



Explore Collaboration Opportunities between TC/CU/Barnard Faculty

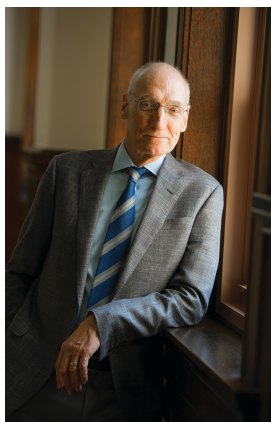
Thursday, November 3, 2022, 3:00-6:00 pm, Low Library, Columbia University

Teachers College President, Thomas Bailey, Columbia University EVP for Research, Jeannette Wing, Senior Vice Provost for Faculty Advancement, Dennis Mitchell, and Barnard College Provost, Linda Bell, have invited you to an event to create new opportunities for collaborations and community building among the faculty at Teachers College, Barnard College, and Columbia University. The event will highlight Teachers College's research expertise in the areas of education, psychology, and health, Barnard's research expertise and opportunities, showcase successful collaborations across the three campuses, and provide networking opportunities for both early career and senior faculty during the poster session and convivial reception.

Navigate this Digital Program

| [Opening/Closing Remarks](#) | [Lightning Talk and Poster Presenters](#) | [Attendees - Teachers College](#) | [Attendees - Barnard College](#) | [Attendees - Columbia University](#) |

Opening/Closing Remarks



Thomas Bailey, Ph.D. is the President of Teachers College and is also the George & Abby O'Neill Professor of Economics & Education. As a distinguished economist and the founding director of the [Community College Research Center](#) (CCRC) at Teachers College, Dr. Bailey is widely regarded as one of the nation's leading authorities on community colleges. Since 1992 he has also been Director of the Institute on Education and the Economy (IEE) and has directed three Institute of Education Sciences (IES)-funded national centers: the Center for the Analysis of Postsecondary Education and Employment ([CAPSEE](#)); the Center for the Analysis of Postsecondary Readiness ([CAPR](#)), and the National Center for Postsecondary Research ([NCPR](#)).

Dr. Bailey is an AERA Fellow and member of the National Academy of Education. In June 2010, U.S. Secretary of Education Arne Duncan appointed him chair of the

Committee on Measures of Student Success, which developed recommendations for community colleges to comply with completion rate disclosure requirements under the Higher Education Opportunity Act.

Dr. Bailey's research has been published in a wide variety of education, policy-oriented and academic journals. He has authored or co-authored several books including: [Redesigning America's Community Colleges: A Clearer Path to Student Success](#) (Harvard University Press, 2015), [Defending the Community College Equity Agenda](#) (Johns Hopkins University Press, 2006), *Working Knowledge: Work-Based Learning and Education Reform* (Routledge, 2004), *Manufacturing Advantage* (Cornell University Press, 2000), and *The Double Helix of Education and the Economy* (IEE, 1992).



Linda A. Bell, Ph.D. is the provost and dean of the faculty at Barnard College, where she is also Claire Tow Professor of Economics. Previous to joining Barnard, Professor Bell was the provost and John B. Hurford Professor of Economics at Haverford College. Provost Bell is also a research fellow at the Institute for the Study of Labor (IZA) in Bonn, Germany, and a senior consultant for the labor practice group of the National Economic Research Associates.

Previously, Provost Bell was a senior economist in the research department of the Federal Reserve Bank of New York and project faculty on a Danish Research Council-funded initiative at the Aarhus Business School in Denmark. She has served as a board member on the Committee on the Status of Women in the Economics Profession of the American Economic Association and has held visiting faculty appointments at the Woodrow Wilson School at Princeton University, the John F. Kennedy School of Government at Harvard University, and at Stanford University. In her varied professional and scholarly capacities, Provost Bell has served as a consultant to the World Bank and the U.S. Department of Labor. In addition to her academic work and teaching, she has been active in the American Association of University Professors, first in the capacity as chair of the Committee on Faculty Compensation, where she authored the association's Annual Faculty Compensation Report from 1997 to 2001, and then as a national council representative from 2003 to 2006.



