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5-31-2019

## **Leading with a Womanist Approach: A Culturally Relevant Trauma Recovery Model**

Thema Bryant-Davis

Bemi Fasalojo

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Thank you for attending the Fifth Annual GSEP Faculty, Staff and Student Research and Project Symposium. It is our hope that this event has heightened our focus on research and scholarship and increased our sense of community. We would like to express our sincerest gratitude to all of our Pepperdine and GSEP community for their support.



*“For the Lord gives wisdom; from His mouth come knowledge and understanding.” Proverbs 2:6*

**Pepperdine University**  
Graduate School of Education and Psychology  
6100 Center Drive, 5th Floor, Los Angeles, CA 90045

PEPPERDINE GRADUATE SCHOOL OF EDUCATION & PSYCHOLOGY

**5<sup>TH</sup> Annual**  
**Research & Project Symposium**

**LEADING THE**  
**FUTURE**

**Featuring**  
FACULTY **RESEARCH**  
STUDENT **SCHOLARSHIP**  
STAFF **PROJECTS**  
POSTER **SESSIONS**

**MAY 31, 2019**  
8:30A.M. - 3:00P.M.

Pepperdine University  
Malibu, CA  
Drescher Campus

PEPPERDINE GRADUATE SCHOOL OF EDUCATION & PSYCHOLOGY

## *University Mission Statement*

*Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service and leadership.*

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## *GSEP Mission Statement*

*The Pepperdine University Graduate School of Education and Psychology (GSEP) is an innovative learning community where faculty, staff, and students of diverse cultures and perspectives work collaboratively to foster academic excellence, social purpose, meaningful service, and personal fulfillment*

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As a graduate school within a Christian university, GSEP endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities. At GSEP we embrace human diversity - which we believe to be the natural expression of God's creation - in our work to advance learning and service. GSEP advances, sustains, and advocates for multicultural proficiency.

The strategies for accomplishing this mission are:

- Promoting discourse that values each member's background, experiences, and perspective;
- Recruiting, retaining, and advancing diverse students, staff, and faculty;
- Developing curricular models for practice in educational and psychological environments; and reaching out to broader communities to promote understanding and facilitate solutions to diversity challenges.

Our spirit, energy, and actions will be an inspiration to education and psychology communities.

## *Thank You*

We sincerely thank the people who made this event possible:

*Dr. Helen Easterling Williams*

*Dr. Robert deMayo*

*Dr. Farzin Madjidi*

*Dr. Lonnie McNamee*

*Dr. Seta Khajarian*

*The Office of the Provost*

*The Office of the Vice Provost*

*Kevin Quinn, Villa Graziadio Executive Center*

*Nicole Brenner, Villa Graziadio Executive Center*

*Varun Khanna, Technology Department*

*Phani Alluri, Technology Department*

*Daniel Ramos, Technology Department*

*Jamille Lockhart, Administration*

*Latrice Thomas, Administration*

*Tracey Cummings, Alumni Relations*

*Dylan Turcios, Alumni Relations*

*Deanna Schwartz, Admissions*

*Jane Tucker, Student Services*

*Terrance Cao, Education Division*

*Erika Kercheval, Education Division*

*Naomi Stewart, Fiscal Planning & Student Financials*

*Jessica Ahmed, Technology Department*

*Kaitlyn Vilkin, Graduate Assistant*



*Call to me and I will answer thee, and I will shew thee great and mighty things, which thou knowest not. ~ Jeremiah 33:3 (KJV)*

At the Pepperdine University Graduate School of Education and Psychology (GSEP), we have long had a tradition of research. The word itself is derived from the Middle French Language Period and is recorded as *recherché*. It means “to go about seeking.” In the Bible, we find numerous references to the term seeking. In fact, the King James Version (KJV) contains 435 references to seeking: *the one who seeks finds (Matthew 7:8)*; *Seek first the kingdom of God (Matthew 6:33)*; *You will seek me and find me when you seek me with all your heart (Jeremiah 29:13)*.

Through our research, we seek to find new insights, nuances, technological advancements, and scientific truths. We seek to expand our knowledge of various topics. At GSEP, the opportunities for research are wide and varied. Our faculty, staff, and students never cease to impress with their dedication to discovery. Today, we will revel with them in the sharing of their new found knowledge.

