CITATIONS OF SCHOLARLY WORK UPDATED OCTOBER 2021

This document provides an overview of selected sources (scholarly books and articles, popular press pieces, etc.) that have cited my publications. Tracking citations in theatre education can be difficult as publications are generally not included in Web of Science or similar citation tracking tools. Even basic search tools such as Google Scholar fail to reveal many citations in the field given the number of theatre journals that are still paper based, indexing issues, and so forth. As such, the list below is incomplete.

For each article, please find a list of sources that cite the work I authored, arranged in reverse chronological order and then by author last name.

Omasta, M., Graham, M., Milling, S. L., Murray, E., Jensen, A. P., & Siebart, J.J. (2021). Social emotional learning and the national core arts standards: A cross-disciplinary analysis of policy and practices. *Arts Education Policy Review*.

- 1. Gal, A. & Fallik, O. (2021). Learn from each other: A peer-teaching model. *Interdisciplinary Journal of Environmental and Science Education*, 17(3). 1-24.
- 2. Edgar, S. N. (2020). A vision for social emotional learning and arts education policy. *Arts Education Policy Review*. https://doi.org/10.1080/10632913.2020.1774830
- 3. Shaw, B. P. (2021). A national analysis of music coursetaking, social-emotional learning, and academic achievement using propensity scores. *Journal of Research in Music Education*. https://doi.org/10.1177/00224294211006415
- 4. Qiao, S., Tapalova, O., Nasyrova, L., Tarasova, I., & Kozlovskaya, D. (2021). Role of arts programs in young children's social-emotional learning. *Thinking Skills and Creativity*. https://doi.org/10.1016/j.tsc.2021.100858
- 5. VanMeter, K. (2021). *Students, the complete canvas: Building a self-based art education curriculum.* (Unpublished master's thesis). Western Michigan Univesity.
- 6. Hellman, D. S., & Milling, S. (2020). Social emotional learning in arts teacher education policy: A content analysis of assurance standards and course descriptions. *Arts Education Policy Review*. https://doi.org/10.1080/10632913.2020.1793251

Omasta, M., Murray, B., McAvoy, M., & Chappell, C. (2020). Assessment in elementary-level drama education: Teachers' conceptualizations and practices. *Arts Education Policy Review*.

1. Haryanti, Y. D., Sapriya, S., & Pambudhi, T. (2021). The development of authentic assessment models in the 2013 curriculum in basic schools. *Jurnal Cakrawala Pendas*, 7(1). https://doi.org/10.31949/jcp.v7i1.2272

Saldaña, J. & Omasta, M. (2021). *Qualitative Research: Analyzing Life* (2nd edition). Los Angeles: Sage Saldaña, J. & Omasta, M. (2018). *Qualitative Research: Analyzing Life*. Los Angeles: Sage

- 1. Abrams, S. A. (2021). Reimagining numeracies: Empowered, game-informed meaning making in and beyond the pandemic era. *Language and Literacy*, 23(2), 16-31.
- 2. Alicea, J. A. (2021). Teaching in the hood, about the hood: A case study of teachers in south central Los Angeles. *Urban Education*. https://doi.org/10.1177/0042085921995235

