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4-2022

## Education on Boyer 4th Newsletter - April 2022

Tina Keller

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Sharpening Intellect | Deepening Christian Faith | Inspiring Action

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

# EDUCATION ON Boyer 4th

The campus newsletter of the Messiah University Education Department

Issue 17 | April 2022

## CONCRETE MANIPULATIVES:

Irreplaceable Math Tools for  
Young Learners

INCLUDING  
INCLUSIVE  
LITERATURE  
IN OUR  
CLASSROOMS

SOCIAL  
STUDIES  
EDUCATION:

The Civic Media Literacy  
Framework

## *In Every Issue*

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



# MESSAGE FROM THE CHAIR

DR. TINA KELLER

April, 2022

I love this time of the year! For me, spring means one thing; lambing season! Even as I write this message, we are waiting for our sheep to give birth. There is always such anticipation. It really should be any day now! (Don't worry students, I won't forget to send out a message when the farm is open for visitors.) I check the barn before I leave for work and as soon as I return home hoping to see a new little one. I can't wait.

We raise Southdown Sheep, some people call them Baby Doll Sheep for their sweet stuffed-animal like appearance. It really is cuteness overload! It is my opinion that newborn lambs are the most adorable creatures in the world.

In spending time with my sheep, I am often reminded of Bible verses and illustrations that compare Christians to sheep. I think about the spotless lambs that were sacrificed in the Old Testament. I imagine the pain that it must have caused shepherds to sacrifice their sweet lambs. Even the most hardened of men must have felt sadness. Sometimes in my past experiences, these metaphors of Christians as sheep were explained as ones that highlighted the stupidity or helplessness of humans-as sheep are sometimes thought of as being easily led astray or not intelligent.

I have a different perspective. I think that sheep are wonderful. They are sweet, trusting when they know your voice, and just great to spend time with. This is not to mention the beautiful little lambs. They are captivating. This leads me to believe that being called sheep in the Bible is actually a term of endearment. I am happy to be considered a member of the flock. I am also reminded of the several times in scripture Jesus was called The Lamb of God. I can think of no better animal to capture the purity of our Christ. As we approach Easter, when the Lamb of God was killed but then raised from the dead, let us celebrate the love and victory over death.

"Behold the Lamb of God who takes away the sin of the world."

John 1:36



This is Acorn, one of our lambs from last year.

## On the Cover:

Students participating in eSTEAM Saturday. Read more about the event on pages 9-10.

# DEVOTIONAL

A MONTHLY DEVOTION WRITTEN BY MESSIAH  
UNIVERSITY EDUCATION STUDENTS.



## THINK LIKE A KID BY: KATIE ANDERSON

"THEN SOME CHILDREN WERE BROUGHT TO HIM SO THAT HE MIGHT LAY HIS HANDS ON THEM AND PRAY; AND THE DISCIPLES REBUKED THEM. BUT JESUS SAID, 'LET THE CHILDREN ALONE, AND DO NOT HINDER THEM FROM COMING TO ME; FOR THE KINGDOM OF HEAVEN BELONGS TO SUCH AS THESE.'"

-MATTHEW 19:14

### PRAYER

DEAR LORD, I THANK YOU FOR THIS DAY. I THANK YOU FOR WAKING ME UP THIS MORNING TO THE BIRDS SINGING AND THE WARM SUN SHINING. I THANK YOU FOR THE BRIGHT FLOWERS IN THE GREEN GRASS. I PRAY THAT AS I GO THROUGH THIS DEVOTION TODAY THAT YOU WOULD OPEN MY EYES TO YOUR LOVE AND YOUR HEART. LORD, HELP YOUR WORDS TO RESONATE WITH ME AND SIT WITH ME AS I READ ALLOWING DISCERNMENT AND FOCUS THROUGH EVERY WORD. THANK YOU FOR YOUR SON AND YOUR WORD, HELP ME TO NOT TAKE THEM FOR GRANTED. - AMEN

### PSALM

PSALM 149 "SING TO THE LORD A NEW SONG"

### REFLECTION

- CHILDREN ARE SELFISH AND SELF-SEEKING. WHEN THEY WANT SOMETHING, THEY LONG FOR IT AND YEARN FOR IT. IF WE WERE TO YEARN AND LONG FOR JESUS IN THE SAME WAY THAT WE WOULD YEARN AND LONG FOR SOMETHING AS A CHILD, HOW WOULD WE LOVE AND PURSUE HIM DIFFERENTLY?
- DO YOU SEE THE LORD WITH THE SAME LOVE AND DESIRE THAT A CHILD GIVES SOMETHING IT WANTS?
- DO YOU ALLOW YOURSELF TO TAKE TIME TO NOTICE THE BLESSINGS AROUND YOU?

### SONG

"SPRINGTIME" BY CHRIS RENZEMA

### CHALLENGE

CREATE A LIST TODAY OF THE BLESSINGS THAT YOU COME ACROSS THROUGHOUT YOUR DAY. CHALLENGE YOURSELF TO SEE YOUR DAY WITH THE SAME CHILDLIKE WONDER THAT YOU WOULD IN YOUR YOUTH. BEGIN YOUR LIST WITH 5 THINGS, THEN 10, THEN 20. TRY TO END YOUR DAY WITH 50 BLESSINGS.