Carol Scheffner Hammer, Ph.D. is the Vice Dean for Research at Teachers College. In her role as Vice Dean, she is responsible for supporting faculty research, fostering interdisciplinary research efforts, optimizing the research infrastructure, and helping to lead the College's research mission. Prior to joining Teachers College in 2015, she served as Professor and Chair of the Department of CSD at Temple University.

Dr. Hammer's research addresses three interrelated areas that aim to eliminate educational disparities and promote young children's school readiness, with a focus on children and families from culturally and linguistically diverse backgrounds.. These areas include: understanding environmental and cultural influences on children's language and literacy development; developing reliable and valid language assessments for bilingual children; and developing and testing the efficacy of home- and school-based interventions that promote children's language and literacy development. Dr. Hammer's research has been

funded continually by federal agencies since 2000, including the National Institutes of Health, US Department of Education, and the Administration for Children and Families. In addition, she is past editor of the *American Journal of Speech-Language Pathology* and a fellow of the American Speech-Language-Hearing Association.

Research@TC Website: <https://www.tc.columbia.edu/research/>

Faculty Website: <https://www.tc.columbia.edu/faculty/cjh2207/>

Developing Language and Literacy Lab Website: <https://www.tc.columbia.edu/dll-lab/>



Dennis Mitchell, DDS, MPH is the Executive Vice President for University Life and Senior Vice Provost for Faculty Advancement at Columbia University, and Professor of Dental Medicine.

On the faculty since 1991, Mitchell served as the first diversity-focused dean at a U.S. dental school where he led the effort to increase the proportion of historically-underrepresented students in each incoming class from 3% to 20%. As Senior Vice Provost, he implements the programmatic elements of Columbia's ongoing financial commitment (currently totaling \$185M) to enhance the diversity of the faculty, and works with the leaders of each school to evaluate and strengthen their diversity initiatives. As an academic, he has focused on building programs to diversify the health professions. As Co-PI of two pipeline programs supported respectively by the Robert Wood Johnson Foundation and the Centers for Disease Control and Prevention, he helped bring over 125 young scholars from underrepresented groups to the Columbia campus each summer.

Dr. Mitchell serves on the board of the Upper Manhattan Empowerment Zone and on the Diversity and Inclusion Advisory Committee of the American Dental Education Association. He is the Council of Representatives Chair (ex-officio) and member of the Health Professions chapter for the National Association of Diversity Officers in Higher Education. He also is a founding member and Columbia representative for the Faculty Advancement Network.



Jeannette M. Wing, Ph.D. is the Executive Vice President for Research at Columbia University and Professor of Computer Science where she has overall responsibility for the University's research enterprise at all New York locations and internationally. She joined Columbia in 2017 as the inaugural Avanesians Director of the Data Science Institute. Prior to Columbia, Dr. Wing was Corporate Vice President of Microsoft Research, served on the faculty and as department head in computer science at Carnegie Mellon University, and served as Assistant Director for Computer and Information Science and Engineering at the National Science Foundation.

Dr. Wing's research contributions have been in the areas of trustworthy AI, security and privacy, specification and verification, concurrent and distributed systems, programming languages, and software engineering. Her 2006 seminal essay, titled "Computational Thinking," is

credited with helping to establish the centrality of computer science to problem-solving in fields where previously it had not been embraced, and thereby influencing K-12 and university curricula worldwide. She is a Fellow of the American Academy of Arts and Sciences, American Association for the Advancement of Science, the Association for Computing Machinery (ACM), and the Institute of Electrical and Electronic Engineers.

Flash Talk and Poster Presenters



Prerna Arora, Ph.D. is an Associate Professor of Psychology and Education in the School Psychology Program, Department of Health and Behavioral Studies at Teachers College, Columbia University. Dr. Arora's research focuses on issues of access and quality of care for historically marginalized youth and adolescents. In particular, her research focuses on 1) identifying risk and protective factors in the development of depressive disorders among ethnic minoritized and immigrant-origin youth, 2) dismantling barriers to help-seeking among ethnic minoritized and immigrant-origin youth and families, and 3) developing and implementing culturally informed school and community-based prevention and intervention programming for youth internalizing disorders.