- 3. Allen, N. A., Litchman, N. L., Neller, S., Tracy, E. L., Kentde Grey, R. G., Grogorian, E., Helgeson, V. S., & Berg, C. A. (2021). Couples managing Type 1 Diabetes using Diabetes technology. *Diabetes Spectrum*. https://doi.org/10.2337/ds20-0045
- 4. Ambirar, R. E. (2021). Development of e-authentic assessment in computer network learning. *Psychology and Education*, *58*(5), 2090-2099.
- 5. Arampongpun, S., Jansila, V., & Chaowachai, S. (2021). A guideline of student affairs management in private higher education institutions in new normal. *Psychology and Education*, *58*(5), 1553-6939.
- 6. Azmat, U., Muhammad, Y., & Jamil, M. (2021). Private tuition academies and the development of students' creative and critical skills: Perspectives of academy managers. *International Review of Social Sciences*, *9*(4), 277-288.
- 7. Barker, L. E. M. (2021). The impact of a 1:1 technology initiative on student achievement in 10th grade English language arts in a south Texas public school district. (Unpublished doctoral dissertation). Abilene Christian University.
- 8. Baucom, K. J. W., Pershing, M. L., Dwenger, K. M., Karaswa, M., Cohan, J. N., & Ozanne, E. M. (2021). Barriers and facilitators to enrollment and retention in the National Diabetes Prevention Program: Perspectives of women and clinicians within a health system. *Women's Health Reports*. https://doi.org/ 10.1089/whr.2020.0102
- 9. Bentley, D. C., Attardi, S. M., Faul, J., Melo, V., & Palmer, C. (2021). Two-stage collaborative group testing does not improve retention of anatomy among students studying medical radiation technology. *Journal of Medical Imaging and Radiation Sciences*. https://doi.org/10.1016/j.jmir.2021.08.017
- 10. Branda, D. D. (2021). Exploring the challenges and barriers of professional practice experience in health information management education. (Unpublished doctoral dissertation). Abilene Christian University.
- 11. Carreon, D. A. (2021). *Sali adelante: Mothering experiences of single, immigrant, Mexican mothers.* (Unpublished master's thesis). California State University San Marcos.
- 12. Cataño, Y. & Gonzalez, Á. (2021). Examining *servingness* at California community college Hispanic-serving institutions for LGBTQ+ Latinx students. *Journal of the Alliance for Hispanic Serving Institution Educators, 1*(1), 55-72.
- 13. Cavallerio, F., Wadey, R., & Wagstaff, C. R. D. (2021). Impacting and being impacted by overuse injuries: An ethnodrama of parents' experiences. *Qualitative Research in Sport, Exercise, and Health*. https://doi.org/10.1080/2159676X.2021.1885480
- 14. Cian, H. (2021). Sashaying across party lines: Evidence of and arguments for the use of validity evidence in qualitative education research. *Review of Research in Education*. https://doi.org/10.3102/0091732X20985079
- 15. Coke, K. L. (2021). *Understanding the barriers east Texas community college students experience in transferring to a regional university.* (Unpublished doctoral dissertation). Abilene Christian University.
- 16. Cole, S. R. (2021). A hero's tailor. (Unpublished master's thesis). University of Texas at Austin.
- 17. Çomoğlu, I. & Uştuk, Ö. (2021). Reflexive professional development in reflective practice: What lesson study can offer. *International Journal for Lesson and Learning Studies*. https://www.emerald.com/insight/content/doi/10.1108/IJLLS-12-2020-0092/full/html

- 18. Cook, K. (2021). *Customized curriculum: A phenomenological study of teachers implementing customized learning in a rural midwestern school.* (Unpublished doctoral dissertation). University of South Dakota.
- 19. Crawford, W. Z. (2021). *Retention factors of rural east Texas superintendents*. (Unpublished doctoral dissertation). Abilene Christian University.
- 20. Crites, K. H. (2021). An analysis of the child find provision due process hearings in Texas: Implications from the special education cap. (Unpublished doctoral dissertation). Abilene Christian University.
- 21. Dadich, A., Piper, A., & Coates, D. (2021). Implementation science in maternity care: A scoping review. *Implementation Science*, 16. https://implementationscience.biomedcentral.com/articles/10.1186/s13012-021-01083-6
- 22. Daniel, J., Malone, H. S., & Kirkland, D. E. (2021). A step closer to racial equity: Towards a culturally sustaining model for community schools. *Urban Education*. https://doi.org/10.1177/0042085920954906
- 23. Dantzer, B. & Perry, N. (2021). Co-constructing knowledge with youth: What high-school aged mentors say and do to support their mentees' autonomy, belonging, and competence. *Educational Action Research*. https://doi.org/10.1080/09650792.2021.1968457
- 24. De La Rosa, C. (2021). *Crossover youth: State neglect, abuse, and violence.* (Unpublished master's theses). California State University San Marcos.
- 25. Donohue, T. H. (2021). Family-school partnerships during COVID-19: Exploring how teachers and caregivers talk about supporting kindergarteners' schooling. (Unpublished doctoral dissertation). Michigan State University.
- 26. Drysdale, J. (2021). The story is in the structure: A multi-case study of instructional design teams. *Online Learning*, 25(3), 57-80.
- 27. Efrid, C. R. (2021). 'Different than a regular white': Exploring health-related white identity politics in rural Appalachia. *Social Science Research on Race*. https://doi.org/10.1017/S1742058X21000333
- 28. English, F. C. (2021). *Technology influences and impact of the COVID-19 pandemic on religious practices: An exploratory case study.* (Unpublished doctoral dissertation). Northcentral University.
- 29. Ezzati, R. T. (201). 'United through our values?': Expressing unity through value-talk after terrorism in France and Norway. *Migration Studies*. https://doi.org/10.1093/migration/mnab033
- 30. Fernandes, C., Lourneco, M. L., Frohlich, S., Da Silva, D. E., & Kai, F. O. (2021). Women in politics: Emotions and challenges in complex institutional dynamics. *Cadernos EBAPE.BR*, 18(4). https://doi.org/10.1590/1679-395120200006x
- 31. Figueroa, C. A. (2021). *Utilization of disability services by students with nonvisible disabilities.* (Unpublished doctoral dissertation). Abilene Christian University.
- 32. Flores, E. (2021). Students with interrupted formal education: Empowerment, positionality, and equity in alternative schools. *TESOL Journal*. https://doi.org/10.1002/tesj.602
- 33. Gamel, T. K. (2021). *Perceptions of rural school principals' experiences, practices, and understandings of conflict and conflict management.* (Unpublished doctoral dissertation). Abilene Christian University.

