

Table of Contents

ABOUT TASP.....	3
WELCOME MESSAGE FROM DR. DEBORA WISNESKI	4
TASP EXECUTIVE COMMITTEE	5
PLAY & CULTURE STUDIES.....	6
TASP 2021 CONFERENCE TEAM MEMBERS	7
TASP 2021 QUESTIONS / HELP DESK	8
TASP 2021 CONFERENCE THEME	8
TASP 2021 CONFERENCE KEYNOTE SPEAKERS	11
TASP 2021 CONFERENCE SCHEDULE	11
TASP 2021 CONFERENCE PRERECORDED SESSIONS	14
TASP 2021 CONFERENCE PRESENTATION ABSTRACTS	14
TASP 2021 CONFERENCE PRERECORDED SESSIONS ABSTRACTS.....	22
TASP 2021 CONFERENCE BIOGRAPHICAL STATEMENTS OF PRESENTERS.....	27
TASP 2021 CONFERENCE DIRECTORY.....	39

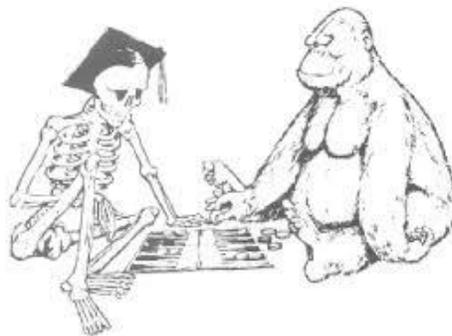


About TASP

The Association for the Study of Play (TASP) is the premier professional organization in academia dedicated to interdisciplinary research and theory construction concerning play throughout the world since 1973. Presently the Association publishes a quarterly newsletter titled *Play Review* and an annual volume titled *Play & Culture Studies*. The TASP members also receive the *International Journal of Play*. The Association's broad multidisciplinary focus includes the fields of anthropology, biology, communication studies, cultural studies, dance, ecology, education, ethnology, folklore, history, kinesiology, leisure studies, musicology, philosophy, psychology, recreation, sociology, and the arts.

TASP originated in Minneapolis, Minnesota on April 14, 1973, when Alyce Taylor Cheska convened and chaired a meeting of more than thirty scholars then publishing research within the general rubric of play. This critical mass of interested scholars formed the Cultural Anthropology of Play Reprint Society, and Michael Salter organized the first official meeting of the new organization in London, Ontario, later that same year. There, playful academic folks interested in studying and writing about play came together, reorganized as The Association for the Anthropological Study of Play (TAASP), and elected B. Allan Tindall as their first president. The organization changed its name to The Association for the Study of Play (TASP) in 1987.

TASP conducts a scholarly conference each year. Meetings have been held throughout North America and in Europe, including in Paris and Salzburg. During its early years, TASP published proceedings of the meetings, but beginning in 1988, annual publications replaced the proceedings. *Play & Culture and the Journal of Play Theory & Research* preceded the current *Play & Culture Studies*.



Welcome message from Dr. Debora Wisneski

Welcome to the 2021 Annual Conference of TASP!

On behalf of The Association for the Study of Play (TASP) – our Executive Committee and the conference Planning Committee – WELCOME! Thank you for joining us at to this special first ever virtual conference of premiere play theorists, practitioners, policy makers and advocates from around the world.

A year ago we were all in somewhat of a shock to discover our world quickly changing due to the COVID pandemic. Our in-person conference was cancelled, and we found ourselves adapting to a new way of living and caring for one another. During this last year, many of us have experienced loss of health and the lives of loved ones. We have also felt the effects of political and societal upheavals. Living in such historic times, offers us the opportunity to reflect upon what we value and hold dear. We value the potential of play in human endeavors. We value our play scholarship community. We value the need to play and connect as a community.

Thus, this year's virtual conference is an attempt to support our research community and recognize the necessity of play in our lives.

We are here this year to explore, consider, interrogate our evolving study of play. To honor and celebrate the work that play scholars continue to do during these difficult times.

We are here to associate, share, connect, and play together.

We are here to take a risk in studying and playing in new ways.

We are here to imagine a new future of how we study play that includes equity and justice for all.

This year our new ways of studying play together is through Zoom presentations on one day: March 20, 2021, as well as, through prerecorded sessions on CANVAS. Our CANVAS site will also be a space that we can revisit for one month after the day of the conference to access at your convenience. Through these formats, we hope to continue to explore how play impacts our lives and improvise new ways to engage with one another.

A hearty congratulations to each presenter for being flexible, adaptive, and creative in your presentation formats. A warm welcome to all participants from all over the globe. And a very special thank you to Smita Mathur, Tugce Arda Tuncdemir, Rick Worch, and all the awesome committee members and volunteers, for joining together to create a supportive and engaged team. Truly the effort put into the planning of this endeavor was playful and healing for us all. Our wish is that this conference may offer the same to all who join.

Playfully yours,

Debora B. Wisneski, PhD

1st Vice President & Conference Chair
The Association for the Study of Play

TASP Executive Committee

President: Smita Mathur

Associate Professor
Early Elementary Education
James Madison University
mathursx@jmu.edu

1st Vice President: Debora Wisneski

Associate Professor
Teacher Education Department
University of Nebraska, Omaha
dwisneski@unomaha.edu

Past President: Walter F. Drew

Founder/Executive Director
Institute for Self-Active Education
Dr. Drew's Toys, Inc.
drwalterdrew@gmail.com

Secretary: Lynn Cohen

Professor
College of Education, Information &
Technology
Long Island University Post
lynn.cohen@liu.edu

Treasurer: Marcia Nell

Associate Professor
Department of Early, Middle & Exceptional Education
Millersville University
Marcia.Nell@millersville.edu

Book Review Editor

Joanna Cemore Brigden
Missouri State University
JoannaCemore@MissouriState.edu

Membership

Michael Patte
Bloomsburg University
mpatte@bloomu.edu

Website & Strong Liaison

Rick Worch
Bowling Green State University
eworch@bgsu.edu

Newsletter Editor

Abby Loebenberg
Arizona State University
abby.loebenberg@asu.edu

Series Editor, Play & Culture Studies

James E. Johnson
Pennsylvania State University
je4@psu.edu

Members-at-Large

Abby Loebenberg, Arizona State University
Abby.Loebenberg@asu.edu
Carol Barron, Dublin City University
carol.barron@dcu.ie
Julia Kroeker, Florida Southwestern State College
Julia.Kroeker@FSW.edu
Sean Durham, Auburn University
rsd0007@auburn.edu
Vejoya Viren, University of Texas Rio Grande Valley
vejoya.viren@utrgv.edu
Debora Wisneski, University of Nebraska
dwisneski@unomaha.edu
Darrel Davis, Miami University
davisdr@miamioh.edu
Krysta Murillo, University of Tennessee
krysta-murillo@utc.edu

International Member-at-Large

Fraser Brown, Leeds Beckett University, UK.
F.Brown@leedsbeckett.ac.uk

Student Member-at-Large

Tugce Arda Tuncdemir, Lock Haven University
tbt914@lockhaven.edu

Play & Culture Studies

Stuart Reifel, Jaipaul L. Roopnarine, and James E. Johnson, Series Editors

Volume 1: Diversions and Divergences in Fields of Play (1998). Margaret Carlisle Duncan, Garry Chick, and Alan Aycock

Volume 2: Play Contexts Revisited (1999). Stuart Reifel

Volume 3: Theory in Context and Out (2001). Stuart Reifel

Volume 4: Conceptual, Social-Cognitive, and Contextual Issues in the Fields of Play (2001). Jaipaul L. Roopnarine

Volume 5: Play and Educational Theory and Practice (2003). Donald E. Lytle

Volume 6: Play: An Interdisciplinary Synthesis Practice (2005). F. F. McMahon, Donald E. Lytle, and Brian Sutton-Smith

Volume 7: Investigating Play in the 21st Century (2007). Dorothy Justus Sluss and Olga S. Jarrett

Volume 8: From Children to Red Hatters®: Diverse Images and Issues of Play (2008). David Kuschner

Volume 9: Transactions at Play (2008). Cindy Dell Clark

Volume 10: Play as Engagement and Communication (2010). Eva Nwokah

Volume 11: Play as Performance (2011). Carrie Lobman and Barbara O'Neill

Volume 12: Play: A Polyphony of Research, Theories, and Issues (2012). Lynn Cohen and Sandi Waite-Stupiansky

Volume 13: Celebrating 40 Years of Play Research: Connecting Our Past, Present, and Future (2016). Michael Patte and John Sutterby

Volume 14: Aspects of Playwork (2018). Fraser Brown and Bob Hughes

Volume 15: Play and Curriculum (2020). Myae Han & James Johnson

Volume 16: Play and Literacy (2021). Myae Han & James Johnson

For Information, contact:

James E. Johnson

Series Editor, *Play & Culture Studies* College of Education
The Pennsylvania State University, University Park, PA 16802-3206

jej4@psu.edu

TASP 2021 Conference Team Members



Debora Wisneski

Tugce Arda Tuncdemir

Carol Barron

Joanne Cemore Bridgen

Lynn Cohen

Darrel Davis

Walter Drew

Sean Durham

Carrie Lobman

Smita Mathur

Krysta Murillo

Marcia Nell

Rick Worch

TASP 2021 INFORMATION / QUESTIONS / HELP DESK

GENERAL FORMAT: Conference Sessions are in Synchronous/Live, Eastern Standard Time (EST).

All research, workshop, and roundtable conference presentations are being made as synchronous/live video conferences. In order to enter and remain in a conference session, please follow these steps:

1. Download the zoom application before the conference and set up your profile:
<https://zoom.us/freesignup/>
2. When entering in a session, click unique the zoom link for the session you would like to attend in the program. If for some reason, the link does not work; you may also use the zoom ID number of the session (which are the numbers listed at the end of the zoom link - e.g., 790455928)
3. Please take a moment to change your zoom screen name to include “your preferred name and country where you reside”. If you need assistance updating your profile click on the help document below:
<https://support.zoom.us/hc/en-us/articles/201363203>
4. Please be sure you mute yourself when in a session unless you are called on to speak. You can write in the chat box and/or use “raise hands” button if you would like to comment or have a question during a presentation.

(for more information: <https://support.zoom.us/hc/en-us/articles/360034967471-Getting-started-guide-for-new-users#:~:text=Creating%20your%20own%20account,this%20email%2C%20click%20Activate%20Account.>)
5. After the conference, you can view all presentations on CANVAS through April 30th.

Research Session via Zoom (15-20 minutes each)

Research sessions include individual presentations on new or ongoing research related to play and play provision. Individual presenters are given time to share their original research (i.e., systematically designed, generalizable studies employing sound methodologies and data analysis practices). The first part of the session allows for researchers to present their work for 10-15 minutes. The second part of the session are for discussion led by a discussant.

Workshops via Zoom (50 minutes)

Workshops emphasize learning-by-doing and provide participants the opportunity to explore topics in depth through a combination of hands-on activities, reflection, and discussion. Proposals include a detailed outline describing the types of learning activities and interaction you plan.

Roundtable/Symposium presentations sessions via Zoom (50 minutes)

Similar to the Research Session in which there are multiple presenters, however, the roundtable sessions are self-organized with 2-4 presenters and one self-selected facilitator. This is designed for participants to engage in an academic discussion on a specific topic of common interest. The roundtable discussions are an opportunity for participants to get together in an informal setting to examine issues as they relate to play and play provision research.

Pre-Recorded poster presentations via CANVAS (15-20 minutes)

Pre-recorded sessions are available on Canvas. Recorded poster session presentations include a pre-recorded audio or video presentation on YouTube with PowerPoint and/or other digital visual (e.g., handouts). Pre-recorded presentations are research, applied research, action research, play advocacy events or programs, and the practice and promotion of the necessity of play.

Instructions to create FREE CANVAS account:

Please begin by watching these short instructional videos developed by Tugce ArdaTuncdemir:

1. How to sign-up for a CANVAS account for the conference: [Links will be inserted Thursday]

Go to <https://canvas.instructure.com> to register for a Free CANVAS account. Even if you have had a CANVAS account before with a University – this one is different so please be sure to create a new account for the FREE CANVAS site.

2. How to use TASP CANVAS Course: [links will be inserted Thursday]

Technology Support & FAQ

Please be aware that all live synchronous Zoom sessions are linked in the downloadable program under the Welcome section of the TASP CANVAS course. All pre-recorded sessions are available for immediate viewing under that section of the TASP CANVAS course and you can comment on presentations as they are set up as a discussion board (see video above on “How to use TASP CANVAS Course”)

- If you are having trouble navigating or logging into CANVAS - Help documents are available in CANVAS located in the lower left menu of the CANVAS course.
- If you are having trouble entering a zoom session, please check the zoom link in the TASP program or try logging on to your zoom account and join meeting use the unique zoom ID (e.g., 755244389).
- If you are having technical difficulties within a zoom session (e.g., can't hear presenter, video is frozen, etc.) please comment in the chat box in zoom meeting so that the moderator of the session can help. Zoom also has it's own help documents available on their website.
- If all else fails and you are still experiencing difficulty accessing the TASP CANVAS content or live sessions - our technology support person is Dr. Barbara Dray (barbaradray16@gmail.com) who can answer basic questions about navigating CANVAS and entering a Zoom Room.

Thank you for attending the TASP 2021 Virtual conference. Your views on the program are important to us. Please provide feedback on this session by completing this survey <https://forms.gle/mm29j2FZqmtLjMNx9> after the conference.

TASP 2021 CONFERENCE THEME

“The Necessity of Play”

This year's TASP conference focuses on providing for play during times of crisis and stress including homelessness, abject poverty, natural disasters, border crossing/trafficking, imprisonment, refugee/mass migration, pandemic, terrorism, and war. Drawing on Sutton-Smith's (2017) conceptual framework on play as emotional survival, conference themes are broadly organized around play as a coping mechanism in the face of external adversities and as a way to foster resilience and hope. Thus, play is the experience of creative purpose and inner necessity for emotional survival.

As such, an organizing principle is how play serves a protective function against risks to children but also how it might be compromised in difficult circumstances. Play as a social necessity provides the context within which children's experiences are embedded. Chatterjee (2017) reviewed the access to play for children in situations of crisis. She found that apart from the age and gender of the child, the nature of play is shaped by: the nature of the space where they had access to play; the cultural and social context of the community; the time available for play and the level of parental permission for playing in certain places and at certain (2017: p.6)

Yet play's potential may go beyond the coping mechanisms. In times of crises environmental and societal struggles are exposed play can provide an opening for change and new possibilities. Vygotsky recognized the creative potential of human behavior: "If human activity were limited to reproduction of the old, then the human being would be a creature oriented only to the past and would only be able to adapt to the future to the extent that it reproduced the past" (Vygotsky, 2004, p. 15). And as Huizinga reminds us: "It has not been difficult to show that a certain play-factor was extremely active all through the cultural process and that it produces many of the fundamental forms of social life" (p. 173). Huizinga goes on to conclude that civilization "does not come from play like a babe detaching itself from the womb: it arises in and as play, and never leaves it [emphasis added]" (Huizinga, 1949, p.173)

To this end, the conference calls upon advocates, practitioners, and multidisciplinary scholars that are exploring the interrelationship between play, resilience, and vulnerability to contribute empirical papers, posters, symposia, and workshops that capture the dimensions of this process.

The Association for the Study of Play recognizes and celebrates the diversity of research and perspectives of the study of play. We believe that new knowledge and understanding is enhanced by diverse perspectives, and our goal is to create an inclusive online conference environment that invites participation from scholars of all races, ethnicities, genders, ages, abilities, religions, nationalities, and sexual orientation. We strive to create a learning space where participants will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate and contribute.