Faculty Website: <https://www.tc.columbia.edu/faculty/pa2542/>

Poster Title: *Promoting positive school climate among newcomer immigrant adolescents*

Collaborators: Lorey Wheeler, Ph.D.; Karissa Lim, M.A.; and Ana Ledesma, B.A.



Charles E. Basch, Ph.D. is the Richard March Hoe Professor of Health and Education in the Health Education Program, Department of Health and Behavior studies at Teachers College, Columbia University. Dr. Basch is a health education specialist focusing on behavioral epidemiology, program planning and evaluation. He has conducted NIH-funded observational studies and randomized trials on topics ranging from cardiovascular disease, cancer, and diabetes. His current research is on children's oral health; causal connections between health and academic achievement; and social media and population health. His research has a common theme of translating research into practical interventions to reduce

health disparities.

Faculty Website: <https://www.tc.columbia.edu/faculty/ceb35/>

Poster Title: *Translating Knowledge into Practice to Improve Children's Oral Health: Perspectives from America's Pediatric Dentists (A Preliminary Snapshot)*

TC Collaborators: Pamela A. Koch, Ed.D, RD; Randi L. Wolf, Ph.D., MPH; Patricia A. Zybert, Ph.D

Columbia Dental School Collaborators: Burton Edelstein, DDS, MPH; Carol Kunzel, Ph.D, M.A.; Raynika Trent, M.A.; Ivette Estrada, M.A., MPhil; June Levine, MS, RD; Christie Custodio-Lumsden, Ph.D, MS, RD, CDN; Cheng Leu, Ph.D



Paulo Blikstein, Ph.D. is an Associate Professor of Communications, Media, and Learning Technologies Design in the Department of Mathematics, Science,

and Technology at Teachers College, Columbia University. The Transformative Learning Technologies Lab develops, researches, and implements educational technologies for the learning of STEM and Computation. Most of Dr. Blikstein's projects are partnerships with engineers and scientists, bringing cutting-edge content and technologies from their fields to K-12 education, such as robotics, AI, computer vision, microbiology, complex adaptive system, computational modeling, and advanced experimentation. Dr. Blikstein and his team have developed technologies and curricula currently used in more than 10 countries around the world.

Faculty Website: <https://www.tc.columbia.edu/faculty/pb2755/>

Lab Webpage: [Transformative Learning Technologies Lab](#)

Poster Titles: (1) *Learning the Earth with Artificial Intelligence & Physics*

(2) *Developing cutting-edge learning technologies in collaboration with engineers and computer scientists*

TC Collaborators: Dr. Oren Pizmony-Levy, Ph.D & Dr. Charles Lang, Ed.D

CU Collaborators: Tian Zheng, Ph.D; Lydia Chilton, Ph.D (CU-SEAS-Computer Science)



Caryn Block, Ph.D. is a Professor of Psychology and Education in the Social-Organizational Psychology Program, Department of Organization & Leadership at Teachers College, Columbia University. Dr. Block's research focuses on diversity dynamics in organizations. Her publications examine the influence of gender and racial stereotypes on how leaders are perceived, the effects of these stereotypes on career outcomes and how organizations can disrupt these effects. She has collaborated with researchers at NIOSH to examine the impact of racial discrimination at work on adjustment, and with researchers at Columbia University through the NSF ADVANCE grant to examine the long-term effects of stereotype threat on women scientists.

Faculty Website: <https://www.tc.columbia.edu/faculty/cjb17/>

Lightning Talk title: *Understanding Diversity Dynamics in Organizations: Identifying Barriers Caused by Stereotypes and Strategies for Disrupting Them*



Alex J. Bowers, Ph.D. is a Professor of Education Leadership in the Urban Education Leaders Program, Department of Organization & Leadership at Teachers College, Columbia University. Dr. Bowers is also a Faculty Affiliate of the Data Science Institute (DSI) at Columbia University. His research focuses on the intersection of effective school and district leadership, organization and HR, data driven decision making, student grades and test scores, student persistence and dropouts. His work also considers the influence of school finance, facilities, and technology on student achievement. Professor Bowers studies these domains through the application of data science, and big data analytics, such as data visualization analytics, multilevel and growth mixture modeling, and cluster analysis heatmap data dashboards.

