

m

FALL 2022

MCKAY SCHOOL
MAGAZINE

Preparing Students for Every Stage: Teaching Team Shapes Young Lives Through Performance

P. 12

Empowering Africa with
Learning Technology p. 6

Returning to Dual-Language
Immersion's Equitable Roots p. 10

Gun Safety Research + Student
Advocacy = "Something Special" p. 16





Teacher Education Professor Is McKay School's Interim Dean

Kendra M. Hall-Kenyon is serving as interim dean of the BYU McKay School of Education, following former dean Richard D. Osguthorpe's appointment as BYU associate academic vice president of undergraduate studies.

Hall-Kenyon graduated with a bachelor's degree in family science from BYU and master's and doctoral degrees in human development from Columbia University. She joined the McKay School's Teacher Education Department in 2002—focusing her research primarily on early literacy instruction and assessment—and has served as its department chair since 2016.

Making Things Better, Together

Kendra M. Hall-Kenyon
Interim Dean

Since my appointment as interim dean, I have felt tremendous gratitude for each member of our wonderful BYU McKay School community: students, faculty, staff, administrators, and alumni. What a tremendous blessing it is for each of us to play a role in fulfilling BYU's prophetic mission to assist individuals in their quest for eternal life. The McKay School mission statement aligns well with the university mission as we strive to model the attributes of Jesus Christ, the Master Teacher, and prepare professionals who educate with an eternal perspective.

We have recently been studying our branding and messaging in an effort to rediscover and more clearly articulate the fundamental components of our mission statement and more effectively share who we are and what we stand for. Through this process we have developed a new core message. We hope all will feel the love of our Heavenly Father and our Savior Jesus Christ as they each more fully understand their divine worth as a beloved child of God.

For the Benefit of the World

At the BYU McKay School of Education, our inspiration is Jesus Christ, the Master Teacher. We educate for eternity, knowing that every person is a child of God with a divine nature and destiny.

Learning, for us, is life-giving—it's why McKay School students commit to serving in challenging and noble professions and why McKay School faculty dedicate themselves to being leading scholars, outstanding teachers, and role models of living the gospel.

As faculty, staff, and administrators, we devote our minds and spirits to our work so we can nurture the full potential in others—for the benefit of the world.

► **You are an essential part of this vision. We invite you to join us in engaging in work and service that is for the benefit of the world—you may be doing this work already! Please add your good works to education.byu.edu/deans/for-the-world. Then watch this visual grow in scope and impact as we all unite in this life-giving effort.**



FEATURES ▼

6

LEARNING
LOCALIZED

Anessa Pennington

12

LEADING ROLES

Stacey Kratz

16

GUNS IN SCHOOL

A Follow-Up

20

FIELD TRIPS
BOOST SCORES

Tyler Stahle

HIGHLIGHTS ▼

10

EQUITY IN DUAL
IMMERSION

18

“TO BELIEVE ON
THEIR WORDS”

DEPARTMENTS ▼

2

SCHOOL
NEWS

22

ALUMNI
HAPPENINGS



SIX THINGS YOU'LL LEARN IN THIS ISSUE:

- Where challenges and collaboration change theater students for good, p. 12
- Innovative ways that Ghanaians access learning to build businesses, p. 6
- How young activists use McKay School research to boost gun safety, p. 16
- The nurturing roots of dual-language immersion, p. 10
- Why schools should better support performance-boosting field trips, p. 20
- Using “borrowed light” to kindle your own spiritual flame, p. 18

m VOLUME 18
ISSUE 2

INTERIM DEAN
Kendra M. Hall-Kenyon
PUBLISHER
Michael Leonard

EDITOR
Cynthia Glad
ASSOCIATE EDITOR
Stacey Kratz

COPY EDITOR
Karen Seely
ART DIRECTOR
Gary Hatch

CONTRIBUTORS
Amy Cook, '22
Savannah Kimzey, '23
Rebecca Youngs, '23



School News

The McKay School is continually producing outstanding research and events. For more school news, please visit education.byu.edu/news.



TEACHER EDUCATION

Kids and Teachers Grow Through STEM Club

The South Franklin Community Center provides the people of south Provo with resources, programs, and a sense of community. One of the center's most impactful programs is the after-school STEM Club run by McKay School professor Ryan S. Nixon.

Once a week the STEM Club meets at the community center, where about 15 to 20 students ages four to 14 attend regularly. McKay School elementary

education students teach the club, planning lessons around the students' interests and covering a wide variety of topics, including aviation, agriculture, anatomy, engineering, and chemistry.

"A program like this is great because it is a service to the community and helps the kids who attend, but it is also beneficial for McKay School of Education (MSE) students," Nixon says. "Not only do they have a job, but they are getting teaching experience."

EDUCATOR PREPARATION PROGRAM

A No-Holds-Barred

Endorsement: BYU's educator preparation programs have received full accreditation from the Council for the Accreditation of Educator Preparation (CAEP), granted for seven years. CAEP did not call out any areas for improvement or stipulations in its report. "This accreditation decision represents many hours of diligent work by our program

faculty," says Brent W. Chowen, director of the Educator Preparation Program Accreditation Office. "It is rare for CAEP to grant full accreditation without adding at least one area for improvement. Our graduates may go forward with confidence that employers will recognize the strength of the BYU program based upon this CAEP recognition."

CENTER FOR THE IMPROVEMENT OF TEACHER EDUCATION AND SCHOOLING

Impactful Program Is

Permanent: The McKay School's Research-Practice Partnership is now an ongoing program supporting research projects within the BYU-Public School Partnership, which includes five Utah school districts: Alpine, Jordan, Nebo, Provo City, and Wasatch County. In 2020, the BYU

STAY CONNECTED!

CHECK OUT OUR ACCOUNTS ON SOCIAL MEDIA



Comments or updates for the magazine?
mckaymagazine@byu.edu

MCKAY SCHOOL ONLINE education.byu.edu

SCHOOL NEWS education.byu.edu/news

President's Innovation Fund financed the Research-Practice Partnership pilot project. In January 2022, the pilot's status was moved to ongoing, with three concept projects under consideration for full funding. The partnership is mutually beneficial, with BYU and educators working together to tackle problems in the classroom through analysis and implementation of solutions that improve classroom learning.

EDUCATIONAL LEADERSHIP
AND FOUNDATIONS

Winning Fowler Released-Time Research: Graduate student Brady Stimpson earned the William and Patricia Fowler Award from the National Education Finance Academy for his research on the fiscal impact of released-time programs on public education. The award includes \$3,000 for research and travel to the academy's 2023 conference. Stimpson



began his career as a high school English teacher in inner-city Detroit, where his experiences with systemic inequities and poor policy led him to jointly pursue

a master's degree at the McKay School and a juris doctor from BYU's J. Reuben Clark Law School. "It has been a great experience so far," Stimpson says in a BYU Graduate Studies video released this year. "I'm hoping to focus my research on international education development, education in peace-building, and prevention of violent extremism through religious education policy." Stimpson plans to work in policy analysis and advocacy and then pursue a PhD.