Topics can include play and its relation to current contexts such as:

- Mental health and well-being
- Cultural transformation
- Emotional survival
- Play in the time of COVID
- Anti-racism and play
- Civil rights movements
- Mental health and well-being
- Human and Children's rights
- War and political unrest
- Climate change
- Risk and freedom
- 'Nothing about us, without us': Children's participation in play research
- Participatory research methodologies with children and young people
- Play and the built environment
- Nature and play

References

- Chatterjee, S. (2017) Access to Play for Children in Situations of Crisis: Synthesis of Research in Six Countries. London: International Play Association
- Huizinga, J. (1949). *Homo ludens: A study of the play-element in our culture*. Routledge & Kegan Paul.
- Sutton-Smith, B. (2007). Play as emotional survival. *Association for the Study of Play, Rochester, NY*.
- Vygotsky, L. S. (2004). Imagination and creativity in childhood. *Journal of Russian & East European Psychology*, 42(1), 7-97.

TASP 2021 Conference Keynote Speakers



Keynote 1

Lois Holzman

“The Necessity of Play (or, Non-Knowing Growing)”

Lois Holzman is co-founder and director of the East Side Institute, an international research and education center for social therapeutics and other humanizing approaches to the learning and development of people and communities. As an activist-scholar, her work is political-philosophical, community-located and international. She is a founder and the chair of the Performing the World conferences and a leader in the social change movement known as performance activism.

Lois introduces playful, performatory and ensemble-building approaches to hundreds of grassroots practitioners and supports their home-grown initiatives to engage and transform poverty, violence, conflict, underdevelopment and environmental destruction. As a Vygotskian scholar-practitioner, she has expanded his understanding of play, language, learning and development to the fields of psychotherapy, organizational development, health care and political activism.

Lois earned her Ph.D. in developmental psychology from Columbia University. She is a recipient of the Lifetime Achievement Award from AERA’s Cultural-Historical Research SIG and Distinguished Visiting Fellow in Vygotskian Practice and Performance at the Llyod International Honors College, University of North Carolina-Greensboro. Among her books are *Vygotsky at Work and Play*; *Schools for Growth: Radical Alternatives to Current Educational Models*; *Unscientific Psychology: A Cultural-Performatory Approach to Understanding Human Life* (with Fred Newman); and *The Overweight Brain: How our obsession with knowing keeps us from getting smart enough to make a better world*. Lois blogs at *Psychology Today*, *A Psychology of Becoming*, and *Mad in America*.



Keynote 2

Kerry-Ann Escayg (PhD)

“Hope, truth, and play: An anti-racist approach to play-based pedagogy”

Dr. Kerry-Ann Escayg is an Assistant Professor of Early Childhood Education at the University of Nebraska at Omaha. As an anti-racist and anti-colonial scholar committed to fostering Pan-African unity and racial equity in the early years, Dr. Escayg—via both pedagogy and research—challenges racial and attendant economic injustices affecting

Black children and families in the US, Canada, and the Caribbean. Dr. Escayg has also developed and advocates for “anti-racism in early childhood education”. Recently, she further established this pedagogical model by creating an anti-racist professional development program consisting of several interrelated study modules for early childhood educators.

46th Annual TASP 2021 Conference Schedule

March 20, 2021

Hour	Concurrent Session 1	Concurrent Session 2	Concurrent Session 3	Concurrent Session 4
Welcome and Orientation 9.45 – 10 am				
1 10am EST	Keynote Address Lois Holzman "The Necessity of Play (or, Non-Knowing Growing)"			
10.50 -11 am Coffee/Food/Need Break				
2 11 - 11.50 am EST	Round Table Adapting to covid's instructional environment through play Jonathan D. McCloud & Collin Smith	Research 'Pollinating Play' UNCRC Article 31; the child's right to play' Debby Clarke Accessibility: Early Childhood Recess Practices and Beliefs and school demographics Melanie Bond Willenbrock & Joanna J Cemore Brigden Outdoor play in an era of COVID- 19 Carol Barron	Workshop Connection Deficit Disorder: Managing Social Anxiety with Online Improv Workshops Nancy Watt	Workshop Online games for Online People Lider Hepgenç, Eylem Yılmaz, Gonca Atam, Ebru Kandemirci, and Yusuf Varlı
11.50 am -12 pm Coffee/Food/Need Break				
3 12pm EST	Roundtable Role of Toy Play in Promoting Children's Development in a Time of Crisis PART 1 Doris Bergen, Darrel Davis, James Johnson/Sonia Twari, Olga Jarrett and Lynn Cohen	Research Rubber Bands: Play in Cape Coast's streets Akosua Addo 'Is it on today?'... Exploring Play in a Refugee Camp Ana Ardelean The World's Largest TV-based Preschool: Turkey Example Belma Tugrul, Nihan Feyman Gok, Turker Toker, Tugce B. Arda Tuncdemir	Research Play as a critical component of pedagogy in the classroom Margaret O Donoghue Playful Schools: The Power of Loose Parts Play Cherie-Lynne Morgan & Marguerite Hunter Blair	Workshop Nature, Play, and Wonder: Creating Harmony Even During a Pandemic Deborah Schein
12.50 -1 pm Coffee/Food/Need Break				
4 1pm EST	Roundtable Role of Toy Play in Promoting Children's Development in a Time of Crisis PART 2 Doris Bergen, John Sutterby, Dorothy Sluss, Sandra Stone, and Sohyun Meacham/Myae Han	Roundtable Libraries as Equitable Venues for Play in Local Communities Melissa Cast-Brede, Tammi Owens, Monica Maher, Charles V Fisher	Workshop Creating Community and Building Connection: A Playful Response to the Pandemic Carrie Lobman & Marian Rich	Research The feeling of cleverness: understanding what Sid Sackson wanted from his players Abby Loebenberg Interjections and sound effects as fantasy play in graphic novels Evangeline E. Nwokah, Miriam Gonzalez Garcia, and Marquie Reyna
1.50 - 2 pm Coffee/Food/Need Break				

5 2pm EST	Keynote Address Kerry-Ann Escayg "Hope, truth, and play: An anti-racist approach to play-based pedagogy"			
2.50 - 3 pm Coffee/Food/Need Break				
6 3pm EST	Roundtable Play, Power, and Social Justice in Higher Education Carrie Lobman & Tony Perone	Research Changes in College Students' Play During the Early COVID-19 Lockdown Doug Maynard, Kanjira Rodriguez, Ann Marie DeBonis, Alicia Moquin, and Theresa Paras Memories and Musings: Student Narratives on Play Experiences Vejoya Viren Lessons from Kindergarten: Play in the College Classroom Deepti Kharod	Workshop Using Poetry to Reimagine our Mental Health Steven T. Licardi	Workshop Teachers' Stories- Fighting for Play Here, There, and Everywhere Sarah Jean Baker & Alison Stock
3 - 3.50 pm Coffee/Food/Need Break				
7 4pm EST	Roundtable The Necessity of Play in the Time of COVID: A Roundtable Anna Beresin, Fraser Brown, Michael Patte, and Carol Barron	Research Peer Conflict in a Nature-Based Preschool Annette Pic & Myae Han Troubling boundaries between work and play during playful participatory research Bruce Hurst	Workshop Recontextualizing hands-on self-active play protocols using Zoom Carly Bedard, Walter Drew, & Tugce Arda Tuncdemir * (For this session, participants are asked to bring materials such as sticks, stones, cardboard, wooden blocks, foam, fabric, buttons, yarn, bottle tops, pipe cleaners, aluminum foil)	
4 - 4.50 pm Coffee/Food/Need Break				
8 5pm EST	Roundtable Play and Social Justice Across Systems of Inequity Michael Patte, Olga S. Jarrett, John A. Sutterby	Workshop Happily Ever Resilient: The Necessary and Ordinary Magic of Fairytales Stephanie Goloway		
5 – 5.50 pm Coffee/Food/Need Break				
9 6pm EST	TASP COMMUNITY PRESENTATION and CELEBRATION Bring your choice of beverage Using Zoom breakouts, speed-socialize with friends old and new			

46th Annual TASP 2021 Conference Prerecorded Sessions

Presenters	Title
Suellen Adams	Transcribing the Magic Circle: Promoting adult play online during a pandemic
Tugce Arda Tuncdemir	Play and Improv in Higher Education
Carly Bedard, Walter Drew, & Tugce Arda Tuncdemir	Recontextualizing hands-on self-active play using Zoom as a creative response to COVID 19 pandemic in three countries
Michael J. Bell	Reconsidering Solitary Play: Understanding Self, Place, and Nature
Whitney Blaisdell	Play and Well-Being
Joanna J Cemore Brigden	Play and the current climate of unethical early childhood practices
Linda Charlton, Deepti Kharod, & John Sutterby	Play in times of stress
Lynn E. Cohen, Gabriella Carvalho, Makayla Gallo, Student, Olivia Guma	Enhancing early childhood dramatic play centers with prop boxes
Kevin Davidson, Sarah Hodge, Constatina Panourgia, Maggie Hutchings	Play and mental health: Gaming, gambling and digital technology
Suzanne Egan	Children's COVID-19 Play: Corona Chasing, Distanced Dolls and Lego Ventilators
Danae Garciapena & Lara Aguiar	Benefits of Medical Play in Child Life
Robyn Holmes, Christine Bant, and Kristen Kohm	Caregivers' perceptions of their children's play during a pandemic
Cailin Kerch, Alison Hooper, & Holly Swain	Bringing Back Play in Kindergarten: Perspectives from the Field
Tanya Marriott	The world of Pony: An exploration into the design criteria for Eco-fiction toys
Smita Mathur	Play During the Pandemic: Parental Perspectives.
Ian M McNish	Once upon a (covid) time: Play or get played
Ross "Chad" Nunamaker & William Mosier	Play helps young children cope during crisis and stress
Michael M. Patte, James Johnson, & Jaipaul L. Roopnarine	Play: Resilience and Vulnerability in Difficult Circumstances
Pat Rumbaugh	Survey Results from Two All Virtual Play Days
Amy Schmidtke & Debora Wisneski	Promoting Guided Play Practices in Kindergarten through Focused Professional Learning and Teacher Self-Assessment
Dolores Stegelin	Exploring Indoor and Outdoor Play Environments in Reggio Emilia, Italy
Brian Stone & Sandra J. Stone	Play, Projects, and Problems: A Quest for Changing School Culture
Susan Welteroth, Megan Becker, Jenna Clark, and Madison Rice	Perspectives on Play, Teaching Practice, and the Pandemic
Rick Worch	Outdoor Play and Science Learning

TASP 2021 Conference Presentation Abstracts

10 am – 11 am

TASP Keynote Address by Lois Holzman

“The Necessity of Play (or, Non-Knowing Growing)”

The theme of our conference is “The Necessity of Play.” The question I would like to explore is: Necessary for What? It is clear that tens of millions of people, at least after childhood, live without play. They do what they have to do to survive, earn a living, avoid violence, keep a roof over their heads, protect and feed their families. They are not playing. The institutions that shape society and mediate people’s relationships with one another—politics, business, science, education, health care systems, the military, the law—are not playful. The authority they exercise is deadly serious and the stability they provide is designed to keep order (for good and for bad), not spark creativity. While there is variety across cultures and historical periods (and, of course, welcome exceptions), the evidence would suggest that play is not necessary for physical survival or for social and cultural functionality. That is, up until now. During these times of crisis and pain and broken-ness in every sphere of our lives, to proclaim that people need to play seems obvious to some, outrageous to others. But perhaps it is both obvious and outrageous. After all, nothing is just one thing and not another. For nearly all of my adult life, I have worked to reinitiate human and community development in people of all ages and circumstances around the globe. I and many others have recognized the essential role of play in people creating development, that is, in collectively creating qualitative transformation. I’ve studied play and developed practices that relate to play not merely as a what but—equally and at the same time—as a how. What I have learned from and about play (and playful people) convinces me that we need to look at how unplayfully we do most of the things we do and—simultaneously—we need to create spaces in which people can discover how all the things we do can be done playfully. We need to do so because it is in this way that people can develop in all kinds of ways (intellectually, emotionally, socially, culturally, etc.) and that is how we will see clearly the developmental value of play. Looking at play as how, as process, and as developmental, opens up the research and study of play to new understandings/practices. Equally, it opens up research and study themselves to new understandings/practices.

11 am – 12 pm

Roundtable

Adapting to COVID’s instructional environment through play: Jonathan D. McCloud & Collin Smith

The purpose of this roundtable/symposium session is to describe a play-intervention project between students of Early Childhood Education and Markets, Innovations, and Design at Bucknell University. The play-intervention project was a class assignment created to underscore the significance of play to both early childhood education and design. The play-intervention project was created to respond to pandemic contexts that necessitated alternative methods for teaching/training early childhood educators and undergraduate students of design. The authors will engage session participants in conversation about 1) play and its significance to both early childhood education and design, and 2) teaching discipline-specific skills under pandemic restrictions. The authors will also provide their strategy/framework for course collaboration and will facilitate a playful session by presenting one or two play-intervention designs created by students. Session participants will have the opportunity to discuss Play as a point of interdisciplinarity, as transferable and malleable to contexts, as both instructional mode and intended outcome of undergraduate field experiences, and ultimately, how Play functions as the medium for instructional adaptation during the Covid pandemic.

Research

‘Pollinating Play’ UNCRC Article 31; the child’s right to play’: Debby Clarke

‘Pollinating Play!’ UNCRC Article 31; the child’s right to play’ – The benefits and challenges involved in the creation of a child-friendly, playful city. A Multi Agency play plan for Dublin ‘Play Here, Play there, Play Everywhere’ 2012 – 2017 was launched in May 2012. (DCPP) Research Aims: The aim of this research is to carry out a critical investigation into the development of an effective and meaningful implementation strategy for a multi-agency city play plan aimed at creating a playful and child friendly city where children and young people can fully enjoy the right to play. Relationship to Previous Research Work: The key focus of this study has drawn two main initiatives/examples: The Welsh Government Sufficiency Duty 2010 The United Nations Committee publication of General Comment 17 (2013).

Accessibility: Early Childhood Recess Practices and Beliefs and school demographics: Melanie Bond Willenbrock & Joanna J Cemore Brigden

This research study explores recess practices and beliefs of early childhood public school teachers and how these practices and beliefs relate to student demographic information. Self-reported recess practices and beliefs were measured using an anonymous online questionnaire for kindergarten through third grade public school teachers at a chosen school district in the Midwest. The questionnaire primarily focused on the practice of withholding recess as a classroom management technique and teacher beliefs about how and/or if withholding recess is an effective strategy. Furthermore, student demographic information, such as free-reduced lunch percentages, Title I status, and student race/ethnicity data was gathered from the district’s website for each participating elementary school. Data collection just ended and analysis is ongoing.

Outdoor play in an era of COVID-19: Carol Barron

In March 2020, the lives and normal daily routines of children and adolescents throughout Ireland were totally disrupted with the closure of childcare facilities, schools, playgrounds, after school activities and sports clubs. Children's access to, and lived experience in, the outdoors was severely and abruptly curtailed. This loss is accompanied by new dangers, such as contracting or transmitting the corona virus, with the implication that outdoor play becomes hazardous. The practice of restricting children and adolescents from the private and public realm is not new, nor unique to COVID-19. Over the past century and a half, there has been a gradual, long-term shift in the "spaces of childhood," from outdoors to indoors, from woods, fields and streets, to back and front gardens, bedrooms and commercial and other formal play sites (Burke 2005, Skelton and Valentine 1998). To understand the impact of social distancing restrictions on children and adolescent's ability to play outdoors and socialise with friends, an online survey was undertaken in late May -early June 2020 with 1,476 participants (214 children 10-18 years and 1,262 parents). This paper present our findings, focusing on the importance of friends for children in middle childhood and adolescents to access the outdoors. The role of the built environment is influential in the spaces and places where Irish children played outside during periods of social restrictions. Finally, we discuss how children used smart phones to maintain and sustain their friendship groups during this period.