Faculty Website: <https://www.tc.columbia.edu/faculty/ab3764/>

Lightning Talk title: *Data Analytics in Education - The 4A's: Accurate, Accessible, Actionable, Accountable*



Thomas Brock, Ph.D. is the Director of the Community College Research Center and also directs the Education Policy and Higher and Postsecondary Education Programs in the Departments of Education Policy and Social Analysis and Organization & Leadership at Teachers College, Columbia University. The Community College Research Center (CCRC) partners with community colleges across the country to investigate the roots of educational inequity and identify promising approaches to institutional improvement. Our goal is to provide every college leader, educator, and policymaker with the evidence they need to make decisions that promote student success.

Faculty Website: <https://www.tc.columbia.edu/faculty/twb22/>

Research Center Webpage: [Community College Research Center](#)

Poster Title: *Community College Research Center: Studying America's Engines of Equity and Social Mobility*

Collaborators: Elizabeth Ganga, Megan Anderson



Peter T. Coleman, Ph.D. is a Professor of Psychology and Education in the Social-Organizational Psychology Program in the Department of Organization & Leadership at Teachers College, Columbia University. He also holds a joint-appointment at The Earth Institute. Dr. Coleman directs the Morton Deutsch International Center for Cooperation and Conflict Resolution (MD-ICCCR), is founding director of the Institute for Psychological Science and Practice (IPSP), and is executive director of Columbia University's Advanced Consortium on Cooperation, Conflict, and Complexity (AC4). Dr.

Coleman is a renowned expert on constructive conflict resolution and sustainable peace. His current research focuses on conflict intelligence and systemic wisdom as meta-competencies for navigating conflict constructively across all levels (from families to companies to communities to nations), and includes projects on adaptive negotiation and mediation dynamics, cross-cultural adaptivity, optimality dynamics in conflict, justice and polarization, multicultural conflict, intractable conflict, and sustainable peace.

Faculty Website: <https://www.tc.columbia.edu/faculty/pc84/>

Center Website: [The Morton Deutsch International Center for Cooperation and Conflict Resolution](#)

Lightning Talk Title: *If Peace Could Talk: A Data Science Study on Linguistic Differences in News Reporting from High vs. Low Peace Societies*

Collaborators: Larry Liebovitch, Ph.D.; Allegra Chen-Carell, Ph.D.; Melissa Mannis, Ph.D.; Philippe Loustaunau, Ph.D.; Vivian Zhang, Hongou Liu, Yibo Chen, Yuwen Zhang, Katie Jooyoung Kim, Pinyi Yang, Xinfu Su, Ziheng Ru



Nathan Holbert, Ph.D. is an Associate Professor of Communication, Media and Learning Technology Design in the Department of Mathematics, Science & Technology at Teachers College, Columbia University. Dr. Holbert builds playful tools and learning environments that invite all people to creatively construct and share things they care about. As a Learning Scientist, he iteratively designs these tools and spaces to ask questions about how representations and interactions enable thinking and action. He believes our

personal experiences and values matter, and consequently his work engages communities and stakeholders throughout the design process.

Faculty Website: <https://www.tc.columbia.edu/faculty/nrh2118/>

Lab Website: [Snow Day Learning Lab](#)

Lightning Talk Title: *Make with Data*



Sonya Douglass Horsford, Ed.D. is a Professor of Education Leadership in the Urban Education Leaders and Education Leadership Programs, Department of Organization and Leadership at Teachers College, Columbia University and Founding Director of the Black Education Research Center (BERC). It conducts and analyzes research focused on improving the educational experiences and outcomes of students of African descent in the U.S. and throughout the world. They examine education, schools, and society from a Black perspective.

Faculty Website: <https://www.tc.columbia.edu/faculty/sdh2150/>

Research Center Webpage: [Black Education Research Center](#)

Poster Title: *Black Education Research Center (BERC)*

Collaborators: Alexandria Lowe, M.A.



Cindy Huang, Ph.D. is an Assistant Professor of Counseling Psychology in the Department of Counseling and Clinical Psychology at Teachers College, Columbia University. Dr. Huang's research seeks to better understand the cultural influences of risk and protective factors on the mental health of racial/ethnic minorities and immigrant youth and families. This work identifies ways to prevent the development of psychopathology through determining culturally-relevant parenting factors and translating this work into culturally informed interventions for minority and immigrant youth.