- 34. Gandolfi, E., Austin, C., Heisler, J. & Zolfaghari, M. (2021). Immersive presence for future educators: Deconstructing the concept of presence in extended reality environments for preservice teachers. *Journal of Technology and Teacher Education*, 29(3), 339-367.
- 35. Garrard, J. A. (2021). *Attachment and identity in higher education: Lived experiences of Korean adoptees.* (Unpublished doctoral dissertation). Abilene Christian University.
- 36. Garry, V. (2021). Roll call in data team meetings: Are principals present? *Planning and Changing*, 50(1/2), 75-94.
- 37. Ghateolbahr, A. & Samimi, F. (2021). Classroom management strategies in online environment: A comparative study on novice and experienced teachers. *Turkish Journal of Computer and Mathematics Education*, 12(14), 510-516.
- 38. Goessling, K. P., Selbaraj, S. A., Fritz, C., & Marie, P. (2021). Accountability from the ground up: Uncovering the limitations and possibilities of organizing for community schools in Philadelphia. *Urban Education*. https://doi.org/10.1177/0042085920959134
- 39. Göktan, D. U. & Uslu, T. (2021). Examining the prominent components of the emerging specialty coffee sector in Turkey. *Food, Culture, and Society: An International Journal of Multidisciplinary Research*. https://doi.org/10.1080/15528014.2021.1884441
- 40. Graces, C. A. (2021). Faculty of Color viewpoints regarding recruitment, retention, and academic climate at Texas community colleges. (Unpublished doctoral dissertation). Abilene Christian University,
- 41. Hamel, E. Exploring non-contact time in early childhood education. (Unpublished doctoral dissertation). University of Nebraska.
- 42. Hansen, A. (2021). *The reciprocity of mentorship: Impacting Christian higher education*. (Unpublished doctoral dissertation). Abilene Christian University.
- 43. Hartman, S. L., Lowery, C. L., Kennedy, C., Hess, M. E., Coy, M. P., Kennedy, M. K., & Kaufman, A. (2021). Student voices: Child perspectives on the impact of working with teacher candidates via clinically based teacher preparation programs. *Peabody Journal of Education.* https://doi.org/10.1080/0161956X.2020.1864249
- 44. Hess, M. E., Lowery, C. L., Fewell, C. J., & Zaher, G. (2021). Democratic teacher preparation and praxis: Creating active, reflective educators. *Democracy & Education*, 29(10). 1-11.
- 45. Hess, M., Lowery, C. L., Hartman, S. L., Kennedy, C., Keifer-Kennedy, M., Jaufman, A., & McClain, M. P. (2021). Exploring the democratic development of teacher candidates: Mentor teacher perceptions of facilitating spaces in the clinical model. In P. M. Jenlink (Ed.). *Teaching as a clinical practice profession: Research on clinical practice and experience in teacher preparation* (73-92). Rowman & Littlefield.
- 46. Hu, A. What matters?: A case study of primary school teachers' perspectives on transition to school. In S. T. Vorkapić & J. LoCasale-Crouch (Eds.) *Supporting children's well-being during early childhood transition to school.* IGI Global.
- 47. Heath, M. D. Discerning and developing department chairs as instructional leaders: A case study of a large suburban high school. (Unpublished doctoral dissertation). Abilene Christian University.
- 48. Hotz, J. R. (2021). *A case study of introverted leadership in a suburban high school in central Texas*. (Unpublished doctoral dissertation). Abilene Christian University.