The underlying belief is that when you know better, you do better. With each iteration of discovery that the research reveals, GSEP continues to go deeper to get higher.

Blessings,

A handwritten signature in black ink, appearing to read "Helen Easterling Williams". The signature is fluid and cursive, with a long horizontal line extending from the end.

Helen Easterling Williams, EdD  
Dean and Professor of Education

## Schedule of Events

8:30 - 9:30 A.M. Continental Breakfast  
GSEP Welcome: Dr. Lonnie McNamee  
Opening Prayer: Dr. Robert deMayo

### 9:40 - 10:05 A.M. - Session One:

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- **Rani Desai, Vigya Garg, Charles Gross, Victoria Brown:** *Empowering Leader* (PGBS-U3)
  - **Dr. Anat Cohen, Anna Grigorian-Routon, M.S:** *GSEP Encino Clinic- The Development of a Bullying Prevention Outreach Program* (GSEP-180)
  - **Dr. Jennifer Miyake-Trapp, Weina Li Chen:** *The Impact of Professional Conference Experiences of Graduate Students* (PGBS-U2)
  - **Dr. Eric Hamilton, Danielle Espino, Seung B. Lee:** *Examination of Roles in Online Meet-ups in a Global Collaborative STEM-focused, Digital Makerspace Community* (PGBS-L4)
  - **Jonathan Silk, Michele Norton:** *Exploring Offensive and Defensive Mindsets in War and The Classroom: Making More Creative Decisions in Chaotic and Complex Situations* (GSEP-160)
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## Session Five



**Eric Hamilton, Phd**

***The Global Learning Crisis and UNESCO's Response to It*** (PGBS-L4)

This talk reflects on a year of activity with the International Bureau of Education (IBE) at the United Nations Education, Scientific, and Cultural Organization (UNESCO). The IBE was run for several decades by Swiss psychologist Jean Piaget, before it became a part of UNESCO. The IBE is UNESCO's designated Center of Excellence for Curriculum and Related Matters. The talk will delve into the nature of the global learning crisis, and the challenges of a rapidly changing global society with dynamic migration patterns, technological and AI disruptions, the ascendancy of the fourth industrial revolution (I4.0). Treating curriculum as a lifelong learning system, the talk discusses IBE research and work in different parts of the world, beginning with landmark efforts in early childhood care and education through primary, secondary, and university level schooling in both formal and informal settings. The talk is from the vantage of a one-year assignment by a GSEP professor as Sr Program Manager for Critical and Emerging Areas at the IBE.

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## Session Five



**Victoria Brown, Yas Hardaway**

***The Next Conversation Around Artificial Intelligence: What is our ethical responsibility?*** (PGBS-U2)

The benefits of technological advancements have been examined by scholars throughout history. Currently, there is much debate regarding potential social outcomes as business processes increasingly become more automated through the use of Artificial Intelligence (AI). Proponents of AI argue that there is a level of objectivity, consistency, and efficiency present, which makes it more reliable than humans. These notions have been challenged, however, by others who argue that AI still reflects biases, discriminatory loopholes, and human error, which still need to be addressed. The purpose of this presentation is to transition the focus of AI from whether it is neutral or not, to how it can be utilized in a more responsible, ethical way. The presenters will specifically look at the usage of AI in hiring software as we embark upon the fourth Industrial Revolution in the changing world of work.

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## Schedule of Events

**10:15 A.M. - 10:40 A.M. - Session Two:**

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- **Joelina Machera:** *Amplifying 'Whispered Inventions' Into Loud and Forceful Cries* (PGBS-U3)
  - **Tonya Wood, Ashley Nguyen:** *Creating Trauma Informed Systems of Care with Community Partners* (GSEP-180)
  - **Greg Muger:** *Leadership and Human Capital Investment: The Next Big Idea in the Fight Against Global Poverty* (GSEP-160)
  - **Yiyuan Zhang:** *Incorporation of Instagram in Language Instruction* (PGBS-L4)
  - **Pamela Donnelly:** *Facilitating College Access in the Digital Age* (PGBS-U2)
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**10:50 A.M. - 11:50 A.M. - Session Three:**

