Changing lives every day

Innovative research teaching service
Any time you make a personal connection, you influence another person’s life.

This is why the research conducted at the University of Georgia College of Education is so unique and so important. Our work may influence policy or change the way the market reacts to a product, but that’s not our goal. Instead, our faculty are working to make lives better and create change on a personal level.

This, to me, is the definition of success.

When you are conducting research that affects someone personally, you know you are changing lives for the better. This could mean teaching someone a new way to solve a mathematics problem or read a book on their own. This could mean helping people overcome a disability or learn a new exercise to make staying healthy easier. Or, this could mean working with adults and organizations to empower new learners and provide more job opportunities in the future.

These are the ways in which the College of Education touches lives every day. No, we’re not producing pills or fancy new electronics, but rather we’re creating ideas and new ways of thinking that work their way into the fabric of everyday life. Our new thoughts become research that directly affects how we interact with one another, and directly affects lives to make them better.

In the following pages, find out more about the work that we do. I’m sure you will agree that our research is more than groundbreaking—it’s personal. It’s changing lives every day. Because it’s about the people.

Craig H. Kennedy, PhD
Dean and Professor
# Table of contents

## For educators
Take a look at the research that informs the next generation of teachers and develops new classroom practices.

## For a better life
Our faculty and students are pushing boundaries in mental health, communication sciences, and allied health professions.

## For leadership
We are changing the way to train the leaders of tomorrow through lifelong learning and management development.
In good company

Since our founding in 1908, the University of Georgia College of Education has graduated thousands of educators, counselors, human resources, and allied health professionals. We have nearly 60,000 living alumni working around the world to improve the lives of others.

Research that touches lives

Current projects tackle a range of issues, partnerships, and new technologies that have a direct effect on the lives of others.

$153,909
Mason Choi, associate professor, Department of Mathematics and Science Education
This four-year grant from the National Science Foundation investigates how future mathematics teachers make connections among multiplication and division, fractions, ratios and proportional relationships, linear functions, and statistical samples.

$643,435
Anneliese Singh, associate professor, Department of Counseling and Human Development Services
This grant from the National Institutes of Health is part of a national study on identity development in transgender populations, and is the largest study of its kind to date.

$1.3 million
Andrew Izsák, professor, Department of Mathematics and Science Education
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$415,453
Julianne Schmidt, assistant professor, Department of Kinesiology
The NCAA-Department of Defense Grant Alliance is funding a study to address how patients recover following a sport-related concussion, with implications for medical care in athletes and military personnel.

For more of the College’s current sponsored projects, see page 40.

Year Bachelor’s Master’s EdS Doctoral
2015 633 352 55 127
2014 625 334 68 104
2013 648 360 68 136
2012 608 438 84 133
2011 630 599 161 158
2010 604 512 123 124
2009 582 557 102 132

Degrees conferred: 1,214
(For 2015; includes fall 2014 and spring 2015 graduates)

Totals do not include UGA partner programs in ag, art, dance, family and consumer sciences, and music.
Educational Theory and Practice

Cynthia B. Dillard, department head (Term: 2015-2018)

The department collaboratively integrates research, teaching, and service through community engagement. Students at all degree levels may choose from programs focusing on early childhood, middle grades, and secondary social studies education, or opt for a doctoral degree in educational theory and practice.

Educational Psychology

Stacey M. Neuharth-Pritchett, department head (Term: 2013-2016)

Graduate students in educational psychology become leaders in the fields of teaching, learning, human development, and behavior. By working closely with research centers such as the Center for Psychological Clinic, the Georgia Center for Assessment, and the Torrance Psychology Clinic, the Georgia Center for Creativity and Talent development, faculty and students have the opportunity to conduct research in areas of language acquisition and literacy learning.

Number of graduates per department for the 2015 fiscal year (summer 2014, fall 2014, spring 2015).

<table>
<thead>
<tr>
<th>Department</th>
<th>TOTAL number of graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics and Science Education</td>
<td>511</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>40</td>
</tr>
<tr>
<td>Language and Literacy Education</td>
<td>99</td>
</tr>
<tr>
<td>Educational Theory and Practice</td>
<td>284</td>
</tr>
<tr>
<td>Language and Literacy Education</td>
<td>94</td>
</tr>
</tbody>
</table>
| Herute, and TESOL world language education—this department blends cutting-edge instruction with innovative design and challenging content, with research in the areas of language acquisition and literacy learning.

Mathematics and Science Education

Barbara Crawford, department head (Term: 2014-2017)

Recognized as a national research leader in mathematics and science education, this department’s internationally known faculty and rising young scholars make up one of the largest and most respected groups of mathematics and science education faculty in the world.

Research delves into areas such as new technologies for learning and new methods for teaching mathematical concepts.

Language and Literacy Education

Anne Buthe Marzotto, interim department head

With three areas of focus—English education, herutics and children’s literacy, and TESOL and world language education—this department blends cutting-edge instruction with innovative design and challenging content, with research in the areas of language acquisition and literacy learning.

Picturing the connection

Kevin Burke gives kids new tools to discuss difficult topics

Having attended an all-boys Catholic school in Chicago, New English education assistant professor Kevin Burke wanted to return to a similar teaching environment and assess how gender, sexuality, and religion are developed in the classroom to shape student identity. In his first book, “Masculinities and Other Troubling Causes at an All-Boys Catholic School,” Burke spent a year in a secondary classroom observing how discourse formed assumptions and practices about what it means to become a man. His research is largely focused on the intersections of gender, sexuality, and religion in schooling.

Burke is joining the College from the University of Notre Dame, where he conducted extensive research on curriculum theory, teacher education, and the notion of “liking” and “loving” in the educational sphere. His most recent studies have focused on civic engagement and how different forms of art, like photography, poetry, and guided walks, can inspire kids to think more deeply about their role in society.