Faculty Website: <https://www.tc.columbia.edu/faculty/cyh2110/>

Lab Webpage: [The Culture and Health Promotion of Minority Youth & Families Lab](#)

Poster Title: *Promoting the Mental Health of Minority and Immigrant Youth and Families*

Collaborators: Dr. Christine Cha, Ph.D., Dr. Prerna Arora, Ph.D. and Dr. Sonali Rajan, Ed.D.



Erika Kitzmiller, Ph.D. is a Term Assistant Professor in Education and a historian of education and inequality whose scholarship examines current reform efforts that have contributed to inequality. She is a research affiliate with the Institute for Urban and Minority Education at Teachers College. Her first book, *The Roots of Educational Inequality: Philadelphia's Germantown High School, 1907 - 2014*, was released in 2022. Kitzmiller's scholarship has been published in the Harvard Educational Review, Teachers College Record, Dissent, and the Hechinger Report. She is also a co-author of the Green New Deal for Public Schools. Kitzmiller's work has been funded by Harvard

University, the National Academy of Education, the National Science Foundation, the Russell Sage Foundation, the Spencer Foundation, and others.

Faculty Website: <https://education.barnard.edu/profiles/erika-kitzmiller>

Poster Title: *Transforming Public Education: A Green New Deal for K-12 Public Schools*

Collaborators: Akira Drake Rodriguez, Daniel Aldana Cohen, Kira McDonald, David I. Backer, Neilay Shah, Ian Gavigan, Xan Lillehei, A. L. McCullough, Al-Jalil Gault, Emma Glasser, Nick Graetz, Rachel Mulbry, and Billy Fleming



Pamela Koch, Ed.D., RD is the Mary Swartz Rose Associate Professor of Nutrition and Education in the Nutrition Program, Department of Health & Behavior Studies and Executive Director of the Laurie M. Tisch Center for Food at Teachers College, Columbia University. Dr. Koch conducts research about the connections between a just, sustainable food system and healthy eating. She translates her research into curricula for schoolteachers and recommendations for policy makers. She is a frequent speaker on nutrition education and sustainable food systems. She is the author of many nutrition education curricula and has worked with and evaluated many school-based nutrition education programs that are creating school gardens, conducting cooking sessions, and working toward food justice.

Faculty Website: <https://www.tc.columbia.edu/faculty/pak14/>

Center Webpage: [Laurie M. Tisch Center for Food, Education & Policy](#)

Poster Title: *Food and Nutrition Education for NYC School Students for a Sustainable, Healthy, and Just Future*

Collaborators: Dr. Jennifer Cadenhead, Ph.D, RDN; Dr. Christoph Meinrenken, Ph.D; Dr. Manuela Orjuela, M.D; Dr. Sandra Albrecht, Ph.D; Dr. Jones Jaegermeyr, Ph.D; Alison Rose



Charles Lang, Ed.D. is Senior Executive Director of the Digital Futures Institute and Coterminous Professor in the Department of Human Development at Teachers College, Columbia University. Dr. Lang has contributed to the literature on topics such as the use of big data in education, learning analytics, new forms of education evaluation, personalization algorithms, and teacher data literacy.

Faculty Website: <https://www.tc.columbia.edu/faculty/cl3584/>

Center Webpage: [Digital Futures Institute \(DFI\)](#)

Poster Title: *Learning the Earth with Artificial Intelligence & Physics*

TC Collaborators: Dr. Oren Pizmony-Levy, Ph.D & Dr. Paulo Blikstein, Ph.D

CU Collaborators: Tian Zheng, Ph.D



Maria Eugenia Lozano, Ed.D. joined Barnard's faculty in 2010. Previously, she taught at Columbia University, University of Massachusetts, Amherst College, Holyoke Community College, and Washington State University. Her research interests include second language acquisition, language maintenance among immigrants, and the use of Web 2.0 technologies for language teaching. At Barnard she teaches beginner, intermediate, and advanced Spanish languages courses.