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- **Frank Clementi:** *Leading the Future* (Wilburn Auditorium)
  - **\*Special Music:** *The Angeles Players*
  - **11:50 A.M. - 11:55 A.M. - Prayer by Dr. Farzin Madjidi**
  - **12:00 P.M. - 12:55 P.M. - Lunch (Live Band)**
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# Schedule of Events

# Session Five

## 1:00 P.M.-1:25 P.M. Session Four

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- **Rachel Guettler:** *University Corporate Partnerships: Opportune Human Capital Development Solutions for Businesses and Education* (PGBS-L1)
  - **Eric Schockman, Cody Thompson:** *Workplace Wellbeing and Human Flourishing: A Case Model of Homeboy Industries and Reducing Gang Recidivism* (PGBS-U2)
  - **Dr. Thema Bryant-Davis, Bemil Fasalojo:** *Leading with a Womanist Approach: A Culturally Relevant Trauma Recovery Model* (PGBS-U3)
  - **Linda Abdelsayed:** *Teletherapy - Riding the Wave of the Future* (PGBS-L2)
  - **Sonya Sharififard, Charles Opong, Asia Ghazi:** *Women in Leadership: Creating Positive Strategies for Workplace Learning* (PGBS-L4)
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## 1:30 P.M. - 1:55 P.M. - Session Five

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- **Charles Opong:** *Critical Media Analysis* (PGBS-U3)
  - **Denise Calhoun, Seung Bok Lee:** *Envisioning the Future Role of Technology for Older Americans* (PGBS-L1)
  - **Victoria Brown, Yas Hardaway:** *The Next Conversation Around Artificial Intelligence: What is our Ethical Responsibility* (PGBS-U2)
  - **Eric Hamilton:** *The Global Learning Crisis and UNESCO's Response to It* (PGBS-L4)
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## 2:00 P.M. - 3:00 P.M. - Poster Presentations (GSEP 180)



### **Denise Calhoun, Seung Bok Lee**

#### ***Envisioning the future role of technology for older Americans: An empirical analysis of data from the Health and Retirement Study*** (PGBS-L1)

The number of older adults in the United States is increasing at a rapid rate. By 2030, it is projected that 1 in every 5 residents in the U.S. will be in retirement age. Consequently, it will be critical for future leaders to recognize and respond to this significant demographic shift. As America's older population continues to grow, more individuals are experiencing cognitive decline. At the same time, we live in an age where technology has increasingly become an integral part of our daily lives. Although numerous studies have examined cognitive functions of older adults from a diverse range of perspectives, research on the relationship between the technology adoption and adult cognitive capacity has been limited. Using nationally representative data (n = 5,259) from the Health and Retirement Study (HRS), this study analyzes the effect of computer usage on the cognitive capabilities of individuals aged 50 and older in the U.S. Findings show that computer use in older adults declines with age but rises for those with higher levels of education. Results also indicate that an increased use of computers is significantly associated with improved cognitive capability, when controlling for age, gender, and years of education. Leading the future requires more attention on the role of technology in the lives of older Americans, particularly on how it can better be utilized to enhance their autonomy and contribute to their active participation in society.

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## Session Five



**Charles Opong**

***Critical Media Analysis*** (PGBS-U3)

The United States Educational system is comprised of only 18 percent African American teachers, yet less than 10 percent of that sample group are black males (U.S. Department of Education, 2016) There are a number of African American male adults

who work within close range of K-12 institutions, yet they aren't teachers or probably didn't pursue higher educational or vocational degrees in order to teach (Mekki, 2018). A study was conducted at an urban school, which took account for black male teachers who are the only teachers of color compared to groupers that show significant statistical differences between the two groups when it comes to school influence. The difference shows more positive remarks compared to White counterparts (teachers) when it comes to teacher influence. This may have a great impact on the students learning outcomes for the students of color at the school (Bristol, 2018). This session views research with a qualitative approach to critical media literacy on the current and historical context of the cycles of African American males in the education system. This session will explore the intersectionalities of being black and educated within the educational system in sample groups with critical lenses of media. This research seeks to establish a grounded framework through critical race theory called Black Male Theory.