Website Boosts Learning Globally: A free curriculum website developed and maintained by BYU Instructional Psychology and Technology professor Royce Kimmons is enriching education around the world. Kimmons's website, EdTechBooks.org, provides students and educators with free,

high-quality textbooks—many written by or that include contributions from McKay School professors. The content is used by both institutions and informal learners, with an average of 100,000 users per month and more than a million in the past year. "We estimate that our expert authors have saved students millions of dollars in textbook and journal access fees by providing high-quality educational content for free," Kimmons says.

INSTRUCTIONAL PSYCHOLOGY
AND TECHNOLOGY


COMMUNICATION DISORDERS

Professor Presents: Kristine M. Tanner, associate professor of communication disorders, will present a one-hour, in-person presentation and an in-person poster session at the 2022 American Speech-Language-Hearing Association (ASHA) convention in New Orleans, Louisiana, in November. Tanner will speak on voice and upper airway issues, focusing on the effects of external laryngeal vibration on phonation threshold pressure for her in-person poster session. She will present on the American Board of Voice and Upper Airway Disorders Specialization for her one-hour oral seminar. Tanner has received more than 20 awards and scholarships since starting graduate school at BYU in 1997. In addition to teaching, she consults at the Voice Disorders Center in Salt Lake City.

BYU | CONNECT

JOIN BYU CONNECT

Mentor BYU students and post job opportunities. It's a great place to stay connected with fellow Cougars!

connect.byu.edu

The background of the top half of the page is a photograph of a person sitting at a desk with a computer. The person's hand is visible, holding a small object. The image is partially covered by a dark blue rectangular overlay on the left side, which contains the BYU logo. The text 'FOR THE BENEFIT OF THE WORLD' is written in large, white, sans-serif capital letters across the center of the image.

BYU
BRIGHAM YOUNG
UNIVERSITY

**FOR
THE
BENEFIT
OF THE
WORLD**

WATCH FOR THIS AD!



Building Confidence in Children

byu.edu

COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION

Part of a larger BYU campaign, the ad features the work of McKay School faculty Ryan Kellems, Cade Charlton, and Jared Morris using an animated social skills coach to help kids with

autism improve their conversation skills. Variations of the ad are appearing in select airports and in many print and online locations around the country.



Learning Localized

How African Young Adults Use Tech to Accelerate Progress

BY ANESSA PENNINGTON

If you spend enough time around education technology folks, you'll start to hear about OER, or open educational resources. OER are free or low-cost learning materials (online textbooks, videos, online courses, etc.) that, rather than being protected by copyright, fall under a Creative Commons license. This gives both instructors and students the cocreative ability to adapt resources to a given course or audience. More than just making high-quality learning materials open to the public, OER can increase learner engagement, improve academic performance, and even support higher rates of course completion.

Openness, however, is not the same as accessibility. In developing countries such as Ghana, consistent, speedy internet is hard to come by. Data is prohibitively expensive—so much so that some students will skip meals to pay for it. Even if they can afford the data, load times are glacially slow and frequently interrupted by power outages. Africans nicknamed the waiting-to-load circle “the spinning wheel of death.”



"To take an online course or to download an entire PDF is really difficult because they can't afford that amount of bandwidth," says Tiffany Ivins Spence, a graduate of the BYU McKay School's instructional psychology and technology doctoral program. "Data costs are often a dealbreaker for online learning. So I was always curious about how we can sustain access to digital learning tools in offline areas."

Out of that curiosity was born Community Development Network, or CDN, Ivins Spence's nonprofit that aims to create "knowledge bridges" that empower communities across the developing world. Since opening its first community learning center in 2020, the organization has created digital libraries in 92 community learning centers across West Africa and has trained more than 5,000 youth service ambassadors to manage these centers. CDN is part of Ivins Spence's mission to ensure local people are at the forefront of education, social change, and economic development in their communities.

Sidestepping the "Spinning Wheel of Death"

Ivins Spence, '11, was initially skeptical of technology's value in international development. With such a great need for basic infrastructure—including roads, hospitals, and electricity—technology seemed like a secondary or tertiary tool for progress. Though she has spent the bulk of her career supporting development efforts in Africa, South America, and Southeast Asia, the McKay School's instructional psychology and technology program was the first place that felt foreign.

"In joining the BYU Instructional Psychology and Technology Department (IP&T), I felt like a fish out of water," says Ivins Spence. "I felt like the people who were in that program were really techie, and it was a stretch for me to go in and do a lot of the basic tech things. But what I realized was that it was a whole new language that was important to learn if I wanted to better advocate for those I represented."

In May 2022, the World Economic Forum and United Nations agreed that digitalization is the silver bullet of development.



However, nearly three billion people are still unconnected. To build offline community learning centers—housed in school buildings, NGO offices, orphanages, or, oftentimes, Latter-day Saint meetinghouses—the CDN assesses the needs of each location, compiles and repackages educational content based on requests from local leaders, and provides training for youth managers to use the technology, localize content, and facilitate learning.

CDN's offline delivery model is based on a common tool used in areas where internet access is severely limited: a solar-powered RACHEL server (Remote Area Community

Hotspot for Education and Learning). Using their personal devices, people connect to RACHEL—most can accommodate at least 30 and up to 300 devices at once—and access a digital library of courses on hairdressing, woodworking, agriculture, graphic design, coding, and more. Students no longer waste away waiting for the next module to load; rather, they get immediate access to course material in one download formatted specifically for their learning experience.

Activating Young People

The success of CDN learning centers largely depends on their volunteer youth service ambassadors—or YSAs, an acronym readers may recognize. YSAs are locals between the ages of 18 and 35; many of them are first-generation high school or college graduates and returned missionaries. They are by no means digital masterminds (though they often possess the inherent technological acumen seemingly embedded in all people born after 1990).

"We do an intensive, full-day training on the technology—such as how to build the tech and how to maintain it and how to network it with other existing tools on the site," says Ivins Spence. "Then we also train on the digital content libraries: what is available, how they could create new modules, and how to localize—for instance, how to translate or swap out photos and put in new local images or case studies."

YSAs are also trained in training itself, including how to create meaningful classroom experiences and support group discussions. Within a few months, YSAs can start training other YSAs—supporting CDN's goal of "locals teaching locals." YSAs don't need to be experts. Ivins Spence has found that equipping young people with even the most basic technical knowledge accelerates learning for the entire community.

"We see that if young single adults are aware of opportunities, they benefit the older generation and the younger generation as well as their own peer groups," says Ivins Spence. "We see them facilitate. We see them market different ideas and then testify. They become living evidence of the power of knowledge to increase access to opportunities."