### PRAYER

DEAR LORD, I THANK YOU FOR THE WORK THAT YOU CONTINUE TO DO IN MY LIFE. I PRAY THAT AS I GO ABOUT MY DAY THAT YOU WOULD ALLOW ME TO STOP AND SEE THE GOODNESS OF THE WORLD AROUND ME, THAT I WOULD TASTE AND SEE THE BLESSINGS THAT YOU GIVE ME AND FULLY ALLOW MYSELF TO BE IMMERSSED IN THEM. ALLOW ME TO SEE MY DAY AS A CHILD WOULD, FILLED WITH EXCITEMENT AND POSSIBILITY. I PRAY THAT NOT ONLY WOULD I BELIEVE THAT YOU WOULD WORK IN MY LIFE, BUT THAT I WOULD PREPARE MY HEART FOR YOUR WORK. ALLOW ME TO NOT TAKE MY LIFE FOR GRANTED AND TO FULLY LIVE A LIFE WORTH LIVING GLORIFYING YOU EVERY STEP OF THE WAY. - AMEN

# HEARD IN THE CLASSROOM

*What are we talking  
about this month?*



**Abby Neiswender**

**"I just wrote a research paper in my literacy class for my inquiry project, I researched how you can implement read alouds to get students interested in what you are teaching. Even if you don't read books that are on their level, it is still super engaging!"**



**Sydney Momot**

**"I am in Children's Literature and right now we are working on book hook projects, We are finding ways to get students to want to read the book!"**



**Ellissa Beach**

**"I am in Cultural and Political Geography. Right now we are learning about civics. In the beginning, we talked about different levels of education and what we will be teaching within those levels. We do geography and learn about map features. We also learn about different cultures. It's really interesting to learn how we are going to tie in what we are learning into our future classrooms."**

DEPARTMENT STUDENTS VOLUNTEERING AT

# THE OAKES MUSEUM AT MESSIAH



I decided to start volunteering for the Curator Club at the Oakes Museum because I find the museum interesting and wanted an opportunity to work on the campus with elementary students. I enjoy helping there because the kids are truly engaged in what they're learning and personally I've learned a lot about a variety of science topics and how to teach them.

**EMMY VARNER**

PREK-4 MAJOR



[Learn more about The Oakes Museum](#)

# Serving with the Agape Center



Over spring break, a few students went on service trips in Delaware, Maryland, and New York. One group went to Wilmington Delaware and worked with students with Urban Promise. They also collaborated with students from Virginia Tech and utilized their skills to assist students with upcoming projects, speech contests, homework, and more. They also had a panel where the high schoolers asked the college students questions about life after high school and how we can continue to grow in our faith. This trip was beyond words to see God's work through us and to bond with our fellow brothers and sisters in Christ. We are hoping that this trip will continue in the future.



# DR. BUCKLEY

## PROFESSOR SPOTLIGHT

Office: Boyer 402 Email: [cbuckley@messiah.edu](mailto:cbuckley@messiah.edu)

### EDUCATIONAL BACKGROUND

Ed. D., Education Administration from Immaculata University  
Masters, Curriculum and Instruction, Shippensburg University

BS, Elementary Education with Middle Level Math Concentration, Shippensburg University

### CLASSES I TEACH

EDUC 209 Principles and Structures of Mathematics  
EDUC 303 Mathematics: Climate, Curriculum, and Instruction I  
EDUC 304 Mathematics: Climate, Curriculum, and Instruction II

### FAVORITE SAYING(S)

"I digress". "The world according to Carol."

### WHAT I LOVE ABOUT MESSIAH

What I love about Messiah is the focus on service and helping fellow humans.

### RESEARCH INTERESTS

Math anxiety/attitudes  
Helping parents understand Math  
Helping children understand Math  
Developing numeracy

### SERVICE:

#### On Campus:

- Community of Educators Senate
- Teacher Education Committee
- Commissioning Service, Chair
- Faculty advisor for Education Association of Messiah University (EAMU)
- Faculty mentor for Smith Scholar Intern

#### Off Campus:

- Executive Board of Pennsylvania Association of Math Teacher Educators

### WHY DID I BECOME A PROFESSOR?

I love teaching Math, and the autonomy of teaching at the university level! In the last 20 years, Math education has changed significantly. As a Math teacher educator, I have an opportunity to impact hundreds of future teachers and the hundreds and maybe thousands of students they will teach in their career. If I can help some of those future teachers to enjoy math and pass on that love of Math to their students, I'll consider it a success!

### FAVORITE SCRIPTURE VERSE AND WHY:

My current favorite verse is Psalm 46:10 "Be still and know that I am God". It is a reminder to me that regardless of the struggle or joy, God is in with me. I need to stop reacting to fear and trust in Him.

### CURRENT FAVORITE THINGS:

#### To Do:

- Spend time with my grandchildren and family
- Reading

#### Vacation Spot:

- Any place with water!



# Celebrating God's Design

Seniors pursuing teacher certification in **Special Education** grew a tight bond across their years at Messiah University. In their final semester together, they've been celebrating how God's unique design in their personalities and experiences informs who they are as teachers. **Katie Anderson**, with years of experience as a Young Life ministry leader, starts each class session with "**Five Minutes On the Spot with Katie**", interviewing a classmate with depth and plenty of humor, too. Here are a few examples of our celebrations of God's sweet design.



Growing up in a military family, **Katie Anderson** (left) moved around lots, learning how to make friends quickly, but also how to spot the kids who need help making friends. As a youth, **Alexandria Cass** (right) competed in cheerleading teams. That experience helps her to build community and promote joy in a classroom environment.

**Kate Prothero** (left middle) runs Cross Country, and Track, specializing in Steeple Chase. Learning to compete against her own personal best, helps her to promote intrinsic motivation of her learners.

Through her own adoption and the love of her family, **Lizzie Martin** (bottom left) has grown sensitivity to deeply love the children who need unconditional love.

His love of soccer and folks with more severe disabilities, have contributed to **Trevor Swartz's** (right) strengths in analyzing and teaching discrete steps of a new skill, celebrating small steps of progress with his learners.