- 49. Henry, F. D. (2021). *Persistence and retention strategies implemented at HBCUs that support successful degree attainment of African American men.* (Unpublished doctoral dissertation). Abilene Christian University.
- 50. Irish, M. K. (2021). *Skillfully learning and leading: Educations describe the impact of their participation in an appreciate leadership development program on their work.* (Unpublished doctoral dissertation). Southern New Hampshire University.
- 51. Jacobs, M. M., Harvey, N., & White, A. (2021). Parents and whanau as experts in their worlds: Valuing family pedagogies in early childhood. *Kōtuitui: New Zealand Journal of Social Sciences Online*. https://doi.org/10.1080/1177083X.2021.1918187
- 52. Jaramillo, M. A. M. (2021). Agency and its connection to a sociocultural perspective on teachers' professional development: The lived experiences of five EFL teachers. (Unpublished doctoral dissertation). Kansas State University.
- 53. Jenny, S., Gawrysiak, J., & Besombes, N. (2021). Esports.edu: An inventory and analysis of global higher education esports academic programming and curricula. *International Journal of Esports,* 1(1).
- 54. Johnson, R. H. (2021). *A case study of one small Christian college overcoming decline and implementing an institutional turnaround*. (Unpublished doctoral dissertation). Abilene Christian University.
- 55. Kadir, S. S. (2021). The impact of learning Kurdish 'mother-tongue' in London on mainstream education. *UKH Journal of Social Sciences*, *5*(1), 73-81.
- 56. Kelley, K. (2021). The cost of an education: A narrative inquiry of first-generation college students' experiences with funding a bachelor's degree at 4-year private institutions. (Unpublished doctoral dissertation). Manhattanville College.
- 57. Lacher, C. (2021). *The experiences of Kratom users in southern California: A sociological explanation.* (Unpublished master's thesis). California State University San Marcos.
- 58. Lee, S., Zuest, L., Leedeman, J., Li, S., & Clifford, D. E. (2021). Health and weight attitudes of university recreation center leaders. *Journal of American College Health*. https://doi.org/10.1080/07448481.2021.1885416
- 59. Lieffers, J. R. L., Quintanilha, M., Trottier, C. F., Johnson, S. T., Mota, J. F. & Prado, C. M. (2021). Experiences with and perception of a web-based mindfulness, nutrition, and fitness platform reported by first-year university students: A qualitative study. *Journal of the Academy of Nutrition and Dietetics*. https://doi.org/10.1016/j.jand.2021.04.019
- 60. Louissaint, S. (2021). Undergraduate perception of peer leadership in the writing center. (Unpublished master's thesis). Nova Southeastern University.
- 61. Martin, B. (2020). *Elementary teachers' perceptions of professional development for teaching students with intellectual disabilities*. (Unpublished doctoral dissertation). Walden University.
- 62. Martinez, B. O. (2021). *Professional learning community: Perspectives of rural school teachers and leaders.* (Unpublished doctoral dissertation). Abilene Christian University.
- 63. Merken, S. & James, V. (2021). Perpetrating the myth: Exploring media accounts of rape myths on "women's" networks. *Deviant Behavior*, 41, 1176-1191.
- 64. Mills, L. (2021). Understanding the experiences of college students who work full-time: Juggling competing responsibilities and defining academic success. *The Journal of Continuing Higher Education, 68*(3), 181-189.

- 65. McCrory-Churchill, S. & Clay, L. (2021). Academic writing in the health professions: A comparison of two writing-intensive course models within a cross-disciplinary course. *Imagining SoTL, 1,* 25-40.
- 66. Morales, L. M. (2021). "Tengo Otros Retofios Que Han Venido de Mi": Mexican Abuelas Informally Caregiving Their Grandchild(ren). (Unpublished master's thesis). California State University San Marcos.
- 67. Murillo, D. M. (2021). *Instructional specialists' self-perceptions of attributes for coaching: Case studies in a coaching program.* (Unpublished doctoral dissertation). Texas A&M University Commerce.
- 68. Nicodemska-Wolowik, A. M. & Bednarz, J. (2021). Family enterprises in the context of consumer ethnocentrism and relationship-building. *Problemy zarządzania management issues, 1*(81), 77-92.
- 69. Noel, T. K. (2021). Identity tensions: Understanding a previous practitioner's decision to pursue and depart the teaching profession. *Frontiers in Education*. https://doi.org/10.3389/feduc.2021.586212
- 70. Noor, A. H. A. (2021). What are the key challenges that social entreprenuers try to address in an effort to empower women that help achieve sustainable development? (Unpublished master's thesis). Nord University.
- 71. Noor, S. & Mehar, A. C. (2021). Factors influencing the risk propensity of Malaysian project managers in the construction industry. *International Journal of Business Continuity and Risk Management*, 11(1), 79-91.
- 72. Ogunsanya, A. O. (2021). *Exploring citizen security in the Nigeria Federated State: Lagos state neighbourhood safety agency in perspective.* (Unpublished doctoral dissertation). Walden University.
- 73. Orillon, E. G. (2021). *Post-crisis educational journeys: Student perception of school life in the context of education in emergencies.* (Unpublished doctoral dissertation). Northeastern University.
- 74. Otten, J. E. (2021). *Teacher mentorship program's influence on novice teachers' decision to stay: A case study.* (Unpublished doctoral dissertation). Abilene Christian University.
- 75. Masih, P. (2021). *Hazy team composition processes: Shared team leadership, a strategy to team excellence in higher education*. (Unpublished doctoral dissertation). Abilene Christian University.
- 76. Matli, W. and Ngoepe, M. (2021). Extending information poverty theory to better understand the digital access and inequalities among young people who are not in education, employment or training in South Africa. *Higher Education, Skills and Work-Based Learning*. https://doi.org/10.1108/HESWBL-05-2020-0107
- 77. Muazzam, H. A., Muhammad, Y., & Naseer, H. (2021). English language teachers' attitudes towards instructional policy in public secondary schools: An interview study. *Global Education Studies Review*, *5*(1), 24-35.
- 78. Musselman, A., Lowery, C., & Hess, M. (2021). Engaging educational leadership and the coalition of essential schools in Appalachian Ohio. *International Journal of Educational Leadership Preparation*, *16*(1), 152-169.
- 79. Perkins, S. D. (2021). *Narratives of first-generation community college students in central Texas: Restorying the path to success in higher education*. (Unpublished doctoral dissertation). Abilene Christian University.
- 80. Pepper, K. (2021). *Cultural safety in emergency support services*. (Unpublished master's thesis). Royal Roads University.
- 81. Philipson, D. M. (2021). *An autoethnographic study of online class size and instructor participation in discussions*. (Unpublished doctoral dissertation). Abilene Christian University.