One such living example is Johnson Gbedzie, a YSA trainer and CDN's director of special projects. Over the past few years, Gbedzie has noticed that his knowledge of digital technology, training, and leadership has garnered attention from business owners and the Area Presidency alike.

"In Africa, when you are young, you don't talk when other people are talking. It's a cultural norm because it's presumed that you know nothing. Nobody invites you for a meeting or anything like that," says Gbedzie. "Since I started doing this work, after helping people going into their fields and trying to grow peo-

ple's knowledge, I'm able to be invited to so many meetings. . . . People just call me and say, 'Hey, I hear you are Johnson. I hear you do so much good work. Thank you so much.' And that alone gives me joy."

Empowering Communities

With decades of experience in international development, Ivins Spence is intimately aware of her field's shortcomings. First, there are power dynamics, wherein wealthy or highly educated people are the ones developing solutions, with little input from lower-literate or lower-income groups. Even well-designed interventions can fail if they aren't communicated well, ultimately undermining long-term progress. So it was really important for Ivins Spence to create something that not only involved local people but cen-

tered them. "When we involve local people in solving local problems," says Ivins Spence, "we will go faster. And it will be better."

Local people lead in every step of CDN's process, from deciding what technology is needed to training new facilitators to selecting what courses they want to offer. And as more people experience the impact of education, they're finding more places that benefit from offline, localized learning.

Near their community learning center in Kasoa is a refugee camp—home to Liberians, Ivoirians, and Congolese—in which schools are closed and internet connections are even spottier. After meeting with CDN, the camp's leaders have decided to appoint a group of its refugees to go to the Kasoa center to be trained as YSAs and

come back and start developing their own center.

Rural hospitals and homes for people with disabilities in Gambia, Sierra Leone, Liberia, and Benin see the CDN model as a way to bring low-cost, localized training materials to their staff. Expanding offline access to OER doesn't just produce more skilled workers; it can improve health outcomes. "That's the big goal of this work: knowledge worth knowing is worth sharing. We're building the capacity of ourselves and of others to be ambassadors of knowledge that saves lives," says Ivins Spence.

There is no singular solution to solve all the problems that developing communities face. But where there are people, there is curiosity, innovation, and collaboration. Perhaps that's the best place to start.

*"When we
involve local
people in solving
local problems,
we will go
faster. And it
will be better."*

—Tiffany Ivins Spence,
CDN founder



DLI FOR ALL

McKay School Researcher Seeks a Return to Immersion Programs' Equitable Roots

BY STACEY KRATZ

Juan Freire is a proud parent of three dual-language immersion (DLI) students: as a native of Spain, he is happy that his three children speak both English and Spanish at school. But Freire, a former dual-language immersion teacher who is now a teacher education professor at the McKay School, is also a reformer whose research emphasis is American DLI programs. This perspective helps him to not only celebrate multilingual education but also identify changes programs could make to better meet all students' needs.

"Today we have a system that will always adjust for the needs of the majority, will always highlight them, and will always center them,

often in subtle ways," Freire says. "We want a system that does not center the academic, cultural, and linguistic needs of any one group of students over the needs of the others."

Bilingual education is older than America itself. To recruit Polish shipbuilders and glass workers, 17th-century colonial governors granted them "the rights of Englishmen," allowing Poles to establish bilingual schools. Since then, schools in the United States have taught in Norwegian, Dutch, Czech, Italian, French, German, Spanish, and more—all to meet the needs of non-English-speaking students.

For example, Spanish-English DLI schools flourished in Florida in the 1960s, when Cubans fleeing the 1959 Communist revolution started programs to help their children grow in their



PHOTOS BY ALLISON SHELLEY FOR EDUIMAGES



native language and culture. Gradually, white families began to see the benefits of DLI. This caused an explosion in programs and languages offered nationwide. A 2021 estimate counted more than 3,600 DLI programs nationwide, offering about 20 languages—but often tending to push out English-language learners for whom DLI was originally intended.

As an immigrant himself, Freire was not initially aware of these cultural currents. “I learned about Latino parents, their lives, their assets, and what they bring but also their struggles and the barriers they have as they navigate the system,” he says. “My background as half Spaniard and half Ecuadorian helped me be aware of inequities and understand their reality here.”

With other researchers, Freire noticed much lower reg-

istration by English learners in DLI programs as compared to English speakers, but “there was no research documenting this concerning trend.” He got to work, studying how DLI programs are promoted—typically as boons to native English-speaking students—and how resources are allocated.

For example, many 50-50 programs in which students learn half the time in English and half in a second language require just one of the two teachers in each class to be proficient in the partner language. This prioritizing of the needs of English speakers hurts English learners.

Freire is wary of rigid program models. Instead, he prefers adopting equitable guiding principles for DLI with flexible allocation of resources and says this approach yields positive results:

- All students prosper. Research shows no lag in achievement for native speakers learning English in DLI schools, and the positive effects of DLI for English-speaking students are well documented. “The best place for kids learning English is in the dual-language programs,” Freire says.

- English learners mature in their native tongues. “Think about the gift that is—that these students will continue to learn and grow in their native language,” Freire says. “It would be something to celebrate that they can communicate with their grandpa and grandma in Mexico.”

- English learners in DLI classes are achievers. Because they are fluent in the second language, Freire says, classmates and teachers view them as capable classroom leaders: “They become the smart kids.”

In other words, Freire says, expand DLI programs, but structure them equitably, recruit all learners (including special efforts to recruit English learners), and celebrate building English skills and maturing in a native tongue as much as we celebrate progress in world language learning by white students.

“We want more, more, more DLI programs, but for everyone!” Freire says. “We need to listen and respect and give everyone a voice. Sometimes these things are hard to talk about, but it’s good to talk about the needs of English-language learners.

“It’s not bad to be uncomfortable as we work through these issues; it helps you grow. And it helps us find ways to do things that work differently—that work better for everyone.”



LEADING ROLES

Theater Teachers Change Students' Lives with Art

BY STACEY KRATZ

It's early evening at the end of a wintry school day, about two weeks away from the opening night of Hillcrest High School's production of *Prince Caspian*. Theater teachers Giselle Gremmert and Joshua Long survey what seems to be barely contained chaos. While actors rehearse at center stage, technicians experiment upstage with scenery movement. Cast members awaiting cues sit in the auditorium in various costumes: badgers, dwarfs, centaurs, talking mice, even a few humans.

Gremmert and Long are feverishly jotting down needed changes. Long runs his hands repeatedly through his hair—a move interpreted by generations of students as a sign of stress—while Gremmert juggles directing her stage crew with answering questions from her three small sons, who are as comfortable in a high school theater as they are at home. Four-year-old Cooper asks about the tensile strength of a set piece.

Tensile strength is the maximum load a material can support without fracture while it is being stretched. Under the

.....

PHOTOGRAPHY BY BRADLEY SLADE





"I believe in the power of youth. That concept will always abide with me, and I learned it from doing theater at Hillcrest."