**We are celebrating God's intentionality in His beautiful design of our talented future teachers!**



# eSTEAM Saturday

Migrant Education Children and Messiah Education Majors  
Spend the Day Learning About Identity.



Every semester we welcome close to 40 migrant education children to campus as part of our eSTEAM Saturday. Education students in EDUC 208 and in the TESOL minor provide the instruction and lead the day. This year we had a team of 6 Amazing Messiah students leading the event.



Meredith Gartner, Travis Hansen and Emily Watson



Jacob Swanson, Amelia Beyer and Annie Tamini





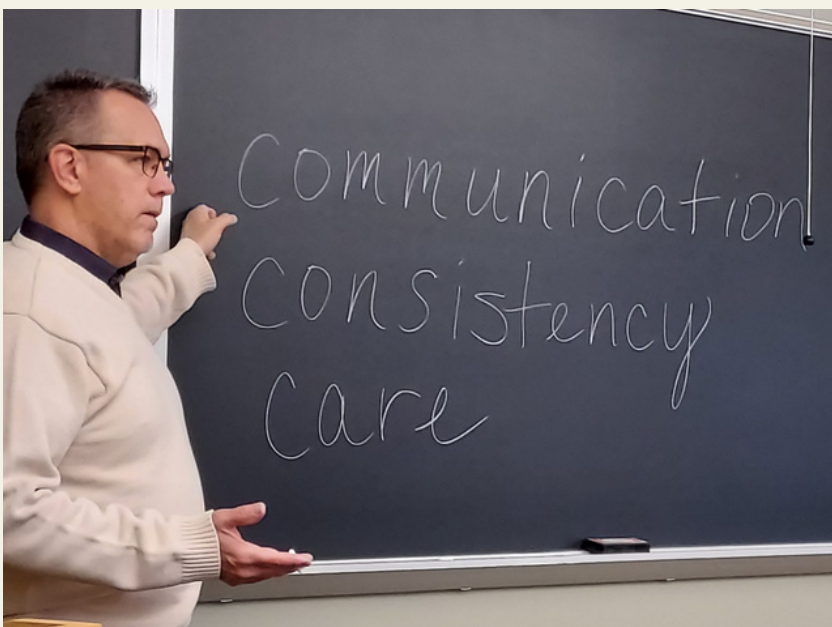
Students learned about how animals use camouflage to conceal their identity in the wild. We visited the Oakes Museum and viewed different ways that animals might also reveal their identity. Then, we discussed how artists use color to convey ideas about identity and students painted their own self portraits. We ended the day with a read-aloud and art gallery walk.



# Observing March Awareness Month for Intellectual and Developmental Disabilities



During the month of March, students in special education courses celebrated awareness of Intellectual and Developmental Disabilities. On March 21st, we "Rocked our Socks" (bottom right), since 3/21 is World Down Syndrome Awareness Day. Mismatched striped socks are symbolic of the third chromosome at the 21st spot for Trisomy 21. We also appreciated the stories of various guest speakers. Campus Worship Pastor, Doug Curry (below left), shared his parenting story with future teachers. A panel (top) also presented from the Cumberland Perry County ARC about independent living challenges and victories for adults with intellectual and developmental disabilities.



# Book Drive for Harrisburg!

"This past semester I have been researching the importance of bilingual texts in the classroom for my Inquiry Project in Literacy. To expand on what I have found in my research, I have coordinated a book drive for Stone Soup Library in Harrisburg." -Erin Haines

## What Is Stone Soup Library?

- Stone Soup Library is run by a couple in Harrisburg who took a vow of poverty and moved into Harrisburg.
- They use their house as a "haven" for children to feel safe, loved, and supported.
- They trust in the Lord's provision to provide them with the materials they need for the children. They give as much as they can to the kids.



Even **one book** can make a **huge difference!**

### 10-second version:

**What?** Book Drive for Harrisburg kids.

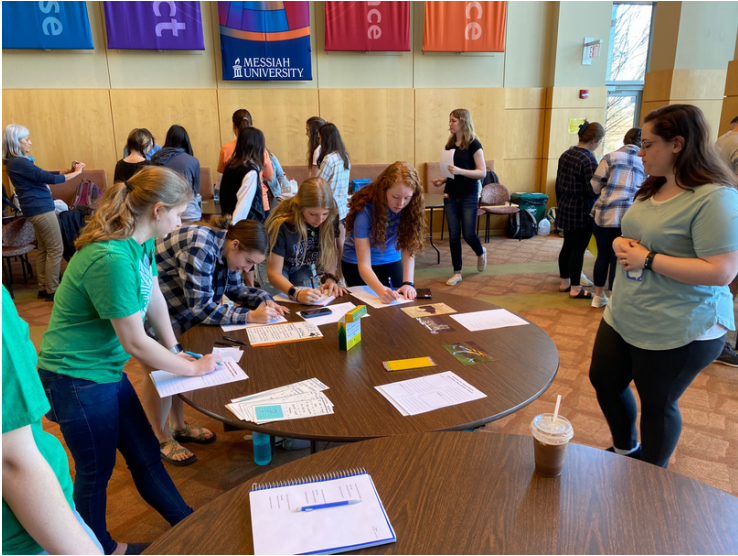
**When?** Now until April 30th

**Where?** Order directly from the Amazon link or any other books should go to Erin Haines unit 5072. ALL donations go to Stone Soup Library. Old or used books are great too!

