers. I sat there and prayed for my students in a new way.

If you have the opportunity, I would encourage you to consider a similar exercise with your class. As Kyle Schwartz writes, it just might "change everything."

Dr. Keller



On the Cover:

Two students that experienced our eSTEAM Saturday on October 30th. Students in EDUC 208 and TESOL minors supported the event. See page 23 in this newsletter for more images of the event.

***SPECIAL EDUCATION SCHOLARSHIP
AT PENNSYLVANIA COUNCIL FOR EXCEPTIONAL CHILDREN***

By:
Dr. Melinda
Burchard



The Pennsylvania Council for Exceptional Children, PACEC, is Pennsylvania's leading professional organization about special education. On October 2nd, Messiah University Special Education was represented in two presentations.



Tearra Brezan, a senior pursuing teaching certification in both special education and elementary grades co-presented with Dr. Melinda Burchard. Their presentation about Pre-Apprenticeship program design addressed needs of youth in special education who need more individualized functional training toward pre-vocational skill development. Tearra explained relevant evidence-based practices, specialized formative and summative assessments, and engaged participants in a task analysis activity. Well done, Tearra!

Dr. Burchard also presented results of a study about preparing pre-service special educators to co-teach personal finance. That study was conducted collaboratively with Dr. Carol Buckley (Associate Professor of Math Education), Alyssa Amels (class of 2021) and Karissa McIlrath Hagar (class of 2021).

DEVOTIONAL

A MONTHLY DEVOTION WRITTEN BY MESSIAH
UNIVERSITY EDUCATION STUDENTS.

Race like a River

Long Reading: Hebrews 12:1-3

“Let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us”

(Hebrews 12:1)



Have you ever looked to nature and asked, “God what can I learn from you in this?” In a river near where I live, I sat and pondered this very question while the water rushed over the pebbles, hugging the banks tightly. Cars, bikers, and people rushed by without even noticing its beauty. And yet, the water was quiet, unbothered at the speed in which things were going around it, just continuing to move. As Christians, we are called to continue to grow in the direction God calls us by fixing our eyes on Jesus. Not concerned about how our spiritual journey may compare to those around us, rather, focusing on the race set before us, persistently tuning our hearts to be more like Jesus.

Prayer: Jesus thank you that you gave each of us a purposeful life. Help us steward our time well, fixing our eyes on You first.

Written by: Julianna Chen



PROFESSOR SIDELINGER

PROFESSOR SPOTLIGHT

Office: Boyer 422 Email: esidelinger@messiah.edu

EDUCATIONAL BACKGROUND

Marywood University, 2005: Bachelor of Science degree in Communication Sciences and Disorders

Marywood University, 2007: Master of Science degree in Speech-Language Pathology

Penn State University World Campus, 2014: Supervisor of Special Education certification

CLASSES I TEACH

EDSP 385: Communication Sciences and Disorders

BIOL 225: Anatomy & Physiology of Speech & Hearing

SERVICE

I serve on the Advisory Board of the Speech & Language Pathology minor. I do various service projects with my kids that we have called "Operation: Be a Light". I volunteer with my church, Shepherdstown United Methodist Church.

WHAT I DO ON THE WEEKENDS

On the weekends, I am usually out and about with my kids. I am always looking for fun things to do in our local area to get them out in our community. We love exploring new places together.

WHAT I LOVE MOST ABOUT MESSIAH

I lived down the street from Messiah for the first several years of my life, and then my family moved just down the highway. My grandmother lives down the street from campus, and I spent a lot of time walking around campus as a kid, and fishing in the Yellow Breeches along the covered bridge. In high school I attended field hockey camps at Messiah. I attended Power House with some friends my senior year of high school. My high school graduation was here. When I'm on campus, it feels like part of me is home. It's a beautiful campus, and I have many wonderful memories here.

HOW DID I BECOME INTERESTED IN MY FIELD?

The summer between 8th and 9th grade, I went up to the Poconos to volunteer at a pediatric therapy day camp. Because I liked horses (no, I don't know how to ride), I thought I would just help walk along the horses and keep the children steady on the horse during their therapeutic riding sessions. I met a speech and language pathologist named Paul Harrington, and was working with a little girl who used an AAC device, and I was blown away. I spent a lot of time observing Paul that week, so much so that when I went home that weekend, I proudly announced that I was going to be a speech and language pathologist. My parents had no idea what that meant. Together, we researched the field, and I did internships in high school to help move myself in this direction. Paul taught the Communication Sciences and Disorders class at Marywood University, and he kept telling my aunt (they worked together) that she needed to convince me to go to Marywood. Sure enough, I ended up at Marywood and had Paul as a teacher in both undergrad and graduate school. Paul has since passed away, but teaching Communication Sciences and Disorders this fall has been a dream come true, and it feels good to be following in his footsteps.