“Kevin Burke’s expertise in social justice and his work on masculinity and religion add a unique perspective to our College of Education faculty,” said Dean Mark McLaughlin. “We’re excited to have someone with such a strong, passionate voice join our department.”

Kevin Burke (left) Assistant professor Language and Literacy Education (English education)

PhD, Michigan State University

Research interests: Religion and education, gender and sexuality, and queer theory

Research interests: Social justice, feminist theory, and Other Hopeless Causes at an All-Boys Catholic School, Burke spent a year in a secondary classroom observing how discourse formed assumptions and practices about what it means to become a man. His research is largely focused on the intersections of gender, sexuality, and religion in schooling.

New Faculty

Amy Murphy

Clinical assistant professor, Educational Theory and Practice (middle grades education)

PhD, University of Florida

Research interests: Ethnic studies curriculum and classroom management

Elizabeth Saylor

Clinical assistant professor, Educational Theory and Practice (early childhood education)

PhD, North Carolina State University

Research interests: Social justice, feminist theory, and critical theory

197 ADVANCED DEGREES AWARDED TO PRACTICING TEACHERS

6 2015 Annual Report www.coe.uga.edu
Within five years of its creation, the Professional Development School District partnership between the College of Education and the Clarke County School District has become a nationally renowned model. In the spring of 2015, the partnership was awarded an NAPDS Award for Exemplary Professional Development School Achievement from the National Association for Professional Development Schools. This award recognizes university-school district partnerships that create and sustain genuine collaborative partnerships, and help shape future teachers, leaders, and researchers. The partnership places College of Education faculty and students in local classrooms for hands-on training, and many schools also have a professor-in-residence who participates in activities such as supervising student teacher candidates during field experiences, teaching-site courses, and providing professional development for teachers at the school. Many other faculty members also teach teacher-preparatory courses in a local schools, and some serve as a “professor on special assignment,” working at a school on a project developed by the school’s administration and teachers. The Professional Development School District has been published in several books and journals, including articles on the supported collaborative teaching model, the development of civic engagement, and school leadership issues. The results of this partnership positively affects everyone involved—UGA students graduate having had extensive opportunities to engage with students in classrooms using research-based practices. Local students benefit from additional classroom support and the latest teaching methods, and teachers and faculty benefit from collaborative research projects and ongoing professional learning. Kristen Morales
Imagine you’re taking a test, and as you scan a paragraph of text, your eyes wander to a list of questions nearby. Do you:
a) Keep reading the text
b) Read through the list of questions first
c) Flip back and forth as you try to figure it all out
d) Just go to the next question

Wait a minute—did you even finish the first sentence of this story? If you skipped right to the questions, you’re not alone; Studies of adult learners show people react differently when faced with a block of text and questions—either reading the text first, reading the questions first, or going back and forth between the text and the questions.

But now, research led by Scott Ardoin, a professor in the Department of Educational Psychology, points to similar patterns with children. These reading behaviors not only manifest themselves as lower scores on tests but they also have larger implications for students with learning disabilities.

The research on test questions was inspired by a larger, groundbreaking study conducted earlier this year by Ardoin and a team of graduate students investigating different reading intervention methods. Whether students read different texts every week or read the same text four times before moving on, Ardoin says they found both methods helped students improve their reading when compared with a control group.

“If both interventions improved students’ reading achievement, but there weren’t differences between the two, which sort of goes against prior research,” he says. “But there’s never been any research that compares these two methods against each other.”

Typically, children who are struggling take part in repeated reading, but that has the potential to be boring, he says. By always reading something new, children are exposed to a greater amount of vocabulary and topics. But the caveat remains that the materials students read need to be at an appropriate level of difficulty.

Ardoin’s expertise is in applied behavior analysis in academic settings. Just like brushing your teeth is a learned behavior, so is reading, he says. And because human nature tells us to take the path of least resistance, some behaviors need to be reinforced more than others.

And when you add a potential learning disability into the mix, certain behaviors could be even more detrimental to a child’s success. For example, when a child with a disability faces a block of text and questions, it’s even more important that the student read the text and understand it before moving on to the questions. Holding the questions in your head while you go back to read the text can interfere with your working memory, and Ardoin’s research shows this is particularly important when a disability comes into the picture.

Ardoin and his team finish evaluating the data, they will also have a better idea of how to structure a test—for example, how separating the text and the questions affects the outcome—and how the results of the test might be a better indicator of students’ actual reading comprehension skills.

“It’s important to do this research with kids because we’ve only studied skilled adult readers,” Ardoin says. “So not only do they differ from children, but children with and without learning disabilities might differ in how they approach a test. ... Students with learning disabilities generally aren’t able to build as strong of a mental model of texts as are children without a disability in reading.”
A new approach to educational games teaches scientific thinking

Don’t be fooled by the plain, windowless office door off the second-floor hallway of Aderhold Hall. Behind it, two animators are developing a radical new kind of educational technology, with the potential to completely change how kids learn about science.

The office is home to Alex Turbyfield and David Nix, who are digital animators in the College of Education working on a National Institutes of Health-funded initiative to create educational games. The office is a spinoff of Cogent Education, a College of Education-affiliated company created with economic development seed money, from a 2011 NIH grant as well as state and education-affiliated company created of Cogent Education, a College of Education working on a National Institutes of Health-funded initiative to create educational games.

An alternative to educational games was developed starting from a lesson plan. But kids could see through the smokescreen, says Tom Robertson, and he is aiming to change that mind-set, says Robertson. “If a game is designed correctly, and it’s designed and supported correctly,” says Robertson. “If a game is designed correctly, and it’s designed and supported correctly.”