[https://www.amazon.com/hz/wishlist/ls/1XW2H6TKBANGO?ref=wl\\_share](https://www.amazon.com/hz/wishlist/ls/1XW2H6TKBANGO?ref=wl_share)

Science: Climate, Curriculum, and Instruction for Elementary School presents

# SCIENCE CIRCUS 2022



Animal Kingdom  
Sarah A, Julie, Ainsley



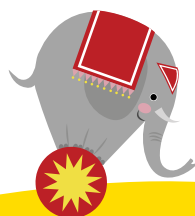
Science of Sound  
Sidney, Abbie, Melissa



Natural Disasters  
Abby, Catie B, Hannah K



Density  
Micah, Clayton, Luke



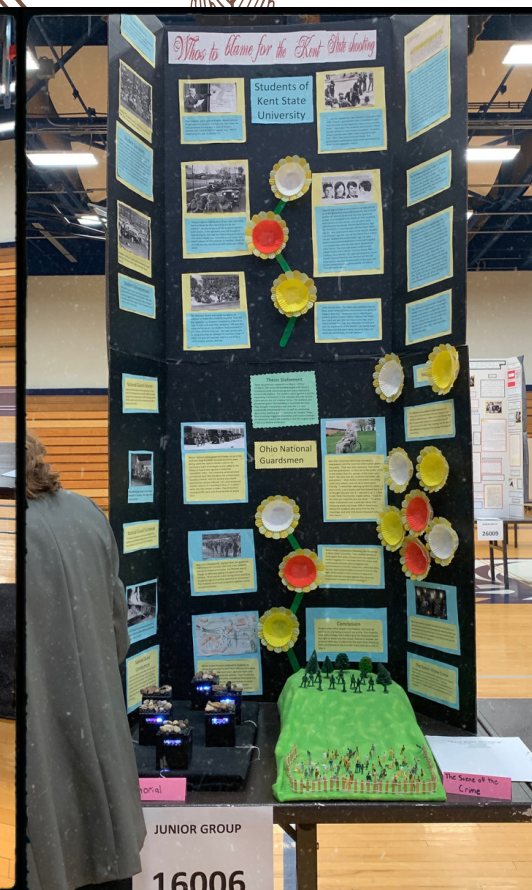
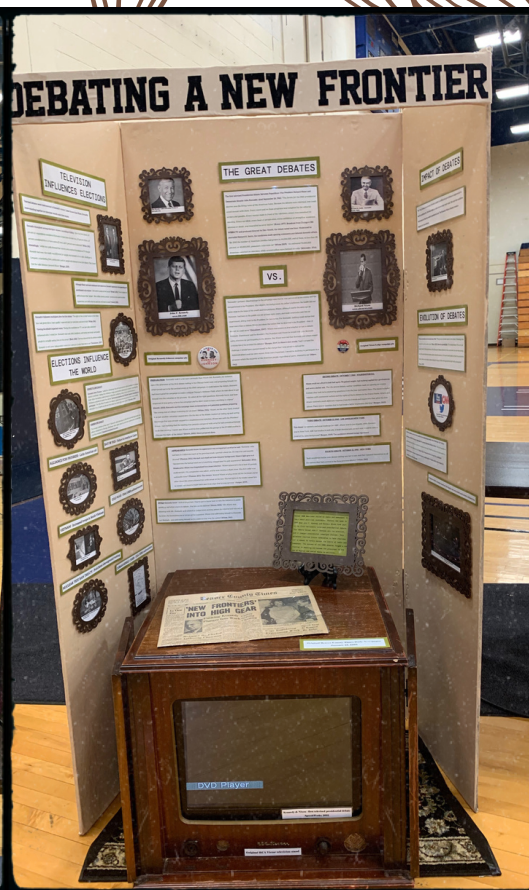
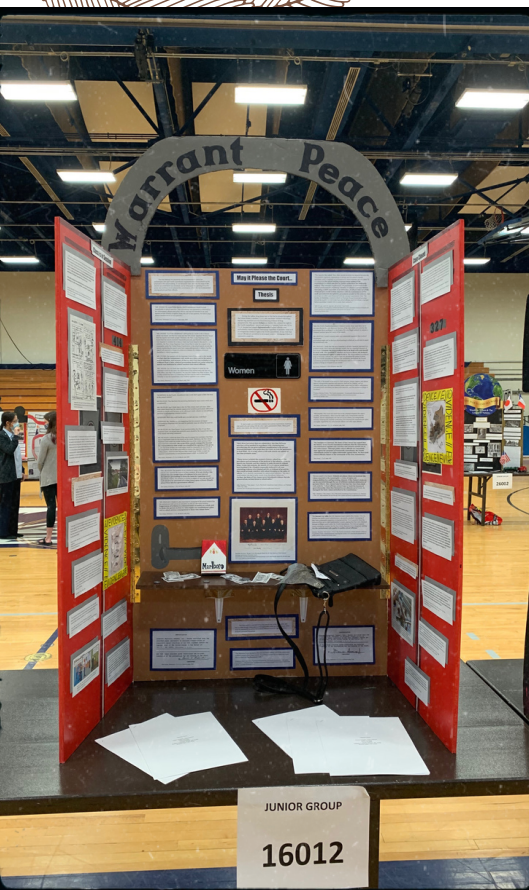
# National History Day @ Messiah

Each spring, nervous and excited middle and high schoolers from central PA come to Messiah for National History Day (NHD). At the start of the school year the students learn of the year's NHD theme, this year it was Debate and Diplomacy in History: Successes, Failures, and Consequences. From there students can choose any topic from history that fits with the theme, and they can create documentaries, papers, performances, websites, or exhibits to showcase their research.

For the first time, the opportunity to judge student projects became available to education majors. Middle levels, such as Shannon Ihrer, teamed up with history majors, professors, and other history enthusiasts to examine student projects and judge them on their historical quality and clarity of presentation.

The top three from each category division move onto state competition in Scranton on May 7th. Everyone involved had a great time seeing the amazing effort all the students put into their projects!