Workshop

Connection Deficit Disorder: Managing Social Anxiety with Online Improv Workshops: Nancy Watt

Theatrical improvisation is performing a scene without any preparation, which studies conclude to be beneficial to players' physical and mental wellbeing. Due to its cohesive and humorous nature, it has potential in alleviating challenges that accompany mental health conditions such as social anxiety. This disorder is important to address, especially in youth, as its impact on individuals is significant. Thus, improvisation was investigated as a non-traditional form of therapy for social anxiety. Over twelve weeks, improvisation was practised among a group of youth at a mental health facility. The qualitative method allowed for the analysis of interviews given by participants. Key quotations were categorized into four distinct themes, which describe aspects and effects of improvisation. They included Challenging Anxiety, Community, Life Skills, and General Positive Impact. Furthermore, quantitative findings derived from Subjective Units of Distress Scale (SUDS) showed a decrease in distress scores from beginning to end of the improvisation program. The predominantly positive results of such this pilot study suggests that improvisation may be an effective means of reducing anxiety and spurring personal growth. Not only is it a form of exposure therapy that allows participants to confront their fears in a non-judgemental setting, but it may also serve as a supplemental treatment to traditional ones that may not be suitable for individuals. Notably, this program has continued online during the COVID-19 global pandemic. The youth named this weekly online workshop, Connection Deficit Disorder, and they have further benefited from visits by psychologists and improvisers from around the world.

Online games for Online People: Lider Hepgenç, Ebru Kandemirci, Yusuf Varli, Gonca Atam, and Eylem Yilmaz

The coronavirus pandemic has been affected everything in life, also the education system. Changing and adapting took their own place in our lives as inevitable. This pandemic has spurred the adoption of distance learning at all education levels. Students in colleges and universities, and PreK-12 institutions are suddenly faced with the challenge of how to continue their education. Teachers and educators started to think about different ways to use technology and resources to support online learning and ensure their students still receive a quality education. Moreover, diverse groups have different priorities, and the resources that should be used are context dependent. We are five teachers to think about playful ways to teach subjects instead of presenting topics with PowerPoints on the screen. Then, we created a book that includes 50 different games by converting our in-class games. Games not only provide fun distractions from the stressors of the pandemic but also can be useful tools for online learning. Each game in our book is age-appropriate, convertible, and flexible. These games have goals, and these goals help you to evaluate your students. At this conference, we would like to play with you and show playful creations together.

12 pm – 1pm

Roundtable

Role of Toy Play in Promoting Children's Development in a Time of Crisis PART 1: Doris Bergen, Darrel Davis, James Johnson/Sonia Twari, Olga Jarrett and Lynn Cohen

Two symposiums (each of 50 minutes) related to the role of toys in promoting children's development and coping ability in a crisis year will be offered. The first discusses the specific role of play with balls (D. Davis), board games (J. Johnson), puppets (O. Jarrett), and climbing equipment (D. Bergen) and the second discusses the specific role of play with dolls (J. Sutterby), kitchen/household replicas (D. Sluss), craft toys (S. Stone), and technology augmented dolls/vehicles (S. Meacham) will be discussed by the authors, all of whom are contributors to a new handbook on toy play. The sessions focus on the relevance of these types of toy play for helping children cope in this time of crisis and stress. The speakers will discuss characteristics of these types of toys and cite research showing how such toy play fosters children's development and learning especially during today's stressful times. Discussion will follow presentations.

Research

Rubber Bands: Play in Cape Coast's streets: Akosua Addo

Although the play is fundamental to our humanity, the dialectic that frames play culture in a health crisis, particularly in Ghana, is mostly unexplored in current scholarship. It is an interesting problem because the street play offers an intentional narrative on identity construction, which frames play transformations in time and place. Being in the Covid-19 pandemic offers a solidarity lens and a contemporary identity narrative that rest at the intersection of indigenous ethnic cultures and non-Ghanaian cultures. Marcia defines identity as the stable, consistent, and reliable sense of who one is and what one stands for in the world.

Therefore, what happens when one is displaced or needs to adjust because of a health crisis? Identity is expressed in playful

relationships, particularly how one's view of self-matches that viewed by significant others. Interested in how the pandemic impacted children's creative play on Ghana's streets, I walked downtown Cape Coast, I met a group of young boys playing a rubber band game. In this presentation, I will share my investigation of how children reconcile the health crisis through play and how they are finding their voice (identity and solidarity) in a fascinating game of bands and cards. My observations highlight the value of play's centrality to our coping with the current pandemic.

'Is it on today?'... Exploring Play in a Refugee Camp: Ana Ardelean

In July 2019, as part of my Masters degree, I carried out a qualitative study exploring children's play in a Greek refugee camp. The research questions were: 'how does a Child-Friendly Space (CFS) meet children's play needs in a refugee camp?' and 'what are the restrictions a refugee camp context places on play provision?'. Case study methodology was employed, collecting data through participant observations of children and staff during CFS play sessions and document analysis. The study provides ample answers to the questions by exploring a) the available play provision (with anonymised pictures/illustrations), b) specific play aspects, c) child interaction and how the space supported that and d) adult restrictions on children's play. Findings show that although the CFS was a welcoming, inclusive environment, it only partly met children's needs and this was strongly linked to both an identified lack of staff training and the specific challenges/restrictions a refugee camp context places on play provision, relating to refugees' lack of mobility, autonomy, funding/resources and implicit levels of stress. The study calls for international policy and standards for play in refugee camps; it also interestingly uncovers that some current theories and assessment frameworks of play needs and provision are not applicable to the refugee camp context. This is a valuable and timely study shedding light on an entirely under-researched area and prompting debate and action to ensure international collaborative work is done to cater for refugee children's right to play, especially in such difficult circumstances as refugee camps.

The World's Largest TV-based Preschool: Turkey Example: Belma Tugrul, Nihan Feyman Gok, Turker Toker, Tugce B. Arda Tuncdemir

As the COVID-19 pandemic worsened in countries across the globe, most governments took the precaution of closing their schools in an attempt to contain the spread of the virus. In 195 countries, 1.6 billion (91%) students could not continue their learning in school. The distance education activities were adopted to maintain educational activities in countries affected by the epidemic by transferring the course content and relevant materials to the digital environment. In Turkey, Education Information Network (EBA) and Turkish National Broadcast (TRT) started remote lessons online and on TV in March 2020. TRT – EBA Preschool without Walls model was created for early childhood education. The teachers teach language arts, math, and science, read books, play, and do movement activities and fingerplays as if children are with them. The early childhood educators and teachers prepare the contents, lessons, and objectives for each lesson. The whole program is based on play and children's needs of play. In addition to the TV lessons and activities for children, there is a special program for families. This program includes information about children's growth and development and family interaction with children. Moreover, a social media account for TRT – EBA Preschool is very active on Instagram (@trtebaanaokulu). In this account, families and teachers find summaries of recordings, family tips, recommendations, announcements, and required materials for the upcoming lessons. In the session, the lesson and the study investigating 4719 families and 1670 early childhood teachers' perceptions and opinions about this TV preschool model will be presented.

Play as a critical component of pedagogy in the classroom: Margaret O Donoghue

Aistear, Ireland's early childhood curriculum framework is designed to support an integrated curriculum. The enactment of Aistear within the new primary language curriculum is closely linked to teachers' understandings of how play enhances children's early learning experiences. The new primary school curriculum has both implicit and explicit links with Aistear, however, the findings from this study show that the teachers and the principals involved in the case study understood Aistear to be a discrete subject separate from the curriculum. The study found that there was a gap between how the teachers described their pedagogical approach and what was observed in their classroom practice. The teachers and principals of both schools acknowledged the importance of play in supporting children's development, however, the findings show that the teachers doubted that the children were learning through play, and they tended to direct the children's play in order to cover the curriculum objectives. A predominantly didactic approach was adopted by the teachers in both schools. The children were given very limited choice or voice in guiding their learning. The choices they were given were teacher-led.

Playful Schools: The Power of Loose Parts Play: Cherie-Lynne Morgan & Marguerite Hunter Blair

The Playful Schools Project was a collaboration between Play Scotland and ScrapAntics CIC, funded by the Scottish Government's Wellbeing Fund. It was a pilot project to explore the potential for Loose Parts Play to promote children's mental health and wellbeing in the context of Covid-19. The learning from the pilot project is now being applied across Scotland. Alongside the delivery of play sessions, we conducted research to understand: a) the impact of Loose Parts Play on children's mental health and wellbeing; and, b) the potential barriers to provision of Loose Parts Play in the context of Covid-19. Play Scotland also developed The Playful Schools: Toolkit for delivering Loose Parts Play in Covid-19 to support organisations across Scotland to plan and deliver Loose Parts Play in the context of Covid-19 restrictions. Included in the document are example Risk Benefit Assessments and a Staff Handbook. Our aim is to reduce barriers and enable workers to provide Loose Parts Play for children in settings throughout varying restrictions. Through this Model we have demonstrated that Loose Parts Play is hugely beneficial to children's mental health, and this is an effective way of enabling children's right to play on a daily basis.

Workshop

Nature, Play, and Wonder: Creating Harmony Even During a Pandemic: Deborah Schein

Play, nature, and wonder are all necessities for healthy living. When all three of these disciplines come together something extraordinary takes place...we feel our inner essence and we are better able to make good choices, show empathy, and feel harmony within ourselves and for others. This is Mindsight, a word coined by Dr. Daniel Siegal to explain how our minds and our biological selves can work together to make us feel whole. This workshop will take participants on a fifty-minute exploration of

mindsight (using nature, play, and wonder along with memories and reflections) as we seek a better understand of how to help ourselves and others feel more whole and harmonious even as we live through a pandemic.

1pm – 2 pm

Roundtable

Role of Toy Play in Promoting Children's Development in a Time of Crisis PART 2: Doris Bergen, John Sutterby, Dorothy Sluss, Sandra Stone, and Sohyun Meacham/Myae Han

Two symposiums (each of 50 minutes) related to the role of toys in promoting children's development and coping ability in a crisis year will be offered. The first discusses the specific role of play with balls (D. Davis), board games (J. Johnson), puppets (O. Jarrett), and climbing equipment (D. Bergen) and the second discusses the specific role of play with dolls (J. Sutterby), kitchen/household replicas (D. Sluss), craft toys (S. Stone), and technology augmented dolls/vehicles (S. Meacham) will be discussed by the authors, all of whom are contributors to a new handbook on toy play. The sessions focus on the relevance of these types of toy play for helping children cope in this time of crisis and stress. The speakers will discuss characteristics of these types of toys and cite research showing how such toy play fosters children's development and learning especially during today's stressful times. Discussion will follow presentations.

Libraries as Equitable Venues for Play in Local Communities: Melissa Cast-Brede, Tammi Owens, Monica Maher, Charles V Fisher

There are many shared goals between play advocates and libraries: cognitive growth, intellectual stimulation, creativity, stress relief, social and emotional awareness, community development, and more. Despite these commonalities, conventional wisdom rarely sees play as being a part of libraries with perhaps the exception of the toys, games, and jigsaw puzzles circulated by libraries. Conceptions of libraries as simply book warehouses limit the opportunities for social, intellectual, and emotional growth in communities. A significant attitudinal shift among librarians and libraries has led to the use of different types of play in adult programming in order to overcome the vocational awe of librarians and break down "shushing library" stereotypes of years past. In this roundtable, presenters discuss how the seven patterns of play are present in library programming for all age levels and examine how the missions of libraries overlap with the benefits of play. They use in-depth case studies of programs at innovative libraries to demonstrate how library programming offers adults equitable spaces and opportunities for developing curiosity, engage in safe and supported experimentation, and experience both failure and success during play-related programming. During the second half of the session, roundtable attendees will have the opportunity to examine their assumptions about the role of play in library programming, discuss their experiences playing in libraries, and bring their research specialties to bear as we discuss libraries as potential places of play.

Research

The feeling of cleverness: understanding what Sid Sackson wanted from his players: Abby Loebenberg

Sidney "Sid" Sackson (b.1920) was America's first celebrity game designer. Working most prolifically from the 1960s until the late 1980s he designed over 500 games, around 50 of which were commercially released. This paper will present new research into the importance of theme in the work of Sackson, an aspect that others have dismissed as unimportant assuming that his work is mainly abstract. Sackson is considered one of the founding fathers of the Eurogame movement despite his nationality as an American and thought of his games as wholesome and family-oriented. This paper will discuss the significance of theme for Eurogames and then present a case study of one of Sackson's most famous games, Focus.

Interjections and sound effects as fantasy play in graphic novels: Evangeline E. Nwokah, Miriam Gonzalez Garcia, and Marquie Reyna

Creative play in children's literature as visual and verbal elements, including onomatopoeia, transports the child into a fantasy world of impossibilities and exaggerated character conversational exchanges. The carnivalesque aspects of children's graphic novels can provide relief from the seriousness and stress of the child's everyday life. Interjections and sound effects are an important part of communication in speaking and writing that contribute to the dialogue and humor in literature but are rarely analyzed. Interjections are a vast category of words that are typically single word utterances. Sound effects in written form can convey a multitude of different biological and environmental sounds. In order to identify commonalities and contrasts that contribute to humor and novelty, nine novels from Dav Pilkey's Dog Man comedic graphic novel series (2016-2021), were analyzed for this cartoonist author's playful visual and verbal use of interjections and sound effects. Dog Man is a fictitious crime-fighting canine hero who is part dog, and part man. A comparison of English and Spanish productions were also included in the analyses and illustrated some cross language translation challenges. Common interjections in both languages were hey/oye, yeah/eso and uh-oh/iAy madre! or iAy no!, whereas common sound effects were crash/tras, and slam/plom. Visual effects for both interjections and sound effects included capitalization, color contrast, and accompanying character facial expressions.

Workshop

Creating Community and Building Connection: A Playful Response to the Pandemic: Carrie Lobman & Marian Rich

Responding to the call for "social distancing" people around the world created play and performance activities on zoom and other "social" platforms. While these activities could be seen as a diversion, they can also be understood as, along with wearing masks and washing our hands, essential to people surviving the global pandemic. This workshop will include a brief presentation of findings from a qualitative study that explored the experiences of people from all over the world who participated in Creating Connection and Building Community Through Play, a series of 5 weekly synchronous improvisational play sessions on zoom. This will be followed by a sampling of the activities from the workshops that will give participants the experience of how adult play

can be indispensable for building and maintaining emotional health, creating community, and responding to the ongoing challenges facing communities and the world.

2 pm – 3pm

TASP Keynote Address by Kerry-Ann Escayg

“Hope, truth, and play: An anti-racist approach to play-based pedagogy”

In broad terms, anti-racism denotes actively challenging racist policies, practices, and beliefs that maintain and reproduce inequities in classrooms and global society. Anti-racism disrupts the limiting purview of racism as an individualistic pathology, and instead, challenges such pathological dominance by foregrounding links between historical processes and contemporary racial injustices, more specifically the integrated system of oppression predicated on race, which perpetuates economic and psychological advantages for the dominant group. Anti-racism is resistance-oriented praxis and works best within a pedagogy of hope. Primarily, anti-racism, and in particular, anti-racism education, calls for a social transformation in support of Black, Latinx, and Indigenous children across the globe. More specifically, in the context of early years education, anti-racism—as conceptualized by anti-racist scholars (Escayg 2020)—empowers via critique of dominant knowledge systems, while amplifying theoretical frameworks derived from the experiential knowledge and daily realities of the oppressed (to further interrogate the function of white power and privilege in classrooms/early learning spaces, research, policy, and discipline). Building on the work of anti-racist and reconceptualist scholars alike, this presentation will explore how play-based pedagogy can be reconceptualized through an anti-racist lens to provoke critical thinking of the current play-based approach, and to situate key tenets of anti-racist pedagogy. As researchers suggest, young children derive remarkable developmental benefits from play-based learning. Acknowledging the role of play in children’s learning should coincide with the consideration of culture, context, and social injustice, however. Bridging fundamental precepts of social justice and anti-racism together with principles of play-based learning allows educators to highlight the prospect of justice: indeed, such is the promise that young children—and especially, children of color—both richly deserve and urgently need.