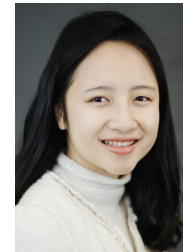
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## Poster Presentations



**Zi Tao:**

***Two Layers of Scaffolding for TOEFL L2 Test Takers Preparation***



**Chunyu Li**

***Thinking in a Foreign Language***



**Bemí Fasalojo**

***Appreciative Inquiry to Enhance Well-being within Organizations***



**Megan Benton**

***Emotional Lives of the Wealthy***



**Theresa Dawson**

***mHealth: Achieving Equitable Healthcare in Emerging Countries Using Mobile Technologies***

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## Poster Presentations



**Emilyn Amhed**

***Implications of Trauma on Immigrant Children's Overall Well-being***



**Qi Meng**

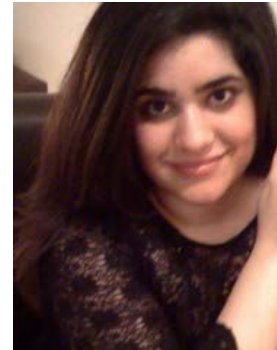
***Interactive Pedagogical Games to Facilitate English Vocabulary Development in Elementary School Classrooms***



**Shan Lu**

***The Impacts and Practical Meanings of Utilizing Mini Lessons in TESOL***

## Session Four



**Sonya Sharififard, Asia Ghazi**

***Women in Leadership: Creating Positive Strategies for Workplace Learning*** (PGBS-L4)

This paper explores the structural, oral, and attitudinal aspects of positive organizational change strategies among women in leadership. The researchers analyze the paradigms of leadership and how they connect to organizational change (Cameron, 2013) to determine how women encounter, serve, and work within organizational structures (hooks, 2006). The levels of discourse present in elevating personal and professional identities for future leadership efforts and contributions are considered in this approach. The phenomenological study focuses on positive leadership and the outcomes of assumed, administered, and perceived changes co-occurring in performance and strategy, by addressing the following research questions:

- 1) how do women of color create a positive organizational impact when their leadership strengths are promoted in the workplace?;
  - 2) how do any existing or emerging systemic inequities affect women of color in leadership positions from reciprocating positive results in higher education contexts?; and
  - 3) what role(s) does Endarkened Feminism play in positive leadership and organizational change?
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## Session Four



### Linda Abdelsayed

#### **Teletherapy - Riding the Wave the Future** (PGBS-L2)

As more and more clients turn to the internet to make their lives easier with the invention of online dating, amazon, and grocery deliveries, more and more therapists are also turning towards the internet to fulfill a void and need for 21st century therapy. Large national companies like Talkspace and Better Help are leading the charge to fill this void in the mental health market but smaller private practices are following suite. This presentation will address the current laws and ethics related to teletherapy in California, how teletherapy clients are different from traditional face-to-face clients, and how to market mental health services in a social media world. This presentation will also highlight how teletherapy is able to provide services to clients who might otherwise not access them due to scheduling needs, transportation issues, child-care restrictions, or the stigma of seeking mental health support. As a Pepperdine Alumni and the current founder of Smart Talk, Linda Meier Abdelsayed, LMFT will provide you with a behind the scenes, and step-by-step way of setting up a teletherapy practice. Smart Talk is a purely teletherapy practice that is serving clients in 6 States (California, Illinois, New York, Florida, Hawaii, and Georgia) and uses the powers of social media and online marketing to build a referral network and support Millennials as they seek out more and more therapy online.

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## The Angeles Players

The Angeles Players began in 1982. Originally known as the Angeles String Quartet. Over the years, the personnel has changed or augmented to a network of talented musicians, keeping two of the originals. For 37 years, the Angeles Players have performed throughout the Los Angeles region as a quartet and even as a small chamber orchestra, performing for numerous conventions, TV shows and chamber music concerts. Today's ensemble is a string quartet, featuring Debbie Gagnon (violin), Robert Miskey (violin), Darrel Sims (viola), Rebecca Yeh (Cello).