## Student Exhibits





# Do you want to be a teacher?

## Then you need to take educational psychology!

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

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

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

### Questions?

Contact: Matt Reitnour

Associate Director of Admissions/Coordinator of Dual Enrollment

Email: [mreitnour@messiah.edu](mailto:mreitnour@messiah.edu) | Call: 717-691-6000



### Benefits of being dual enrolled at Messiah University

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

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# DR. BEV GOODLING

PROFESSOR SPOTLIGHT

Office: Boyer 420 Email: [bgoodli2@messiah.edu](mailto:bgoodli2@messiah.edu)

## EDUCATIONAL BACKGROUND

Doctor of Education in Curriculum and Instruction, Liberty University, Lynchburg, VA

Master of Education in Curriculum and Instruction, concentration in Early Childhood, Shippensburg University, Shippensburg, PA

Bachelor of Science in Home Economics, minor in Early Childhood Education, Messiah College, Mechanicsburg, PA

## CLASSES I TEACH

HDFS 210 Child Development  
HDF 451 Administration and Practice in ECE

## SERVICE

Friendship Family Program, Messiah College, Mechanicsburg, PA, 2006-present; Provide Messiah College international students with care and hospitality while away from home and family

Mountain Ridge Church Connect Team Leader; Providing leadership for a variety of teams that carry the mission of loving and serving one another

## WHY DID I BECOME A PROFESSOR

I graduated from Messiah College with a B.S. in Home Economics and a minor in Early Childhood Education. After spending my final college semester student teaching in the Early Learning Center on campus, I knew I had found my passion in early childhood education. Several years later I completed the coursework and student teaching necessary to obtain PA State Teaching Certification in grades N-3. With this background I gained experience teaching first grade, third grade and preschool. In 1999 I was hired at Messiah College to teach preschool at the Early Learning Center, the place where I initially found my passion for young children. During my 12 years at the ELC, as a teacher and later the director, I uncovered another passion - mentoring pre-service teachers! After furthering my education, I am thrilled to be currently teaching in both the Education and Human Development and Family Science Departments at Messiah University, promoting best practices in early childhood education.

## FAVORITE SCRIPTURE VERSE AND WHY

Proverbs 3:5-6 New American Standard Bible

"Trust in the Lord with all your heart and do not lean on your own understanding. In all your ways acknowledge Him, and He will make your paths straight." The KJV of this passage ends with "He will direct your paths." This verse has provided me with peace during difficult challenges in life and gives me courage for the future. A favorite quote, attributed to Homer, is "I know not what the future holds, but I know who holds the future."

## WHAT I LOVE MOST ABOUT MESSIAH

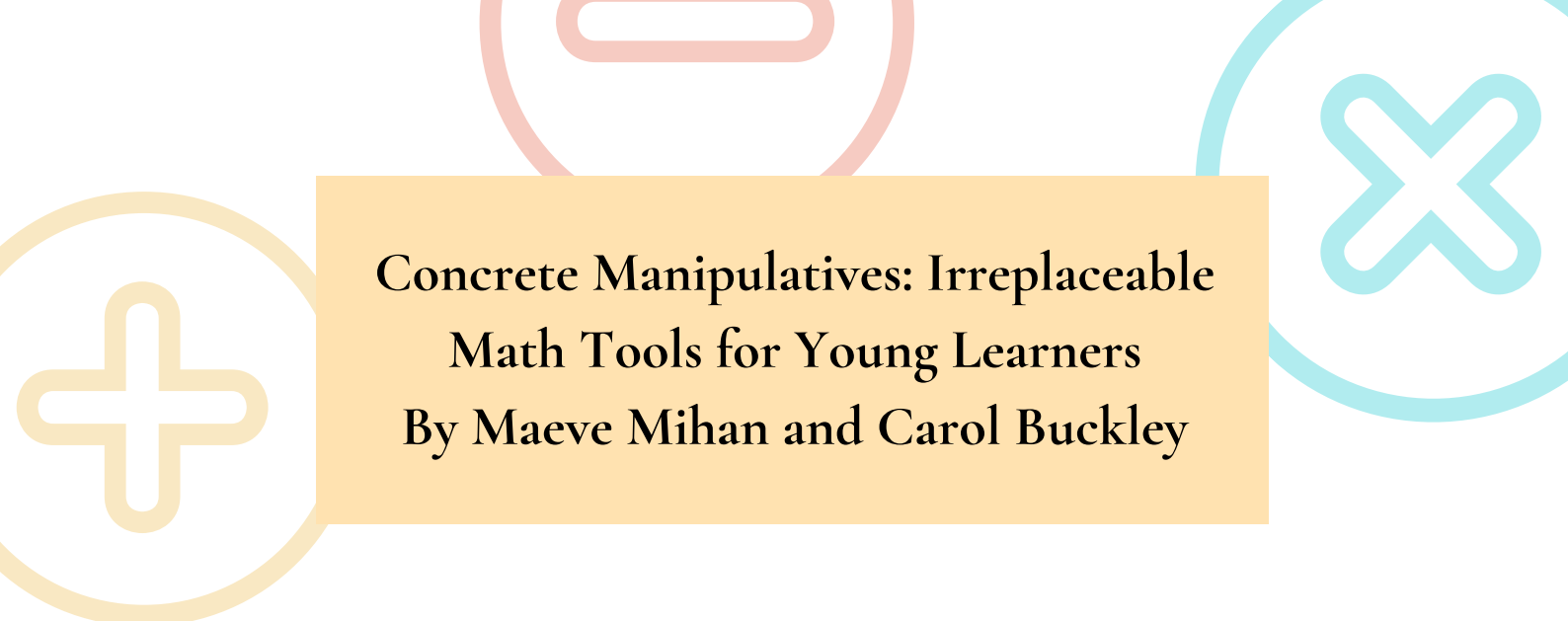
What I love most about teaching at Messiah University is our students. They are highly motivated and committed to making a difference in the world.

