

28th Annual
**Faculty Research
Symposium**

March 14, 2023



2022 Faculty Research Symposium Schedule

3:00 pm – 3:20 pm

Adams 201: DoHee Kim-Appel, “The Relationship of Psychological Factors in Predicting Level of Differentiation of Self”

Adams 204: Aaron Sell, “An Empirical Test of the Evolutionary Origins of Hatred and Anger.”

3:30 pm – 3:50 pm

Adams 201: Stacey Pistorova, “Bridging the G.A.P. from Kindergarten to Teacher Prep: A Case Study.”

Adams 204: Justin Pruneski, “Using Podcasts to Engage Students in Content and Professional Development.”

4:00 pm – 4:20 pm

Adams 201: Barry Devine, “Epiphany and the Bildungsroman Tradition.”

Adams 204: Michele Castleman, “It’s a Quixotic World After All: Liminal Quests in Libba Bray’s *Going Bovine*.”

4:30 pm – 4:50 pm

Adams 201: Nichole Griffin and Maria Welter, “Reading to Learn: from Botswana to Ohio.”

Adams 204: Lisa Kahle-Piasecki and Matthew Bereza, “Digital Badges: A Pilot Study.”

5:00 pm – 5:20 pm

Adams 201: Karla Kash, “Consent Forward Artist and Intimacy Direction.”

Adams 204: Diane Monaco, “Student Debt.”

Abstracts

It's a Quixotic World After All: Liminal Quests in Libba Bray's *Going Bovine*

Michele Castleman | 3:00 pm | Adams 201

A small subset of young adult (YA) literature explores the experience of illness and impending death among teenage protagonists and the uncertainty of existing in such a liminal space. Libba Bray's Printz-Award winning, surrealist, YA novel, *Going Bovine* (2009) serves as an adaptation of Cervantes's *Don Quixote*, a satire of teen life in the early 2000s, and as a thoughtful exploration of what it is to be dying. Sixteen-year-old Cameron Smith, who is mostly friendless and who has an antagonistic relationship with his family, has been diagnosed with Creutzfeldt-Jakob's or mad cow disease. Cameron escapes the hospital to go on a road trip with a classmate named Gonzo to fulfill many of his ambitions and to save his own life as he connects with the world and people around him. *Going Bovine* reveals the liminal spaces among life and death, real and fantastic, and wakefulness and dreaming as brief scenes reveal that Cameron actually remains confined to his hospital bed as his condition deteriorates. The thresholds that Cameron and *Going Bovine* inhabit are encapsulated well within the opening chapter of the book. As Cameron describes a childhood near-death experience that occurred at Disney World, the narration hints at the turmoil and complexity of existing in liminal spaces.

An Empirical Test of the Evolutionary Origins of Hatred and Anger

Aaron Sell | 3:00 pm | Adams 204

Studies of non-human animals frequently show two forms of aggression: a predatory style designed to kill a target, and a bargaining style that uses aggression to control others. Here I theorize that the strategies inherent in these forms of aggression are recapitulated in the human emotions of hatred and anger. Hatred shows evidence of having evolved to neutralize individuals whose continued existence and well-being negatively affect the hateful person's fitness. Anger appears to have evolved to bargain for better treatment from others. My colleagues and I tested predictions from these theories by having subjects think of someone they were angry with but did not hate (anger condition) and to think of the person they hate most in the world (hatred condition). Subjects then rated various actions and goals with respect to the person. Results showed that hateful subjects preferred neutralizing strategies such as: killing the target, ignoring the target completely, and spreading hurtful gossip about the target. Subjects in the anger condition preferred recalibrating strategies such as: demanding an apology, explaining their point of view, and listening to the target's explanation. These results illustrate that hatred is not simply a more intense form of anger, but is its own adaptation with specific strategies.

Epiphany and the Bildungsroman Tradition

Barry Devine | 3:30 pm | Adams 201

James Joyce conducted his earliest experiments with literary form while in his late teens and early twenties. He wrote a series of very short vignettes that were neither poetry nor fiction and that still defy easy categorization today. He called these vignettes “epiphanies,” and never tried to publish them, but he kept them at his side as he wrote all of his novels. My research into the manuscripts for Joyce’s Bildungsroman (or “coming-of-age” novel), *A Portrait of the Artist as a Young Man*, reveal frequent borrowings from these “epiphanies” in order to illustrate the spiritual and social development of the novel’s main character. The careful employment of these vignettes throughout the novel reveal a structural pattern, not only in Joyce’s novel, but also in nearly all examples of the genre. This presentation will illustrate how giving a name to Joyce’s technique helps readers to better understand the epiphanic moments in life that foster growth for the characters and for ourselves.