3pm – 4pm

Roundtable

Play, Power, and Social Justice in Higher Education: Carrie Lobman & Tony Perone

According to Huizinga, civilization “arises in and as play, and never leaves it” (1949, p. 173). Play is how human beings bring into existence the identities and cultures that can often come to define us, and paradoxically play is also where we “break out of constricted social roles, fossilized ideas and crippling emotions” (Friedman, 2018, p. X). Yet can play bring into existence new activities and revolutionary results with/in higher education? We think so! We contend that play is and can be a tool to create new cultural activities with/in the familiar, often fossilized, activities of teaching, research, and service with/in higher education. In this symposium, we will share illustrations from our action research projects of the stories and activities of play in our university teaching, research, and service and the revolutionary results emerging from/with them. Our illustrations will be used as catalysts for the attendees to promote ongoing conversations and new performances of adult learning and development in their communities.

Research

Changes in College Students’ Play During the Early COVID-19 Lockdown: Doug Maynard, Kanjira Rodriguez, Ann Marie DeBonis, Alicia Moquin, and Theresa Paras

In the current study, we explored changes in the lived play experiences of college students as they were sent home in March 2020 in response to the growing COVID-19 pandemic, and the impacts of those play changes upon their daily lives, relationships, and well-being. Undergraduates (N = 71) from a public university near New York City completed an open-ended questionnaire about their play experiences before versus after lockdown. Data were analyzed using template analysis to develop a hierarchical outline of thematic codes. Participant responses revealed strikingly varied experiences in their play lives as a result of the lockdown. While some students experienced deep losses in what and with whom they played, for others the transition offered opportunities for discovery (or rediscovery) of play activities or a reprioritization of play in their lives. Still other students found ways to maintain their prior ways of playing with minor disruption. We will discuss the implications of the current findings for the role and importance of play not only during the ongoing pandemic, but also in emerging adulthood more broadly.

Memories and Musings: Student Narratives on Play Experiences: Vejoya Viren

Following along the lines of narrative inquiry, 34 graduate and 64 undergraduate students, enrolled in a course on Play, were asked to engage in a thoughtful narrative inquiry into their own experience of play as a child and their current attitude towards play in practice. Students’ recollection of lived experiences supported their personal understanding of play. Rather than concurring with the prevalent zeitgeist of play and learning, reflective narratives and self-awareness provided a space for the

participants to critically consider their personal experience and to understand its significance in the conscious and intentional choices they make in their current practice.

Lessons from Kindergarten: Play in the College Classroom: Deepti Kharod

As a former kindergarten teacher who is now a teacher educator, it was an obvious choice for me to use play and games with my college students. Anecdotal evidence from student responses and my own observations bear witness to a higher propensity for student engagement, risk-taking, and enjoyment while learning through play. Students have also mentioned that “the class seems to go by fast,” which I take to mean they are less bored, less stressed, and more attentive overall. In contrast to the students’ enthusiasm, I sensed feelings of disinterest, concern or even lack of appreciation for play-based teaching among some teacher preparation colleagues, which is when I began to seek others who value play in higher education. On my own campus, I discovered colleagues in other disciplines including Biology, Business, English, History, Kinesiology, and Nursing who use play to teach. Through this presentation, I will share emerging ideas from a new study exploring the use of play by higher education faculty and invite participants to engage in a robust discussion about experiences and knowledge of play in college classrooms with a diverse range of students and learning contexts (including face-to-face, hybrid, and online classrooms). (195)

Workshop

Using Poetry to Reimagine our Mental Health: Steven T. Licardi

In this workshop, Autistic social worker and spoken word poet Steven T. Licardi will pull from his own lived experiences as both a patient and a practicing clinician in the field of mental health to guide participants through a playful examination of the use of poetry as a means of transformation. Using poems appearing in his second collection of poetry a billion burning dreams (STL, 2018) and new works, Steven will invite attendees to explore ways of building a loving relationship with their mental health. Attendees will familiarize themselves with specific creative writing techniques — including erasure/blackout poetry, letter writing, character-building, exquisite corpse, and more — to be used in subverting stigmatizing mental health narratives into growthful moments of joy and collective catharsis. The workshop will be a call to action, uplifting the power of spoken word poetry as a form of actionable love to positively impact our individual and communal mental health needs

Teachers' Stories- Fighting for Play Here, There, and Everywhere: Sarah Jean Baker & Alison Stock

Early childhood professionals value play in their classroom. They know young children need play to develop cognitively, socially, emotionally, and physically. Many early childhood educators work in elementary school settings where their knowledge of play is not widely known by both their colleagues and the school leader(s). Their work with young children is often viewed through the lens of being less than of the other educators in the building. Anyone can teach young children. Isn't that how the saying goes? This symposium will explore the experiences of early childhood educators in elementary schools and the strategies they have utilized to keep play in their classrooms and be advocates for play in the early childhood years (kindergarten-third grade) in elementary schools. The World Café methodology will be utilized during the symposium.

4 pm – 5 pm

Roundtable

The Necessity of Play in the Time of COVID: A Roundtable: Anna Beresin, Fraser Brown, Michael Patte, and Carol Barron

An international group of play researchers invites you to join a roundtable discussion to share examples of pandemic play. Join Professor Emeritus Fraser Brown, Professor Anna Beresin, and Professor Michael Patte, co-editors of the International Journal of Play, along with Dr. Carol Barron to share new research, observations, and stories in this most unusual time. How has COVID emerged in play? How has it fostered innovation? How has it exaggerated inequality? Is play itself different now? How are TASP members studying play as it unfolds in real time during the pandemic? Have our methods changed to meet this moment? Bring your observations, your early research, your insights, and your concerns. The discussion will be of interest whether your area be play and trauma, play and health, children's education, or game and toy design, as we ironically share our thoughts about the necessity of play in the virtual world of a remote conference.

Research

A Peer Conflict in a Nature-Based Preschool: Annette Pic & Myae Han

This qualitative study examined peer conflict catalysts and resolution patterns in the context of free play in a nature-based preschool both in the indoor and the outdoor space. In this nature-based preschool, children spend two-thirds of their school day outside engaging in free play and a third of their time indoors engaging in free play and teacher directed activities. The program operates from August to June in all-weather types. Each focal child (n=16) was video recorded for 30 minutes of outdoor free play and 30 minutes of indoor free play. Focal child video observations (n=32) were analyzed. Event coding analysis was used to examine peer conflict occurrences in both the indoor and the outdoor space noting conflict location, catalyst and resolutions pattern. Our data analysis revealed that in the nature-based preschool, 1) conflict varied in the indoor versus outdoor space, 2) conflict catalyst type occurred at different rates, 3) resolutions indoor and outdoor were more likely to be initiated by children, and 4) conflict resolution patterns varied by setting.

Troubling boundaries between work and play during playful participatory research: Bruce Hurst

This paper presents analysis of a recent participatory research conducted with children in their first year of school at an Australian Outside Schools Hours Care setting. Participatory research is mostly informed by Article 12 of the UNCRC, children's right to a voice. It is less common for research methods to give attention to Article 31, the right to play. In this project, the researcher aimed to embed the research more deeply in the play-based setting, which resulted in a more playful and chaotic research environment. This presentation adopts a poststructural theorisation to try and understand the implications of allowing play to invade a research space. It asks participants to ponder whether work/research and play are really binary opposites and separate from one another. The poststructural analysis of the relationship between work and play adopted in this paper, prompts reconsideration of understandings of what is 'good' research and 'useful' research data. It invites consideration of what other roles play might have in research with children.

Workshop

Recontextualizing hands-on self-active play protocols using Zoom: Carly Bedard, Walter Drew, & Tugce Arda Tuncdemir (*For this session, participants are asked to bring materials such as sticks, stones, cardboard, wooden blocks, foam, fabric, buttons, yarn, bottle tops, pipe cleaners, aluminum foil*)

In many ways, this year of the COVID pandemic has been tragic for many people who have suffered from the loss of loved ones, economic stability, and hope for the future. In other ways, this past year's events have led to significant personal, philosophical, and professional breakthroughs. This session presents virtual self-active play experiences with early childhood educators, university professors, parents, play coaches, and program directors will be present. Exploring and experiencing self-active play principles, both in person and virtually, provide significant positive outcomes, including the practice of mindfulness, creativity, increased social and emotional awareness, and improved professional practice in a time of physical distancing. This virtual play process proves to be an effective, alternative discovery approach in which participants experience hands-on solo play, as well as an essential opportunity to reflect, connect, and build relationships with others. Come and play with us!

5 pm – 6 pm

Roundtable

Play and Social Justice Across Systems of Inequity: Michael Patte, Olga S. Jarrett, John A. Sutterby

The importance of play for children and youth is undeniable. Aspects of play have been linked to the development of social skills, health and fitness, motivation, curiosity, innovation, imagination, and problem solving. Both theory and research suggest that play of various types is developmentally important and that playfulness is an important quality across the life span. However, opportunities to play in school, after-school programs, childcare centers, community parks, and recreation centers are not equitable by race, socio-economic status, immigrant status, and disability. The roundtable/symposium describes these disparities, and inequities followed by success stories of academic, after-school, and community programs that are leveling the playing field. Finally, the session recommends conduct of further research using various methods, and effective approaches for play advocacy.

Workshop

Happily Ever Resilient: The Necessary and Ordinary Magic of Fairytales: Stephanie Goloway

Children's fascination with fairytales has persisted: in their play, their imaginings, and their choice of books and media. This is in spite of the well-meaning adults who have decried the outmoded messages in these ancient stories over the past half century. In this workshop, we will be examining these tales of magic through the lens of resilience, the primary protective factor for positive outcomes in children who have had adverse childhood experiences (ACES), such as living with substance use disorders or abuse. Using a research-based model of analysis based on Dr. Ann Masten's work on resilience, participants will analyze familiar fairytales for evidence of the protective factors for resilience. Discussion will focus on how teachers and teacher educators can effectively use this information to intentionally infuse both fairytales and an awareness of resilience into their settings to benefit all children, but especially those children living with trauma. Examples will include fostering and observing fairytale make-believe play in early childhood settings, as well as helping older children to scaffold ELA experiences with fairytales into play. In addition, we will address how teacher educators can use fairytales to teach about resilience, trauma, and the role of play for all ages in already jam-packed mandated teacher education curriculum

TASP 2021 Conference Prerecorded Sessions Abstracts

Transcribing the Magic Circle: Promoting adult play online during a pandemic: Suellen Adams

his poster is a case study of how a group that puts on running cruises across the world created, possibly without specific intention, a magic circle and a playful environment which can be shown to follow Huizinga's definitions of play. When the pandemic cancelled all such events, this group managed to move two of their events into a virtual realm. The striking thing about the virtual option was how well the elements of play and the magic circle were transcribed from the real world. By keeping much of the structure and activities, and adding a necessary element of the imaginary, this new form served much the same purpose for participants, as the real world. This is only intended to be a preliminary look at the structure and purposes of these events, and how the structure and purpose translated. The next step in this research will be to take this example and a few others and interview participants to get an expanded view of how the events were perceived and how they did or did not fill the play void caused by the pandemic.

Play and Improv in Higher Education: Tugce Arda Tuncdemir

Qualified teachers are a crucial component of preschool programs for improving young children's outcomes (Barnett, 2003; Lobman, Ryan, & McLaughlin, 2005; Whitebook, 2003). To educate high-quality Early Childhood Education teachers, they need to be prepared more adequately with skills, knowledge, and confidence in providing different subjects and contents. To enhance teachers' skills, knowledge, and confidence, play should be an essential component of teacher preparation programs. Creative dramatics is one of the most powerful play activities for both teachers and children. This research aims to focus on preservice teachers' professional training by incorporating drama in education activities. In this study, creative drama modules that include games, improvisation activities, and discussion segments were implemented. Moreover, preservice teachers created and implemented their own creative drama lessons after the module was completed. They expressed thoughts, feelings, and ideas in weekly reflections and attended pre- and post-interviews. At the end of the study, it is found that they provided a better definition of creative drama and subject teaching, their communication skills and confidence were improved, and their teaching skills were enriched with new ideas and thoughts about play and creative drama.

Recontextualizing hands-on self-active play using Zoom as a creative response to COVID 19 pandemic in three countries: Carly Bedard, Walter Drew, & Tugce Arda Tuncdemir

In many ways, this year of the COVID pandemic has been tragic for many people who have suffered from the loss of loved ones, economic stability, and hope for the future. In other ways, this past year's events have led to important personal, philosophical, and professional breakthroughs. This session presents action research that highlights an innovative shift in practice and perception that transforms reality. The presenters will share and discuss strategies and protocols of experimental Zoom virtual self-active play experiences with early childhood educators, university professors, parents, play coaches, and program directors. Evidence of this virtual play process's universal applicability will be presented in the context of a Zoom play experience conducted with educators, pre-service, and in-service early childhood professionals in Cambodia, Turkey, the US. Exploring and experiencing self-active play principles, both in person and virtually, provide significant positive outcomes, including the practice of mindfulness, creativity, increased social and emotional awareness, and improved professional practice in a time of physical distancing. This virtual play process proves to be an effective, alternative discovery approach in which participants experience hands-on solo play, as well as an essential opportunity to reflect, connect, and build relationships with others.

Reconsidering Solitary Play: Understanding Self, Place, and Nature: Michael J. Bell

Throughout life, solitary play experiences foster self-understanding, self-efficacy, curiosity, and imagination. This presentation will feature a contemporary perspective on solitary play, an understanding of the developmental and psychological benefits of playing alone and the benefits of solitary play experiences with nature in designed settings, as well as in the wild.

Play and Well-Being: Whitney Blaisdell

This presentation will review a recent grounded-theory study that examined how the COVID-19 pandemic has affected play, with an action component in collaboration with two non-profit organizations that affect play. Two main categories emerged from this inquiry and will be presented: parents supporting one's self, and parents supporting children during the COVID-19 pandemic. Parental ability to compartmentalize work and play, strong parental wellness, positive parental attitudes towards play, understanding children to be drivers of play, and awareness of how to arrange a playful environment appeared to be catalysts to play at home during the COVID-19 pandemic. The current study found a strong connection between parental play and well-being (physical, emotional, mental, and spiritual health) which will be discussed.

Play and the current climate of unethical early childhood practices: Joanna J. Cemore Brigden

Leadership in early childhood encompasses commitments to children, families, colleagues, and society as a whole. This commitment is guided by ethical ideals and principles playing out on many levels co-existing between partners. This presentation maintains that the current climate of many early childhood practices deny children the play they need to develop healthy minds, bodies, and relationships, which is harmful to children, and thus unethical. It is our ethical responsibility to respond to this crisis. What does play have to do with our ethical responsibilities to children, families, colleagues, and society? Play is how children feel competent, it is how they match the new with the known, it is where they can do more than their day to day abilities, it is where they are free to take risks and try new things, it is where they are happy, where they are focused, where they are engaged, where they are in flow, where they are most authentically themselves, where they are joyous, where they make discoveries, where they learn, where they participate in the CRUCIAL physical, cognitive, social, and emotional skills, tasks, and activities that they NEED to develop fully. Pulling together important research findings and shocking reports from play advocates, this presentation covers the code of ethics and the following questions: What is happening in children's lives today and why? Why do children need to play and how has the current climate hurt children? Lastly, specifically, how can we move towards more ethical practices through education, advocacy, and implementation?