The science, they argued, could be part of the kids’ learning process, and through the game to diagnoses the cats’ ailments, all while learning important scientific concepts.

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“With Nurbits, if you can complete a level of this game, which confidence do I have that you know the concept?” he says. “Can you make a really good game that kids will like, and you know that when they complete a level, the kids will know?”

Kristen Morales

An element of fun

The overarching goal is that we want our students showing increased ability to apply critical thinking,” says Robertson. Cogent’s current research includes looking at the level of learning taking place within the game.

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Kristen Morales
In the 1960s, Dr. Ellis Paul Torrance piloted a new test featuring two stuffed toys—a monkey and an elephant—that children could use to explore three mental characteristics: fluency, flexibility, and originality. These toys, along with 1,117 book titles, articles, chapters, tests, and books Torrance found that children from poverty outscored middle-class children on creative measures that required them to think of multiple uses for common objects; their poverty led them to be resourceful.

He determined that creative thinking and problem solving were critical elements needed to survive in any given culture, and he believed that every individual possessed a unique strength and that education should be built on these strengths rather than weaknesses. In fact, in the late 1950s, Torrance noted the creative strengths of disadvantaged children at a time when these educators were using a deficit view. He noted that children from poverty outscored middle-class children on creative measures that required them to think of multiple uses for common objects; their poverty led them to be resourceful.

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Decades later, these principles continue to affect how creativity is nurtured, and the Torrance Tests of Creative Thinking remain the most widely used tests of creativity. Today, the monkey and elephant reside on the desk of Sarah Summers, interim director of the Torrance Center. Summers and Mark Runco, a professor in the Department of Educational Psychology, recently completed the first phase of a two-part study on the implicit theory of creativity. The research uses a social validation method to examine the different internal definitions people hold about creativity. The goal is to use theories of creativity held by different segments of the population to help everyone understand their own ideas of creativity. “People hold their own implicit theories about creativity, and often, these are wrong,” says Summers. “If we can understand how people feel about creativity internally, then we can help them what we actually know to be creativity and look at those two things together.”

The first phase of the study gave Runco and Summers a general idea about what people think creativity is, but the mere fact that Torrance’s tests are still applicable today, and are still a part of viable research, is a testament to his lasting legacy in the field of creativity. Today, the monkey and elephant look more like Beanie Babies than plush toys, but their innovation remains just as strong. Kathryn Hsu

In other words, says Summers, you can only be as original as you already are. “You can’t think of more original ideas if you don’t already have more original ideas.” But the mere fact that Torrance’s tests are still applicable today, and are still a part of viable research, is a testament to his lasting legacy in the field of creativity.

Torrance’s tests, along with 1,117 book titles, articles, chapters, tests, and books, serve as a lasting reminder of Torrance’s innovative and groundbreaking contributions to the development of creative potential. This year marks the 100th anniversary of Torrance’s birth, and the Torrance Center for Creativity and Talent Development at the College of Education is honoring his contributions to the field of creative development. As a teacher and counselor at the Georgia Military College and research psychologist in the Air Force Survival Training Program, Torrance discovered his lifelong passion—learning how to identify creative potential. He determined that creative thinking was an essential skill needed to survive in any given situation, and he believed that every individual possessed a unique strength and that education should be built on these strengths rather than weaknesses. In fact, in the late 1950s, Torrance noted the creative strengths of disadvantaged children at a time when these educators were using a deficit view. He noted that children from poverty outscored middle-class children on creative measures that required them to think of multiple uses for common objects; their poverty led them to be resourceful.

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Two weeks before his freshman orientation at the University of Georgia, Daniel Schoon realized there were only two professions he would truly enjoy 30 years down the road: teaching and coaching baseball.

That’s why, as a dual major in mathematics education and mathematics, Schoon can unite his passions for math, teaching and as a coaching high school math teacher—and also provide a constructive environment for the next generation.

“I get to build these relationships with kids and, hopefully, leave a lasting impression on them.”

Schoon says this research experience deepened his understanding of the whys behind a solution. “We have a long history of research that says your kids will never learn these concepts unless they understand these more powerful mathematical ideas,” she adds. “If you want to be a teacher and you want to understand how these ideas are going to develop over a longer period of time, and how you might want to guide children to really think through the reasoning, that requires a level of technical knowledge that’s way beyond what an engineering needs,” Beckmann says. “That’s very technical knowledge.”

The perfect solution

Schoon took mathematics tests and then explained how he solved each problem. “Kathryn Kao

“With teaching, I get to influence kids. I get to build these relationships with kids and, hopefully, leave a lasting impression on them.”

Along with his dual bachelor’s degree, Schoon plans to graduate next generation.

 collegiate mathematics classes for prospective elementary teachers, teaches mathematics and science education’s Department of Mathematics and Science Education’s course in multiplicative reasoning developed by professor Andrew Bills may be one of the only courses of its kind for secondary mathematics teachers that delves into this deeper understanding. Also, current research by Beckmann with local and fellow assistant professor Laine Bradstreet looks at how future middle grades and secondary teachers reason about multiplicative relationships.

“Kids have these different ways of knowing, and you want to understand how these ideas are going to develop over a longer period of time, and how you might want to guide children to really think through the reasoning. You always have to keep your goal in mind—what do you want your kids to learn and what connections do you want them to make?” he says. “And then, you have to explore how to accomplish those goals so kids can discover the connections.”

A deeper understanding

Teaching mathematical concepts these days includes more than asking students to memorize a procedure. From this research process, Schoon learns how to approach a mathematics problem. “Kids are different ways of approaching math and based on how they think about it, that pretty much tells us how we should be teaching it.”