HEARD IN THE CLASSROOM

*What are we talking
about this month?*



Alexa Nicholas

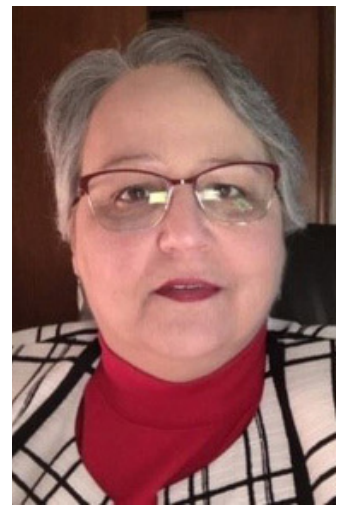
“I am really enjoying learning how to write detailed lesson plans and discovering different strategies for executing my lesson plans in the English classroom during field!”



Emily Parrish

"I love learning how to create instructional plans in my Instructor Design class. I get to practice this in field experience and it gets me so excited to have my own classroom in the future and implement everything I am learning here at Messiah!"

TRENDS IN THE FIELD

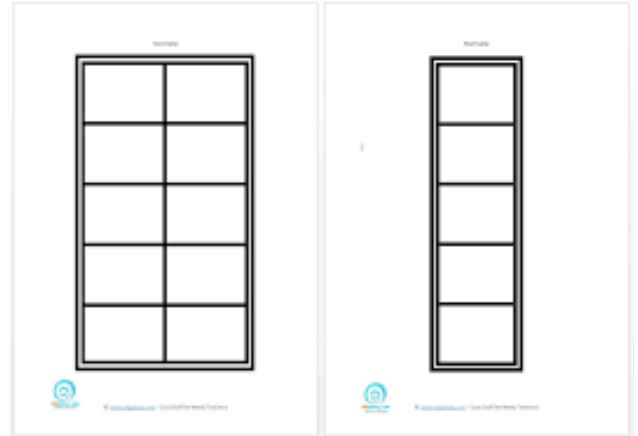


By: Dr. Carol Buckley

Sometimes making simple adjustments can make a huge difference. There are several such minor changes in the area of Math teaching strategies that have come about in the last several years. Although changes aligned with Common Core State Standards (CCSS) and introduced in 2010 represented a major change in how we teach math, the focus on flexibility in thinking about numbers, quantities, number relationships, and associated teaching practices have done a lot to advance mathematical thinking in young learners.

One simple change has to do with the focus on five and ten as “benchmark” numbers. Thinking of quantities in terms of five or ten plus some makes it easier to perform mental calculations. For instance, in solving $3 + 8 + 7 + 4 + 6 + 2$, consider associating the $3 + 7$, the $8 + 2$, and $4 + 6$ to make three groups of 10. This is much easier than $3 + 8 = 11$, $11 + 7 = 18$, $18 + 4 = 22$, $22 + 6 = 28$, and $28 + 2 = 30$. We end at the same place, but grouping addends together to form a friendly number of 10 lessens the cognitive demand.

Another tool to support our early thinking about numbers is the five- or ten-frame. A five frame and ten frame shown here help students combine quantities to make five or ten, which will later support their flexibility with more complex calculations.



This strategy carries through to adding and subtracting more complex numbers, as well. With multi-digit numbers, sometimes expanding them according to place value is helpful. For instance, $387 + 245$ may be difficult to tackle as seen here. However, $(300 + 80 + 7) + (200 + 40 + 5) = 500 + 120 + 12 = 632$ is more manageable. Besides, this strategy reinforces the concept of place value.

In today’s Math classroom, we introduce computation strategies such as the expanded form seen above, which is then paired with a “partial sum” strategy where place value quantities are added. For instance, above, we add $300 + 200$ for a sum of 500. We add $80 + 40 = 120$, and $7 + 5 = 12$. Then we combine those sums of $500 + 120 + 12 = 632$. We also encourage students to see relationships between numbers and compensate to make calculations easier. If adding $297 + 146$, a student might look at this as $300 + 143$. We have taken 3 from the 146 (now 143), and given that 3 to 297 to make 300. Our problem is now $300 + 143$, which is much easier to calculate mentally. Students are not limited to the compensation strategies listed here, but rather encouraged to invent strategies that consistently work.