Play in times of stress: Linda Charlton, Deepti Kharod, & John Sutterby

Play has long been considered important for helping both adults and children deal with stress, understand upsetting events and find joy. This presentation will focus on how play has helped both adults and children deal with the pandemic over the last year. Play helps develop resilience as children challenge themselves through play. Play also helps adults relax, and take their minds off the current stressful situation. This presentation will draw on the presenters experiences with play during the pandemic.

Enhancing early childhood dramatic play centers with prop boxes: Lynn E. Cohen, Gabriella Carvalho, Makayla Gallo, & Olivia Guma

The importance of dramatic play for learning and development is rooted in the theories of Lev Vygotsky. Vygotsky (1978) asserted that play is the predominate activity of children in the preschool years. Elkonin (2005) elaborated on Vygotskian theories affirming that dramatic play is complex and includes six behaviors: (1) substituting the meaning of objects and actions; (2) role enactments; (3) complex themes driven by pretend actions and events; (4) rich conversations to plan the play, label objects, or tell a story; (5) collaboration with peers; and (6) lengthy play episodes. In this workshop session, undergraduate Long Island University/Post students will share thematic prop boxes designed in a play course fall 2020. The materials students prepared support gender and cultural inclusiveness to validate the cultural identities of children in our early childhood programs.

Play and mental health: Gaming, gambling and digital technology: Kevin Davidson, Sarah Hodge, Constatina Panourgia, Maggie Hutchings

It has been recognised that the process of play can be a source of resilience for young children, developing self-regulation and a sense of agency (Sutton-Smith, 2007). Research into adventurous outdoor play has shown that autonomy of choice and elements of uncertainty are associated with emotional resilience and good mental health outcomes for children (Whitebread 2017). There is also research which suggests that playing video games can lead to improvements in mental health and wellbeing, similarly making reference to autonomy, uncertainty and problem-solving (Johannes, Vuorre, Przybylski, 2020). At the same time, it has also been suggested that technological innovations in video games have the potential to cause unhealthy addictive behaviour in children (Griffiths 2014). Some researchers have suggested that the new microtransaction business model in the gaming industry opens the possibility for gambling-type behaviour within video games, particularly through 'loot boxes', where gamers pay real money for a chance to win a random virtual prize of perceived value (Liu 2019). A leading researcher in this field has expressed concern about the 'normalisation' of gambling among young people, recognising how gambling, gaming and digital technology are increasingly intertwined (Wardle, 2020). Given that the vast majority of young people play video games, that vulnerable children may be most at risk of harm (CCfE 2019), and that the global pandemic has reduced the potential for children to engage in traditional play, there is a need to understand more clearly the mechanisms through which play supports mental wellbeing in young people.

Children's COVID-19 Play: Corona Chasing, Distanced Dolls and Lego Ventilators: Suzanne Egan

Play is observed across all cultures and is a fundamental activity in children's lives, essential to cognitive and socio-emotional development. However, children's lives, including their opportunities for play, were severely disrupted in early 2020 by the COVID-19 crisis. The aims of the current study were to investigate how the pandemic may have impacted on children's play, to determine if children brought information about COVID-19 or the restrictions into their play, and the factors that influenced it. This research draws on data from 506 parents of children aged 1-10 years in Ireland who completed an online survey during lockdown in May and June 2020. Parents responded to a series of questions for the Play and Learning in the Early Years (PLEY) Survey about their child's play, learning and development. The study was approved by the institutional ethics committee. Parents were asked to indicate if their child had brought information about the virus or restrictions into their play, and to describe this play. The findings showed that 34% of parents reported their child had brought information about the virus or restrictions into their play, and this was influenced by the age of the child, their understanding of the restrictions and their socio-emotional difficulties, as measured by the Strengths and Difficulties Questionnaire. Parental descriptions of this play included multiple types of play such as pretend play, play with objects and toys and outdoor play. The findings are discussed in the context of the role of play in socio-emotional development and coping with challenges.

Benefits of Medical Play in Child Life: Danae Garciapeña

Medical play is defined as play with either a medical theme or medical equipment with the goal of familiarizing the child with the clinical setting. The purpose of medical play is to reduce children's anxieties and facilitate their coping with any medical visits, hospitalizations, or upcoming procedures. Within our research, the benefits of medical play on pediatric patients was studied through a comprehensive approach. To understand the uses, benefits, and implementations of medical play itself, a literature review was first conducted, followed by interviews completed with three current Child Life Specialists. The literature review spanned topics including the definition of play, play theories including loose parts play, pretend play, medical play, the implementation process and considerations of medical play, and finally, the role of the Child Life Specialist. 30-minute interviews were conducted with Child Life Specialists currently employed at Phoenix Children's Hospital gather more information about medical play, including the implementation of medical play, and its effects on patients and their clinical experience.

Caregivers' perceptions of their children's play during a pandemic: Robyn M. Holmes

In this project, we explore how caregivers perceived and responded to their children's play experiences and behaviors during the social isolation associated with the coronavirus pandemic. We framed our project using the view of play as a coping mechanism. Play serves as a way for children to cope with the stressors of situations that diverge from children's everyday interactions and helps children process their feelings about these experiences. We focused upon the interactions between childcare centers and caregivers and caregiver interactions with their children. Our sample is approximately one dozen primary caregivers (mothers and fathers) and young children ranging in ages from 8 months to 5 years living in the same home. Adult participants completed an open-ended survey and composed a play journal for their children's activities during a two-week period. We found that caregivers: noted that their children were aware of the COVID-19 protocols and their inability to play with their playmates; took on the role as primary playmate with their children; appreciated communications with the child center director that included the director's availability and the delivery of lesson plans; and found ways to cope with the demands of work and family. Children enjoyed virtual classes and storybook readings with their teachers, and many engaged in both indoor and outdoor play activities. We believe for our sample, play and playful activities helped both caregivers and children cope with the stress of social isolation.

Bringing Back Play in Kindergarten: Perspectives from the Field: Cailin Kerch, Alison Hooper, & Holly Swain

Play has been disappearing across the nation in Kindergarten classrooms for over a decade, replaced by didactic, direct instruction that encourages regurgitation of knowledge instead of active construction of knowledge through playful experiences (Kamii, 1986; Miller & Almon, 2009). This roundtable session explores perspectives from the journal of a team from the University of Alabama and five Kindergarten teachers who partnered to implement classroom grant from a state system to transform traditional classrooms to play-based classrooms. This work is informed by ecological systems theory (Bronfenbrenner, 1997), specifically the ways in which children's experiences are affected by factors including teacher beliefs, school culture, and larger educational policy and funding. The session participants will engage in dialogue about systematic changes to support the transition back to play-based classrooms.

The world of Pony: An exploration into the design criteria for Eco-fiction toys: Tanya Marriott

This presentation seeks to define the design criteria for eco-fiction character toys. Through my embodied practice as a doll and toy designer, I have observed that well-designed character toys can be powerful pervasive agents for environmental awareness and interconnectedness with the natural environment. The development of an eco-fiction toy framework will enable the designer to embed ecological principles within the character toy design process. While drawing from a range of source material, this research highlights the successful 1980's My Little Pony (G1) ecosystem of character toys as a key influence within the development of an eco-fiction toy design schema. Nature literature has also proved a useful tool to frame methods of narrative construction for toy design. Of note, in these worlds, humans are part of the ecosystem, but not a dominating force. The development of a unique "world of pony" enabled a range of dolls to step out of a human-centric space and evolve into an ecosystem of over 700 unique magical characters who act as guardians of their world and the creatures within it. This ecological narrative was enforced through the stories on the back of the box, and was reaffirmed by the animation narrative played on network TV. This presentation discusses early findings for how eco-fiction toy design criteria might be define innovative methods of character toy play engagement which enable children to instill a deep ecological understanding and relationship with natural spaces, and subsequently other species.

Play During the Pandemic: Parental Perspectives: Smita Mathur

Approximately 1.4 billion children worldwide are experiencing the lockdowns caused by COVID-19 (UNICEF, 2020). The impact of the COVID-19 pandemic on children's play is currently undocumented, unknown, and therefore the impact of the pandemic remains unaddressed. The purpose of the study is to examine parental perceptions related to children's play during the COVID-19 pandemic. The study addressed the following questions by conduction parent and caregiver interviews.

1. In what specific locations/settings do children play during the lockdown?
2. What is the role of adults during children's play?
3. What are specific materials (toys and games) used by children during play?
4. What is the socio-emotional impact of social distancing on c children's play?
5. What are some play strategies that have helped parents in socially engaging with children during the lockdown?
6. In what ways did children's play look different before and after the lockdown?
7. Did the pandemic revive interest in traditional games?

The pre-recorded research presentation will report the findings. Participants will have the opportunity to discuss the study with the researchers via scheduled zoom sessions after the conference.

Once upon a (covid) time: Play or get played: Ian M. McNish

This presentation offers a reconsideration of play and its role in theatre discourse and practice. A feature is a focus on the "intentionally spontaneous" theatre of Gunduz Kalic. Drawing upon a variety of play theories set out by leading thinkers across a range of disciplines, the presentation contests easy affirmations of play as positive and identifies forms of negative play, or play astray, such as false or seeming play, otherwise called compliant play. In such "play" the agency of individuals tends to be overridden by the requirements of institutions, leading in the direction of being played and being gamed. The concept of "broken play", a variation of false play applicable to the world of acting and theatre, is introduced. With such concepts in hand, prevailing play rhetoric in theatre is critiqued. The presentation then proposes a definition of optimal play for theatrical practice, termed bright play. Finally, with a view towards elucidating positive, 'foolish' play practice in theatre education, reflections on the writer's practice of Kalic's approach to theatremaking in the pre and pre and post pandemic HE classroom are incorporated. In short, the presentation clarifies and renews definitions of play in theatre and beyond.

Play helps young children cope during crisis and stress: Ross "Chad" Nunamaker & William Mosier

Play is critical for assisting young children to heal from crisis and toxic stress. Play is a way for young children to gain power over fears by asserting control over the activity in which they are engaged. Young children receive the most benefit from play when they are allowed extended periods of uninterrupted engagement in activities that activate norepinephrine (which increases the brain's plasticity) while decreasing the stress hormone - cortisol. Play, especially when it is engaged in with nurturing adults, can buffer a young child's exposure to toxic stress by enhancing coping skills for dealing with anxiety. Uninterrupted play is a vehicle for young children to reduce stress and strengthen healthy self-expression. Play allows a young child to reenact a past event in a manner that helps the child to gain a sense of personal control over the outcome. Exposure to trauma can influence how and what a young child uses as a topic for play. A playful activity can lead to an enhanced sense of emotional security and resilience in the face of trauma by allowing a young child to dramatically act-out a stressful event and navigate it with a sense of personal success. In fact, young children may re-enact a traumatic experience over and over attempting to process the incident in a way that can achieve a greater sense of self-efficacy. Play can be used as a tool for young children to address the negative effects of a traumatic experience in a way that can promote healing.

Play: Resilience and Vulnerability in Difficult Circumstances, Michael Patte, James Johnson, & Jaipaul L. Roopnarine

The roundtable/symposium session will explore the importance of providing for play during times of crisis and stress including homelessness, abject poverty, natural disasters, border crossing/trafficking, imprisonment, refugee/mass migration, pandemic, terrorism, and war.

Survey Results from Two All Virtual Play Days: Pat Rumbaugh

The nonprofit Let's Play America reinvented their Play Days by offering two All Virtual Play Days in the last year. Thirty teens could sign up to participate in every activity, fill out a survey on each activity and give feedback to the LPA staff. The beauty of these All Virtual Play Days is you can play from anywhere and they can continue after Covid. Additionally, an All Virtual Play Day Handbook will be available on the website www.letsplayamerica.org after march 15, 2021. Let's Play America believes everyone deserves to play.

Promoting Guided Play Practices in Kindergarten through Focused Professional Learning and Teacher Self-Assessment: Amy Schmidtke & Debora Wisneski

The professional capacity of a kindergarten teacher is central to the implementation of developmentally appropriate practices that support children's learning and development. Evidence indicates that a teacher's professional capacity is influenced through experiences with leadership, professional learning, and collaboration. Although research clearly supports the positive impact of play experiences for young children, the current educational climate does not provide teachers with the confidence or the structural supports needed to actualize play in kindergarten classrooms. The findings demonstrate what influences kindergarten teachers to implement guided play practices in their classrooms. The implications provide insight as to which elements of leadership, professional learning, and collaboration are most influential. A theory of change demonstrates how to impact quality play experiences in support of children's learning and development.

Exploring Indoor and Outdoor Play Environments in Reggio Emilia, Italy: Dolores Stegelin

The Reggio Emilia approach embraces a play based, Constructivist perspective of children's learning. This session provides visuals of indoor and outdoor learning environments and an exploration of how to adapt ideas in American environments.

Play, Projects, and Problems: A Quest for Changing School Culture: Brian Stone & Sandra J. Stone

This workshop focuses on the attributes of play as the basis for play, and science and social studies play-based projects and problems with an emphasis on changing our current school culture which limits or eliminates play in an effort to meet accountability requirements through standards and testing. Participants will discuss play, projects and problem-solving environments in primary and elementary schools based on play attributes. Participants will engage in play, project and problem-solving experiences and design play-based projects. Participants will gain a unique perspective of play's role in learning within a school culture that values play and its contribution to protecting the role of choice and autonomy for children in the learning context, giving them the freedom to play, imagine, invent, and create.

Perspectives on Play, Teaching Practice, and the Pandemic: Susan Welteroth, Megan Becker, Jenna Clark, and Madison Rice

This poster session will highlight the teaching practices of three preservice teachers who taught in a community-based summer program during the pandemic of 2020. During their student teaching, they discovered how incorporating play practices in their pedagogy enhanced their practice as educators. When faced with providing remote instruction during the summer of the pandemic, they struggled with finding ways to incorporate play-based activities. There will be a brief discussion of ongoing research about encouraging play practice with children and families in the community.

Outdoor Play and Science Learning: Rick Worch

Past generations of children enjoyed a rich heritage of self-directed play. Unencumbered by safety concerns and the distractions of modern society, children spent much of their time engrossed in outdoor play. Loose objects like rocks, sticks, branches and leaves discovered in a vacant lot were manipulated and transformed by the children's imagination into whatever they desired. Much has changed with recent generations. Evidence suggests that children spend much less time playing outdoors engaging in self-directed play. This decline has been exacerbated by the current pandemic. However, we are also discovering that spending time in natural settings leads to improved mental well-being, cognitive function, and emotional regulation. This presentation reports on research focused on factors that impact children's play and science learning behaviors as they engaged in outdoor play during nine family play events.

TASP 2021 Conference Biographical Statements of Presenters

Adams, Suellen

Suellen Adams, Ph.D is an online adjunct faculty member in the School of Library and Information Science at the University of Southern Mississippi. Beginning with her graduate work at the University of Texas and throughout her career she has been interested in the intersections of information, meaning making and play/recreation. She is a persistent (but not fast) runner and triathlete. Former studies have included studies of video games and gamers, serious recreational athletes and costumed runners. She has presented at play-themed, popular culture and health promotion conferences as well as those in her core field of library and information studies.

Addo, Akosua

Akosua Obuo Addo teaches music education at the University of Minnesota, Twin Cities, MN. Addo currently serves as the research chair for the Minnesota Society for Music Teacher Education. In addition to book chapters, Addo's research in teacher education and ethnographies of children's singing games has been presented at conferences and published in professional and research journals. Addo serves on the Organisation for Strategic Development in Jamaica board, collaborating with the Ministry of Education, Youth and Information, Jamaica, to promote music education and foster collaborative relationships between schools and higher education institutions in Jamaica and Minnesota. Thanks to a 2019-2020 Fulbright U.S. Scholar award, Addo is working on a book manuscript on play dialectics (Akan: agrɔ) among children from Ghana. She was born to Ghanaian and Jamaican parents.