- 82. Powers, N. & Wartalski, R. (2021). Junior faculty advising for effective growth and academic success: A qualitative study. *Teacher-Scholar: The Journal of the State Comprehensive University, 10*(1), 1-28.
- 83. Rafie, S. K., Abu, R., Abdul, S. K. S., & Mutalib, A. Z. H. S. (2021). Environmental sustainability practices in rural libraries. *International Journal of Service Management and Sustainability*, *6*(1), 171-181.
- 84. Reñosa, M.D.C., Mwamba, C., Meghani, A., West, N. S., Hariyani, S., Ddaaki, W., Sharma, A., & Beres, L. K. (2021). Selfie consents, remote rapport, and Zoom debriefings: Collecting qualitative data amid a pandemic in four resource-constrained settings. *BMJ Global Health*, *6*. https://doi.org/10.1136/bmjgh-2020-004193
- 85. Rios, V. (2021). *Experiences that support persistence and retention of Latinx first-generation college students at community colleges.* (Unpublished doctoral dissertation). Abilene Christian University.
- 86. Sanders, D. (2021). *Learning experiences of financial aid administrators: A phenomenological study of workplace learning.* (Unpublished doctoral dissertation). Abilene Christian University.
- 87. Smith, C. L. (2021). *Online course communication and international student academic performance*. (Unpublished doctoral dissertation). Abilene Christian University.
- 88. Smith, L. L. (2021). *Principal leadership style and strategies and their influence on student literacy.* (Unpublished doctoral dissertation). Grand Canyon University.
- 89. Snyder-Young, D., Houston, A., Bell, A. B. M., Short, A., & Lincoln, A. Recovery capital and collaborative theatre making: How actors in recovery from substance addiction value their participation in addiction prevention plays. *Research in Drama Education: The Journal of Applied Theatre and Performance*. https://doi.org/10.1080/13569783.2021.1949973
- 90. Still, B. M. (2021). *The portrayal of abused characters in adolescent novels: A content analysis*. (Unpublished doctoral dissertation). Texas A&M University Commerce.
- 91. Sullivan, R. G. (2021). *Traditional and alternative certification programs and their effect on elementary school teachers' efficacy beliefs in Title I and non-Title I schools.* (Unpublished doctoral dissertation). Abilene Christian University.
- 92. Sutherland, K. E. (2021). Strategic social media management. Springer.
- 93. Teman, E. D. (2021). Long hallways and secret passages: Queerness and religion in poetic form. *Journal of Poetry Therapy*. https://doi.org/10.1080/08893675.2021.1899632
- 94. Tran, C. H., Ruberg, B., Lark, D., Guarriello, N.-B. (2021). *Playing at the polls: Video games in/as platforms for political participation*. Panel presented at AoIR 2021: The 22nd Annual Conference of the Association of Internet Researchers. Philadelphia, PA, USA: AoIR. Retrieved from http://spir.aoir.org.
- 95. Upegui, D., Coiro, J., Battle, S. et al. (2021). Integration of the topic of social justice into high school biology curricula. *Science & Education*. https://doi.org/10.1007/s11191-021-00287-y
- 96. Valdez, A. (2021). Exploring options toward supporting English language learners in a rural remote secondary setting. (Unpublished doctoral dissertation). Abilene Christian University.
- 97. West, R., Furman, A, & Silverman, M. J. (2021). Individualized education program team members' perceptions of music therapy: An interpretivist investigation. *Journal of Music Therapy*. https://doi.org/10.1093/jmt/thab013