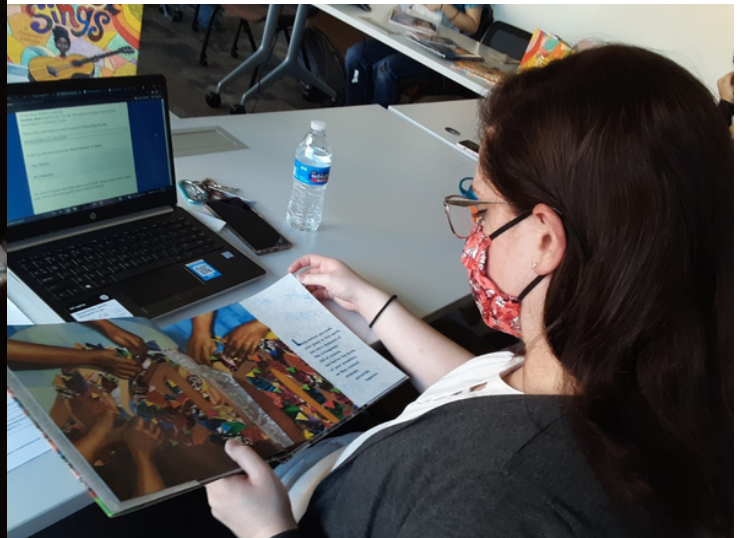
Another teaching strategy employed today that is a recent phenomenon is number talks. Number talks emphasize mental calculation. The teacher poses a question, and writes it on the board. Students mentally calculate their answer, and give a quiet signal when they are finished. This gives students who take longer a chance to finish their work. Students who are early finishers are encouraged to find multiple ways to solve the same problem. Once all students have an answer, the teacher will ask several students what their answer is and record the answers on the board. Then students have a chance to explain their thinking. This gives other students in the class an opportunity to consider alternative strategies for solving the same problem. It also gives students an opportunity to articulate their thought process. Communication in a math classroom is imperative.

Clearly, these are not the only new teaching strategies in today’s math classroom as compared to 15 years ago, but these small changes can make a significant difference in decreasing the cognitive demands and increasing the level of conceptual understanding for young learners.

Critiquing Children's Books that support identity




During the 2021-22 academic year, Messiah University is focusing on our roles as Ambassadors of Reconciliation. Juniors in the special education program learned about using children's books for bibliotherapy purposes, including identity. Students used the *Finding Belonging through Children's Books Rating Scale* to critique and then discuss children's books about disability, race, ethnicity, poverty, and refugee experiences.



TWO EDUCATION DEPARTMENT PROFESSORS
HONORED AT WOMEN'S VOLLEYBALL GAME
EDUCATOR APPRECIATION GAME



WE 
STUDENT
ATHLETES!

DR. MELINDA BURCHARD AND DR. TINA KELLER



Lauren Campbell - Special Education
Certification PreK-4

I am from Lancaster, PA. A fun fact about myself is that I went to Europe for a month three summers ago. I am so excited to be a part of Messiah University's Education Department!!
"Your greatness is not what you have, but in what you give." -Alice Hocker

Rachel Baska - Elementary Education
PreK-4th Grade

I am from Lititz, Pennsylvania. "The grass withers and the flowers fade, but the word of our God stands forever."
Isaiah 40:8

MEET FOUR OF OUR 2021 EDUCATION DEPARTMENT STUDENTS

Sarah Clemson - Elementary Education
PreK-4th Grade

I'm from Lebanon Valley. I really like the quote, "Be still and know that I am with you" (Psalm 46:10).

Yvette Celius - Elementary Education
PreK-4th Grade

I am from Gettysburg, Pennsylvania and a fun fact about me is that I like to bake.



SENIOR HONORS PROJECT PRESENTED
AT THE TESOL SYMPOSIUM

The Homes We Carry

Using the Annotated Neighborhood Map Writing Tool in Your Classroom

By Rebecca Wenger

When: December 6, 2021; 4:00-5:00
Where: Boyer 234 AND virtual
Advised by: Dr. Tina Keller

Rebecca Wenger is an English major with grades 7-12 teaching certification and a TESOL minor graduating from Messiah University May 2022. Growing up overseas made her aware of the impacts geography has on our stories and lives.