### **Air, Bach**

#### **Concerto #3, 2nd Movement, Bandenburg**

## Session One



**Rani Desai, Victoria Brown, Vigya Garg, Charles Gross**  
**Empowering Leader** (PGBS-U3)

This paper is based on the premise that Leadership plays a critical role in achieving the organization goal. With the maturation of the Industrial Revolution 3.0 and the advent of Industrial Revolution 4.0, we have seen the organized sector witnessing several transformations in every sphere of business. The technology and digital revolution has disrupted the business models. Coupled with the fact that in the fourth industrial wave the workforce composition would be largely the millennials and the Gen Z, whose aspirations, working preferences are way different than the ones in early third industrial wave and that of the Gen X. The need in these continual changing environment is to create Empowered Organisation. The Empowered Organisations can be created by Empowering Leaders. The research endeavor to understand the qualities of Empowering Leaders, and the enablers they create in the organisation to create the empowered environment.

To get this data researchers have been collecting information and details through interview process, documenting the various aspect of the conversations and validating, verifying, vetting the competencies gathered. Capturing the stories for relatability and for supporting their experience. Data is being collected from leaders of Empowered Organisations in different fields across India and USA.

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## Session Four



**Bemi Fasalojo, Dr. Thema Bryant-Davis**

**Leading with a Womanist Approach: A Culturally Relevant Trauma Recovery Model** (PGBS-U3)

Complex trauma can have negative effects on individuals emotionally, cognitively, socially, physically, and spiritually. A culturally relevant, trauma recovery model for marginalized women must address the individual and contextual influences on their experiences. A weekly psycho-educational group, with an emphasis on cultural congruence and trauma-informed care, was developed for survivors of trauma in Southern California. Through both qualitative and quantitative methods, data about the cultural context of interpersonal trauma recovery was collected and explored. Participants indicated reductions in subjective experiences of depression and anxiety over ten months. Findings emphasize the importance of taking an integrative approach to building a culturally relevant model of recovery for ethnic minority women exposed to trauma.

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## Session Four



**Eric Schockman, Cody Thompson**

### ***Workplace Wellbeing and Human Flourishing: A Case Model of Homeboy Industries and Reducing Gang Recidivism (PGBS-U2)***

Effectively syncretizing academic theory and real-world practical application is a challenging, but necessary undertaking. Gaps persist between theory and practice in fields as diverse as business strategy (Hughes, O'Regan, & Wornham, 2008), advertising (Gergely, & Leonard, 2007), and nursing (Rolfe, 1998). Taking measures to bridge these gaps is necessary to ensure that nascent theories and conceptual models do not lay dormant, and that their potential to confer benefits to practitioners and relevant stakeholders is fully realized. In an effort to accomplish this in the field of workplace wellbeing and human flourishing, a case model of Homeboy Industries (HBI) is presented to illustrate and adapt to the nonprofit sector, Mea & Sims' Human Dignity Centric Model (2018). The need for the introduction of alternative theories into workplace wellbeing and flourishing is established through Kuhn's (1970) two-criterion test for paradigmatic change and scientific revolution. Once the need is established, the theory is outlined and followed by a case study that focuses on the operations and practices of HBI, a gang intervention, rehabilitation, and re-entry program based in Los Angeles, California.

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## Session One

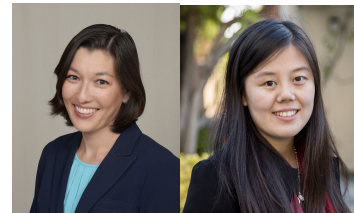


**Dr. Anat Cohen, Anna Grigorian-Routon**

### ***GSEP Encino Clinic-The Development of a Bullying Prevention Outreach Program (GSEP-180)***

Bullying is considered a serious and chronic problem in schools across the US. Research findings indicate long-term negative consequences of bullying for both bullies and victims. It is therefore imperative that mental health professionals take an active role in developing and implementing bullying prevention programs. Such programs can support school administrators, teachers, parents, and students themselves, in their efforts to eradicate bullying from their schools. The presenters will illustrate the development of a bullying prevention outreach program designed for a local middle school. The presenters will provide research-based rationale for the development of various components of the program. The presenters will also demonstrate how various parts of the program work together to address bullying prevention. Finally, the presentation will also include a discussion of plans for further development and expansion of the GSEP-Encino bullying prevention outreach programs.