- 98. Yasmin, S. Muhammad, Y., & Siddiqui, M. F. (2021). Character building of students: Private secondary school principals' perceptions and practices. *Global Education Studies Review*, *5*(1), 103-120.
- 99. Yeh, E., Rashmi, S., Jaiswal-Oliver, M., & Wan, G. (2021). Culturally responsive social emotional learning for international students. *Journal of International Students*, *12*(1). https://doi.org/10.32674/jis.v12i1.2976
- 100. Zitko, P. A. & Schultz, K. (2021). The adjunct model as an equity crisis in higher education: A qualitative inquiry into the lived experience of "part-time" community college faculty in northern California. *Education Leadership Review of Doctoral Research*, 8, 1-19.
- 101. Aldahlas, H., Hui, F. K. P., & Duffield, C. F. (2020). Initiation of capital projects in industries having an operational focus: An Australian stevedoring case example. *International Journal of Managing Projects in Business*. https://www.emerald.com/insight/content/doi/10.1108/IJMPB-09-2020-0277/full/html
- 102. Anggraini, A. & Wulan, S. (2020). Protagonist's motivation in Rachael Lippincott et. Al.'s novel *Five Feet Apart. Journal of Language, 2*(2). https://doi.org/10.30743/jol.v2i2.2621
- 103. Aras, S. & Merdin, E. (2020). Play-based teaching practices of Turkish early childhood teachers. *Issues in Educational Research*, *30*(2), 420-434. http://www.iier.org.au/iier30/aras.pdf
- 104. Atkin, A. L. & Jackson, K. F. (2020). "Mom, you don't get it": A critical examination of multiracial emerging adults' perceptions of parental support. *Emerging Adulthood*. https://doi.org/10.1177/2167696820914091
- 105. Bannister, D. (2020). *Original free will Baptist clergy role stress: A definition and its emotional consequences.* (Unpublished doctoral dissertation). Abilene Christian University.
- 106. Basri, M., Patak, A. A., Musdariah, A., & Abduh, A. (2020). Innovative learning technology in Indonesian vocational higher education. *International Journal on Advanced Science Engineering Information Technology*, *10*(6), 2599-2605.
- 107. Bauer, E. (2020). "You can talk in Espagñol!": An ethnographic cast study of African-American emergent bilingual and biliterate identity. *Reading Psychology*. https://doi.org/10.1080/02702711.2020.1783136
- 108. Bavle, L. (2020). *Improving the Leadership Capabilities of Municipal Elected Officials Through Saskatchewan Association of Rural Municipalities*. (Unpublished master's thesis). Royal Roads University.
- 109. Bermauer, J. A. (2020). How calls for research can awaken self-reflexivity and latent interests in school inquiry. *Journal of Education*, *78*. https://doi.org/10.17159/2520-9868/i78a01
- 110. Caruthers, C. E. (2020). Factors influencing school selection decisions of African American caregivers of children with Autism in the era of school choice. (Unpublished doctoral dissertation). University of North Carolina at Chapel Hill.
- 111. Castro, A. R. & Collins, C. S. (2020). Asian American women in STEM in the lab with "white men named John." *Science Education*, 105(1), 33-61.
- 112. Cheney, M. K., & Gowin, M. (2020). Using legal documents for public health research: An innovative application of qualitative methodology to document the experiences of transgender asylum seekers. *SAGE Research Methods Cases: Medicine & Health*. https://doi.org/10.4135/9781529735437

- 113. Comoglu, C. & Kenan, D. (2020). Learning to become an English language teacher: Navigating the self through peer practicum. *Australian Journal of Teacher Education 45*(8). https://search.informit.com.au/documentSummary;dn=564075957525941;res=IELAPAmail
- 114. Cunningham, E. A. (2020). *Exploring the impact of a professional identity on teacher retention: A phenomenological study.* (Unpublished doctoral dissertation). Abilene Christian University.
- 115. Daniel, J., Malone H. S., & Kirkland, D. E. A step closer to racial equity: Towards a culturally sustaining model for community schools. *Urban Education*. https://doi.org/10.1177/0042085920954906
- 116. Davis, S. D. (2020). *A sense of belonging among minority students at a southeastern state flagship university*. (Unpublished doctoral dissertation). Abilene Christian University.
- 117. Farmer, K. D. (2020). A qualitative study: Forensics coaches' perceptions of administrators' leadership styles and the impact within their professional learning communities. (Unpublished doctoral dissertation). Abilene Christian University.
- 118. Faustin, Y. F. (2020). *Preterm birth risk among foreign-born and U.S.-born black women in New York City:* A mixed methods study. (Unpublished doctoral dissertation). University of North Carolina at Chapel Hill.
- 119. Franke, J. (2020). *Pursuing distinguished speaking proficiency with adult foreign language learners: A case study.* (Unpublished doctoral dissertation). American College of Education.
- 120. Gates, S. H. (2020). *Teachers' perceptions of the role of teacher-parent partnerships that best benefit students in a parochial college preparatory high school.* (Unpublished doctoral dissertation). Abilene Christian University.
- 121. Gillette, E. S. (2020). *The teaching of science to refugees in Greece: A multi-site case study of volunteer educators in non-formal education settings*. (Unpublished doctoral dissertation). Columbia University Teacher's College.
- 122. Goessling, K. P., Selvaraj, S. A., Fritz, C., & Marie, P. (2020). Accountability from the ground up: Uncovering the limitations and possibilities of organizing for community schools in Philadelphia. *Urban Education*. https://doi.org/10.1177/0042085920959134
- 123. Granderson, R. (2020). *Stress and wellness among law enforcement officers in southeastern Virginia*. (Unpublished doctoral dissertation). Walden University.
- 124. Halkias, D. & Neubert, M. (2020). Extension of theory in leadership and management studies using multiple cast-study design. *International Leadership Journal*, *12*(2), 48-73.
- 125. Hess, M. E. & Lowery, C. L. (2020). Crisis leadership and the impact of opioids on schools and students: Perspectives of school leaders in rural Appalachia. *ICPEL Education Leadership Review, 21*(1). https://www.icpel.org/uploads/1/5/6/2/15622000/elr_volume_21-1_fall_2020.pdf#page=131
- 126. Hess, M. E., Lowery, C. L., Olad, R., Fewell, C., Yeager, S., & Kondrit, T. (2020). Resettled Muslim parents' perceptions of school-community relations. In H. Tran, D. A. Smith, & D. G. Buckman (Eds.) *Stakeholder engagement: Improving education through multilevel community relations*. Rowman & Littlefield.
- 127. Hill, S. B. (2020). *Bridging the transition to school: An action research study*. (Unpublished doctoral dissertation). University of South Carolina.