Aguiar, Lara

Lara Aguiar is fourth-year undergraduate students at Barrett, the Honors College, at Arizona State University, currently completing their honors thesis on medical play under the instruction of Dr. Abby Loeberberg and Dr. Jodi Swanson. Lara is double majoring in Family & Human Development and Biological Sciences with a concentration in Biomedical Sciences. Both Danae and Lara are volunteers at Phoenix Children's Hospital and have aspirations to attend medical school once graduating this Spring.

Arda Tuncdemir, Tugce

Tugce B. Arda Tuncdemir, Ph.D., is adjunct faculty in the Department of PreK-Grade 8 and Professional Studies at the Lock Haven University of Pennsylvania. Her research interests are play, creative drama, social-emotional learning, shared through presentations, chapters, and journals. She teaches Positive Behavioral Support for Young Children, Becoming a Teacher Leader, Early Childhood Field Experience, and Play courses. She is awarded PPIF Walter F. Drew Emerging Play Scholar Award 2018.

Ardelean, Ana

Ana has over 15 years of experience as a frontline playworker, play and inclusion service manager, playwork trainer and consultant. With a BA in Playwork and an MA in Children, Youth and International Development, Ana is particularly passionate about quality play environments and play in humanitarian crises. Taking playwork to 'unexplored' territories around the world, Ana has helped develop a play space in a French refugee camp, delivered creative play workshops for refugee children in Turkey and helped build a rural school playground in Uganda. Most recently, she completed a research study around play provision in a Child-Friendly Space, inside a Greek refugee camp. Currently, Ana is a lecturer in Childhood Development and Playwork at Leeds Beckett University, supports English primary schools to improve their play offer through the OPAL programme, acts as a treasurer trustee for IPA England and is also quietly planning her next international playwork endeavour.

Bant, Christine

Christine Bant received her Master's degree in Early Childhood Special Education from Arcadia University and is an early childhood administrator.

Baker, Sarah Jean

Dr. Sarah Jean Baker is an assistant professor in the department of Childhood Education and Family Studies of the College of Education at Missouri State University. She holds a PhD in School Improvement from Texas State University. She has experience working in public schools as an early childhood and elementary teacher, as well as school leader. Her research interests include teacher and school leader preparation and development for social justice and culturally sustaining pedagogy, early childhood education, and women's issues in schools. She is a proud mama to four children and often finds her greatest joys and struggles in her mama identity.

Barron, Carol

Dr. Carol Barron of Dublin City University's School of Nursing and Human Sciences is currently working on an international COVID play research project.

Becker, Megan

Megan Becker is a 2020 graduate from at Susquehanna University with dual certification in Early Childhood and Special Education. She is from Mifflinburg, Pennsylvania, and was a member of Kappa Delta Pi and ASL on campus. Ms. Becker is currently teaching special education in grades 6-8.

Bell, Michael J.

Michael J. Bell has been a Professor of Early Childhood Education at West Chester University in West Chester, Pennsylvania for the past 20 years. Dr. Bell received his Doctor of Philosophy degree from the University of Texas at Austin in Curriculum and Instruction in 1989. He received his Master of Arts degree from Northern Arizona University and his baccalaureate degree in elementary education from Arizona State University. Dr. Bell has consulted with many regional and state-level educational agencies throughout the United States. Dr. Bell has conducted workshops and delivered keynote speeches and invited lectures for schools and professional organizations throughout the United States. He has lectured at universities and conferences in the United States and the world.

Bedard, Carly

Carly Bedard M.A.Ed has over 20 years experience in the field of Early Childhood Education. She formerly taught as a preschool teacher, and served as a program director for eight years. She currently works as a Program Specialist with the Orange County Department of Education, supporting Social Emotional Learning in Preschool-12th Grade Classrooms. She also serves as an Adjunct Professor at Biola University. Carly is a certified Play Coach and is working on Master Play Coach certification with the Institute for Self Active Education. As a passionate play advocate, she has presented the play experience to educators, and families in the United States, Cambodia, and India and is working along with Dr. Drew to establish a Global Play Coach Collaborative.

Bergen, Doris

Doris Bergen, PhD, is a Distinguished Professor of Educational Psychology Emerita at Miami University, Oxford, Ohio. Her research interests have focused on play theory and humor development, including effects of technology-enhanced toys on play, adult memories of childhood play, and gifted children's humor. She also is a Miami University distinguished scholar.

Beresin, Anna

Fraser Brown is Professor Emeritus of Childhood Development and Playwork Team at Leeds Beckett University. Anna Beresin is Professor of Psychology and Folklore at the University of the Arts in Philadelphia and working on a COVID play project called "Who's in Your Pod?" Michael Patte is professor of Teaching and Learning at Bloomsburg University in Pennsylvania. Together they co-edit the International Journal of Play and like to make scholarly trouble. Dr. Carol Barron of Dublin City University's School of Nursing and Human Sciences is currently working on an international COVID play research project with Professor Patte.

Blaisdell, Whitney

Whitney Blaisdell is a graduate student at the University of Regina who has a research focus on communities and play. She recently conducted a study on COVID-19 and play with funding provided by the University of Regina Community Engagement and Research Centre. Formerly a classroom teacher, Whitney is the founder and Executive Director of Project Play YQR, a non-profit organization and by-product of her thesis research on accessibility to play. Her research methods include autoethnography, grounded theory, and community-informed action research. Whitney has over 10 years experience volunteering and working in the non-profit sector relating to play and artistic expression and is the mother of two beautiful boys, ages 2 and 4.

Brigden, Joanna Cemore

Joanna Cemore Brigden, Ph.D., is an Associate Professor of Childhood Education and Family Studies at Missouri State University She is passionate about defending the rights of every child to play. To that end she is involved nationally and internationally advocating for the rights of every child. Her research includes the study of children's make-believe play, creativity, emotional intelligence, service-learning, and teacher perceptions.

Brown, Fraser

Fraser Brown is Professor Emeritus of Childhood Development and Playwork Team at Leeds Beckett University.

Carvalho, Gabriella

Gabriella Carvalho is a junior at Long Island University/Post. She is studying to be an early childhood/ childhood teacher with a concentration in Spanish to further her career in becoming an English as New Language (ENL) teacher. She believes play in classrooms is extremely important in improving their language, social, physical, math, science, and thinking skills. As a future educator, she will incorporate play into her classroom as much as possible.

Cast-Brede, Melissa

Melissa Cast-Brede is an Associate Professor of Library Science in the Department of Teacher Education at the University of Nebraska Omaha where she received the Alumni Outstanding Teaching Award in 2018. Her research interests include young adult literature, play in library programming, gatekeeping, and collection development. Dr. Cast-Brede served as an education librarian at universities in Oklahoma and Nebraska. From 1999-2001, she served as Director of Member Services at the Association of College and Research Librarians of the American Library Association. In 2013, she completed her PhD in Library Science from Emporia State University.

Charlton, Linda

Linda Charlton is the founding director and lead teacher of Cibolo Nature School. She has been teaching for 36 years in a variety of settings and with students ranging from toddlers through adults. Linda holds a BA from Trinity University and an MA from the University of Texas at San Antonio (UTSA). Her areas of teaching include special education, art, and music, although for the past 8 years she has focused on nature and play-based preschool learning. She enjoys bringing her research background into the classroom, where she continues to play and learn alongside her colleagues and students.

Clark, Jenna

Jenna Clark is a Susquehanna University 2020 graduate with certification in Early Childhood Education. Ms. Clark is currently teaching first grade in a local school district. Jenna is from Selinsgrove, Pennsylvania and was a member of Kappa Delta Pi, Alpha Delta Pi, and Girls on the Run while on campus.

Clarke, Debby

Debby began her career with Dublin City Council (DCC) as a 'playworker' for over 20 years and then moving on to community development and returning to Playwork as Play Development Officer for Ballymun Regeneration Ltd; one of the largest regeneration projects in Europe. Debby returned to DCC as Play Development Officer for Dublin City where she has played a key role in completing and launching the Dublin City Play Plan and the subsequent development of the up-coming Dublin City Play Strategy. As a strong play advocate with over 40 years' experience, Debby also holds a BA Honours Degree in Playwork from the University of Gloucestershire. She applies this knowledge and experience to her responsibilities regarding the implementation of a strategic citywide action plan that will support the development of Dublin as a child friendly and playful city where all children and young people can enjoy their right to play.

Cohen, Lynn

Dr. Cohen is presently a professor in the department of teaching and learning at LIU/Post. Prior to joining the faculty at LIU/Post, she worked for over 25 years as a preschool, kindergarten, and literacy teacher. Member of the National Association for Early Childhood Teacher Educators (NAECTE), secretary for the Association for the Study of Play (TASP), and member of American Educational Research Association (AERA). She has co-edited four books entitled, "STEM in Early Childhood: How Science, Technology, Engineering and Mathematics Strengthen Learning" (Routledge, September 2020), "Theories of Early Childhood: Developmental, Behaviorist, and Critical" (Routledge, 2017), "Learning across the Early Childhood Curriculum" (Emerald, 2013), "Play: A Polyphony of Research, Theories, Issues" (University Press of America, 2012). Her work has appeared in several peer-reviewed journals. Dr. Cohen's research interests are related to school readiness, young children's play, language development, emergent literacy, dual language learners, contemporary literacies, and more recently early childhood technology. Dr. Cohen was the recipient of the prestigious David Newton Award for Excellence in Teaching in 2017. National Association for the Education of Young Children (NAEYC) awarded Dr. Cohen a service award in 2015 and the Patricia Nurot Award in 2017 for her excellence in research and commitment to play in children's lives. <https://orcid.org/0000-001-6211-0684>

Davidson, Kevin

Kevin Davidson worked as a physical education teacher in Steiner Waldorf education for over 10 years, gaining first hand experience of the value of play for child development, particularly forms of play which combine the physical, social and the

imaginative. Kevin completed an MA in Education with a focus on play at Goldsmiths College, London in 2016 and has since held the post of associate lecturer in the Department of Education. In 2018 Kevin co-authored a paper in the Early Education and Development journal on executive function as a mediating variable between physical development and academic achievement. In 2020 Kevin started the current MRes at Bournemouth University into the effects of video games and the potential for gaming and gambling related harms. This project is supervised by Dr Sarah Hodge, Dr Constantina Panourgia and Dr Maggie Hutchings.

Davis, Darrel

Darrel R. Davis, PhD, is associate professor in the Department of Educational Psychology at Miami University. His research focuses on issues at the intersection of play, technology, and human development and learning. He is also interested in teaching and learning in the online environment and the use of technology in diverse educational settings.

DeBonis, Ann Marie

Ann Marie DeBonis is currently a graduate student in the MS in Psychological Science program at the State University of New York at New Paltz. Additionally she completed her undergraduate degree at the State University of New York at New Paltz, majoring in psychology and minoring in both anthropology and evolutionary studies. Her current research interest revolves around socio-cultural taboos.

Donoghue, Margaret O

Professionally I have been involved in early childhood education for seventeen years. I worked as an early years educator and ran my own early years Montessori pre-school for fourteen years. In 2012, I began working as a lecturer in ECE at TUDublin, Blanchardstown. I am the course coordinator and lecturer on the Early Childhood Care and Education Degree programme. As an ECE professional, my beliefs on how children should experience learning are strongly rooted in the spirit of the United Nations Convention on the Rights of the Child (UNCRC, 1989). Throughout my practice I promote a child-centred rights-based approach to early childhood education believing that the voice of the child matters. The centrality of play and a children's rights perspective are key components of Aistear (Ireland's Early Childhood Curriculum Framework (NCCA, 2009), and I consider both components to be critical to its integration within the enactment of curricula.

Drew, Walter

Walter F. Drew Ed.D. is the founder and CEO of the Institute for Self-Active Education. For more than 40 years he has researched and presented self-active play experiences as a process for awakening creativity, strengthening early childhood professional practice, and generating hope and optimism across the human life span. He is a visual artist and the creator of Dr. Drew's Discovery Blocks chosen "Best Toy of the Year in 1982 by the Parent's Choice Foundation and co-author of "From Play to Practice: Connecting Teachers Play to Children's Learning" a book published by NAEYC. He is the 2009 recipient of the Patricia Monaghan Nourot Award and the 2018 Peace Educator's Award.

Egan, Suzanne

Dr. Suzanne Egan is a researcher and lecturer in the Department of Psychology, Mary Immaculate College (MIC), Limerick. She graduated with a PhD in Psychology from Trinity College Dublin. Her research examines the processes involved in imagination, thinking and reasoning and factors that support development in young children. She is the director of the Cognition, Development and Learning Research Lab in MIC, where research focuses on the impact of various activities, such as reading, screen-time and outdoor play, on early development. She is also chair of the Children's Research Network Special Interest Group on Outdoor Play, Leisure, Activity and Education.

Charles V Fisher

Charles Fisher (he/him/they) is the Supervisor of the Creative Production Lab at the University of Nebraska Omaha's Dr. C.C. and Mabel L. Criss Library. He administers the equipment, staff, and programming of the Creative Production Lab as it relates to games, interactive media development, and open access technologies. He holds BAs in Theatre and Studio Art, and is currently pursuing an MS in IT Innovation from the University of Nebraska at Omaha. His professional and research interests focus on the use of game jams, game design, and video game development for nonprofits and educational communities. Outside of UNO, Charles operates as the COO and Creative Director for RHO Interactive, an app and project development firm for non-profits and education.

Gallo, Makayla

Makayla Gallo is a sophomore at Long Island University/Post. She is studying Early Childhood and Childhood education in a dual major program, as well as a concentration in psychology. Makayla believes play is essential to a child's development and learning. It teaches students essential skills in communication, advanced thinking, collaboration, literacy, and many more areas. She believes we should see more play in the classroom for our students to achieve their highest potentials.

Garcia, Miriam Gonzalez

Miriam Gonzalez Garcia is a graduate student in the Woolfolk School of Communication Sciences and Disorders, Our Lady of the Lake University, San Antonio. She is bilingual in English and Spanish. Her undergraduate degree was in speech-language pathology from Columbia College, South Carolina. Her research interests are in bilingual language and literacy and she has previously presented on visual and verbal anthropomorphism in children's literature.

Garciapena, Danae

Danae Garciapena is fourth-year undergraduate students at Barrett, the Honors College, at Arizona State University, currently completing their honors thesis on medical play under the instruction of Dr. Abby Loebenberg and Dr. Jodi Swanson. Danae is majoring in Medical Studies and earning a certificate in Biomedical Research. Both Danae and Lara are volunteers at Phoenix Children's Hospital and have aspirations to attend medical school once graduating this Spring.

Gok, Nihan Feyman

Nihan Feyman Gök was born in Ankara in 1981. She graduated from Hacettepe University Faculty of Education in 2002 and started working as a preschool teacher at the Ministry of National Education. She graduated from Hacettepe University with a master's degree in Early Childhood Education in 2006 and from Gazi University in 2013 with a doctorate degree from the same department. She works in Çankırı Karatekin University, Child Development Department. Her field of studies are early literacy and quality of early childhood education. Contact Information: nfeymangok@karatekin.edu.tr

Goloway, Stephanie

Dr. Stephanie Goloway is professor emeritus of education at the Community College of Allegheny County in Pittsburgh, Pennsylvania. Prior to teaching at the college level, she worked in childcare, elementary school, and special education settings, where she infused her curriculum with the power of the imagination, play and storytelling. Building on her graduate research on fairytales and sociomoral development, and her interest in the impact of family substance use disorders on children, Stephanie's doctoral research focused on how fairytales, storytelling, and Vivian Paley's pedagogy could impact resilience in young children, especially those living with SUD and other forms of trauma. Her dissertation was a content analysis of multicultural variants of familiar fairytales, using the frameworks of Masten and Propp. She is the author of an upcoming Redleaf Press book about using fairytales to nurture children's resilience in the early childhood classroom.