Elizabeth Martin,
Hillcrest theater alumna

stretching influence of Long and Gremmert, hundreds of students have discovered their own strengths. But unlike tensile strength, in which a material returns to its original form after stretching, many Hillcrest theater students—even those who aren't "stars"—are forever shaped by their time with these teachers.

"I'm an FSY [For the Strength of Youth] counselor this summer, and one of the main reasons I'm doing that is that I believe in the power of youth," says Elizabeth Martin, a Hillcrest graduate and BYU student. "That concept will always abide with me, and I learned it from doing theater at Hillcrest."

Long never intended to become an educator. A native of Oregon, a "paralyzingly shy" teenager, and the second-oldest of nine children, he grew up in Alpine, Utah. His shyness made it difficult when, during his freshman year, Mountain Ridge Junior High's Shakespeare team summoned him to rehearsal. He went so he could explain the mistake,

he says, "but I stayed, and I loved it."

Long became theater president, attended BYU, and served a mission to João Pessoa, Brazil. He planned to graduate in theater directing and then enter a master's program in staging Shakespeare at the University of Exeter in the United Kingdom. "But I kept being sad about not working with teenagers," Long says. "On my mission, I worked a lot with teenagers, and I really enjoyed it. In March of my last year at BYU, someone asked me my plans. I told them and added that I'd like to find something so I could direct and do theater and work with teenagers. They said, 'Why don't you be a high school teacher?' My response was, 'Ooh, no. That would be terrible.'"

But the idea stayed with him, and he discovered a 12-month master's program in teaching at Western Oregon University that was still taking applications for the fall.

"I told myself, 'After that, I'll go to London, and I'll have the teaching certificate if London doesn't work out,'" he says. But one thing led to

another, and he was eventually offered a job at Hillcrest by the school's then principal Sue Malone. "When she called, I said, 'Oh, um, I don't know that I want to accept that,'" he says.

"She said to me, 'Do you know how many people interviewed for this job?' I decided that I'd do it for one year and assess at the end if I wanted to keep doing it—and I have consciously made that decision every year since."

Long inherited a program that was renowned for its elaborate, cast-of-hundreds fall musicals but that didn't even have a full day of theater courses. For seven years he built the program, adding classes, straight plays, and a Shakespeare team. Eventually Malone approved hiring a part-time stage crew teacher who started the same year as student teacher Giselle Gremmert.

Gremmert did theater at her Topeka, Kansas, high school, performing and working backstage due to a sophomore-year epiphany: "I was sitting out in the auditorium, and our student stage



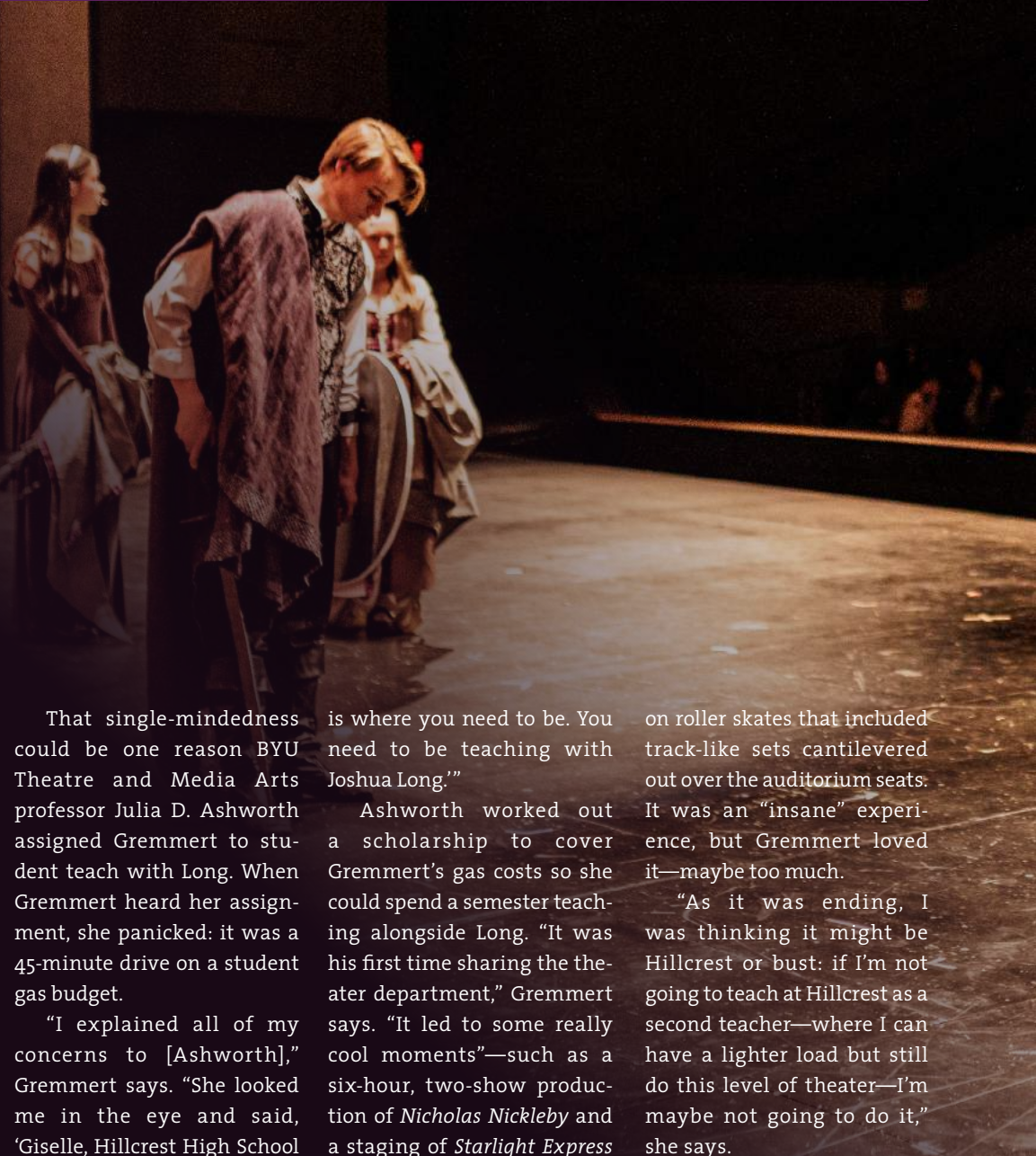


manager was sitting on the stage with the directors. I just had this moment when I thought, ‘I don’t want to sit *here*. I want to sit in front of the stage. I want to make it happen.’”

Still, Gremmert got hung up trying to choose a major while applying to BYU. “My mom and I were on our computer scrolling and scrolling through the majors, and three-fourths of the way down she stopped and said, ‘Theater education! You’d be good at that,’” Gremmert says.