Faculty Website: <https://barnard.edu/profiles/maria-eugenia-lozano>

Poster Title: *The Affordances of Linguistic Landscapes Framework in Second Language Classes*

Faculty Website: <https://education.barnard.edu/profiles/chandler-miranda>



Chandler Miranda, Ph.D. is an urban ethnographer and education scholar who studies the educational experiences of recently arrived immigrant youth in urban public schools. Her research offers a hopeful look at uncommon schools while critiquing U.S. education policies rooted in ideologies of monolingualism, white supremacy, and xenophobia. Miranda's work investigating teacher rhetoric following the 2016 presidential election is published in *Anthropology & Education Quarterly* (2017) and two co-authored articles that examine the experiences of immigrant students and their families in adverse political climates appear in *Harvard Educational Review* (2019 and 2021). She has also published in *Leadership and Policy in Schools* and *Equity & Excellence*.

Faculty Website: <https://barnard.edu/profiles/chandler-miranda>

Lightning Talk Title: *Sanctuary School, Sanctuary City: Protection and Empowerment of Immigrant Youth*



Kimberly Noble, M.D., Ph.D. is a Professor of Neuroscience and Education in the Developmental Psychology and Neuroscience and Education Programs; Departments of Biobehavioral Sciences & Human Development at Teachers College, Columbia University. Dr. Noble directs the Neurocognition, Early Experience, and Development (NEED) Lab, where she and her team work to uncover how socioeconomic inequities shape children's cognitive, emotional, and brain development. She is one of the Principal Investigators of the Baby's First Years study, a \$25-million, multi-site randomized controlled trial, testing the impact of poverty reduction on child development and family life.

Faculty Website: <https://www.tc.columbia.edu/faculty/kgn2106/>

Lab Webpage: [Neurocognition, Early Experience and Development \(NEED\) Lab](#)

Poster Title: *Baby's First Years: RCT of Poverty Reduction*

Collaborators: Bill Fifer at CUIMC



Oren Pizmony-Levy, Ph.D. is an Associate Professor of International and Comparative Education in the Department of International & Transcultural Studies and is the Director of the Center for Sustainable Futures at Teachers College, Columbia University. Trained as a sociologist, his research and teaching focus on the intersection between education (broadly defined) and global social movements, such as the accountability movement and its role in the emergence of international assessments of student achievement (e.g., TIMSS and PISA), environmental and sustainability education, and LGBTQ+ education. At the Center for Sustainable Futures, his team conducts research on ways to improve sustainability education in K-12 schools.

Faculty Webpage: <https://www.tc.columbia.edu/faculty/op2183/>

Center Webpage: [Sustainability | Teachers College, Columbia University](#)

Poster Title: *Learning the Earth with Artificial Intelligence & Physics*

Collaborators: Dr. Paulo Blikstein, Ph.D and Dr. Charles Lang, Ed.D



Lori Quinn, PT, Ed.D., is a Professor of Movement Science and Kinesiology in the Motor Learning and Control; Movement Science and Education Programs, Department of Biobehavioral Sciences at Teachers College, Columbia University. She is the Director of the Graduate Program in Movement Sciences and Department Chair of Biobehavioral Sciences. Dr. Quinn is also an Adjunct Associate Professor of Rehabilitation and Regenerative Medicine at Columbia University Irving Medical Center. Dr. Quinn's research has focused on evaluating motor control impairments and developing evidence and clinical guidelines for physical activity and exercise in neurodegenerative diseases, in particular for people with Huntington's disease (HD) and Parkinson's disease (PD).

Faculty Website: <https://www.tc.columbia.edu/faculty/lq2165/>

Lab Website: [Neurorehabilitation Research | Teachers College, Columbia University](#)

Lightning Talk Title: *Addressing Racial Disparities in Engagement of Ethnic Minorities with Parkinson's Disease Specialists in the Washington Heights/Inwood and Harlem Neighborhoods in NYC*

Collaborators: Hiral Shah, M.D, Columbia University Irving Medical Center
Ms. Anita Parker, St Luke's A.M.E. Church



Sonali Rajan, Ed.D. is an Associate Professor of Health Education in the Department of Health and Behavior Studies at Teachers College, Columbia University. She holds a secondary faculty appointment in the Department of Epidemiology at the Mailman School of Public Health. Dr. Rajan is a school violence prevention researcher and studies gun violence, school safety, and adverse childhood experiences. Her work prioritizes the need for schools and communities to collectively attend to the well-being of children, while keeping them safe, reducing their exposure to violence, and ensuring opportunities for them to thrive.