Using Podcasts to Engage Students in Content and Professional Development

Justin Pruneski | 3:30 pm | Adams 204

Podcasts have become a widespread form of media that has permeated nearly all aspects of popular culture. With the increased availability of high-quality podcasts that connect to nearly any discipline, they have strong potential for use in education. In this presentation, I will discuss my efforts to incorporate a particular podcast into one of my courses to help expose students to current research in the field, and career advice and tips from professionals. I will outline the origins of the project, what I have learned from the experience, some preliminary outcomes, and possible future directions.

Bridging the G.A.P. from Kindergarten to Teacher Prep: A Case Study

Stacey Pistorova | 4:00 pm | Adams 201

COVID dramatically impacted the entire educational world as we saw a decrease in academic gains in K-12 students and in individuals going into and staying in the field of education (Prothera, 2022; Rand, 2021). Federal, state, and local educational institutions have responded with initiatives and funding to support bridging the academic gaps in K-12 students to recruiting and retaining individuals into the field of education. Teacher educator preparation programs are seen as playing a significant role in these initiatives. This research asks the question, how does a statewide mathematics and literacy tutoring grant funded to address the academic gap in K-12 students to a teacher education program support teacher candidates going into the field of education and build the skills and understanding necessary to retain them in the profession?

The Relationship of Psychological Factors in Predicting Level of Differentiation of Self

DoHee Kim-Appel | 4:00 pm | Adams 204

Differentiation of Self is a multidimensional construct consisting of an intrapsychic capacity to distinguish thinking and feeling systems, and an interpersonal ability to maintain connections with others while achieving an autonomous self (Bowen, 1978; Kerr & Bowen, 1988). It is one of the most well-known and researched constructs within the family systems/therapy literature. While there is ample research that connects poor Differentiation of Self to worse mental health outcomes (e.g. anxiety, depression) and more impaired relationships (family and otherwise)—there is less research connecting this well-established construct to other personality and psychological variables of interest that are predictive of function and dysfunction. For the construct to increase its robust development and depth—it needs to be expanded to variables outside of the traditional family therapy literature. To achieve this, the proposed research seeks to use the Five Factor Model of Personality, Religiosity, and the Need for Cognitive Closure in predicting level of Differentiation of Self. This presentation will discuss the rationale and application of this research. Initial data collected will be previewed.

Reading to Learn: from Botswana to Ohio

Nichole Griffin and Maria Welter | 4:30 pm | Adams 201

Creating opportunities through virtual international programs can help students to develop and refine skills all while promoting cultural exchange. Such was the case of the “Reading to Learn: Peer – tutoring program” that ran for six consecutive Saturday mornings in the fall. Six Heidelberg undergrads served as peer-tutors to over 20 high school juniors at Naledi Senior Secondary School in Gaborone, Botswana. Students in both countries learned transferable skills while making personal connections with one another. Hear from one of the peer tutors as well as the US program lead, as we share some of the lessons learned and offer insights on possible ways to develop virtual international programs in various disciplines.

Digital Badges: A Pilot Study

Lisa Kahle-Piasecki and Matthew Bereza | 4:30 pm | Adams 204

Digital badges are becoming increasingly popular as a way to document both formal and informal learning. In order for badges to be valuable, employers must recognize them as such. As individuals consider working towards badges to document their training and learning, there is a need to determine their current value and worth in the current job market. This research will discuss the results of a pilot study that surveyed employers in Northwest Ohio, who were asked their opinions on their current practices and perceptions in recognizing employee’s professional development authenticated by a digital badge. The survey conducted in 2020, found more than half of the human resource directors felt digital badges would play an important role in hiring in the future. An overview of digital badges in the workplace, with a discussion on gamification and its application to digital badges and the results of our study will be discussed.