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

Another career I would enjoy is being a Speech and Language therapist. I teach the Language Development course for the Speech and Language minor at Messiah. In this course I share many of the intricacies involved with children learning language. It's fascinating to learn how our bodies are formed perfectly for this ability! A child's success in school is highly influenced by his or her verbal language skills. How rewarding it would be to support a child with this important skill!

## FAVORITES

Spending time with my family and friends, coffee chocolate chip ice cream from Brusters, biking on rail trails, hiking and fly fishing in Montana, traveling to new places with my husband, collecting antique children's toys, and planting lots of flowers in the spring/summer.



# Concrete Manipulatives: Irreplaceable Math Tools for Young Learners

By Maeve Mihan and Carol Buckley

Much has been written about changes in Math instruction over the last decade. To be sure, implementation of Common Core State Standards has represented a significant change in how Mathematics is taught. There is much more emphasis on how we ask questions, making real connections for students, and encouraging invented strategies and independent thinking. We certainly seem to have a better understanding of how Mathematics is learned, and the value of experiencing Mathematics. Coincidental to the changing landscape of Math instruction in the primary grades over the last decade, a few specific strategies have stood out as significant in our pedagogy. The use of concrete manipulatives has had a substantial impact on the development of numeracy, critical thinking, and developing a deeper understanding of Math concepts for our youngest learners.

Concrete manipulatives are objects that students can physically manipulate and interact with. They help students develop an understanding of math concepts and processes at a deeper level. Traditionally, students were taught singular solutions to math problems and expected to memorize facts. This kind of math instruction does not help students have a conceptual understanding of the math they are doing. More complex and advanced math concepts will be challenging later if students lack a deeper understanding of foundational concepts.

One framework that is widely known today in math instruction is the CRA Framework, meaning concrete, representational, and abstract. Concrete is the “doing” stage, representational is the “seeing” stage, and abstract is the “symbolic” stage. The concrete stage is where concrete manipulatives are used. This framework is very different from traditional mathematics instruction but has many benefits for students across all grades. It allows them to visualize and manipulate/experience the problems they are solving and connect conceptual ideas to procedural understanding. By incorporating concrete manipulatives into our primary and secondary classes, math can become a more meaningful and worthwhile experience for our students.

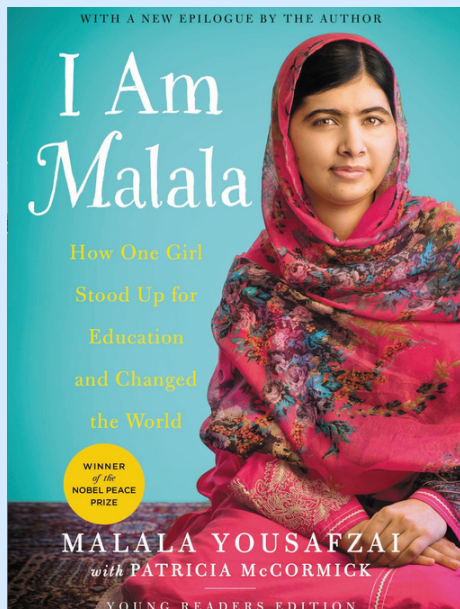
Manipulatives are available to teachers in many forms and can be used to teach a variety of mathematical concepts. Some examples of concrete manipulatives are base ten blocks, counters, cubes, and pattern blocks. If funding is an issue, there are inexpensive alternatives that any classroom teacher can obtain. These alternatives include paperclips, coins, buttons, or dried beans, among other objects.

What is great about the use of concrete manipulatives is the ability to give students choice in how they solve math problems. One student may prefer to use connecting cubes to do an addition problem, while another student may prefer to use a ten frame. Giving students choice increases motivation and excitement for learning. Teachers should always have various manipulatives available to their students. One easy way to do this is by providing each student with a toolbox filled with different manipulatives that they can use at any time.

Once students have a deep understanding of the concept, they will be less dependent on the use of manipulatives to process a problem, and can use pictures to “represent” the problem and solution. This idea should be modeled for students, and then they will eventually generate their own drawings to represent problem solutions. Soon, students will be ready to represent the problems only using the “Abstract” form of numbers and symbols. The amount of time children spend in each phase is highly individual, and they should be allowed to revisit the use of concrete manipulatives with each new concept being taught. For example, students might have matured to the abstract stage for addition and subtraction of whole numbers, but would likely benefit from the use of manipulatives when addition and subtraction of integers are introduced.