“I was like, ‘Okay, click that one.’ Between applying in the fall and graduating in the spring, I got really excited about the idea.”

Gremmert shaped her life around her major, including “dates” with her eventual husband, Jake Gremmert. “He came backstage in the hallway during the show and brought packages of Hi-Chew, and anytime I had a few minutes when I didn’t have a cue, I went out and talked to him and then rushed back in,” she says. “I don’t like hobbies. I have no hobbies. My only hobby is theater. It’s doing this.”



That single-mindedness could be one reason BYU Theatre and Media Arts professor Julia D. Ashworth assigned Gremmert to student teach with Long. When Gremmert heard her assignment, she panicked: it was a 45-minute drive on a student gas budget.

“I explained all of my concerns to [Ashworth],” Gremmert says. “She looked me in the eye and said, ‘Giselle, Hillcrest High School

is where you need to be. You need to be teaching with Joshua Long.’”

Ashworth worked out a scholarship to cover Gremmert’s gas costs so she could spend a semester teaching alongside Long. “It was his first time sharing the theater department,” Gremmert says. “It led to some really cool moments”—such as a six-hour, two-show production of *Nicholas Nickleby* and a staging of *Starlight Express*

on roller skates that included track-like sets cantilevered out over the auditorium seats. It was an “insane” experience, but Gremmert loved it—maybe too much.

“As it was ending, I was thinking it might be Hillcrest or bust: if I’m not going to teach at Hillcrest as a second teacher—where I can have a lighter load but still do this level of theater—I’m maybe not going to do it,” she says.

Long gets emotional recalling that moment: "I remember her walking out to the faculty parking lot that last day, and I remember telling her, 'I absolutely respect your decisions, but you are really good at this.'"

Then, an unexpected plot twist: the part-time teaching job opened up when the previous teacher left. Naturally Gremmert applied, becoming a first-year teacher and a first-time mother the same year, which is par for the course in terms of her zest for leaping into the unknown.

"What Giselle does is she takes things and makes them more than I ever imagined they could be," Long says. Such as the day he called Gremmert from his annual theater-watching trip in

Britain with an idea for a production of *David Copperfield*. "I was like, 'I don't know how this would look, but what if the audience moved during the play?'" he says. "I'm expecting her to tell me all the reasons it wouldn't work, but that is not her instinct. She said, 'That sounds crazy, and here's how we could do it.' That collaboration is so great. It spurred me on to say, 'Oh, then, how about this? And then, how about this?'"

Other philosophies Long and Gremmert share are never repeating shows and continually challenging themselves and their students. "The only reason we did a certain number of plays was because I or somebody else said they're too hard to do at a high school," Long says. "When that happens, we're like, 'Shoot, that means we have to put it in the season and just see! Just see where our limits are. Teenagers are capable of so much.'"

Long and Gremmert continually experiment onstage and off, from elaborate sets and effects

to limited-commitment schedules that let newbies try out theater. They also insist students conduct themselves exactly: Show up. Be committed. Cheer others' successes as much as your own. Play your part, however big or small, as if the whole production depends on it.

It seems to work. Besides nearly continual success in individual and ensemble events at the Utah Shakespeare Festival, Utah High School Activities Association drama competitions, and the Utah state musical theater contests, Hillcrest theater has twice won the Utah "triple crown"—first place overall in all three contests in one year.

But more meaningful to Long and Gremmert is what their students carry from Hillcrest theater into the rest of their lives. "They dedicate themselves so much to it—not just in time but in passion—and they raise us to that level of dedication," says Hillcrest alumna Elizabeth Martin. She continues: "We see that passion, and it pushes everyone to put in their best. I am making a lot of life choices right now that come from knowing I can do more, that I can do the impossible, because they expected that from us. I always want theater in my life, even if it's just as a supporter of the arts. And I'll always want to come back to Hillcrest, whether it's as part of an alumni panel or giving notes or whatever they need. Because it's my home."



BEING THE CHANGE

STUDENT ADVOCATES USE
PROFESSOR'S RESEARCH
TO INFLUENCE SCHOOL
SAFETY POLICIES

Janell Cinquini, '98, was reading through the fall 2021 issue of *McKay School* magazine when she saw the story that would put her students' advocacy efforts into overdrive. The article by educational leadership and foundations professor Spencer Weiler was a summary of his decade of research relating to guns in schools.

"We do research because it's part of our jobs, but most of us have higher ambitions," says Weiler. In that same 2021 article, titled "Will Arming School District Employees Keep Schools Safe?" he wrote, "My aim in researching this topic is to collect data that can influence policymakers and practitioners considering adopting a potentially controversial safety measure."

That influence has extended to some of Cinquini's students, and it may now help bring about data-driven solutions to local and state challenges related to gun violence.

"Sometimes something special happens," says Weiler now. "This is a story of how student activists in Oregon, with guidance from their advisor, connected with research from Brigham Young University to build school safety."

Cinquini, a social studies teacher at Lakeridge High School in Lake Oswego, Oregon, showed the article to members of Lakeridge Students Demand Action (LSDA), a student group she advises. Club leaders Peren Tiemann and Flynn Williams saw the potential of using Weiler's research to advocate for solutions-based change.

PHOTO COURTESY PAMPLIN MEDIA GROUP

STUDENTS INTERESTED IN GETTING INVOLVED
IN SCHOOL SAFETY ADVOCACY CAN
TEXT **STUDENTS** TO **644-33** FOR MORE INFORMATION.

For years, Weiler and fellow researchers have conducted interviews, analyzed policy statements, and examined funding data to capture the nuances associated with arming school district employees. Members of LSDA, which is affiliated with the national group Students Demand Action, saw the strength of Weiler's research and decided to use it to help meet their goals of giving high school students a voice in the policy-making process and help them inform the larger community on issues of school safety and gun violence. In a May 26, 2022, article in *Rolling Stone*, Williams, a senior who graduated this year, said, "We hoped to tell legislators in Oregon and across the country that gun violence is an issue that needs to be addressed *now*" (EJ Dickson, "'Enough Is Enough': Students Demand Action on Gun Violence Epidemic"; emphasis in original).

LSDA members contacted Weiler about their goals, and Weiler attended a club meeting via Zoom to talk directly with Lakeridge students about his research. The appearance was part of a larger effort by LSDA members to become more informed on research on guns in schools, strengthening their advocacy as they work to increase school safety.

On the state level, their efforts have focused on changing state statutes, circulating educational information, and encouraging others in the form of campaign actions, walkouts, and spirit events. Locally, the club has worked with administrators to create trauma-informed active shooter drills, ensure parents have accurate information on proper gun storage, and enact bans on concealed weapons at their high schools.

"The club has grown into a safer learning community for future students," Weiler says. "These student activists are bringing about change."

LSDA members intend to carry what they've learned in the club beyond high school, says Tiemann: "I have grown up as part of the lockdown generation, constantly looking for exits in every classroom and expecting any loud noise to be a gunshot."