Guma, Olivia

Olivia Guma is a junior at Long Island University/Post. She is a dual major in Early Childhood and Childhood Education with a concentration in history. Throughout her history courses, she has learned about the importance of community, and believes that a sense of community can be built in the classroom through play. To her, play gives students the foundations to build community by teaching them to communicate, work together, and inspire new ideas.

Han, Myae

Myae Han, Ph.D. is a professor of Early Childhood Education in the Department of Human Development and Family Sciences at the University of Delaware, and a past president of The Association for the Study of Play (TASP). She studies a play-based intervention to support early language and literacy.

Hepgenc, Lider

I was born in Izmir, Turkey on 25 February 1987. I am a drama teacher and author of children book. I am working with children in schools, museums, bookstores and nature. I am using games in my classes all time. My friends and me wrote a book that includes 50 online-games after COVID-19. We try to meet with teachers and share these games in online area.

Hodge, Sarah

Dr Sarah Hodge Lecturer in Psychology and Cyberpsychology. My academic background is in psychology. BSc (Hons) in Psychology and MSc Psychology of Education. My PhD research explored morality in video games and virtual worlds. I have research experience working in primary and secondary schools. My reserach interests continue to explore morality in real life and virtual contexts and support young people and children with technology. I have projects exploring gaming with morality, gambling, and gender.

Holmes, Robyn M.

Robyn M. Holmes is a Professor of Psychology at Monmouth University. Her teaching and research interests are interdisciplinary and focus upon children's experiences and activities.

Hooper, Alison

Alison is an Assistant Professor of Early Childhood Education in the College of Education. She teaches courses in early childhood curriculum and instruction. Her research focuses on measuring and improving the quality of early childhood educational settings and increasing access to high-quality early education for children at risk. Alison completed her Ph.D. in Human Development and Family Studies at the University of Delaware, where she also worked as a Limited Term Researcher with the Delaware Institute for Excellence in Early Childhood. Before attending graduate school, she worked as a kindergarten teacher in Wilmington, Delaware.

Hurst, Bruce

Bruce Hurst is a Research Fellow at the Melbourne Graduate School of Education, University of Melbourne. He is one of a small number of researchers specialising in Outside School Hours Care, an important yet under-researched play, leisure and care setting for primary-age children. He is interested in seeking children's perspectives through participatory research methodologies. His work draws on post-structural theories of power and knowledge in ways that provoke re-examination of how children and play are theorised and the implications for practice. In 2014, Bruce won the Freda Cohen Prize for his research work. He is the Deputy Chair of the Community Child Care Association.

Hutchings, Maggie

Dr Maggie Hutchings, Centre for Qualitative Research, School of Health and Social Care, Faculty Member. Studies Humanising Care, Life world led education, and Technology Enhanced Learning.

Jarrett, Olga

Olga S. Jarrett, PhD, is professor emerita of early childhood and elementary education at Georgia State University where she taught a wide variety of courses. She is a past president of The Association of the Study of Play and the American Association for the Child's Right to Play and recipient of four play awards. A lifetime lover of puppets, she joined the international puppetry organization, Union Internationale de la Marionnette (UNIMA) while working on her chapter.

Johnson, James

James E. Johnson, PhD, professor of early childhood education, The Pennsylvania State University–University Park is Series Editor of Play & Culture Studies and past president of The Association for the Study of Play. He is lead coeditor of The Handbook of the Study of Play (2015) with Scott Eberle, Thomas Henricks, and David Kuschner.

Kandemirci, Ebru

I was born in Turkey in 1978. I am a drama teacher and actress in theatre. At the sometime i am writing plays for theatre. I took education about "Orff Schuler" and "Philosophy for Children (P4C)." My friends and me wrote a book that includes 50 online-games after COVID-19. We try to meet with teachers and share these games in online area.

Kerch, Cailin

Dr. Cailin Kerch is a Clinical Assistant Professor of Early Childhood and Elementary Education at the University of Alabama. She earned her Ph.D. in 2018 from the University of Alabama at Birmingham Early Childhood Education with an emphasis in early intervention and curriculum. Her Master's of Education in Educational Leadership is from Lehigh University. Cailin was a pre-kindergarten, elementary school teacher, and school leader for over a decade. Her current research interests include play, social emotional learning in early childhood settings, teacher beliefs, and related professional development.

Kharod, Deepti

Deepti Kharod is an Assistant Professor at the Dreeben School of Education. She holds a PhD in Interdisciplinary Learning and Teaching with a focus in Early Childhood and Elementary Education from the University of Texas at San Antonio. Her research explores young children's connections with nature and the benefits of play for learners of all ages. Her work is grounded in care theory and critical approaches to early childhood education. Dr. Kharod serves as chair of the Graduate Student Committee for the international education honor society, Kappa Delta Pi, and the new chair of the Joe L. Frost Play Research Collection Advisory Board. She also serves as co-editor of Early Years, the journal of the Texas Association for the Education of Young Children, as well as consulting editor for the International Journal of Early Childhood Environmental Education. She has recently begun to investigate play-based teaching and learning in higher education.

Kohm, Kristen

Kristen Kohm recently received her Ph.D. in Learning Sciences from the Contemporary Learning and Interdisciplinary Research program at Fordham University.

Licardi, Steven T.

Steven T. Licardi is a social worker, spoken word poet, actor, and performance activist working at the intersections of art and social policy. He (usually) travels domestically and internationally using the power of spoken word to create empathic dialogue around, to confront the realities of, and to assist communities in dismantling the stigma surrounding mental health and mental illness. As a child, Steven was diagnosed on the Autism Spectrum, an experience that has deeply informed his professional work. Since 2016, his ever-evolving performance series #CoupDeMot has been confronting how mental illnesses manifest out of oppressive social pathologies by tracing the hidden history of mental health treatment and juxtaposing those truths to works appearing in his second collection of poetry, 'a billion burning dreams' (STL, 2018). Versions have appeared in Vigo, Spain in 2016; in Edmonton, Alberta, Canada in 2018; and Thessaloniki, Greece in 2019. www.thesvenbo.com

Loebenberg, Abby

Abby Loebenberg, Ph. D is a social and cultural anthropologist who is a faculty member at Arizona State University. Her particular interest is in the study of play and games and her published work covers children's material and virtual culture and play and pedagogy. Her current research focuses on the idea of theme in family-oriented Eurogames (hobby boardgames) with two current projects, one on the period of 1960-1990 covering the work of Sidney (Sid) Sackson and one on the 1990s onwards covering the designs of Reiner Knizia.

Lobman, Carrie

Carrie Lobman, Ed.D., is associate professor and chair of the department of learning and teaching at the Rutgers University Graduate School of Education and the Leader of Education and Research at the East Side Institute. Her research examines the relationship between play, performance, learning and development for people of all ages. Her recent work focuses on playfulness in higher education and the importance of outside of school programs for providing young people with developmental experiences. Her publications include *Unscripted Learning: Using Improvisation across the K-8 Curriculum and Development and Democracy: The Role of Outside of School Experiences in Preparing Young People to be Active Citizens*.

Maher, Monica

Monica Maher is the Online Learning & Education Librarian and an assistant professor at University of Nebraska Omaha. She creates and maintains distance learning tools related to information literacy and library resources and acts as the liaison to the College of Education, Health, and Human Sciences, and Psychology. She received her BSED from the University of Nebraska Omaha and her MS in Library and Information Science from the University of Illinois Urbana-Champaign.

Marriott, Tanya

Tanya Marriott is character designer who works in a variety of media including interactive storytelling, playful interaction and character-centric communication. Her practice-led research seeks to build meaningful experiences and storytelling opportunities between digital and tangible activities and objects. With a specific focus on environmental advocacy for issues such as predation, ecosystem collapse, and conservation through her character toy designs. Tanya has qualifications in Industrial design, Illustration, and Interactive design and has worked for Weta Workshop on the Lord of the Rings Trilogy, Aardman Animation, The World of Wearable Art, and within the UK Toy industry as a product designer. She is an internationally recognised doll and toy sculptor, and is the President Emeritus of the National Institute of American Doll Artists, and an alumna of the Pictoplasma Academy. An Associate Professor at Massey University, College of Creative Arts in New Zealand, Tanya is the program lead for Concept Design, and the Weta Workshop School at Massey Masters program. Tanya is a PhD candidate. Her practice-based research "Wild Play" explores the design of eco-fiction toys that engage children in outdoor imaginative play.

Mathur, Smita

Smita Mathur is an associate professor in the Department of Early Elementary & Reading within the College of Education at James Madison University, Virginia. She has served as the president of The Association for the Study of Play (2019-2020). She is interested in developing the concept of play Diplomacy and play for Social Justice.

Maynard, Doug

Doug Maynard is a Professor in the Psychology Department at the State University of New York at New Paltz. He earned his Ph.D. in Industrial and Organizational Psychology from Bowling Green State University in 1998. As director of the Positive Play Lab, he studies the role and importance of play and playfulness in the lives of adults. His work has recently appeared in journals such as Analog Game Studies and the Psi Chi Journal of Psychological Research. At SUNY New Paltz, he teaches undergraduate and graduate courses in introductory psychology, statistics, human play, positive psychology, and tabletop game design.

McCloud, Jonathan D.

Jonathan has a background in Educational Psychology and Curriculum & Instruction. His research interests have included college-teaching, the peer observation of teaching in higher education, and play in the college classroom. Jonathan is most interested in ways that play is fostered in educational environments through democratic structures and agentive practices. He is a former classical guitarist and enjoys learning about Mister Rogers, cooking, gardening, and he likes sunshine on his shoulders.

Meacham, Sohyun

Sohyun Meacham PhD, is associate professor of literacy education at the University of Northern Iowa. Her research interests center around young children's language use during play.

McNish, Ian M

Dr Ian McNish is course leader of BA Theatre and Drama at University of South Wales in Cardiff, Wales. Previously, he was Subject Leader of the BA Drama at Bath Spa University, in Bath, England. Formerly, he was general manager / dramaturg of and a player for "Australia's Court Jester", Taking Liberties Theatre Company, (of company production That's Twice: "a two-fingered riposte from Australia forgotten people delivered with enough cartoonish energy to fuel our manufacturing industries for a year, if we had any" (The Australian). Originally from northcoastal British Columbia, Canada, where he enjoyed rich and sustaining outdoor play in his own childhood, Dr McNish currently plays with his grandchildren via video link. His teaching and research interests are concerned with the reinvigoration of play in theatre and with the intentionally spontaneous theatre of Gunduz Kalic. Currently, Dr McNish teaches approaches to theatre devising anchored in classics.

Moquin, Alicia

Alicia Moquin graduated in May 2020 with a BA in psychology from the State University of New York at New Paltz. While they are currently taking a break from academia before pursuing advanced degrees, their current research interests center around the psychological construction of gender identity

Morgan, Cherie-Lynne

Cherie is head of Strategy and Development at Play Scotland, the national organisation for play. Her role is to work with local authorities and partners to develop strategy and policy that will improve children's opportunities for play. Cherie regularly delivers training throughout Scotland, and worked with the Care Inspectorate with many of their best practice resources. Previously, Cherie was the Strategic Play Development Worker with Aberdeen Play Forum and was lead officer on a community capacity building project in a regeneration area, the "Seaton Backies" project which saw huge success in the community taking ownership and improving their own play spaces.

Cherie has worked for Children 1st and Aberdeen College in roles that involved supporting families and training. Cherie is very interested in the learning and development of children through play; however, she is very keen to advocate for play as vital to children's positive mental health and well being.

Mosier, William

William Mosier is a Professor of Child Development in the Faculty of Health Sciences at Istanbul Gelişim University in Istanbul, Turkey, a licensed Independent Marriage & Family Therapist, and Director of Research at the Lynda A. Cohen Center for the Study of Child Development & Behavioral Health Clinic in Dayton, OH. In 2020, he was awarded the Early Childhood Teacher Educator of the Year Award from the National Association of Early Childhood Teacher Educators. He received a doctorate in Early Childhood & Counselor Education from the University of Southern California in Los Angeles, California, and his doctorate in medicine from Universidad Central del Este in the Dominican Republic. Before completing his doctoral studies, William was an early childhood educator for 20 years teaching in a looped Kindergarten through 3rd Grade classroom in St. Louis, Missouri, and Head Start and Migrant Head Start Programs in California. William also served 20 years in the U.S. military, treating children on Humanitarian & Disaster Relief Missions throughout Latin America, Asia, and Africa as an International Health Specialist (retiring at the rank of Lt. Colonel). Dr. Mosier's current work includes designing early childhood intervention programs for the young children of Syrian Refugees living in Istanbul

Nunamaker, Ross "Chad"

from Wright State University, a Master's in Early Childhood Leadership & Advocacy from University of Dayton, a Certificate in Financial Success for Nonprofits from Cornell University, and is a PhD candidate specializing in Early Childhood Education at Concordia University Chicago. Chad's research interests are at the intersection of parent & teacher education, adult-child interactions, early childhood mental health, and prevention science. He has worked in the field of early childhood since 2004 and currently holds several roles related to facilitating learning for parents and teachers, behavioral health, research, advocacy, and leadership. Chad was a Selected Scholar in the Society for Research in Child Development Teaching Mentorship Program, an example Early Childhood Leader in the Exchange Leadership Initiative, and during 2020 was one of ten men selected nationally for special recognition as an example of professional excellence among men in the field of early childhood by the Council for Professional Recognition.

Nwokah, Evangeline E.

Eva Nwokah is a Professor in the Woolfolk School of Communication Sciences and Disorders, Our Lady of the Lake University, San Antonio. She is a pediatric speech-language pathologist, Director of the School's Child Language and Play Research Lab, and Woolfolk Endowed Chair in Child Language. Her primary research interests are in language play, humor and literacy.

Owens, Tammi M.

Tammi M. Owens (she/her) is the Outreach & Instruction Librarian and an associate professor at the University of Nebraska Omaha's Dr. C.C. and Mabel L. Criss Library. Tammi is responsible for coordinating the first-year writing library information literacy program, leading partnerships with student learning communities, and coordinating outreach events for student stress relief and library awareness. Tammi is the co-author of *The 360 Librarian: A Framework for Integrating Mindfulness, Emotional Intelligence, and Critical Reflection in the Workplace*. She has written and presented about gaming and play in libraries, mindfulness in the workplace, and library outreach and instruction. She holds BAs in Religious Studies and Art History from the University of Nebraska Omaha, an MA in Art History, and an MS in Library Science, both from the University of North Carolina-Chapel Hill.

Panourgia, Constantina

Dr Constantina Panourgia: I graduated from the University of Crete (Greece) with a BSc (Hons) in Psychology in 2001. For two years I worked as a psychologist and then I obtained a MSc in Child and Adolescent Mental Health (2004) from King's College (University of London). I went on to work as a mental health worker and research assistant before studying for a PhD in Psychology (completed in 2013) at the Institute of Education (University of London). Since 2009, I have been teaching in Higher Education Institutions (Institute of Education, University of Chichester). Before moving to Bournemouth University (January 2014), I worked for one and a half years as a postdoctoral research fellow (University of Portsmouth) on an EEF (Education Endowment Fund) project examining the effect of Implicit Theories of Intelligence in children's academic achievement.

Paras, Theresa

Theresa Paras graduated in May 2020 with a BA in psychology from the State University of New York at New Paltz. She is currently taking a break from academia to pursue a career in local politics with intentions to return to academia to research political psychology.