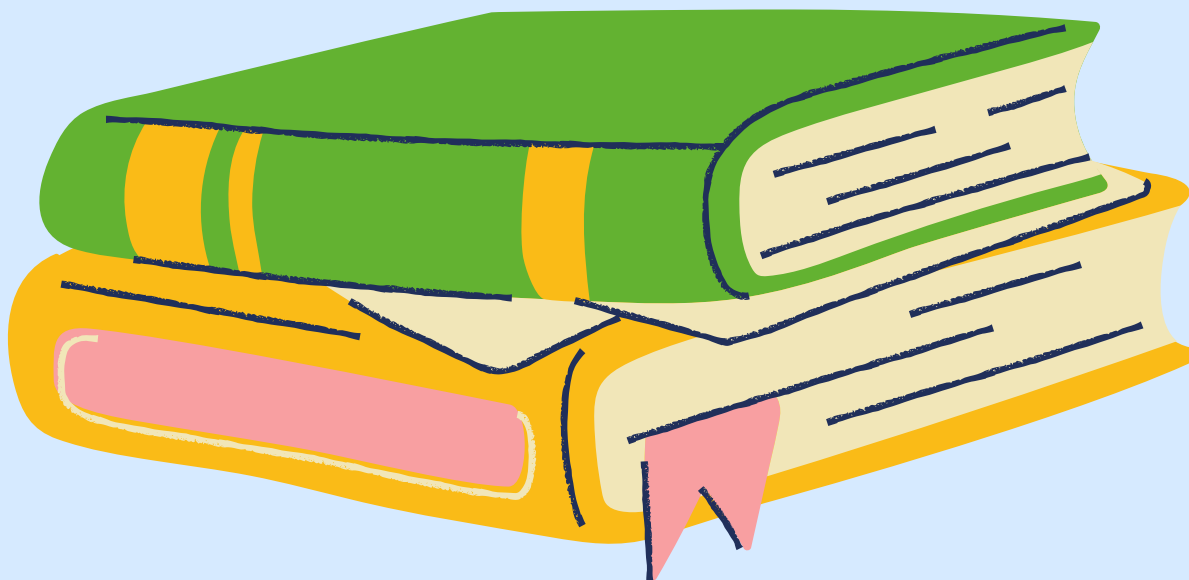
Students should be supported in each step of the CRA process. In both the “Concrete” and “Representation” stages, the “Abstract” form using symbols and numbers can accompany their work. In other words, while students might add 3 red counters and two yellow counters to get five counters, a connection to the abstract form of  $3 + 2 = 5$  can be made. It is recognized that allowing the use of manipulatives to understand a Math concept does take time. However, it could be argued that the time will be recovered with the fluency and automaticity gained when children have an in depth understanding of the Mathematical concept as a result of using manipulatives.

# Check Out This Children's Book!



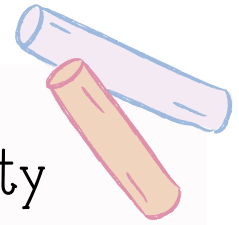
Reviewed By: Shannan Ihrer

You may think you know the story of Malala Yousafzai, but hearing it in her own words makes it so much more impactful. As I was looking for books to add to my classroom library I came across the young readers edition for I Am Malala. I was so excited to get this book and I read it cover to cover in a single day. Malala Yousafzai grew up in Pakistan with her father, mother, and brother. Her father ran a school for girls and the family became a target of the Taliban. In October 2012, her life changed forever when she was shot in the head. She survived and became even more of an activist for women's right to education. She won the Nobel Peace Prize in 2014. A comparison of the young readers edition to the adult version found on PhDs and Pigtails, claimed the young readers edition has more of Malala's voice and sounds more like her personal speeches. While I have not read the adult version, I agree with the assessment that the young readers edition has a really personal feel to it.





# EAMU



Education Association of Messiah University



Classroom Management with Samantha Fecich

**Upcoming Events:**  
Conversation Cafe  
April 6th from 6:30-8:00 pm  
Boyer 432





LEARN MORE



TREVOR SWARTZ

CURRENT YEAR: SENIOR  
SPECIAL EDUCATION K-12

# Education Department Honors Projects

## Dyslexia Interventions

The focus of the project is to develop an understanding of Dyslexia. Once a high level of understanding has been reached, the focus turns to how to facilitate aid for learners with dyslexia. My project is focused on two parts. The first is dyslexia as a whole and the second is focused on phonics. While the first half of my project covers a lot of info in a little depth, the aim of the second half of my project is to dive deep into a key theory used in dyslexia interventions: phonics and phonological awareness.

### Why did you choose this topic?

If I am being honest, I chose this topic to be able to be certified to teach in Arizona (where I am from). AZ places more emphasis than PA does on dyslexia and phonics. My aim for this project is to show the state I am well versed and prepared to help students in this demographic. I am also interested in being able to help as many kids as possible and I believe this project gives me just that opportunity. One of the great things about this project is the principles of dyslexia intervention are helpful in many other types of reading intervention. So even though the project specifically focuses on dyslexia, it prepares me for much more due to the phonological focus.

### What resources are you using for your project?

- Orton Gillingham: <https://www.ortonacademy.org/resources/og-approach-principles/>
- We All Play by Julie Flett: <https://youtu.be/bPivCAi1D74>
- Hoefft, F., McCandliss, B. D., Black, J. M., Gantman, A., Zakerani, N., Hulme, C., Lyytinen, H., Whitfield-Gabrieli, S., Glover, G. H., Reiss, A. L., & Gabrieli, J. D. E. (2011). Neural systems predicting long-term outcome in dyslexia. *Proceedings of the National Academy of Sciences of the United States of America*, 108(1), 361-366. <https://doi.org/10.1073/pnas.1008950108>

### What are you learning so far?

There are many things I am learning but I think the thing that has stuck out to me the most is the neurological research I have read. It showed brains of people with dyslexia do not activate in typical spots compared to a "normal reader". Instead, the brain has found a way to work other parts of itself to still give the ability to read. Although it is "harder" to read, the brain has found a way to make it work. Another thing I have learned is dyslexia is not linked to a learning disability. This project has challenged my assumptions of dyslexia. Research has actually shown people with dyslexia on average have a higher oral comprehension level than most of their peers. In other words, due to a deficit in one area, the brain has been heightened in another.

### When will you finish your project?

I will finish my project in the Fall of 2022.

# Check out: **Math a.t. Home**

**It's a blog to help develop children's mathematical reasoning skills.**

Scan the code with your phone's camera or click on the link to check it out!

