

RESEARCH DAY REMOTE SESSIONS – WEDNESDAY APRIL 6, 2022

Time	Title of Presentation	Abstract	Virtual Participation Link	Student/Faculty Presenter
<p style="text-align: center;">10:00 – 11:00 AM</p> <p style="text-align: center;">Paper Session 1</p> <p style="text-align: center;"><i>30 minutes</i></p>	<p style="text-align: center;">Exploring the Impact of Bilingualism on Dementia: A Comprehensive Review</p>	<p>This paper aims to explore the complex, dynamic relationship between bilingualism and individuals diagnosed with dementia by delving into and discussing implications regarding A) the potential of bilingualism to delay the onset or presentation of symptoms of dementia and B) whether or not both languages are impaired in a parallel manner. Furthermore, this paper provides insight into appropriate assessment options and offers various treatment deliberations for bilingual individuals diagnosed with dementia, and poses inquiries into future research in this field. A wide-ranging analysis of past research demonstrates mixed results in proving bilinguals have a cognitive advantage in comparison to monolinguals, requiring the demand for further investigation. Additionally, researchers have not been able to definitively validate the parallel impairment theory, but their findings corroborate the view that both L1 and L2 are affected in a bilingual individual with dementia, though the degree of each is undetermined due to the highly unique nature of the individual and diagnosis. A comprehensive review of the literature and past studies demonstrates an overwhelming need for more robust research to test and develop dynamic, appropriate, holistic measures to assess and treat bilingual individuals who have dementia. As further research develops, SLPs and other clinicians will be responsible for following the evidence and subsequently integrating these findings into their plan of care.</p>	<p style="text-align: center;">Meeting Link: Here</p> <p style="text-align: center;">Password: BallroomD</p>	<p style="text-align: center;">Cristina McCormack</p> <p style="text-align: center;">Graduate Student</p> <p style="text-align: center;">Communication Disorders</p> <p style="text-align: center;">College of Health and Human Services (CHHS)</p>
<p style="text-align: center;">10:00 – 11:00 AM</p> <p style="text-align: center;">Paper Session 2</p>	<p style="text-align: center;">Podcast Production as Meaningful Work</p>	<p>Halting face-to-face instruction in spring 2020 resulted in reimagining teaching and learning for a digital frontier. As teacher educators, we brought conversations about remote teaching and learning to the forefront with our pre-service teacher candidates. Taking these conversations into an online environment by producing an education podcast with guests from the field became a forum for strategically and holistically distributing content. In the spirit of critical pedagogy, podcasting became a megaphone for more</p>	<p style="text-align: center;">Meeting Link: Here</p> <p style="text-align: center;">Password: BallroomE</p>	<p style="text-align: center;">Dr. Amy Vujaklija Assistant Professor</p> <p style="text-align: center;">College of Education</p>

Time	Title of Presentation	Abstract	Virtual Participation Link	Student/Faculty Presenter
30 minutes		effectively engaging in and utilizing individuals' educational research and narratives that addressed current issues. By using the Map of Meaningful Work as a methodology for identifying worth in podcasting, we could see the value in our contributions as a means of nourishing our minds and facilitating our own learning as well as that of our colleagues and partners. Podcasting moves beyond the classroom walls, the meeting rooms, and the time/space limits to reach people who need to hear what education professionals have to say at the right time and the right place. Our guests and listeners who have found value in our messages motivate me to cast aside self-doubt in order to have more faith in the process and embrace opportunities to cultivate meaningful work.		
11:00 AM – 11:30 PM Poster Session 30 minutes	Beyond the Classroom: Breaking Bias and Modeling Equity	The 2022 campaign theme for International Women's Day (IWD) was #BreakTheBias; through this effort, we sought to imagine "A world free of bias, stereotypes, and discrimination. A world that is diverse, equitable, and inclusive." (IWD Website). Within and beyond the higher education virtual classroom, it is important to create safe spaces for students to explore hard topics like the complexities of how gender bias intersects with other forms of inequity. These tough conversations are critical to our institutional commitment to equity and justice. Through the GSU celebration of IWD, the IDSS program and the Office of International Services created an interdisciplinary collaboration between to celebrate the accomplishments of GSU women and raise awareness about strategies to break the bias within professional spaces. Also, participants were encouraged to renew their commitment to reducing gender bias. Over 70 participants attended, and results of a post event survey will be shared to explore what the organizers learned from this collaboration about impacting beliefs about gender bias and recommendations for future work on breaking the cycle of bias.	Meeting Link: Here Password: BallroomF	Dr. Crystal Harris Assistant Professor College of Arts and Sciences Ms. Amy Soub Assistant Director International Services

Time	Title of Presentation	Abstract	Virtual Participation Link	Student/Faculty Presenter
<p>1:00 – 1:30 PM</p> <p>Poster Session</p> <p><i>30 minutes</i></p>	<p>Does Spirituality Affect Your Amount of Regret?</p>	<p>Life is full of choices—what to eat for breakfast, whom to marry or whether one should enlist in the army. Every decision, no matter how significant or important it is, may lead to an experience of regret (Kahneman & Tversky, 1982). Regret is a common emotion that people experience when they reflect on their past decisions and realize that the outcomes could have been different had they made a different choice (Beike, Markman & Karadogan, 2009). There are many factors that intensify the amount of regret experiences. Prior research suggests failed actions (e.g., changing an initially correct answer on a multiple choice exam to a wrong answer) results in more regret than failed inactions (e.g., sticking to the wrong answer and missing the question). Although this action effect is a robust finding in regret literature, a group of researchers reported that it is the in-actions that hurt people the most (Gilovich & Medvec, 1995). When people are asked to reflect on their past experiences, it is the inactions they report regretting more (e.g., I wish I spent more time with my dad before he passed away).</p> <p>Furthermore, the amount of regret experienced at one point can change over time. That is, people may adopt certain coping strategies to mitigate its effects (Gilovich and Medvec, 1995; Bauer, Wrosch, Jobin, 2008). Research suggests that spirituality has a positive effect on emotional wellbeing (Brown, Carney, Parrish & Klem, 2013; Yamada, Lukoff, Lim, & Mancuso; 2020) especially with regards to managing depression and anxiety. This study will explore whether spirituality can regulate the amount of regret one might experience stemming from actions and inactions. Specifically, we hypothesize that higher levels of spirituality will reduce the amount of regret experienced.</p> <p>To explore this hypothesis, a 2 (Decision Type: Actions vs Inaction) x 2 (Spirituality: Low vs High) between subjects design will be used. By adopting a vignette paradigm, the decision type (actions vs inactions) will be manipulated. Additionally, participants will be asked to complete the Intrinsic Spirituality Scale (ISS) (Allport & Ross, 1967).</p>	<p>Meeting Link: Here</p> <p>Password: BallroomG</p>	<p>Justine Asas Undergraduate Student College of Health and Human Services</p> <p>Marley Hawkins Undergraduate Student College of Education</p> <p>Faculty Supervisor: Dr. Figen Karadogan Assistant Professor College of Education</p>