“Kids have these different ways of knowing. As students develop a deeper understanding of the why behind what works, they will learn the hows behind a solution. This is a radical change from the rote approach of previous generations. "We have a long history of very procedural approaches to mathematics, even through the Common Core. Beckmann, a mathematics professor in both the College of Education and the UGA Franklin College of Arts and Sciences, explains how the teaching process. Instead, says Beckmann, it includes more than asking students to memorize a procedure. From this research process, Schoon learns how to approach a mathematics problem. “Kids are different ways of approaching math and based on how they think about it, that pretty much tells us how we should be teaching it.”

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Kinesiology

Brian A. Glasser, department head (Term: 2014-2017)

With a unique approach that combines academic, clinical, and practical experiences with a depth of faculty knowledge, this department is home to some of the top counseling programs in the country. The state, regional, and national training site for counselors in counseling specialties in dynamic research in issues such as social justice, underserved populations, and access and inclusion.

Three of our departments in the College of Education and Human Development have a strong focus on health-related fields: The Department of Communication Sciences and Special Education, the Department of Counseling and Human Development Services, and the Department of Kinesiology. Here, learn about the innovative research taking place that has a direct effect on improving the lives of others.

Community Health Promotion

Joel Ringdahl, PhD, University of Florida (special education)

Research interests: Children’s physical activity, assistive technology, and nutrition on performance

Clinical assistant professor, Kinesiology (physical education)

Assistant professor, Communication Sciences and Special Education (special education)

PhD, University of Georgia; vice president for instruction, UGA; national training site for careers in speech-language pathology, children’s health care, and augmentative and alternative communication

New Faculty

Tina Anderson

Clinical assistant professor, Kinesiology

Communication Sciences and Special Education (special education)

PhD, University of Georgia; research interests: Co-teaching specialized instruction, EP development

Rahul Shrivastav

Communication Sciences and Special Education

PhD, University of Florida, research interests: Behavioral assessment and treatment of movement disorders exhibited by persons with autism spectrum disorder, other developmental disabilities

Joel Ringdahl

Assistant professor, Communication Sciences and Special Education (special education)

PhD, University of Georgia; research interests: Behavioral assessment and treatment of movement disorders exhibited by persons with autism spectrum disorder, other developmental disabilities

Christopher Moejek

Clinical assistant professor, Kinesiology (exercise science)

PhD, University of Florida; research interests: Paediatric Speech Pathology

Laura Nichols

Clinical assistant professor, Communication Sciences and Special Education

PhD, Georgia State University; research interests: Effects of exercise and nutrition on performance

Karen Wondrich

Assistant professor, Communication Sciences and Special Education (behavior analysis)

PhD, University of Florida; research interests: Applied behavior analysis

Was it something you said?

Rahul Shrivastav studies the meaning behind our voice

“Seeing our work out in use will be the most exciting part.”

Parkinson’s disease. While Shrivastav is particularly interested in tracking how these diseases progress and respond to treatment, he hopes to also include early detection so doctors can predict the onset of the disease quicker using speech.

“I really hope a lot of the work we’ve done over the last 10 to 15 years is going to come together because it’s become a realisable task for the future.”

Shrivastav’s project seeks to develop ways to analyze and measure speech in ways that mimic human perception. To achieve this, he has learned how to use acoustics and analyze how acoustic signals interact with neurons in the brain to influence measurements. By applying these measurements, Shrivastav hopes his measurements will reflect a more accurate description of voice-quality changes in both children and adults. As his study progresses, Shrivastav is interested in looking at other elements, such as how voice changes during the aging process and how voice quality affects the way emotions are perceived or conveyed. More recently, his efforts have included analyzing speech changes in individuals with certain neuromotor conditions, such as autism spectrum disorders.

“Seeing our work out in use will be the most exciting part.”

Rahul Shrivastav. "Seeing our work out in use will be the most exciting part.”

Rahul Shrivastav studies the meaning behind our voice

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The College of Education’s groundbreaking sport and motor behavior research takes place in more than a dozen labs. Students work with world-renowned faculty to discover the effect medicines and diseases have on how the body works, ways to strengthen and prevent injury in different populations, and the psychology behind physical fitness.

Non-Invasive Exercise Muscle Physiology Lab
This research center focuses on the effects diseases and chronic illnesses have on muscles.

Movement Studies Lab
Research here focuses on gait and balance in populations with intellectual disabilities and Parkinson’s disease and strength development in children and athletes.

Cognition and Skill Acquisition Lab
This lab investigates the effects exercise has on our brains. Researchers assess attention, information processing, and problem solving.

Cultural Studies in Physical Activity
This research center focuses on the effect culture has on exercise and sport, and is home to the annual Global Educational Forum.

Exercise Psychology Lab
Here, researchers assess stress, heat periods, indirect blood pressures, and electrical potentials in the skin, muscles, and brain.

Physical Activity Measurement Lab
This lab works with a range of portable activity monitors, with research focusing on the effects of structured exercise programs, sleep quality, and energy expenditures in weight-management studies.

Biomechanics Lab
Here, researchers investigate how movement and body tissue are affected by mechanical physics and engineering principles.

Integrative Cardiovascular Physiology Lab
Using experimental tools across disciplines, research in this lab examines the ways our bodies adapt to exercise, with an emphasis on prevention and treatment of cardiovascular diseases.

Integrative Cardiovascular Physiology Lab (Pictured)
Research conducted here concentrates on new non-invasive approaches to studying skeletal muscle metabolism, blood flow, and oxygen focusing on populations with chronic illness, vascular disease, and heart failure.

Center for Physical Activity and Health
This international center promotes research and education related to physical activity across the lifespan, with research on topics such as activity levels of middle-aged women and exercise interventions.