<https://mandcmath.wixsite.com/mathathome>



This blog is the result of the research that Dr. Buckley and Maria Cushing-Daniels are conducting after receiving the Smith-Scholar Intern Grant for the 2020-2021 academic year.

Created by:  
Dr. Carol Buckley &  
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## TRENDS IN THE FIELD

### SOCIAL STUDIES EDUCATION: THE CIVIC MEDIA LITERACY FRAMEWORK



Dr. David Hazen

Recent large-scale studies highlight challenges youth and young adults have detecting misleading online information or the accuracy of online truth claims about controversial public issues. Building from Masyada & Washington, researchers employ a civic media literacy framework emphasizing 21st-century source work to guide our analysis. While doing source work is not new to social studies education, working with Internet sources presents critical challenges, including the likelihood that online readers will consume perspectives that align with their own. This challenge has intensified in a US social and political context marked by the proliferation of fake news and "alternative facts." Thus, the ways readers of any age evaluate online sources' objectivity remain central.

Masyada and Washington's (2016) model of civic education integrates media literacy with conceptual thinking. They draw from core principles of the National Association of Media Literacy Education (NAMLE) (2007) to outline how media literacy education "requires active inquiry and critical thinking about the messages we receive and create" to develop "informed, reflective and engaged participants essential for a democratic society" (2007). Masyada and Washington then define conceptual as "a focus on the foundational ideas of civics that are transferable across time, place, and situation - no matter the content... [ideas that] include such concepts as liberty, equality, security, collaboration, and conflict, among others." They use the C3 Framework from the National Council for the Social Studies (NCSS, 2013), which includes a student-driven and teacher-led inquiry process with four dimensions: ask compelling questions; use disciplinary perspectives of history, geography, economics, or civics; gather and evaluate information sources, and communicate findings and take action.

While Masyada and Washington addressed civil liberties as their concept, more recent research focuses on the idea of reliability. To determine if someone is reliable and trusted, we typically assess their past performance and our previous experiences with them. An emphasis on source attribution or identifying author motives and the intended audience is one key component of social studies education. Researchers have found that students can become more skilled at evaluating sources after explicit instruction with the "sourcing heuristic." However, research notes that college students view information as more credible than adults and verify information less and that high school and college students struggle when asked to evaluate the reliability of historical sources.

While discerning whether sources are reliable has long played a part in social studies inquiry, the concept of reliability has gained greater significance the past few decades in our Internet age as new forms of information and communication technologies reshape the nature of reading, writing, and communication and necessitate "new literacies." Evaluating the trustworthiness of sources, assessing how extensively to investigate a source or author, and following links to do additional research have become essential online reading behaviors. One consequence is the greater ease and likelihood that online information readers will consume ideas, perspectives, etc., that align with their views. Put another way, people's knowledge and analytical skills can have limited value regarding politically charged or divisive topics. One's political beliefs and affiliations can engender different views about basic facts tied to politically divisive issues. Moreover, adults and youth can exhibit an "optimistic bias" regarding their skillfully evaluating online information. The current trend in Social Studies education is to employ a better civic media literacy framework to understand and assess Web sources that encompass political, civic, geographic, economic, social, cultural, psychological, and historical dimensions. The type of reading and analysis required for this suggests that this work is a primary part of a "toolkit for digital citizenship" advocated by the NCSS, NAMLE, and various state education departments.





Publication

DR. MELINDA BURCHARD



## Journal of the Christian Institute on Disability

### Perspectives and Practical Strategies for Disability-Related Behavior Challenges in Ministries to Children and Youth

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**Keywords:** behavior, disability ministry, New Testament Biblical perspective on disability, children's ministry, youth ministry

#### ABSTRACT

Challenging behaviors happen, even within Sunday schools and ministries to children and youth. This essay explores spiritual and theoretical perspectives about disability and addressing behaviors. Teachers, leaders and volunteers may benefit from example practical strategies for planning for and responding to such challenging behaviors, especially the social, emotional and behavioral challenges related to disability.



PDF



Do you help with church ministries to children or youth? Perhaps you will find this article a practical help: See page 39 of today's issue of Journal of the Christian Institute on Disability for an article about supporting disability-related behaviors

<https://journal.joniandfriends.org/index.php/jcid>

# INCLUDING INCLUSIVE LITERATURE IN OUR CLASSROOMS

*Marcelia Gartner*

In EDUC 301 02: Literacy CC&I 1, I was able to conduct research on the importance of inclusive literature for young readers. My research connected within the themes of social and cultural norms, stereotypes of characters in literature, building identities, and experiential learning. With these themes, it is important to be selective in the literature we show to our students. Looking for literature that show inclusion and diversity within their characters is extremely important as they portray positive examples for our students. I have created an Amazon wishlist of 5 amazing children's books that do a great job diversifying and including culture and inclusion with their characters.



Check out my book recommendations!



# Upcoming Events

MARK YOUR CALENDARS

## APRIL

Ed. Dept. Honors Project Applications Due April 1

HAPPY Birthday to...Dr. Tina Keller April 12

HAPPY BIRTHDAY to... Professor Ariela Vader April 17th

BESS Symposium April 22nd

Department Honors

Teaching Multilingual Learners - April 8, 5-630, Boyer 131

STEAM & Collaborative Education - April 21, 6-8:00, Boyer 137

ASL for Special Educators - April 22, 3:35 pm, Boyer 137

EAMU's April Events

- Conversation Cafe- 4/6
- End of the Year Celebration- TBD

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

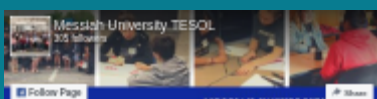
Email ideas to [tkeller@messiah.edu](mailto:tkeller@messiah.edu)



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