**Dr. Jennifer Miyake-Trapp Weina Chen**



### ***The Impact of Professional Conference Experiences on Graduate Students (PGBS-U2)***

This session describes the MA TESOL program's incorporation of professional conference experiences into its curriculum and the impact of conference involvement on MA TESOL candidate development. For two academic years, MA TESOL faculty members have facilitated student involvement in professional conferences (eg. CABE, CATESOL, CATESOL LA Regional Conference, etc.). MA TESOL candidates have actively participated in many conferences through proposal writing, attending, presenting, volunteering, networking, and live reporting via social media. Findings from surveys, faculty interviews, and student focus groups indicate that participation in professional conferences has a positive impact on student development and professional growth.

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## Session One

**Eric Hamilton, Danielle Espino, Seung Bok Lee**



***Examination of Roles in Online Meet-ups in a Global Collaborative STEM-focused, Digital Makerspace Community*** (PGBS-L4)

This project examines a network of informal digital makerspace clubs with over 100 adolescent participants across four continents. A key component to developing the community for collaboration was the use of online global meet-ups, or facilitated video conference sessions where participants from different sites share projects and feedback. Meet-ups were key to establishing social trust and motivating project



collaboration across sites. This presentation examines the roles that take place during online meet-ups in this global, collaborative, STEM-focused digital makerspace community. Epistemic network analysis (ENA) is used to demonstrate that the roles participants take on are distinct from and complement one another, and provide insight on how roles in a meet-up can transcend geographic boundaries and differences to enhance sociability in a computer-supported collaborative learning (CSCL) environment.

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**Jonathan Silk, Michele Norton**

***Exploring Offensive and Defensive Mindsets in War and The Classroom: Making More Creative Decisions in Chaotic and Complex Situations*** (GSEP-160)

This narrative inquiry addresses our experiences as decision-makers on very

different frontlines who embarked on a collaborative self-study to investigate decisions that challenged the status quo during complex situations. We examine the way in which development (past), mindsets (present) and sustainability (future) impact decision making in chaotic and complex situations to develop a conceptual framework on how to develop humans to make more effective and efficient decisions focused on growth and sustainable solutions.

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## Session Four



**Rachel Guettler**

***University Corporate Partnerships: Opportune Human Capital Development Solutions for Businesses and Education*** (PGBS-L1)

University Corporate Partnerships address the high demand for human capital development across various industries and across the globe, while also developing the faculty who teach corporate partners. Degree programs are facing a variety of fast-paced changes and competition in the market landscape for the higher education industry, especially for business degree programs and certifications. There exciting opportunities in human capital development through establishing corporate partnerships with traditional universities and accredited business schools.

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## Session Three



### Leading the Future

Frank Clementi has spent his professional lifetime exploring the ways design disciplines inform one another in the related fields of landscape architecture, graphic design, and product design to create unique and holistic environments. As Creative Director for Rios Clementi Hale Studios, Frank's contribution to the firm's portfolio is prolific and diverse with projects ranging from offices, theaters, residential commissions, parks, institutional and municipal works, to furniture, exhibition and graphic design, and product design. Meanwhile, notNeutral, the studio's retail, manufacturing, and design child, would not have been possible without his talent for creating products that inspire their users.

Frank lectures widely on his work, ideas, and theories to a wide variety of groups. His long and storied academic career has surpassed 20 years at institutions including Woodbury University School of Architecture, the University of Southern California, Art Center College of Design, and California State Polytechnic University at Pomona, and a visiting critic at Southern California Institute of Architecture and at UCLA School of Architecture. He recently taught a Fall Architecture Studio at Cal Poly Pomona that pioneered Virtual Reality technologies as it applies to Architecture using the gaming software Unity.

He received his Bachelor of Architecture from California State Polytechnic University, Pomona. Projects like Sunset Triangle Plaza, Christ Cathedral, and Westside Neighborhood School evidence his deft touch at bridging traditional distinctions among architecture, interior design, landscape architecture, and product design.