Faculty Website: <https://www.tc.columbia.edu/faculty/sr2345/>

Lightning Talk Title: *An Interdisciplinary Approach to Preventing Gun Violence in K-12 Schools*



S. Garnett Russell, Ph.D. is an Associate Professor of International and Comparative Education in the Department of International & Transcultural Studies at Teachers College, Columbia University. She is also the Director of the International and Comparative Education Program and George Clement Bond Center for African Education. Dr. Russell's research examines how countries draw on education systems to promote peacebuilding, citizenship, and human rights in conflict affected and post-conflict countries. She has

conducted studies on peacebuilding in Rwanda, South Africa, and Colombia. In addition, her work examines the role of education systems in supporting forcibly displaced populations, including urban refugees in Ecuador, Kenya, and Lebanon, as well as understanding belonging and civic identity resettled refugees and newcomers in the United States.

Faculty Website: <https://www.tc.columbia.edu/faculty/sgr2124/>

Poster Title: *Education, Conflict, and Peacebuilding*

Collaborators: Dr. Mary Mendenhall, Ed.D



Yolanda Sealey-Ruiz, Ph.D. is an Associate Professor of English Education in the Department of Arts & Humanities at Teachers College, Columbia University. As a scholar-activist, Yolanda focuses her research on the theories and practices of Racial Literacy and Culturally Responsive Education. Her work is centered on issues of race, teacher and student identity, and the curricula and pedagogy necessary to engage in complicated and courageous conversations about our shared society. Specific research areas of interest include the literacy experiences of Black girls and Black and Latinx high school boys, critical English education, and the racial literacy skills of teacher education candidates and students in high school settings.

Faculty Website: <https://www.tc.columbia.edu/faculty/ys2061/>

Lightning Talk Title: *Racial Literacy Development and Teacher Education*

Collaborators: Matthew Camp, Ph.D. Director of Government Relations & Community Engagement, Teachers College, CU



Michelle S. Troche, Ph.D. is an Associate Professor of Speech and Language Pathology and Program Director in the Communication Sciences and Disorders Program, Department of Biobehavioral Sciences at Teachers College, Columbia University. Her research is focused on improving health outcomes and quality of life associated with disorders of airway protection (i.e., swallowing and cough). She is a certified Speech-Language Pathologist. Her research has been funded by National Institutes of Health, Michael J. Fox Foundation, CurePSP Foundation, and National Ataxia Foundation.

Faculty Webpage: <https://www.tc.columbia.edu/faculty/mst2139/>

Lab Webpage: [The Laboratory for the study of Upper Airway Dysfunction \(UAD\)](#)

Poster Title: *Rehabilitation of Airway Protection in People with Movement Disorders*

Collaborators: Nora Vanegas, M.D, Roy Alcalay, M.D, Michael Pitman, M.D, Sheng-Han Kuo, M.D



Lalitha Vasudevan, Ph.D. is Vice Dean for Digital Innovation and Managing Director of the Digital Futures Institute. She is a Professor of Technology and Education in the Communication, Media and Learning & Technologies Design Program, Department of Mathematics, Science & Technology at Teachers College, Columbia University. Dr. Vasudevan utilizes participatory, ethnographic, and multimodal methodologies to study how youth craft stories,

represent themselves, and enact ways of knowing through their engagement with literacies, technologies, arts, and media. Dr. Vasudevan is also co-editor of two volumes that explore the intersections of youth, media, and education: *Media, Learning, and Sites of Possibility* and *Arts, Media, and Justice: Multimodal Explorations with Youth*.

Faculty Website: <https://www.tc.columbia.edu/faculty/lmv2102/>

Lab Webpage: [Director, Media and Social Change Lab](#)

Center Website: [Digital Futures Institute](#)

Poster Title: *Digital Futures Across the Lifespan*

Collaborators: Digital Futures Institute



Lena (Helen) Verdeli, Ph.D is an Associate Professor of Psychology and Education in the Clinical Psychology Program, Department of Counseling and Clinical Psychology at Teachers College, Columbia University. Dr. Verdeli has played a key role in landmark studies involving adaptation, training, and testing of psychotherapy packages used by non-specialists (primary care staff, community health workers, etc.) with depressed adults in southern Uganda, war-affected adolescents in IDP camps in northern Uganda and depressed IDP women in Colombia, distressed patients in primary care in Goa, India, depressed community members in Haiti, and war-affected Syrian refugees in

Lebanon, among others.