- 128. Howell, T. H. (2020). Exploring the meaning of sexual health through the voices of black adolescents with HIV-positive mothers: An interpretative phenomenological analysis. *Urban Social Work, 4*(1). https://doi.org/10.1891/USW-D-18-00030
- 129. Hopkins, C. C. (2020) *Texas elementary teachers' perceptions of data chats*. (Unpublished doctoral dissertation). Walden University.
- 130. Huball, H. T. & Garciá, J. D. (2020). Research-informed and evidence-based quality assurance and enhancement in amateur/grassroots football: Strategic educational inquiry for coach leaders/administrators. *Global Research in Higher Education, 3*(4), 42-57.
- 131. Hurt, T. R., Francis, S. L., Seawall, A. H., Krisco, M. P., Flynn, M. H., O'Connor, M. C., Rudolph, C. S., & Hill, A. (2020). Revising diabetes programming for black man and their families. *Global Qualitative Nursing Research*, 7. 1-17.
- 132. Isa, F. M., Noor, S., Wei, G. W., Hussain, S. D. B. S., Ibrahim, H. M., & Ahmdon, M. A. S. (2020). Exploring the facet of elderly care centre in multiethnic Malaysia. *PSU Research Review*. https://www.emerald.com/insight/content/doi/10.1108/PRR-05-2020-0013/full/html
- 133. Kelly, M. (2020). A view towards integration and the role of leadership within it: A study with The Family Centre in Edmonton Alberta. (Unpublished masters thesis). Royal Roads University.
- 134. Knotek, S. E., Dillon, K. A., & Toole, E. N. Ethnography and consultee-centered consultation: Perfectly aligned. *Journal of Educational and Psychological Consultation*. https://doi.org/10.1080/10474412.2020.1866582
- 135. Laidlaw, L. & Din, C. (2020). Exploring leadership learning in an undergraduate kinesiology course. *The Canadian Journal for the Scholarship of Teaching and Learning, 11*(2). https://doi.org/10.5206/cjsotl-rcacea.2020.2.10734
- 136. Lane, J., Robinson, S., Bowen, A., Rattigan, D., & Moses, B. (2020). Post-hurricane schooling in Puerto Rico and the Virgin Islands and an adapted hierarchy of needs. *Journal of Higher Education Theory and Practice*, 20(8), 46-55.
- 137. Lehman, T. C. (2020). *A case study of Christian school parents who work in public schools*. (Unpublished doctoral dissertation). George Fox University.
- 138. Lundgren, A. (2020). *English as a second language students' experience in associate degree nursing programs*. (Unpublished doctoral dissertation). Walden University.
- 139. McCaig, S. L. (2020). The academic achievement gap: Learning from schools that bridge the academic achievement gap between African American students and Caucasian American students. (Unpublished doctoral dissertation). Abilene Christian University.
- 140. McGee, V. (2020). *African American young adult experiences with homelessness following foster care emancipation process.* (Unpublished doctoral dissertation). Capella University.
- 141. McGregor, M. J. (2020). *Shared and sustainable leadership of northern crane apprentice operators: Multiple perspectives.* (Unpublished master's thesis). Royal Road University.
- 142. McKinney de Royston, M., Madkins, T. C., Givens, J.R., & Nasir, N. S. "I'm a teacher, I'm gonna always protect you": Understanding black educators' protection of black children. *American Educational Research Journal*. https://doi.org/10.3102/0002831220921119