## Session Two



### Joelina Machera

#### ***Amplifying 'Whispered Interventions' Into Loud and Forceful Cries*** (PGBS-U3)

An equitable educational environment includes the voices of the individuals and the power of their stories. For marginalized people, particularly women of color, surviving school means existing in oppressive environments which require the stealing of knowledge while struggling to obtain an education (Collins, 2002). It is imperative that institutions acknowledge the specific complexities women of color face in the academy (Crenshaw, 2017). This study is designed to make meaning of the journey of Black women doctoral students using counterstories and composite stories to capture and learn from their lived experiences. Through the (re)covery and (re)telling of the stories of Black women, the research amplifies knowledge production by highlighting the perseverance, adaption, and resilience of these scholars. This work is revolutionary and the act of doing such work is subversive, difficult, and dangerous (Dillard, 2012).

### Tonya Wood, Ashley Nguyen

#### ***Creating Trauma Informed Systems of Care with Community Partners*** (GSEP-180)



In 2016 the Pepperdine Psy.D. clinical training program partnered with St. Francis Medical Center, a Level I Trauma Center, and Southern California Crossroads, a nonprofit organization that assists underserved individuals in violence-plagued communities, to establish the South Los Angeles Trauma Recovery Center (SLATRC). This presentation will provide an overview of the clinical model used to design the program, review of the evaluation measures used to assess treatment outcomes, as well as discussion of the benefits, challenges, and processes of forging an academic partnership with community-based agencies.

## Session Two



**Greg Muger**

***Leadership and Human Capital Investment: The Next Big Idea In The Fight Against Global Poverty***  
(GSEP-160)

Extreme poverty rates globally have plummeted though some regions are not experiencing this phenomenon.

Despite aid to Sub-Saharan Africa increasing from \$17B in 1990 to \$50B in 2015, extreme poverty rates persist in the region. Research points to the fact that Sub-Saharan Africa is resource rich and the human element is predominantly the root cause of the poverty epidemic. People, especially leaders, are responsible for corruption, the failure of governments, the squandering of resources, and an unproductive workforce. Therefore, local, bilateral, and multilateral development agreements pertaining to emerging economies should include investments into the development of local leaders and the population at large to support human flourishing. Human capital development (HCD) theory posits that investment in people creates real income generation and is a key strategic developmental element for more stable emerging economies. The researcher will discuss effective HCD practices and will codify them into a conceptual model that highlights the need for domestic and global leadership and collaboration.

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**Yiyuan Zhang**

***Incorporation of Instagram in Language Instruction***

(PGBS-L4) The increasing popularity of social media leads to the essentiality of incorporating social media, such as Instagram, to create a learner-centered learning

environment. In this session, the presenter will share with attendees three techniques of using Instagram in ESL/EFL teaching. Specifically, the presenter will illustrate the idea of creating a video of the day by using the story function designed by Instagram to talk freely with learners' dialects and appreciate other cultural values. Second, the presenter will exemplify setting up a class account and designing a class page to have learners take turns to run the account with their creativity and learn from each other.

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## Session Two



**Pamela Donnelly**

***Facilitating College Access in the Digital Age***  
(PGBS-U2)

GATE College System's comprehensive solution gives students confidence to know they can go to college if they choose to, and that they can afford it with the right strategies and information. This student-driven system, piloted in 7 states and now moving out nationally, provides step-by-step guidance with access to billions of dollars in financial aid resources. Simple, easy tracking allows public school counselors to stay updated with every student's progress. GATE effectively builds the confidence of first-gen, low-income, and under-represented students working through the college admission process.

GATE motivates, inspires, and most importantly, engages students with short videos, animations, interactive activities, and assessments to help ensure understanding and retention. Over 100 professional, custom-tailored videos by expert educators Interactive assessments with answer explanations for every question Financial aid and essay support that have already assisted thousands of students nationwide LTI compatible for easy integration with public school LMSs.

GATE's subject matter experts, informed college counselors, and master teachers lead a team of certified educators with a combined 300 years' experience working with teens. This combined experience built the whole package: a comprehensive online program. Every day, the educational team at GATE passionately commits to ensuring students have the knowledge, confidence, and resources to afford and make college possible. Founder and CEO Pamela Donnelly, a current student in Pepperdine's program for the PhD in Global Leadership and Change, will present in this lively exploration of how digital disruption is improving the lives of disadvantaged students across the US.

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