UGA Concussion Research Lab
This space includes an evaluation room, balance-assessment room, and a driving simulator. It is used for national sponsored projects involving sport-related concussions.

Non-Invasive Exercise Muscle Physiology Lab
(Pictured) Research conducted here concentrates on new non-invasive approaches to studying skeletal muscle metabolism, blood flow, and oxygen focusing on populations with chronic illness, vascular disease, and heart failure.

Biomechanics Lab
Here, researchers investigate how movement and body tissue are affected by mechanical physics and engineering principles.

Kinesiology Simulation Lab
This lab gives researchers the space to study movement and test theories as they relate to the human body’s performance.

Children’s Physical Activity and Fitness Lab
This lab researches and creates curriculum related to physical education for elementary, middle, and high school students and partners with local school districts.

Exercise Psychology Lab
Here, researchers assess stress, heat periods, indirect blood pressures, and electrical potentials in the skin, muscles, and brain.

Physical Activity Measurement Lab
This lab works with a range of portable activity monitors, with research focusing on the effects of structured exercise programs, sleep quality, and energy expenditures in weight-management studies.

International Center for Sport Management
This international center focuses on research and services for African youth and uses the power of sport to reach and educate the continent’s next generation.

UGA Concussion Research Lab
This space includes an evaluation room, balance-assessment room, and a driving simulator. It is used for national sponsored projects involving sport-related concussions.
The meeting of the minds began with bad circulation. That’s what Kevin McCully, a professor in the Department of Kinesiology, and his students were studying when he developed a tool to measure the amount of energy given off by leg muscles’ mitochondria. Sensors taped to the skin detect energy given off by muscles before and after a workout. This gave researchers an idea of muscle health, an invaluable tool when working with patients who have peripheral artery disease, ALS, spinal cord injuries or even those taking statin medications to lower cholesterol levels. McCully says the technology McCully and his team had developed was groundbreaking, Murrow says, and “it evolved into a collaboration of sorts, from a science fiction and research standpoint, for me.” Murrow himself says the technology McCully and Murrow joined forces with two other new professors — Kent Nilsson and Nathan Jenkins — and the team launched InfraredRx. The goal of InfraredRx, McCully says, is to develop a commercially viable product that measures muscle tissue. Using sensors attached to the skin, Yurchuck determined the best level of stimulation had on improving muscle activity. Yurchuck became more interested in exercise science than in research, McCully says. “Let’s make it more useful than for a handful of researchers.” The result? Once they determined the best level of intensity — “once you get used to the feeling, they could get the intensity to go up a little bit more,” she says — they found that the muscle activation was much higher in overweight subjects. In other words, when the sensor was able to get closer to the muscle, without many barriers under the skin, the treatment was more successful.

“We wanted to see how they responded, and if they were able to get a metabolic response,” she says. “For people who can’t feel the stimulation, like spinal cord injuries, there’s some feasibility that it could be a training tool.”

The experience was unique for an undergraduate, but it was all part of the learning experience, McCully says. “Research is a whole new world,” she adds. “Dr. McCully always likes to talk about active learning, and this project was definitely that. And it’s next to see and understand, as someone who wants to be a clinician, how important it is to have these studies, so we know how to treat the patient.”

Kristen Morales

Research spawns company model

Kevin McCully is a professor and researcher in the Department of Kinesiology. He is the director of the Research Opportunities, looked into exercise science in the cardiovascular department, then he returned to UGA’s Ramsey Center.

“Research is a whole new world,” she adds. “Dr. McCully always likes to talk about active learning, and this project was definitely that. And it’s next to see and understand, as someone who wants to be a clinician, how important it is to have these studies, so we know how to treat the patient.”

Most students wait until they are new professors — Kent Nilsson, joined at the effect electronic muscle stimulation has on improving muscle tissue. Using sensors attached to the skin, Yurchuck and her research partner, Rebecca Balsam, tested how patients responded to the stimulation.

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Complicating the conversation

After spending seven years as the director of a campus-based women’s center and 10 years working with survivors of sexual assault, Chris Linder is no stranger to the inequities of the world around us.

During this time, Linder, an assistant professor in the Department of Counseling and Human Development Services, noticed how historically underrepresented groups, including women and people of color, were continually excluded by established policies and practices at institutions of higher education. Because of these experiences, her research on race and gender is centered on the topic of consciousness raising.

Social media allows a different kind of consciousness raising.

Her recent research focuses on how campus environments relate to sexual assault. Project looks at the ways in which social media is used to create awareness, while another investigates the way the issue is portrayed on college campuses. She believes social media, which has helped fuel the voice of student activists in college campuses. During this time, Linder, an assistant professor at the University of California, Berkeley, has focused on issues of sexual assault on campus, white privilege, and gender.

Although many universities continue to focus on the appropriate response to sexual assault, little has been done to establish preventative measures by helping college students understand the myths surrounding sexual violence.

"It’s a true passion for me, particularly because I was a first-generation college student,“ says Means. “I came from a low-income background, and the only reason I was able to get into college is because I worked hard and was able to get financial aid. And even then, I was still struggling to make ends meet. It was a real struggle for me, particularly because I was a first-generation college student."

"It gives me an opportunity to go from, ‘I’m doing research on this topic,’ to ‘I’m doing research with the student population.’"

Community-driven research focuses on college access

College access extends beyond essays, SAT scores, and tuition costs. For many first-generation college students, it’s about deeper questions that pry at your soul: How can I relate to other students? Am I cut out for this? Do I even belong here?