Consent Forward Artist and Intimacy Direction

Karla Kash | 5:00 pm | Adams 201

This fall, I started my journey to be an Intimacy Director and Consent Forward Artist. I have been fortunate enough to go through two levels of training through an organization called Intimacy Directors and Coordinators (IDC). During the early days of my career, I was used to theatre directors telling us to do the intimacy required in productions and not talking us through it or even asking what we were comfortable with. I realized this is not healthy and have made sure, as a director, to have actor consent and work through all intimacy in a gentle way where the actors consent to the work and are comfortable with what is being asked of them. As I continue as an educator and freelance artist, I desire to create the healthiest and safest environments for everyone I work with. The industry has started official training for actors, directors, and choreographers to learn how to do intimacy in the performing arts in a safe way. IDC, states, “Our Mission is to equip every institution and individual artist in the entertainment industry with the resources and education needed to create a culture of consent in which intimate stories can be told with safety and artistry. IDC’s five core values are something I try to practice in my own life. Daily I strive for anti-racism, creativity, excellence, integrity, and sustainability. I am grateful I am at an institution that honors these values, and I am able to reinforce these values in the classroom and in production. For this symposium, I wish to share about this very important practice of intimacy direction and being a consent-forward artist. I want to share the basic principles of this training and how I am employing it in productions and the classroom.

Student Debt

Diane Monaco | 5:00 pm | Adams 204

This essay explores aspects of student debt including what behaviors consumers can adopt, regardless of their debt loads or socioeconomic circumstances, to begin alleviating their debts. If a consumer is in a low-income job and feels trapped in a debt cycle, what might a path out of that situation look like? This essay also investigates the best steps consumers can take to reduce their dependence on debt and avoid accumulating high debt in emergencies or other unexpected situations. In pursuing debt consolidation, credit counseling or bankruptcy, what should consumers look for in the companies and professionals they hire to help them? What are some red flags vs. signs of trustworthiness and effectiveness?

Presenter biographies

Michele Castleman

Associate Professor of Education

Dr. Castleman is an Assistant Professor of Education at Heidelberg University. She loves teaching courses on young adult and children's literature and on how to teaching literature and writing to future educators. She is an active member of the National Council of Teachers of English (NCTE) and Children's Literature Association (ChLA). She has participated in Heidelberg study abroad trips to China and the Dominican Republic.

Aaron Sell

Assistant Professor of Psychology and Criminology

Aaron Sell is an evolutionary psychologist who uses models of animal aggression to understand the destructive human emotions. He received his PhD from Profs. Leda Cosmides & John Tooby at UC Santa Barbara. He is known for his foundational work on formidability assessment (i.e. the ability to size up an opponent), and his recalibrational theory of anger.

Barry Devine

Assistant Professor of English

Dr. Devine teaches modern British and Irish literature, Literary Theory, LGBTQ+ Literature, and College Writing. His research interests focus the manuscripts of modern Irish authors, primarily James Joyce. He launched The John Quinn Lecture Series in 2020, and is the Editor-in-Chief of The Rock Creek Review, Heidelberg's international journal of undergraduate literary research. His expertise is in James Joyce, Irish Modernism, Manuscript Studies and Irish Studies.

Justin Pruneski

Associate Professor & Chair Department of Biological & Environmental Sciences

Dr. Pruneski's experience as a student at a small liberal arts college helped shape his interest in Biology and provided his first experiences with research and teaching. He pursued these passions in graduate school and earned a Ph.D. in Molecular Biology and Genetics studying the regulation of gene expression in the budding yeast, *Saccharomyces cerevisiae*. After teaching for a year as a Visiting Professor at another university, Dr. Pruneski joined the department in 2013, where he enjoys working closely with students to help them develop their own passions for Biology, research, or teaching. He teaches courses in Introductory Biology, Non-Majors Biology, and Microbiology and works with students on independent research projects related to Microbiology, Molecular Biology, Genetics, and Science Education. Dr. Pruneski is active in multiple professional organizations, frequently attends science education research conferences, and regularly presents and publishes his education research.

Stacey Pistorova

Associate Professor of Elementary Education & Accreditation Coordinator

Dr. Stacey Pistorova is Assistant Professor of Elementary Education at Heidelberg University. She comes to Heidelberg after teaching at the University of Toledo and Terra Community College. Dr. Pistorova brings her passion for pedagogical equity and transforming education to her Heidelberg students, local PreK-5 teachers, and the larger educational community. Research interests include: PBL (Project-Based Learning); the role of the Arts in STE(A)M; Making and Tinkering in Education; and rethinking time as the impetus for change in education. She is a member of NSTA, serves on the editorial board for the Ohio Journal of Teacher Education, and is the recipient of a Martha Holden Jennings grant. Dr. Pistorova served as faculty advisor for Heidelberg sponsored trips to the Dominican Republic and the Texas border.