Their advisor admires her students' passion, as well as their commitment to using empirical data to make new policies more effective. "Students deserve a school experience devoid of fear, and they are working to bring about this change," Cinquini says.

In school, at university, or in their future lives, these young activists will continue to connect with national organizations, focus on attainable goals, and use the work of researchers to guide their advocacy, Weiler said. "These students really believe that, as Gandhi put it, they can be the change they wish to see in the world."



“To Believe on Their Words”



On June 7, McKay School Dean Richard D. Osguthorpe delivered the BYU devotional excerpted here. On July 1, he assumed new duties as BYU's associate academic vice president for undergraduate studies. Osguthorpe will always be “one of our own” at the McKay School, and we look forward to seeing the university community positively affected by his inspired emphasis on working morally in all of life's roles. Here are some key takeaways from his devotional, in which he described the effects of “borrowing the light” of his mother, grandmother, and grandfather to illuminate dark times, spark healing, and access the love and peace of Christ's gospel. You can read, watch, or listen to the address in its entirety at speeches.byu.edu.

PHOTOS COURTESY BYU PHOTO

Elder Heber C. Kimball warned that “the time will come when no man nor woman will be able to endure on *borrowed light*” (in Orson F. Whitney, *Life of Heber C. Kimball* [1945], 450; emphasis added).

I certainly agree that we cannot live on borrowed light alone. However, I do not think Elder Kimball was suggesting that borrowed light is inconsequential. Instead, I think he was simply declaring that borrowed light can expire. I believe there is great spiritual strength in borrowed light because of two powerful properties.

First, no one ever asks us to return borrowed light. Borrowed light might have an expiration, but it doesn't have a return date.

Second, and connected to this first property, we can make borrowed light our own. Spiritual light is not loaned; it is freely given. Thus, when we borrow light, we can use it to ignite our own testimonies. That spark is the spiritual gift of believing on the words of others. Their words of testimony—the borrowed light—become our own faith-filled witness of the restored gospel of Jesus Christ as those words are received through the power of the Holy Ghost in our hearts and minds.

“To believe on their words” (D&C 46:14) is like borrowing a flame to light a spiritual fire. There is no need to return the flame; no one comes asking for it. We just need to continue to fuel the fire.

Throughout my life, some of my most sacred revelatory experiences have come through believing on the words of others—on the words of those who know that Jesus Christ is the Son of God. Each revelatory moment has provided a witness of Jesus Christ and His divine mission—specifically, how He is the light of the world, the healer of the afflicted, and the lover of our souls.

At a moment of deep apprehension, I felt the presence of my grandpa. As I sang the words of his favorite hymn, I felt he was speaking directly to me—implore me to be strong and assuring me that I was on the right path. As though he were there walking beside me, he said, “Richard, everything will be okay for you and your family. God has a work for you to do. You are going home: you will be living on the property that you took care of in your youth. You have worked every inch of it with me, and I will be there with you.”

The heavens brought peace to my mind and comfort to my soul through the angelic ministering of my grandfather.

Like the descendants of those who were baptized by Alma in the Waters of Mormon, we are often faced with the choice to accept or reject the tradition of our fathers and

to rely on the words alone of prophets, seers, and revelators. Hopefully, in making those choices, we avail ourselves of the spiritual gift of believing on the words of others, particularly the Lord’s chosen mouthpiece, the living prophet.

I still believe on their words, and my ability to interpret those words has improved over time as I have continued to listen with both my mind and my heart. That borrowed light has become my own—and my mother, grandmother, and grandfather have never asked me to return it.

I know that Jesus Christ is the Son of God. I know that He is the light of the world, that He is the healer of all those who are afflicted in any manner, and that He is the lover of our souls. I do not doubt my mother, grandmother, and grandfather knew it; my heart has burned within me, and I have developed exceeding faith in their words alone. I have experienced Christ’s light, His healing, and His love. I have received that witness in my mind and in my heart by the power of the Holy Ghost, and no one can ever take that away. It is a firm foundation of faith that, in the words of my favorite hymn, “I’ll never, no never, no never forsake!” (“How Firm a Foundation”). My witness is not a special one, but it is mine—borne of my belief on the words of others.

***“‘To believe on
their words’ is like
borrowing a flame to
light a spiritual fire.”***

—Richard D. Osguthorpe





Worth the Trip

School Field Trips Boost Test Scores, Academic Performance, and Cultural Knowledge

BY TYLER STAHL

PHOTOS COURTESY BYU MOA

School field trips have been part of the educational experience for children across the nation for decades. While many school administrators believe there's intrinsic value in letting students develop socially with out-of-classroom experiences, quantify-

ing the impact and the value of field trips is difficult. And justifying out-of-class time can be burdensome for teachers tasked with providing a good education amid the pandemic.

Because of this, many art venues, science museums, and zoos have reported declines in field trip attendance. Teachers and students have also reported decreasing numbers of school-sponsored trips, particularly for minority students in academically low-performing schools.

But thanks to new research from BYU, Johns Hopkins University, and the Heritage Foundation, the value of field trips is finally being understood and measured. The study, published in the *Journal of Human Resources*,¹ found that students who participate in multiple field trips during the school year have higher test scores, perform better in class, and have increased cultural conscientiousness over time.

"Contrary to practice—in which schools, facing accountability pressures,



“Field trips expand students’ world concepts and expose them to new ideas. Similarly, students might be more engaged in school thanks to field trips. Students find school more exciting and want to try harder in class.”

—Heidi Holmes Erickson

trade extracurriculars for increased seat time—we found that there’s no harm to academics by taking time out of the classroom,” says Heidi Holmes Erickson, assistant professor of educational leadership at BYU and lead author of the study. “It’s possible to expose students to a broader world and have culturally enriching curriculum without sacrificing academic outcomes—and it may actually improve academic outcomes,” she says.

The study used an experimental design and randomly assigned fourth- and fifth-grade students from 15 elementary schools in the Atlanta, Georgia, area to participate in three culturally enriching field trips during a school year. The field trips included trips to an art museum, a live theater performance, and a symphony concert.

Students who attended three different field trips in fourth or fifth grade scored higher on end-of-grade exams, received higher course grades, were absent less often, and had fewer behavioral infractions. These benefits were strongest when students entered middle school.

“We anticipated that field trips wouldn’t harm test scores. However, we started seeing academic improvements and realized that students who participated in these field trips were doing better in class,” says Erickson. “One potential reason for this is that field trips expand students’ world concepts and expose them to new ideas. Similarly, students might be more engaged in school thanks to field trips. Students find school more exciting and want to try harder in class,” Erickson says.

In addition to the academic improvements, students who participated in multiple field trips were 12 percent of a standard deviation more likely to express a desire to consume arts in

the future and nearly 14 percent of a standard deviation more likely to agree with the statement “I believe people can have different opinions about the same thing.”