Patte, Michael

Michael M. Patte, Ph.D. is professor of teaching and learning at Bloomsburg University where he coordinates the certificate and minor programs in child life specialist and playwork. He is past president of The Association for the Study of Play and co-editor of *The International Journal of Play*.

Perone, Tony

Tony Perone is a faculty member in the School of Interdisciplinary Arts and Sciences at the University of Washington Tacoma where he teaches courses in human development and life-span imaginative play. His research, teaching, and activism include the power of imaginative play, improvisational theater, performance activism, social therapeutics, humanitarian clowning, and socially-engaged arts to create revolutionary opportunities for learning, development, and community building. He received his doctorate in educational psychology from the University of Illinois at Chicago

Pic, Annette

Annette Pic is PhD. student at the University of Delaware in the Department of Human Development and Family Sciences with a concentration in Early Childhood Policy and Systems. Her area of interest is child-initiated learning through play and peer conflict resolution with a focus on nature-based programs.

Reyna, Marquie

Marquie Reyna is a post-baccalaureate student in the Woolfolk School of Communication Sciences and Disorders, Our Lady of the Lake University, San Antonio. Her undergraduate degree was in communication sciences and disorders from Baylor University. Her research interests are in children's language and literacy and children's literature.

Rice, Madison

Madison Rice is a current senior at Susquehanna University, working toward dual certification in Early Childhood and Special Education. She is from Selinsgrove, Pennsylvania and a member of Kappa Delta Pi and Alpha Delta Pi. Madison is currently student teaching in first grade and a primary learning support classroom.

Rich, Marian

Marian Rich is a performance activist, comic educator and play revolutionary. Trained as an actress, comedic improviser and theatrical director, Marian has spent over 30 years leading playful workshops and programs in which people come together to grow and develop. As a faculty member of the East Side Institute, her playful and philosophical sessions during the ESI's International Class residencies have impacted activists, educators and scholars from around the world who are looking for ways to infuse their work with the power of performance. Marian is a longtime grassroots political organizer and independent. She is the co-author of "Playing Around with Changing the World," a chapter about this work in *The Applied Improvisation Mindset*, to be published by Bloomsbury Press in 2021.

Rodriguez, Kanjira

Kanjira Rodriguez is in her 2nd year of graduate school in the MS in Psychological Science program at the State University of New York at New Paltz. Her current research interests include motivation and personality psychology.

Roopnarine, Jaipaul L.

Professor Roopnarine is Pearl Falk Professor of Human Development, Syracuse University and Professor Extraordinary of Developmental Psychology at Anton de Kom University of Suriname.

Rumbaugh, Pat

Pat Rumbaugh, known as The Play Lady founded a Play Committee in 2009. 2015, became the Co-Founder of the nonprofit Let's Play America, given two TEDxTalk on play, spoke extensively on the subject of play, received awards locally, regionally and nationally. Pat is an author of a children's book and has another one coming out in 2021. Pat writes a quarterly column for the global digital Play and Playground magazine. Pat has led over 130 play events and 30 Play Days.

Schein, Deborah

Deb has been an early childhood educator since 1972; receiving her PhD in ECE in 2012 with a focus on spiritual development. She currently teaches at Champlain College and provides professional development for MN Develop/Achieve. She has written two books on spirituality and continues to research the relationship between spiritual development, nature, play, peace, and well-being. Deb is Married to Jeffrey Schein; has three grown children; and three grandchildren and currently lives in Minneapolis, MN.

Schmidtke, Amy

Amy Schmidtke has been an early childhood educator for over 25 years, serving as a teacher, coach, specialist, and adjunct instructor. She has an Ed.D. in educational administration from the University of Nebraska at Omaha with a focus on leadership in early childhood education. Schmidtke's master's and bachelor's degree are in elementary education and include endorsements in early childhood education and English as a second language. She is currently the Associate Director of Professional Learning for the Buffett Early Childhood Institute. Her work includes overseeing implementation of initiatives that aim to promote quality, continuity, and equity in early care and education, birth through Grade 3.

Sluss, Dorothy

Dorothy Justus Sluss, PhD, is professor emerita at James Madison University. She has been a kindergarten teacher, professor, and consultant. She is the author of numerous journal articles and four books, recipient of several awards for play scholarship and advocacy.

Smith, Collin

Collin is a human-centered designer with a passion for playful innovation for business and social impact. His diverse background from both design practice (e.g. Tomy International, Hallmark, SC Johnson) and design education (e.g. Bucknell University, Arizona State University) brings a creative energy to the Markets, Innovation, and Design program at Bucknell. He enjoys using principles of play to engage students in learning design thinking approaches to solving real world problems, often bringing organizations into the classroom to collaborate directly with the students. He also continues practicing as an innovation and design consultant for organizations (e.g. Google, Allstate, Ohio Health, United Way).

Stegelin, Dolores

Dr Dee Stegelin is Professor Emeritus of ECE at Clemson University where she helps plan and organize the annual Play Conference at Clemson University. She serves on the Advisory Board of the Emeritus College at Clemson and is a Senior Fellow for the Institute for Child Success.

Stock, Alison

Alison Stock is an early childhood educator in public schools. She is also a graduate student in the early childhood and family development masters program at Missouri State University.

Stone, Brian

Dr. Brian A. Stone is Senior Lecturer at Northern Arizona University. Dr. Stone's publication and research interests include science education, inquiry, play, multiage groupings and social studies education. He conducts international study tours to New Zealand, Australia, England, Ireland, and Scotland and consults on multiage education.

Stone, Sandra J.

Dr. Sandra J. Stone is Professor Emeritus at Northern Arizona University. Dr. Stone's publications and research focus on multiage education, play, and literacy. She served as past editor for the Journal of Research in Childhood Education and for columns in Childhood Education. She serves on editorial boards for several international research journals.

Sutterby, John

John A. Sutterby, PhD, is an associate professor at the University of Texas San Antonio. His research interests include children's play and play environments both indoors and out. He is also interested in children's popular culture including dolls and other playthings.

Swain, Holly

Dr. Holly Hilboldt Swain is the Early Childhood and Elementary Program Coordinator and a Clinical Assistant Professor of Curriculum and Instruction at the University of Alabama. Her research and practitioner works have been published and presented nationally and internationally. Formerly, Dr. Swain taught in Title I early childhood and elementary inclusive classrooms using project-based, socio-constructivist teaching practices.

Toker, Turker

Dr. Türker TOKER was born in Kırıkkale in 1980. He graduated from Gazi University Gazi Faculty of Education in 2004. After working as a teacher at the Ministry of National Education for 3 years, he was sent abroad on a scholarship for graduate studies. He received his Master's Degree in Quantitative Research Methods from the University of Denver Morgridge College of Education in 2010, and his Ph.D. in Research Methods and Statistics at the same college in 2016. He is still continuing his studies in Uşak University Faculty of Education, Measurement and Evaluation Department. Contact Information: turker.toker@usak.edu.tr

Varli, Yusuf

I was born in Izmir, Turkey in 1982. I completed my education life in Izmir. My doctorate education on Educational Psychology continues at Dokuz Eylul University Institute of Educational Sciences. I completed my creative drama education in Izmir in 2011. I have been teaching literature for 17 years. I live in Istanbul with my son named Achilles. My friends and me wrote a book that includes 50 online-games after COVID-19. We try to meet with teachers and share these games in online area

Viren, Vejoya

Vejoya Viren, is an associate professor in the Department of Human Development and School Services at the University of Texas – Rio Grande Valley, where she teaches early childhood studies. She received her PhD in Human Development from Virginia Tech. Her research interests are children’s play, children’s conflict, the exploration of early childhood teacher identity and of aesthetic research representations with an emphasis on border stories. The disruption of face-to-face teaching, in the face of the global COVID-19 pandemic, has refocused her attention on the teaching-learning relationships that extend beyond the classrooms and cross personal/professional borders.

Watt, Nancy

Nancy Watt’s ‘Pracademic’ approach applies evidence-based research and social psychology with experiential learning using the tools and techniques of improv. She has embedded this approach in healthcare and education. Improv is now a part of McMaster’s medical school interview and a St. Joseph’s Healthcare’s Youth Wellness Centre is using her improv to reduce social anxiety disorder with help-seeking youth. Applied Improvisation is taught to medical residents to improve their negotiation and presentation skills. Her work is referenced in academic papers for pedagogical experiential learning. She’s from Second City’s Improv Conservatory and Sketch Writing Programs in Toronto and Chicago. She is a McMaster Graduate, has a Certificate in Applied Positive Psychology and is a Certified Improv Practitioner. Nancy’s program H.A.P.P.I.E., How to Apply Positive Psychology Improv Exercises is a sought-after series.

Welteroth, Susan

Susan Welteroth is a retired elementary school principal who is currently a lecturer in education and Director of the Early Childhood Education Teacher Education Program at Susquehanna University, in Selinsgrove, Pennsylvania. Dr. Welteroth teaches courses about literacy, assessment, and family and community, in addition to supervising student teachers.

Willenbrock, Melanie Bond

Melanie Bond Willenbrock, MS candidate in the Early Childhood and Family Development program at Missouri State University and works with the Springfield Public Schools.

Wisneski, Debora

Debora Wisneski, PhD. Is the John Langan Community Chair in Early Childhood Education at the University of Nebraska Omaha. She has earned degrees in Curriculum and Instruction with an emphasis in Early Childhood Education from the University of Missouri-Columbia BSEd, MEd. and University of Texas-Austin, PhD. Wisneski is the Past President of the Association for Childhood Education International and former Steering Committee Member of the US Play Coalition. She is coauthor/ co-editor of texts and journals such as the text *Reconsidering the role of play in early childhood: Toward social justice and equity* (2018) and *The Developmental Benefits of Playgrounds* (2004). Her research includes how educators can support children’s play in educational settings. Wisneski leads a team of teacher educators and researchers at the University of Nebraska Omaha on play and assisted in the creation of the UNO PLAY Lab.

Worch, Rick

Rick Worch is a professor in the School of Teaching and Learning at Bowling Green State University. He teaches in three programs: Inclusive Early Childhood Education, Curriculum and Teaching, and Play and Learning. Rick’s play research spans human and nonhuman primates. He is a past-president of TASP.

Yilmaz, Eylem

I was born in Diyarbakır, Turkey in 1977. I am a special education teacher and also drama teacher. I am working in this area almost for 20 years. Nowadays, I am working at kids and teenager psychology clinic center. My friends and me wrote a book that includes 50 online-games after COVID-19. We try to meet with teachers and share these games in online area.

TASP 2021 Conference Directory

Suellen Adams suellen@mac.com	Kristen Kohm kkohm@fordham.edu
Akosua Addo addox002@umn.edu	Steven T. Licardi licardist@gmail.com
Lara Aguiar laguiar1@asu.edu	Carrie Lobman carrie.lobman@gse.rutgers.edu
Tugce Arda Tuncdemir tugce.tuncdemir@gmail.com	Abby Loebenberg abby.loebenberg@asu.edu
Ana Ardelean a.ardelean@leedsbeckett.ac.uk	Monica Maher nmaher@unomaha.edu
Gonca Atam gonca_atam5@hotmail.com	Tanya Marriott T.Marriott@massey.ac.nz
Sarah Jean Baker sarahjeanbaker@missouristate.edu	Smita Mathur mathursx@jmu.edu
Christine Bant cbant@optonline.net	Doug Maynard maynardd@newpaltz.edu
Carol Barron carol.barron@dcu.ie	Jonathan D. McCloud jdm045@bucknell.edu
Megan Becker megbecker7@gmail.com	Ian M McNish ian.mcnish@southwales.ac.uk
Carly Bedard carlybedard@gmail.com	Sohyun Meacham sohyun.meacham@uni.edu
Michael J. Bell mbell@wcupa.edu	Alicia Moquin moquina1@hawkmail.newpaltz.edu
Anna Beresin aberesin@uarts.edu	Cherie-Lynne Morgan cheriemorgan@playscotland.org
Doris Bergen bergend@miamioh.edu	William Mosier wmosier@gelisim.edu.tr
Whitney Blaisdell whitney@playyqr.ca	Ross "Chad" Nunamaker chad.nunamaker@gmail.com
Fraser Brown f.brown@leedsbeckett.ac.uk	Evangeline E. Nwokah eenwokah@ollusa.edu
Gabriella Carvalho Gabriella.carvalho@my.liu.edu	Tammi Owens tammiovens@unomaha.edu
Melissa Cast-Brede mcast@unomaha.edu	Constatina Panourgia cpanourgia@bournemouth.ac.uk
Joanna J Cemore Brigden joannacemore@missouristate.edu	Theresa Paras paratheresa@gmail.com
Linda Charlton linda@cibolo.org	Michael M. Patte mpatte@bloomu.edu

Debby Clarke debbie.clarke@dublincity.ie	Tony Perone perone@uw.edu
Jenna Clark jennadaneclark@gmail.com	Annette Pic ampic@udel.edu
Lynn E. Cohen lynn.cohen@liu.edu	Marquie Reyna mareyna20fl@ollusa.edu
Kevin Davidson kdavidson@bournemouth.ac.uk	Madison Rice ricemadison@susqu.edu
Darrel Davis davisdr@miamioh.edu	Marian Rich marianrich@me.com
Ann Marie DeBonis debonisa1@newpaltz.edu	Kanjira Rodriguez kanjirodriguez@gmail.com
Margaret O Donoghue margaret.odonoghue@tudublin.ie	Jaipaul L. Roopnarine jroopnar@syr.edu
Walter Drew walterdrew@gmail.com	Pat Rumbaugh theplaylady@gmail.com
Suzanne Egan Suzanne.Egan@mic.ul.ie	Deborah Schein schein.deborah@gmail.com
Charles V Fisher cfisher@unomaha.edu	Amy Schmidtke aschmidtke@nebraska.edu
Makayla Gallo Makayla.gallo@my.liu.edu	Dorothy Sluss slussdj@gmail.com
Danae Garcíapeña dgarci68@asu.edu	Collin Smith cgs018@bucknell.edu
Miriam Gonzalez Garcia mgonzalezgarc20fl@ollusa.edu	Dolores Stegelin dstegel@clemson.edu
Nihan Feyman Gok nfeymanqok@karatekin.edu.tr	Alison Stock alison13@live.missouristate.edu
Stephanie Goloway sgoloway@gmail.com	Brian Stone brian.stone@nau.edu
Olivia Guma Olivia.guma@my.liu.edu	Sandra J. Stone sandra.stone@nau.edu
Myae Han myaehan@udel.edu	John Sutterby John.Sutterby@utsa.edu
Lider Hepgenç lidershepgenc@gmail.com	Holly Swain hswain@ua.edu
Sarah Hodge shodge@bournemouth.ac.uk	Turker Toker turker.toker@usak.edu.tr
Robyn Holmes rholmes@monmouth.edu	Belma Tugrul belmatugrul@aydin.edu.tr
Alison Hooper alhooper2@ua.ed	Yusuf Varli iyusufvarli@hotmail.com
Bruce Hurst	Vejoya Viren

bruceh@unimelb.edu.au	vejova.viren@utrgv.edu
Maggie Hutchings mhutchings@bournemouth.ac.uk	Nancy Watt nancy@nancywattcomm.com
Olga Jarrett ojarrett@mindspring.com	Susan Welteroth welteroth@susqu.edu
James Johnson Jej4@psu.edu	Melanie Bond Willenbrock melanie007@live.missouristate.edu
Ebru Kandemirci ebrukandemirci@hotmail.com	Debora Wisneski dwisneski@unomaha.edu
Cailin Kerch cjkerch@ua.edu	Rick Worch eworch@bgsu.edu
Deepti Kharod kharod@uiwtx.edu	Eylem Yilmaz mavieylem@hotmail.com