Faculty Webpage: <https://www.tc.columbia.edu/faculty/hv2009/>

Lab Webpage: [Global Mental Health Lab](#)

Poster Title: *Research Updates from the TC Global Mental Health Lab (GMHLab@TC)*



Alex White, Ph.D joined the Barnard department of Neuroscience & Behavior in 2021 and established the Barnard Vision Lab. Alex is a cognitive neuroscientist, trained to study visual perception and now focused on the science of reading. He and his students explore how people recognize written words, using psychophysics, eye-tracking, and functional magnetic resonance imaging (fMRI). While most of his research is about the typical adult brain, he is also interested in the development of visual and language skills and how they differ in conditions such as dyslexia.

Faculty Website: <https://neuroscience.barnard.edu/profiles/alex-white>

Lightning Talk Title: *Barnard Vision Lab*



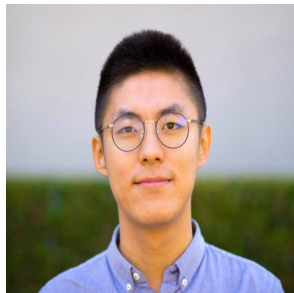
Randi Wolf, Ph.D is an Associate Professor of Human Nutrition on the Ella McColum Vahlteich Endowment, Department of Health & Behavior Studies and Director of the Program in Nutrition, at Teachers College, Columbia University. Dr. Wolf's interests include the development and validation of novel dietary assessment measures, measuring school lunch consumption (K-12) using digital photography, observation, and survey methods, measuring

eating patterns and quality of life in children and adults with celiac disease following a gluten-free diet and lastly, evaluating nutrition education and garden-based programs that aim to promote health and learning.

Faculty Website: <https://www.tc.columbia.edu/faculty/rlw118/>

Poster Title: *Translating Knowledge into Practice to Improve Children's Oral Health: Perspectives from America's Pediatric Dentists (A Preliminary Snapshot)*

Collaborators: Charles E. Basch, Ph.D; Pamela A. Koch, Ed.D, RD; Patricia A. Zybert, Ph.D.



Renzhe Yu, Ph.D is an Assistant Professor of Learning Analytics/Educational Data Mining in the Cognitive Science in Education; Learning Analytics; Measurement, Evaluation, and Statistics Programs in the Department of Human Development at Teachers College, Columbia University. Dr. Yu is also a Member of the Data Science Institute and a Research Affiliate of the Community College Research Center. Dr. Yu's research interests include learning analytics, higher education, computational social science, and responsible AI. He works with novel "big data" in real-world educational contexts, and develops algorithmic pipelines to understand and support learning. development and equity at a granular level. He also evaluates and improves the fairness, accountability, transparency, and ethics of educational data science applications. His empirical work is mostly situated in low-resourced contexts, such as minority-serving, fully online, and broad-access institutions.

Faculty Website: <https://www.tc.columbia.edu/faculty/ry2454/>

Poster Title: *Equity-oriented educational data science*



Matthew Zajic, Ph.D. is an Assistant Professor of Intellectual Disability/Autism in the Department of Health & Behavior Studies at Teachers College, Columbia University. Dr. Zajic focuses on the literacy development of individuals from special populations. His primary research aims to understand and support the writing development of autistic individuals, with specific attention to theory, measurement and assessment, and instruction. Some current projects include assessing language and literacy skills via teleassessment; examining how COVID-19 impacted literacy development among school-age autistic children across the nation; and connecting neurodiversity and writing frameworks to understand autistic writing skill heterogeneity across the lifespan.

Faculty Website: <https://www.tc.columbia.edu/faculty/mcz2114/>

Poster Title: *Understanding and Supporting the Writing Development of Autistic Individuals: Overview of the Zajic Research Group*

Attendees

Teachers College

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