Researchers say this is more evidence that field trips are beneficial not only for academic success but for individual character development as well. “Parents are very interested in the academic quality of their child’s school, but they’re also interested in the social skills and social engagement habits they develop. Cultural field trips are easy ways to help facilitate both,” Erickson says. She is hopeful this study will be a resource for policymakers and school principals who are interested in improving children’s growth during the children’s school experience. When considered in the context of the pandemic, she says this research should be a caution to administrators who are considering eliminating out-of-class opportunities.

“Field trips have been nonexistent for the last two years, and many cultural institutions such as museums and science centers were closed. Schools want to make up learning loss from the pandemic and might feel pressure to sacrifice a well-rounded education for increased seat time,” says Erickson. “Field trips might be the first thing to go. Addressing student learning loss is crucial, but schools should be thoughtful in their approach.”

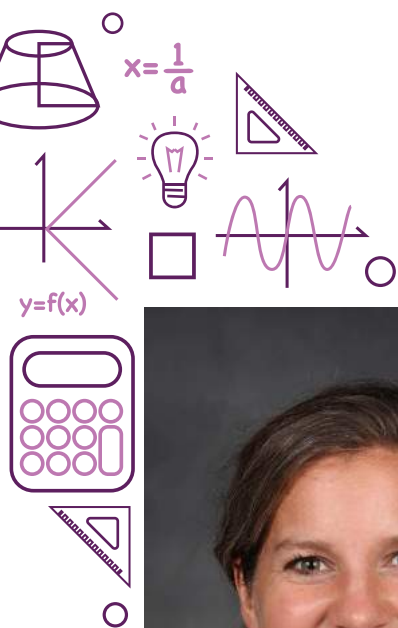
Note

1. Heidi H. Erickson, Angela R. Watson, and Jay P. Greene, “An Experimental Evaluation of Culturally Enriching Field Trips,” *Journal of Human Resources*, 4 February 2022.



Alumni Happenings

McKay School Magazine helps connect you to your former classmates and teachers.



Earning the Highest Honor

In 2022 the U.S. government named McKay School alumna **HEIDI BOOGERT** one of 102 recipients of the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST). Given out this past February, this is the highest recognition that K-12 science, mathematics, technology, engineering, and computer science teachers can receive.

"The award recognizes that those teachers have both deep content knowledge of the subjects they teach and the ability to motivate and enable students to be successful," states the Presidential Award website ("About the Awards," PAEMST, paemst.org/about/view).

"Being a teacher means being creative, reflective, and a classroom community architect," Boogert says. She feels grateful to have received the award and

states, "This good fortune began when I was a student whose love of learning was ignited in classrooms with teachers who welcomed and valued me. As a professional, I cherish that my growth and understanding have been deepened in many ways—but always with inspiring colleagues. I'm grateful to the students who have been part of my journey and who have shown me what makes a classroom joyful."

Boogert teaches third-grade mathematics at Highland Park Elementary School in Salt Lake City. She began her career 17 years ago with a McKay School internship that she says gave her "the best start": "Having the autonomy of a classroom teacher with the support of an expert and a group of colleagues in the same stage of their careers was invaluable."

PHOTO COURTESY HEIDI BOOGERT

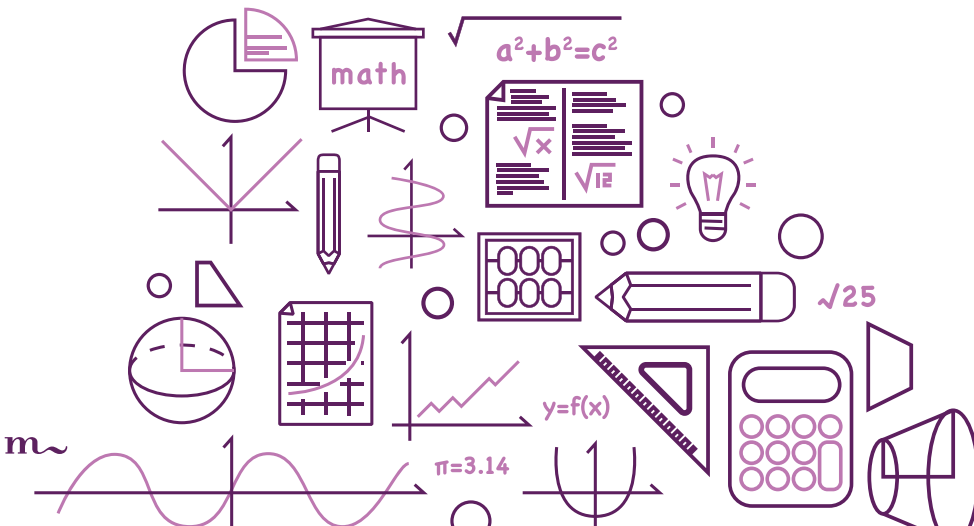




PHOTO COURTESY BRENNA SCADDEN

Extending Education Outside the Classroom

BRENNA SCADDEN made the most of her McKay School education by working with recovering stroke patients and even traveling to India to help implement a program to assist children in language development.

Scadden graduated from the McKay School with her bachelor's degree in 2019 and a master's in communication disorders in 2021. During her undergraduate education, Scadden assisted Professor Douglas B. Petersen with Story Champs, a program that assists children with language comprehension skills. Scadden's team taught teachers in India how to implement Story Champs into their language programs; the teachers then adapted the program to their culture. This has resulted in a tier-one, peer-reviewed publication.

For her graduate thesis, Scadden focused on aphasia, which is the loss of language after a stroke or traumatic brain injury. Working with Professor Tyson G. Harmon, Scadden's team discovered that many patients recovering from a stroke found it difficult to concentrate on speech improvement if their environment was loud and disruptive.

Scadden now works as a speech-language pathologist specializing in early intervention. Scadden uses—and relishes—a home-visit system for work. “I love the aspect of working with people, helping them meet their goals, and helping them progress from where they are at right now,” she says.

PHOTO COURTESY LINDSEY ELMONT NYE



From the McKay School to the Midwest, Marriage, and a Master's

As a student in the McKay School, **LINDSEY ELMONT NYE** wasn't sure where her move to the Midwest would lead. This leap of faith led her to a place in which she married the love of her life and pursued a career she loves: helping cancer patients rehabilitate speech, swallowing, and voice during and after chemoradiation or after reconstructive surgery.

Prior to graduating from the McKay School in 2016 with a degree in communication disorders, Nye shadowed speech-language pathologists and gained hands-on experience, solidifying her conviction that she'd chosen the right career path. In 2018, Nye graduated with a master of science in speech-language pathology from Marquette University in Milwaukee, Wisconsin. During her fellowship year, she worked as a speech therapist for a Wisconsin school district. She then accepted a position in the Department of Otolaryngology at Froedtert Hospital and the Medical College of Wisconsin, where she has spent the last three years specializing in head and neck cancer patients.