For students with no family history of attending college, these questions can define their college experience. That’s why College of Education assistant professor Darris Means’ research focuses on college access, opening doors to communities to students of color. He believes social media and the changing demographics of college campuses can be powerful tools in helping college students understand the myths surrounding sexual violence.

"It’s an issue that’s getting a lot of attention nationally, and my interest in this area is to create change — not just awareness, while another investigates the way the issue is portrayed on college campuses. She believes social media, which has helped fuel the voice of student activists in college campuses. Her research on race and equity suggests that students of color are particularly susceptible to micro-aggression from well-intended people.

"Students of color are not the only ones who are trying to figure out their relationship with the young people who, for some of them, are trying to figure out their place in the world.”

As a result, the teens learn to take more classes — while learning how research can impact a community. It’s also helped Means see the true value of his research in a new light.

"It gives me an opportunity to go from, ‘I’m doing research on this topic,’ to ‘I’m doing research with the student population.’"
Nina Santus is passionate about students who stutter

For almost a decade, Nina Santus, a third-year doctoral student in Communication Sciences and Special Education, has dedicated her work to understanding and treating stuttering. Her passion stems from her own experience as a child who stuttered, which she shares through her research and teaching. She believes that stuttering is a developmental speech disorder that can affect individuals of all ages and is committed to improving the lives of those who stutter.

In her research, Santus focuses on the impact of stuttering on academic and social outcomes. She aims to help students who stutter improve their fluency and reduce the social and emotional effects of stuttering. Her work includes investigating the effectiveness of various interventions and exploring the role of social and emotional factors in stuttering.

Santus is also involved in the development of new training programs and materials for speech-language pathologists and other professionals. She is dedicated to educating future graduate students on the importance of inclusive and responsive treatment approaches that empower clients.

In addition to her research, Santus is a dedicated volunteer, working with organizations such as the American Speech-Language-Hearing Association, the Georgia Psychological Association, and the Athens Area Psychological Association. She believes in the power of collaboration and is committed to advancing the field of stuttering research and practice.

Santus recently received the Mary Frances Early Scholarship, which recognizes her contributions to the field of stuttering and her dedication to helping those who stutter. This scholarship will enable her to continue her research and educate more students about the impact of stuttering.

Santus is excited about her future, both academically and professionally. She is currently working on her dissertation and looking forward to completing her doctorate. She hopes to contribute to the field of stuttering research and continue advocating for individuals who stutter.

Santus is a true inspiration, demonstrating that with determination and passion, one can overcome the mountains of life.
Fitness for everyone
Wellness program blends research, outreach to benefit all involved

When you have a disability, going to a traditional gym—and accruing its equipment—can be tedious enough to make you skip the experience entirely.

But what if you had a dedicated workout space and were paired with a coach to show you modified exercises? Then, getting into shape or losing some weight is an attainable goal. Then, getting into shape or losing some weight is an attainable goal.

Coach to show you modified exercises?

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The College of Education is home to several clinics that blend outreach services with research. By working with the community, our faculty and students have access to a range of populations, providing key training for future professionals.

Clinical research

UGA Speech and Hearing Clinic: A clinic for graduate students in speech-language pathology has provided testing and screening for people of all ages for more than 60 years. Clinician-researchers are testing and screening for people of all ages for speech-language pathology has provided (Pictured) UGA Speech and Hearing Clinic in a research-driven, professional environment.

Human Development Services, this mental health clinic provides exercise and wellness programs with an emphasis on preventing and managing chronic diseases. Students get experience working with a range of clients, while members of the community take part in programs to increase their overall health.

School Psychology Clinic: This clinic provides services for pre-school- and school-age children and adolescents. Staffed by faculty who are actively researching educational and behavioral disabilities, the clinic specializes in evaluations for learning disabilities, intellectual disabilities, behavioral or emotional concerns, ADHD, andgiftedness.

UGA Reading Clinic: This clinic provides services for preschoolers and school-age children and adolescents. Staffed by faculty who are actively researching educational and behavioral disabilities, the clinic specializes in evaluations for learning disabilities, intellectual disabilities, behavioral or emotional concerns, ADHD, and giftedness.

Clinical research

Faculty awards and recognition

Doryl Bailey, a professor and admissions coordinator in the Department of Counseling and Human Development Services, received the Liberty Award from the National Association of Attorneys.

Craig R. Kennedy, dean of the College of Education and professor in the Department of Communication Sciences and Special Education, was named No. 3 among the top 30 most influential deans in education by the country by Moorefield.

Jolie Daigle, an associate professor in the Department of Counseling and Human Development Services, received the Creativity and Innovation Award from the Association for Counselor Education and Supervision.

The Outstanding Teaching Award from the Association for Counselor Education and Supervision was awarded to Nadya Hanley, an assistant professor in the Department of Counseling and Human Development Services.

Clare M. Means, an assistant professor in the Department of Communication Sciences and Special Education, received the 2015 Dissertation of the Year Award from the American Speech-Language-Hearing Association.

Assistant professor Darris Sayeski of the Department of Counseling and Human Development Services received the 2015 Dr. Carlos J. Vallejo Memorial Award for Emerging Scholarship from the Multicultural/Multilingual Education Special Interest Group of the American Educational Research Association. Means also won the 2015 Dissertation of the Year Award from the Jun. C. Cadle Institute on College Student Values and was selected as a 2015-2017 Lilly Teaching Fellow.

The College’s associate dean for research, J. Kenneth, was elected president-elect of the American Association for Counseling and Development of the American Psychological Association.

The College of Education is home to several clinics that blend outreach services with research. By working with the community, our faculty and students have access to a range of populations, providing key training for future professionals.
For leadership

Beyond classroom teaching and health sciences, other departments influence the world of business and leadership through advanced training methods, innovative technologies, and research that impacts policies and procedures in the public and private sectors.