Organized Infantilization

By Dr. Mfum-Mensah

“Organized Infantilism,” Globalization, and School Reforms

Sociocultural literature outlines how interactions between people are usually symbolic and based on entrenched power relations. Postcolonial discourse outlines ways people in positions of power employ the strategy of “organized infantilism,” to “make up” people, create group identities, and gain control to maintain their power. Organized infantilism becomes a strategy to “colonize” and control the mindset of subordinated groups and stifle their thinking capacity so they become inane in interrogating issues that affect them. The subordinates find themselves in what Stephanie Frances Beswick terms as “dependable patronage” and infantile stage of development (Giroux 2015; Beswick 1994).

Organized infantilism becomes a self-inflicted condition when the symbolically “mature adults,” behave like “children,” mute their voices, and allow other people to make decisions for them. The process of infantilizing subordinated groups serves the purpose to mute the voices of those that are subordinated so they come to accept their deprecatory positions and internalize their silenced voices as part of the natural order of things (Kyrölä. 2011; Castanedas, 2001; Bourdieu, 1991; 1977). Katariina Kyrölä (2011) points out that there are cultural tendencies of adult infantilism where the “infant” is, in this context, understood as a specific but changing temporally organized and hierarchically structured position that can be occupied by children or adults. Organized infantilism and symbolic violence are different phases of domination exercised in an unrecognized manner. The powerful normalize infantilization within socio-historical settings to ensure that they maintain the existing power relations (Shohat and Stam, 1994; and Epstein 2012). Ella Shohat and Robert Stam identify infantilism as a key trope of colonialism, where the colonized subalterns were seen as embodied children.

The literature compares the infantilization of subordinates to Europeans’ portrayal of indigenous peoples as “savages”, “primitive” and “uncivilized” and ignorant during their initial encounters. Percy Shelley (2002) employs a poetic phrase to draw an analogy between primitive and savages on one hand and children on another hand through his statement that “for the savage is to ages what the child is to years”. This historical metaphor is longstanding and persistent because in many colonial spaces in Africa and America, European colonizers constantly used the term “boy” or “infant” for indigenous people who worked in colonial spaces.

“Organized Infantilism” and Educational Discourses

Organized infantilism is a useful framework of analyzing the complexities of ideologies that shape education policy making globally. The framework helps decipher the power asymmetry between education policy makers (bureaucrats) and school professionals (teachers). Within the same context, scholars analyze the contexts within which teachers embrace those assumptions that justify policy makers’ decisions about those contrived pedagogical practices, learning and assessment modules introduced in the school reforms, and how they benignly express their gratitude to policy makers for making such decisions on their behalf. From the point of view of the powerful, this is part of their “calculated kindness” and “condescending sympathy” to “their subordinates” as a form of what Henry Giroux calls teachers’ “internalized oppression.”

The concept of “organized infantilism” and “adulthood” are similar and rooted in the notion that “children are to be seen and not heard.” Adulthood as a sociological construct, helps outline the power relations in education policy and practice and ways in which participation in pedagogical discourses are controlled by few powerful policy makers who are sometimes (and most of the time) far removed (experientially, geographically, and socially) from the lived experience of many school children. In *Tinkering toward Utopia: A Century of Public School Reform*, David Tyack and Larry Cuban point out that, change where it counts the most—in the daily interactions of teachers and students—is the hardest to achieve and the most important (Tyack and Cuban, 1995). Interestingly, education policy makers (it does not matter their geographical location) believe they know better than the teachers who interact with students on a daily bases. We witness how contemporary school reforms and pedagogical innovations are pursued within the rubric of neoliberal agendas pushed within the framework of global governance with little recognition of local contexts. While global education bureaucrats continue to talk about “glocalization of reforms,” the truth is, global agendas—rather than local realities—continue to preoccupy global educational agendas.

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PROFESSOR VADER

PROFESSOR SPOTLIGHT

Office: Kline 217 Email: avader@messiah.edu

EDUCATIONAL BACKGROUND

Texas A&M University, College Station, TX, B.S. Animal Science
Purdue University, West Lafayette, IN, M.S. Biology Education

CLASSES I TEACH

Life Sciences
Human Anatomy & Physiology
Science Curriculum & Instruction

SERVICE

Until this Fall I have spent a good bit of time working with the Harrisburg Science Camp team which brought science activities to different schools in our area. My husband, David, and I also serve as deacons at our church, Dillsburg BIC.