“As hard as my job can be sometimes,” says Nye, “the pride I feel from having a personal connection with these patients and watching their resilience, even in the face of death, is more rewarding than any trophy.”



PHOTO COURTESY ANGEL HUANG

LEARNING ACROSS BORDERS

**INTERNATIONAL STUDENTS WORK WITH
PROFESSORS TO CONTINUE THEIR EDUCATION**



PHOTO COURTESY FRANKLIN MOSES

**BY REBECCA YOUNGS
AND SAVANNAH NICHOLS**

Global challenges are posing problems for many international students. The onset of the COVID-19 pandemic forced many to return to their home countries, including Franklin Moses and Angel Huang. But these graduate students in the BYU Educational Leadership and Foundations Department are continuing their education with help from professors.

Back in their home countries of Ghana and China, Moses and Huang

attended classes online, beginning as late as 11 p.m. and as early as 5 a.m. Along with the time difference, Huang faced difficulties because of China's strict internet policies, while Moses balanced school and work as head of marketing for KAAF University College in Ghana.

As in-person classes resumed, Huang returned to Provo. However, Moses was unable to acquire his visa and is still learning from Ghana.

While both students say online learning from another country has its challenges, "teachers and professors at BYU are highly qualified and committed to their students' success," Moses says. "Zoom classes were still informative and thorough."

Professor Donald R. Baum says, "We as a department decided that, as much as possible, we would make accommodations" to provide the best learning experience. Professors often met with remote students one-on-one. Huang is grateful for this and says, "The one-on-one time or office hours with Dr. Hilton were especially helpful."

Despite the challenges, both have enjoyed their experiences. Huang values the cultural exchange, and Moses appreciates the global conversations in his classes and the opportunity to learn from others. Moses says that the personal and professional experience of Professor Macleans A. Geo-JaJa in Nigeria, the other students' experiences in the United States, and his own experience in Ghana created invigorating class discussions.

"My degree from BYU is a stepping-stone to greater heights," Moses says. "I will use the knowledge I am amassing to help improve education globally and help my society become better."

A CULTURE OF GENEROSITY

DONORS MAKE SCHOLARSHIPS POSSIBLE FOR EVERY STUDENT WHO APPLIES



Thank you so much for this generous scholarship. These funds are truly a lifeline that I was not expecting this fall. I can't even explain the shock I felt opening this email today! Your generous donation makes it possible for me to focus on school exponentially more than I would've otherwise.

—Hannah Nelson, '23, choral education

Thank you for your generous donation to help me pursue my educational goals here at BYU. I am very grateful. This was an answer to many prayers. I'm in my senior year of my program and have loved the rigorous learning environment that BYU offers.

—Brittany Hill Hansen, '24, elementary education



Thank you. BYU students planning on professions in teaching or communication disorders have been abundantly blessed by a culture of generosity. For the second year in a row, we are thrilled to report that all undergraduate students who applied to the McKay School for financial support received full-tuition scholarships from the McKay School, the university, their college, or a combination of these sources for fall and winter semesters.

This number includes not just McKay School undergraduate students. This also includes all students in teaching majors across the arts and sciences who applied for and met the criteria for McKay School scholarships. Last year we had 620 undergraduate scholarship applicants compared to 775 who applied this year, which represents a 25 percent increase. As these numbers are likely to increase, we are hoping you will continue your generous contributions.

We are so very blessed by you, our inspired donors, who see the vision for supporting our students. If you are not yet a part of this community of generosity and want to help us reach our goal of consistently awarding scholarships to all who apply, please go to education.byu.edu/alumni/giving or contact Assistant Dean Michael Leonard at michael.leonard@byu.edu.

It makes a big difference.

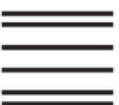
If you feel inclined to give, please visit
education.byu.edu/alumni/giving



P. 6

“That’s the big goal
of this work: knowledge
worth knowing is worth
sharing. We’re building
the capacity of ourselves
and of others to be
ambassadors of knowledge
that saves lives.”

—TIFFANY IVINS SPENCE, '11



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST-CLASS MAIL

PERMIT NO. 1

PROVO, UT

POSTAGE WILL BE PAID BY ADDRESSEE

David O. McKay School of Education
Brigham Young University
175C MCKB
Provo, UT 84604-9950





Mentors Create Meaningful Research Opportunities

Brigham Young University's McKay School faculty produce world-class research while maintaining a strong commitment to teaching and mentoring undergraduate students.

WITH THE HELP OF OUR FACULTY, DOZENS OF **UNDERGRADUATE AND GRADUATE** STUDENTS ACTED AS **PRINCIPAL OR COPRINCIPAL** RESEARCH INVESTIGATORS THIS PAST YEAR.

- 34** Undergraduate Coprincipal Investigators
- 14** Undergraduate Principal Investigators
- 14** Graduate Coprincipal Investigators
- 52** Graduate Principal Investigators
- 44** McKay School Faculty Mentors

For Emily McDonald and Chloe Houghton, winning first place in the undergraduate research division of the BYU McKay School's Mentored Research Conference was a big shock. But, ultimately, it has improved their confidence in pursuing future research.

"Working on this research project has inspired me to consider pursuing a PhD so that I can continue to research topics that are interesting and important to me, as well as to the field of speech-language pathology," says McDonald.

As a team, Houghton and McDonald presented their research on people with aphasia, an acquired language disorder. Professor Tyson G. Harmon had carefully guided their research. "The purpose of this research is to create a supplemental assessment that can capture the challenges that people with aphasia face that are not captured in other assessments," says McDonald.

Houghton and McDonald both share that performing research, presenting at the conference, and winning first place has made them hopeful about the impact they can have. "It has made me want to continue doing research in this lab and hopefully be able to continue a thesis encompassing the things that I've learned about this specific population," Houghton says.

PLEASE DETACH HERE

ALUMNI UPDATE

Please fill out this form if your address or name has changed, or send changes to mckayalumni@byu.edu.

NAME (FIRST, MIDDLE, LAST) (MAIDEN NAME, IF APPLICABLE) DATE OF BIRTH (MM/DD/YY)

SPOUSE TELEPHONE

STREET ADDRESS CITY/STATE/ZIP

GRADUATION DATE (MM/YY) EMAIL

Are you currently employed in education? ☐ Yes ☐ No City/State/Country: _____

Your position (check all that apply): ☐ Teacher Length of time: _____
☐ Administrator ☐ Counselor ☐ Media specialist
☐ Resource specialist ☐ Other: _____

Level: ☐ Preschool ☐ Elementary ☐ Sign me up for McKay School Alumni News, the
☐ Secondary ☐ College/University McKay School email newsletter.

To read McKay School news online, visit education.byu.edu/news.

STAY CONNECTED!