DoHee Kim-Appel

Associate Professor of Graduate Counseling

DoHee Kim-Appel, Ph.D., LPCC-S, IMFT-S, LICDC, ATR-BC, NCC is an Associate professor in the Master of Arts in Counseling (MAC) at Heidelberg University. She has decades of experience in the field of behavioral health, working with diverse populations of clients across a spectrum of emotional and substance-related issues, including youth, individuals, couples, and families.

Dr. Kim-Appel has presented papers and training sessions regionally, nationally, and internationally in such topics as the impact of historical trauma & epigenetics on mental health; mindfulness, ethics, supervision, creativity, and mental health, art therapy, substance abuse & mental illness, therapeutic jurisprudence, transdisciplinary practice, workplace violence, and family violence. Her research interests include the impact of historical trauma & epigenetics on mental health, family differentiation, mindfulness, cultural competency, supervision, and international issues in behavioral health.

Nichole Griffin

Assistant Professor of Education

Nichole began her career as a 7th and 8th grade social studies teacher. Since that time, she also taught upper elementary, high school and college courses in social studies, math, and education. Her experiences teaching multiple subjects has led her to utilize literature across the curriculum; using novels to help students access content information. Similarly, she is interested in how differentiated instruction can improve student learning. To that end, she was awarded a Fulbright Distinguished Award in Teaching (short-term) to work with educators in Botswana to implement differentiated instruction into their teaching practices.

Maria Welter

Primary Education Major at Heidelberg University

Maria Welter is from Tiffin, and is currently in her third year in the education program. Last semester, Maria participated in Dr. Griffin's Global Peer Tutoring Program with a few of my peers. Maria enjoyed working with high school kids from Botswana to improve their English reading comprehension skills.

Lisa Kahle-Piasecki

Associate Professor of Business

Dr. Lisa Kahle-Piasecki is an Associate Professor in the School of Business and teaches in the undergraduate and graduate management area. She received her PhD from the University of Toledo and holds certification as an Associate Professional for Talent Development. Her current research interests are in the Fourth Industrial Revolution, the intersection of technology and the workplace, and Talent Development practices. She serves on the Board of Directors of WGTE of Northwest Ohio (PBS), and the Greater Toledo Area Chapter for the Association of Talent Development.

Matthew Bereza

Visiting Assistant Professor of Psychology, St. John Fisher University, New York

Matthew Bereza graduated from the Ohio State University in 2009, earning a PhD in Psychology after completing his Master's in Clinical Counseling at Heidelberg University, Tiffin, Ohio. Matthew received his Bachelor's from Hiram College in Spanish and Political Science, and has worked with Spanish-speaking students and clients since that time. Currently Matt teaches social sciences and investigates how ecologies and trauma inform our experiences and how we may improve these systems. On campus and in the community, Matt stays active with Spanish-speaking communities, social justice groups, and improving community relationships.

Karla Kash

Director & Associate Professor of Theatre

Karla Kash is an Associate Professor/Director of the Theatre. Karla is honored to be amongst the talented team at Heidelberg University. Professor Kash has taught full-time at the collegiate level at Iowa State University, Drake University, University at Albany (SUNY), and Saginaw Valley State University. Professor Kash spent a decade as the head of the BFA Musical Theatre Program at Drake University, where she was a tenured Associate Professor. Professor Kash directed, choreographed, and fight-directed many productions at Drake. Ms. Kash is a professional actor, director, choreographer, fight director, and theatre educator. Professor Kash earned her BFA in Acting with an emphasis in Dance, Directing, and Musical Theatre from Wright State University and her MFA in Acting with an emphasis on Classical Theatre and Movement from Brandeis University.

Diane Monaco

Assistant Professor of Economics

Dr. Diane Monaco received a Ph.D. degree in Economics in 1998 from Wayne State University, an M.A. in Economics from the University of Akron, and a B.A. from Wayne State University. She teaches economics courses including managerial economics in the MBA program at Heidelberg University.

Dr. Monaco was previously employed as an economist with the U.S. Postal Regulatory Commission in Washington, DC involved in postal economics research and econometric method estimation in cost attribution/distribution where she has several publications. Prior to her work at the Commission, she taught economics at both Eastern Michigan University and Manchester College for more than 10 years. Her research areas include international and regulatory economics.



310 E. Market St. | Tiffin, OH 44883 | www.heidelberg.edu