Research for the next generation of leaders is primarily centered in the Department of Lifelong Education, Administration, and Policy. This department develops leaders in four program areas: adult education, learning and organizational development, qualitative inquiry, and educational administration and policy. This department recently launched a PhD in qualitative methodology, which allows students from a range of disciplines and backgrounds to take advantage of the resources and higher-level thinking in the College of Education.

Kathleen P. Delmarais, department head (Term: 2013-2016)

Known for its pioneering work both across Georgia and the world, this department develops researchers and leaders in four program areas: adult education, learning and organizational development, qualitative inquiry, and educational administration and policy. This department recently launched a PhD in qualitative methodology, which allows students from a range of disciplines and backgrounds to take advantage of the resources and higher-level thinking in the College of Education.

Letting Online Graduate Students

Programs emphasize creativity and innovation in learning, instruction, research, and outreach. This department’s faculty take an interdisciplinary approach to teaching and learning, drawing from both in-school and out-of-school models for instruction and ideas.

Lifelong Education, Administration, and Policy

Karen Bryant
Chief assistant professor, Lifelong Education, Administration, and Policy (educational administration and policy)

Richard O. Welsh
Assistant professor, Lifelong Education, Administration, and Policy (educational administration and policy)

New Faculty

Research by Richard O. Welsh examines K-12 policy and reforms

Research, teaching, and service are the three defining pillars that encapsulate the work of Richard O. Welsh. His extensive research on K-12 education reforms in post-Katrina New Orleans looks at a variety of issues, such as educational equity, school choice policies, student mobility, and the politics of educational reform—all of which may define the future of Georgia’s educational model.

As a new assistant professor in the Department of Lifelong Education, Administration, and Policy, Welsh is eager to enhance his work by combining the political knowledge he gained from his work in New Orleans with his empirical background in qualitative research methods.

“Quantitative research identifies certain patterns and trends, and I’ve done that,” he says. “Now, I need the qualitative and mixed method angle to learn more about these trends in education.”

Georgia’s Opportunity School District proposal, which will be on the ballot next year, is based on similar initiatives Welsh has studied. If the proposal is approved, it may authorize the state to temporarily assist failing schools.

Research by Richard O. Welsh examines K-12 policy and reforms

“...the ultimate goal that we all share is to improve equity and student achievement.”

Richard O. Welsh
Assistant professor, Lifelong Education, Administration, and Policy (educational administration and policy)

New College of Education Online Graduate Program

Research in education

Equity in education

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Richard O. Welsh
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The ideas are born in a room where the walls are whiteboards filled with a jumble of ideas. Sitting around a table, the faculty and staff of Research for the Advancement of Innovative Learning, or RAIL, a research team in the Department of Career and Information Studies, toss around ideas to see if they stick. Their mission is to find a current trend and turn it into a viable educational solution. On any given week, the researchers might toss around a dozen or more concepts. Like robotics.

Career and information studies associate professor Ikseon Choi turned the robotics idea into a visit by the South Korean company RoboRobo, a manufacturer of educational robotics. What began as a workshop at the College of Education turned into a program for teachers in nearby Barrow County, where administrators were eager to implement more STEM learning into their curriculum.

"Accessibility of good STEM education is an issue, in the United States and elsewhere. We bring that into our research," says Choi, whose research team created innovative lesson plans that integrate mathematical applications, scientific inquiry, and engineering design while building robots and programming them for a given mission.

In many schools, robotics is an after-school activity—and because not all students can stay after school, not everyone has access to the technology. By integrating robotics into class time, says Choi, all students have the opportunity to try their hand at building and programming. At the same time, they apply in-depth mathematical skills, scientific knowledge, and problem solving.

The curriculum draws from research, and once it's developed, the team re-evaluates and reevaluates. Then, the RAIL researchers work with teachers to use STEAM-integrated activities for creative problem solving. Along with learning the steps to build a robot, the exercises teach students to think ahead and calculate their plan before executing it.

These workshops take place throughout the year with teachers from multiple counties. "I was a little nervous at first, but they walked us right through," says Jennifer Hannah, a fifth-grade teacher from Barrow County. "I know the kids will pick this up even faster."

And they did. In fact, after discussing problem-solving and brainstorming classroom discussion techniques, the spring curriculum in Barrow County was such a success that it led to the school district’s first-ever robotics competition. The students who participated were excited to show off their skills, but for the teachers and researchers who organized the event, it was a happy culmination of more than a year of planning, evaluating, and testing.

"The kids absolutely loved it," says Brian Way, dissemination specialist with RAIL. "There was so much excitement; it was a pleasant surprise to have the room that full."

Choi and the RAIL team continue to develop new relationships, both in Georgia and internationally. The future is in STEM-integrated education, he says, and robotics is one way to introduce children to creative problem-solving experiences.

"Now, we are not only looking at Barrow County," he says, "but across the United States and beyond."

Kristen Morales

A fifth-grade workbook developed by researchers at RAIL is now in use by local teachers.
You have the idea, the participants, and a place to conduct a study. But what you don’t have is the best set of tools to get the data you need. That’s when you want Jori Hall on your team.

Hall, an associate professor in the Department of Lifelong Education, Administration, and Policy, specializes in the best ways to gather data. With expertise in program evaluation, mixed-methods and qualitative research, she teaches other researchers to be better researchers.

“I tell students, they’re the content experts. It’s my job to help them find the right research methods,” she says.

This could mean reviewing documents, interviewing subjects, documenting data, or looking at art-based solutions. It’s about understanding the context of your topic and the most appropriate way to get credible results. And it’s also about being culturally aware and understanding the needs of your participants.

