



FACULTY RESEARCH TALKS

Selected Thursdays 1-1:50pm

Room 192 EDUC

January 29: **Betsy Bash** – Disability Awareness and Diversity

You might hear the words “diversity” or “culture,” but have you ever heard how disability or ability intersects with diversity? We will discuss how giftedness and ability intersect and the presence of non-visible disabilities that surround us. We will also discuss resources for disability on campus, ways to be involved including research opportunities, volunteer opportunities and every day interventions for disability awareness.

February 12: **Rosa Milagros Santos** – What Early Intervention Services for Infants and Toddlers with Disabilities and their Families Look Like

Have you ever wondered what happens with very, very young children with disabilities? Who helps them? What do those services look like? Learn what Early Intervention services are all about and how what we know about how children grow (including brain development) can facilitate the development and learning of babies and toddlers with disabilities.

February 26: **Robb Lindgren** – Educational Games and Interactive Technologies

In this presentation, Dr. Lindgren will discuss research on educational games and simulations, and how new interactive technologies and related classroom activities can be designed to help students learn. Dr. Lindgren will show some of his own projects and designs that attempt to develop student understanding of STEM content, as well as engage students in a discussion about how commercial games and technologies can be used effectively to promote learning.

March 12: **Patrick Smith** –Linguistic Discrimination and the Education of Bilingual Learners

The topic of my presentation is Linguicism (or linguistic discrimination) and the education of bilingual learners. We will introduce the concept of linguicism; challenge persistent myths about language diversity and language learning that are harmful to emergent bilinguals; and consider ways to structure curriculum and pedagogy in support of bilingualism and bilingual learners. Examples come from the Spanish/English bilingual communities and schools on the U.S.-Mexico border and in Central Illinois. The purpose of the talk is to help future teachers see students' languages and language varieties as resources for learning rather than as barriers.

April 2: **Cheryl Light Shriner** – Augmentative and Alternative Communication

One of my areas of expertise is augmentative and alternative communication (AAC). AAC is used with individuals who cannot use speech to effectively communicate with others or individuals who do not understand spoken language completely. AAC provides a different way for individuals with disabilities to communicate to others or understand communication from other people. I will be presenting on how I work with James Scholars to have contact with individuals with communication disabilities and how to create communication materials to help these individuals have a way to communicate, to participate in school activities, and to understand what is happening or how they are expected to behave. I am currently creating

materials for teachers in public schools and am obtaining video recordings of teachers using these materials. During my presentation, I will show the materials that have been prepared, explain the purpose of the materials, and describe students who may benefit from these materials.

April 23: **Luz Murillo** – Language, Literacy, and Justice in the Education of Mexican-Origin University Students

Academic literacy development by college freshmen has been a concern for several scholars (Alvermann & Moore, 2011; Jiménez, 2010), particularly in the case of immigrant and language minority students from diverse cultural and linguistic backgrounds (Rong & Preissle, 2009; Zurita, 2005). Scholars and universities are seeking ways to improve post-secondary persistence, with academic literacy considered one of the primary contributors. In 2011, Latinos became the largest ethnic minority group on four-year U.S. college campuses (Fry & Lopez, 2012). However, the graduation rates of Latinos lag behind those of their white counterparts. In Texas, a state where the school-age population of Hispanic-origin children outnumbers that of all other ethnic groups combined (Deviney, 2014), Latino college students have a graduation rate of 29.7% compared with 39.6% for white students (Excelencia in Education, 2013). By closely documenting first-year students' views of academic literacy, this qualitative study sought to add to knowledge of what Mexican-origin university students on the border know and believe about academic literacy.

April 30: **Matt Giani** – Higher Education and Social Mobility

The American Dream is predicated on the belief that anyone with talent, drive, and opportunity can experience social mobility, regardless of socioeconomic upbringing, and higher education is often viewed as the primary vehicle for this upward mobility. But given that rates of social mobility are lower in the US than in many other economically advanced nations, is the American Dream, and higher education's role in promoting it, more rhetoric than reality? This session will explore the effects of social class on college opportunity and outcomes, how this has changed over time, and the implications of these trends.

Please RSVP: go.illinois.edu/FRT