FAVORITE SCRIPTURE VERSE AND WHY

Though I fathom all mysteries and knowledge, without love I am nothing. 1Cor 13:2

Sometimes being caught up in academia we start to think that what matters most is knowledge. When our daughter, Emily, was born all this was turned on its head for me. Emily had one extra chromosome, Down Syndrome, which meant a different type of future than I had imagined. Through the years I learned and continue to learn that what really matters is the giving and receiving of love. "Without love I am nothing"

IF I WASN'T A PROFESSOR I WOULD BE...

...a dog behaviorist/nutritionist! I love reading about animal (especially dog) behavior and thinking about how to best mesh our lives for the benefit of all. My current favorite author is Pippa Matinson (The Labrador Handbook, Total Recall)

HIDDEN TALENTS

Maybe not quite talents, but I have been learning to play viola under the tutelage of a wonderful neighbor who happens to be Messiah University's viola professor. I have advanced from "Twinkle, twinkle", but unfortunately business from COVID has whittled my practice time down to almost zero.

FAVORITE VACATION MEMORY

Other than our epic 2 month trip across the US visiting amazing National Parks, my favorite memory is the Coast to Coast (England) walk my husband, David, and I completed in 2017. This walk went from St. Bees on the coast of the Irish Sea to Robin Hood's Bay on the North Sea. It wasn't always easy, but the people, the sights, and the experience were amazing. We have a great slideshow if anyone is ever interested in viewing.



Come and learn from TESOL Minors

FALL 2021 TESOL SYMPOSIUM

Monday December 6th
4:00-6:00

**ON BOYER 4TH FLOOR AND
ONLINE VIA ZOOM**

Gain insights into how to support English
Learners in and out of the classroom

TESOL Symposium Monday December 6th 4:00-6:00

Zoom links will be available closer to the event.

Room 1

Boyer 434

Family Literacy Night to Support ELL Families

Elements of a successful family literacy night include a general theme, book-related activities as well as the use of fiction and non-event should be laid back and an environment that has no-pressure as well as a fun social environment for students and their families.

Katie Linn

Graphic Organizers as an Evidence Based Practice in ESL Classrooms

There are many ways to teach ESL students, the best are those that are backed by evidence and have the greatest impact on the students' learning.

Noah O'Donnell

First/Second Generation Families

There are many families who are experiencing culture shock as they enter a new community. They will try to do anything to find belonging but there are obstacles that make living in a new environment difficult. We will discuss how students in both the first and second generation embrace new cultures and adapt to the language.

Irene Kim

Peace And Conflict Intersect with TESOL: Sustainable Peace and Teaching English

Most English Learners are different, but they are Peacebuilders who can use the opportunity of Teaching English language as a connector and not a divider. In micro and Macro levels. We recognize peace, use humanistic approaches to teach English.

Olinda Mabunda

Room 2

Boyer 432

Supporting ELLs in Early Childhood Education

The years prior to attending formalized K-12 education are vital for every child, but especially for ELLs. The early childhood classroom presents unique benefits and challenges for educators, families, and ELLs that require educators to follow a caring, specialized, and family-centered approach.

Cassie Barbush

Benefit of Total Physical Response (TPR) in the Classroom for ESL Elementary Students

Students are taught in many different ways. Total Physical Response is a method that allows students to connect learning language with physical movement. This way of learning can benefit any age group, but especially elementary students.

Abby Boyer

Collaborative Activities to Support ELLs

All children need to interact with others in order to learn. English Language Learners are no different. Learn about various collaborative activities to use in the classroom that strengthen fluent English speakers' learning while giving the support to ELLs that they need.

Becca Fogle

How to Cultivate a Collectivist Culture in the ESL Classroom

EL students who are immersed into a classroom in the United States often come from a collectivist culture. As teachers, it is our responsibility to create an environment that not only best prepares them to learn English, but helps them feel welcomed despite cultural differences that exist. I hope to share new insights and findings that can contribute to this important topic.

Grace Puffenberger

Room 3

Boyer 430

The Homes We Carry: Using the Annotated Neighborhood Map Tool in Your Classroom

Rebecca Wenger Honors Project Presentation

Writing is hard. Teaching the art and discipline of writing well is even harder. When Janae Lapp introduced me to the Neighborhood Map Writing Tool I had to investigate it, to put it on trial, to see if it deserves the status of evidence-based practice or if it was merely a strategy that seemed like a good idea. Shocked at the lack of research, my role has become that of an experimental advocate. I have researched, used the annotated map strategy with 8th graders, and used it myself to write. This writing tool has the potential to incorporate other tried and true pedagogical concepts including: bridging the home-school culture/values gap, teaching the whole student, discussing topics relevant to students, visual mapping of ideas, drawing on prior knowledge, celebrating our roots, and recognizing the impact of geography on our stories and lives. So come to experience this pedagogy in practice, hear my experience with it, and be inspired to add to the research that is just beginning to be conducted.