As a result, Hall’s students represent a range of disciplines, and she infuses their research agendas with cutting-edge methods that are reflective of both the data needed as well as their cultural surroundings.

For example, one of her graduate students is conducting an evaluation for the Athens Community Council on Aging. Hall is supervising the evaluation, which uses survey data to examine program participation and photos to explore participants’ health challenges. The result was a patchwork of images that showed, in a glance, the success of the program.

Hall teaches in the doctoral program in qualitative research, which began its first cohort this fall, as well as a graduate certificate program in interdisciplinary qualitative studies. “We’re excited to offer this PhD in Qualitative Research and Evaluation Methodologies because it’s strong research,” she adds.

Many of her students come in with a quantitative background and are looking for a greater depth in their abilities. More and more, she says, research is neither qualitative nor quantitative, but a mixture of both. This means that her students not only need to understand statistical data, but they need to understand narrative data. Mixing research methods and being culturally sensitive gives her students an edge—as well as a more accurate picture of what happens between hypothesis and conclusion.

“It’s about how to bring qualitative and quantitative research questions together in a meaningful way,” she says. “I’m excited about research—the process of it.”
When the Olympics came to Atlanta in 1996, the games also brought new buildings, infrastructure, and a ripple effect among outlying communities hosting events. But, 20 years later, have the games had the effect organizers anticipated? Did Atlanta’s games create a legacy that continues to influence communities across Georgia?

These are questions assistant professor Becca Leopkey aims to answer with her latest research, investigating the legacy of organized sporting events such as the Olympics or the World Cup. Leopkey, who teaches in the sport management program in the Department of Kinesiology, has a highly specialized area of expertise that combines management theories, social sciences, and sport on an international scale.

Over time, she says, the term “legacy” has been institutionalized; today it is seen as a way to justify hosting the games. But it takes years to determine the actual effect an event has on the legacy of the games or of the host city. For example, because the Montreal games in 1976 had such a negative financial effect on the city, planning for the 1988 Calgary games showed organizers were already thinking about a “purposeful legacy,” says Leopkey. “The term legacy ... went from focusing on infrastructure and sport to branching out to the environment and sustainability and training and psychological effects,” she says. “So, it’s gone from a smaller, focused area to where legacy is everything that’s left over after hosting an event.”

Leopkey has identified 13 different ways to classify an Olympic event’s legacy, such as cultural, economic, environmental, nostalgia, political, psychological, and sport. In her research on the Atlanta games, she and her team collected documents from the International Olympic Committee in Switzerland. Now they are collecting information in Atlanta and Athens to obtain a larger picture of the legacy of the games—on the Olympics as a whole, on Atlanta immediately after the games, and on the state two decades later. The results will be rolled out in time for next year’s 20th anniversary.

“We can see which facilities are used and which were torn down and which ones weren’t kept up. And we’re also going into the legacy of a non-host city that hosts some of the side events, like Athens. Do we even think of ourselves as an Olympic host?” she says. “With that 20-year window, it’s kind of a long-term study, and it hasn’t been done before.”

Kristen Morales

Leaving a legacy

One professor’s research shows how the effects of a large sporting event can extend beyond a stadium’s boundaries
<table>
<thead>
<tr>
<th>Research</th>
<th>2015 Annual Report</th>
<th><a href="http://www.coe.uga.edu">www.coe.uga.edu</a></th>
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<td>Stimulating Young Students to Engage, Motivate, and Synthesize (SYSTEMS)</td>
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To provide the educational research lab with necessary books, manuals, and equipment.

To reward faculty who have been teaching excellence.

To recognize outstanding research in the field of educational psychology.

To promote an award for outstanding faculty in the College.

To support a doctoral student to meet the costs of travel to present research at conferences.

To recognize an award for outstanding faculty member published work.

To reward faculty who have been teaching excellence.

To allow them to delve further into important research topics than university funding would allow, and to afford greater levels of outreach to residents of Georgia and beyond.

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To recognize outstanding teaching and excellence.
The College of Education launched a new initiative in the past year that continues the College’s goal of teaching, research, and service: The Board of Visitors.

The mission of this 30-member group, comprised of alumni and friends of the College of Education, is to support faculty, students, and staff by enhancing the well-being of the College.

This group chose to begin with an ambitious goal. Concerned by the amount students must pay beyond the HOPE Scholarship, which pays tuition for in-state students who maintain a 3.0 GPA, the members of the Board of Visitors created an endowment fund to support students facing this gap.

For a full-time student living off campus, the total cost of attending the University of Georgia is just over $23,000. The HOPE Scholarship and Pell Grants only cover about half this cost.

For a full-time student living off campus, the total cost of attending the University of Georgia is just over $23,000. The HOPE Scholarship and Pell Grants only cover about half this cost, with a student still required to pay $10,605 out of pocket (and $12,369 when living in a residence hall).*

This gap creates an even greater hardship for College of Education students, many of whom spend full days teaching or working as part of their degree requirements, and lack the time for an extra job.

The College of Education Board of Visitors Scholarship Fund now exists thanks to the efforts of our Board of Visitors. And now, with your help, we can continue its success. Donors are involved with this scholarship in various ways — through annual gifts, by joining the UGA Heritage Society by designating a portion of their will, or by making an endowed gift. A donation in any amount makes a difference.

All donations help offset costs not covered by HOPE, and will benefit incoming freshmen who commit to the College of Education. Thanks to this fund, we can ensure more deserving students have a chance at a top education, and continue our legacy of research and scholarship for the next generation.

For more information on how you can be a part of this legacy, please contact Elizabeth Gaughf at 706-542-2893 or emg@uga.edu.

* Numbers from 2014-2015 academic year.
Source: Office of Student Financial Aid