Benefits of Read Alouds to Children and ESL

There are so many benefits to read alouds in the classroom. This includes different ways to read with the students and different interactive activities that you can have the students participate in while you read the book aloud. This would be particularly helpful for ESL students because you are more engaging with the book and they are able to understand more of what you are doing.

Hannah Olson

EDUCATION ASSOCIATION OF MESSIAH UNIVERSITY



EAMU Officers filled bags with snacks and goodies for our current Student Teachers! Words of encouragement were added to each bag in support of our Seniors.



OCTOBER EVENTS

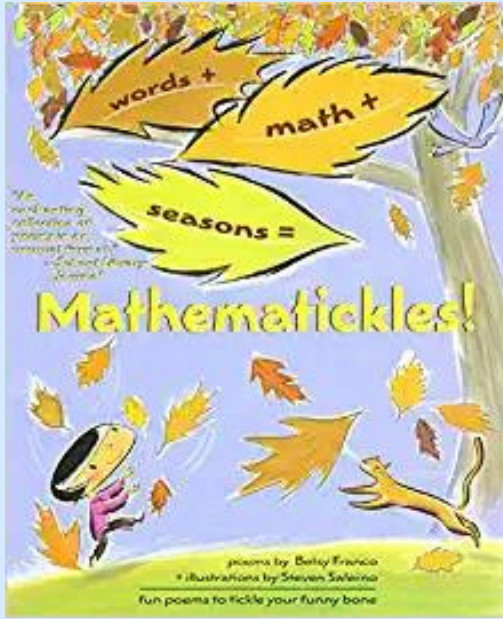


Minor Night was an educational event on Zoom that invited students to learn more about various minors from current Juniors and Seniors. We featured minors such as Speech and Language Pathology, TESOL and Children and Youth Services.



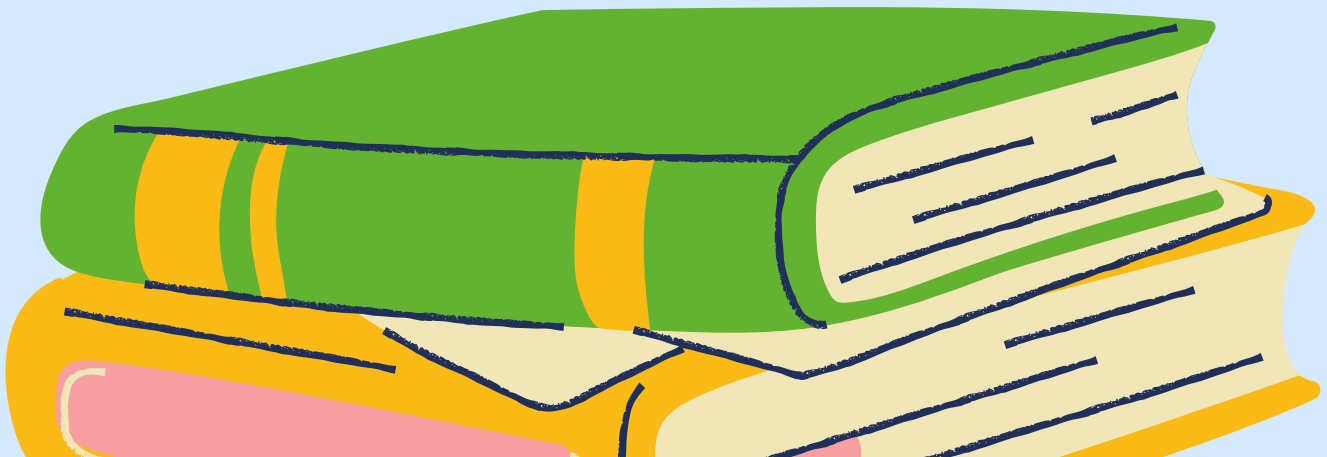
Our Halloween Party was a blast! Education majors came together to enjoy a night of candy, music, and games. Hot apple cider, spooky music and sugary treats are exactly what students needed as a "welcome back" from Fall Break!

Check Out This Children's Book!



Reviewed By: Grace Dejager

Mathemattickles!, written by Betsy Franco and illustrated by Steven Salerno, is a fun book that helps readers combine math and poetry. Betsy Franco has authored over 80 books, including novels, picturebooks, and poetry collections. She writes screenplays for many of her own novels. I found Mathemattickles! in Murray Library at Messiah University. It caught my attention because I was interested to see how the author could connect two seemingly different subjects such as math and the seasons with poetry. I was initially impressed how, although in the format of math problems, the poems didn't feel like math. However, when analyzing the poems further, I understood how the format of math would be ideal for poems. Math has a purposeful structure which includes important symbols. This structure is important to poems and allows the words to have a deeper meaning. Betsy Franco helps readers explore different ways of thinking about a familiar topic – seasons – and presents them in the form of poetry. Emily Hynes on Goodreads.com spoke about the book saying, "The illustrations are bright and colorful, drawing in young readers... The book included mathematical topics such as addition, subtraction, multiplication, division, fractions, and graphing. I do think that this book would be great for upper elementary students more familiar with the math behind the poems." I agree with her analysis and how this book would be a great bridge between English and Math in the upper elementary grades. I recommend this poetry collection for anyone who wants to challenge their own ideas of poetry and who is open to fun, new ways of thinking.





CASSIE BARBUSH

Elementary and Special Education

Children & Youth Services with a TESOL Certification

"I chose Messiah because I felt like it was the college that offered me the most opportunities to pursue what I wanted within my education major."

"Every person and professor you interact with is so intentional with getting to know you and cares about you both in and out of the classroom."

Messiah's Year of Reconciliation



Reconciliation is a process that requires humility and perseverance as we pursue a vision of hope and transformation that will last far beyond this academic year.”

—Kim S. Phipps, Messiah University President



Messiah has dedicated this year to being focused on reconciliation and the department's own Dr. Obed Mfum-Mensah gives insight into their logo. Watch the video above to learn more!



Do you want to be a teacher?

Then you need to take educational psychology!

Messiah University is offering a dual enrollment educational psychology course next year in both the fall and spring semesters. If you want to be a teacher, you should take it.

If you want to be a teacher, one of the required courses you will need to take is Educational Psychology. A standard introductory or general psychology course may not count towards degree or licensure requirements. Educational Psychology is a required course at the following colleges and universities: **Messiah University**, Penn State, Grove City, IUPA, Wilkes, Pitt, Temple, Kutztown, Gettysburg, Susquehanna, University of Scranton, Bucknell, LVC, Dickinson, Villanova, Geneva, Eastern, Lafayette, Swarthmore, Drexel and many more. Instruction will be delivered online, providing an opportunity for you to learn alongside Messiah undergraduate students. **Get a head start today on your journey towards becoming a teacher!**

- Fall and spring 2021-22
- Earn credits towards your teaching degree
- Learn alongside on-campus students
- Asynchronous delivery with on-campus learning opportunities

Questions?

Contact: Matt Reitnour

Associate Director of Admissions/Coordinator of Dual Enrollment

Email: mreitnour@messiah.edu | Call: 717-691-6000



Benefits of being dual enrolled at Messiah University

- Create a more flexible schedule as a college student
- Strengthen your potential to graduate from college in less than 4 years
- Experience college life by taking classes taught by Messiah University professors
- Take college courses that may satisfy both high school and college credit requirements

2L_1114

Dorothy Gish Award Recipients

This award is named in honor of Dr. Dorothy Gish, Academic Dean Emeritus and former Professor of Early Childhood and Family Education at Messiah. The award supports worthy leadership opportunities for full-time, undergraduate women students at Messiah.

Julianna Chen



This award will be used to support research of the "Interactions of Cultural Responsiveness in Pre-Service Teaching," presented at the American Library Association conference in Washington DC, June 2022.

With this scholarship, I will purchase textbooks to learn about translanguaging and multicultural picturebooks that I will translate to facilitate translanguaging in my future classroom.



Sarah Davis

Paige Horne



I plan to...support my Honors Project by creating kits on Science, Technology, Engineering, Arts, and Mathematics (STEAM) topics for parents and teachers of elementary students.



eSTEAM Saturday



Messiah Education majors engaged with migrant education school age children through a variety of activities. Students created catapults, launched rockets and safely dropped eggs from 4 stories. It was a wonderful day to welcome students to campus!





Dr. Anita Voelker
Professor Emerita of Education

ANITA VOELKER

Literacy Research Award

**OPEN TO ALL EDUCATION
DEPARTMENT STUDENTS**

ARE YOU INTERESTED IN PRESENTING
AT A CONFERENCE, COMPLETING
HONORS RESEARCH, OR CONDUCTING
A SERVICE ORIENTED LITERACY
PROJECT?

Funding is Available

Applications can be
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Or Talk with Dr. Keller



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MELISSA JOHNSON
CURRENT YEAR (JUNIOR)
PREK-4 AND SPECIAL ED
CERTIFICATION WITH A MINOR IN
SPEECH-LANGUAGE PATHOLOGY

Education Department Honors Projects

ASL for Special Educators

For my honors project, I will be creating an instructional video that will be incorporated into Dr. Burchard's High Incidence Instructional Strategies class (EDSP 398) and Professor Sidelinger's Communication Disorders class (EDSP 385). In this video, I will teach students 50 signs that I believe all special educators and Speech-Language Pathologists should know. To accomplish this, I started by conducting research on American Sign Language (ASL), Augmentative and Alternative Communication (AAC), the benefits of using ASL as AAC, and the signs that are most commonly used by special educators and Speech-Language Pathologists. This research will form the basis of my honors presentation that will occur in the spring semester.

Why did you choose this topic?

I chose this topic because I am passionate about learning and teaching American Sign Language! I studied ASL for 2 years in high school and I am the current president of Messiah's Sign Language Club. I believe that all educators should know basic signs, whether that be for communicating with nonverbal special education students, working with Deaf general education students, or simply using signs as a classroom management technique. This project is a great way to introduce Messiah special education majors and speech-language pathology minors to the basics of American Sign Language so that they are equipped to use ASL in the classroom or in their practice!

What resources are you using for your project?

Two resources that have been instrumental in guiding my research are the American Speech-Language-Hearing Association (ASHA) website and the American Annals of the Deaf, a peer-reviewed journal published by Gallaudet University Press. I have also been meeting with Dr. Burchard and Professor Sidelinger, who will be using my video in their courses. Their wisdom and input have been extremely helpful, as they have been able to advise me on what signs are most crucial to include in my video!

What are you learning so far?

One of my greatest takeaways from my project thus far is the research that supports why hearing children should learn American Sign Language. Many parents hesitate to teach ASL to their hearing children for the fear that they will never become verbal, but research dispels this theory. Instead, teaching children ASL actually improves their receptive and expressive language development and helps build their vocabulary. This is because signing not only reinforces children's existing knowledge, but also uses a second medium to express that same knowledge, which in turn creates new synaptic connections in the brain. I had never heard this perspective before and I find it fascinating!

When will you finish your project?

Spring 2022



ALUMNI ADVICE

LESSONS FROM MESSIAH ALUMNI



ALUMNI PROFILE

*Danielle
Cardone*

CLASS OF 2019

Landisville Intermediate Center
Landisville, PA

4th Grade/Hempfield School
District

ADVICE FOR FUTURE TEACHERS

I feel like there is so much to learn especially in the first few years of teaching. I will say that Messiah's education program did an excellent job in preparing me to become an educator. However, there is always room to grow and there will be stressful days. Don't sweat the small things! The biggest thing you should be concerned about is meeting your students' needs. You won't be perfect. Even through your mistakes, your students will grow to love you and lean on you. They look up to you and they will want to know everything about you! Often times you may be the main adult figure in their lives. I would also suggest finding your people that support you! That could be a mentor teacher, grade level teachers, etc. Many of them will become great friends too! Co-planning and co-teaching with your team of teachers is so important when you can! Share ideas, use others' ideas, and put your own spin on things. You don't want to compare yourself to others or try to be the exact same as someone else. However, you also do not want to always feel like you're reinventing the wheel. Finally, the first few months of the school year are always really stressful. Take it day by day because it will get better! Also, don't forget to take your lunch break. You need to take those breaks just as much as the kids do!

Upcoming Events

MARK YOUR CALENDARS

NOVEMBER

Education Department Honors Project Applications Due-
November 1

HAPPY BIRTHDAY to... Doctor Carol Buckley
November 10



Open House November 12

Penn TESOL Conference
November 21

Thanksgiving Break
November 24-28

Thanksgiving
November 25

Would you like to contribute to our newsletter? Do you have an idea for an article? We would love to hear from current students or Messiah Alumni!

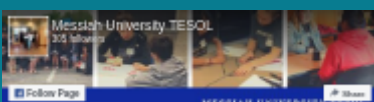
Email ideas to tkeller@messiah.edu



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