- 143. Merenda, F. (2020). Adventure-based programming with at-risk youth: Impact upon self-confidence and school attachment. *Child & Youth Services*. https://doi.org/10.1080/0145935X.2020.1829465
- 144. Mikesell, M. J. (2010). *Multi-tiered systems of support and school leadership in high-achieving Pennsylvania schoolwide Title I elementary schools*. Abilene Christian University.
- 145. Mikeska, J. N. & Howell, H. (2020). Simulations as practice-based spaces to support elementary teachers in learning how to facilitate argumentation-focused science discussions. *Journal of Research in Science Teaching*. https://doi.org/10.1002/tea.21659
- 146. Mills, L. Understanding the experiences of college students who work full-time: Juggling competing responsibilities defining academic success. *The Journal of Continuing Higher Education*. https://doi.org/10.1080/07377363.2020.1743629
- 147. Moray, M. (2020). *Designing leadership development program curriculum: A narrative research study.* (Unpublished doctoral dissertation). Abilene Christian University.
- 148. Mulhearn, S. C. (2020). *Looking inward: Does physical activity promotion training transfer beyond PETE?* (Unpublished doctoral dissertation). Arizona State University.
- 149. Murphy, G. (2020). Leadership preparation, career pathways and the policy context: Irish novice principals' perceptions of their experiences. *Educational Management Administration & Leadership*. https://doi.org/10.1177/1741143220968169
- 150. Naeem, M. (2020). The role of social media to generate social proof as engaged society for stockpiling of customers during Covid-19 pandemic. *Qualitative Market Research*. https://doi.org/10.1108/Q MR-04-2020-0050
- 151. Naeem, M. (2020). Understanding the customer psychology of impulse buying during COVID-19 pandemic: Implications for retailers. *International Journal of Retail & Distribution Management*. https://www.emerald.com/insight/content/doi/10.1108/IJRDM-08-2020-0317/full/html
- 152. Nikodemska-Wolowik, A. M., Bednarz, J., Kubik, M., & Little, J. (2020). Building aware and unaware consumers' trust towards family business: Evidence from Poland. *Entrepreneurial Business and Economics Review*, 8(3). https://doi.org/10.15678/EBER.2020.080308
- 153. Nomakhuze, N. & Lees, Z. (2020). Barriers to implementing a social license to operate in mining communities: A case study of peri-urban South Africa. *The Extractive Industries and Society, 7,* 153-160.
- 154. Noor, S., Isa, F. M., & Mazhar, F. F. (2020). Online teaching practices during the COVID-19 pandemic. *Educational Process: International Journal*, *9*(3), 169-184.
- 155. Novak, J.R., Johnson, A., Gast, J., Peak, T., & Arnell, M. (2020). A qualitative inquiry on religious married men's perceptions of relationship dynamics during everyday sickness. *Journal of Health Psychology*. https://doi.org/10.1177/1359105319900277
- 156. Paxton, A. M. (2020). *Experiences of first-generation Latinas in educational doctoral programs in south Texas*. (Unpublished doctoral dissertation). Texas A&M University-Kingsville.
- 157. Rabelo, V. C., Robotham, K. J., & McCluney C. L. (2020). "Against a sharp white background": How black women experience the white gaze at work. *Gender, Work & Organization*. https://doi.org/10.1111/gwao.12564

- 158. Rouse, H. L., Hurt, T. R., Melby, J. N., Bartel, M., McCurdy, B., McKnight, F. Z., & Weems, C. F. (2020). Pregnancy and parenting among youth transitioning from foster care: A mixed methods study. *Child Youth Care Forum*. https://doi.org/10.1007/s10566-020-09567-0
- 159. Royer, D. W., & Baize-Ward, A. (2020). Spirituality and servant-leadership in teaching developmental mathematics. *The International Journal of Servant-Leadership*, *14*(10, 275-301.
- 160. Sarkisian, T. *When's the payoff?: A narrative inquiry into adjunct faculty experiences.* (Unpublished doctoral dissertation). George Fox University.
- 161. Satterwhite, R., Sarid, A., Cunningham, C., Goryunova, E., Crandall, H. M., Morrison, J. L., Sheridan, K., & Miller, M. (2020). Contextualizing our leadership education approach to complex problem solving: Shifting paradigms and evolving knowledge: Priority 5 of the national leadership education research agenda 2020-2025. *Journal of Leadership Studies, 14*(3), 63-71.
- 162. Shannon-Baker, P., Porfillo, B. J., & Plough, B. (2020). Parents want their voices to "matter": Perspectives on school enrollment in a shrinking urban school district. *The Journal of Educational Foundations*, 33(1-4), 77-94.
- 163. Shaw, K. (2020). *Prioritizing information technology infrastructure library implementations and identifying critical success factors to improve the probability of success.* (Unpublished doctoral dissertation). Capella University.
- 164. Sherfinski, M., Hayes, S., Zhang, J., & Jalaifard, M. Grappling with funds of knowledge in rural Appalachia and beyond: Shifting contexts of pre-service teachers. *Action in Teacher Education*. https://doi.org/10.1080/01626620.2020.1755384
- 165. Smith-Rodriguez, S. (2020). A qualitative case study of college-intending students' and admission team perceptions of college choice process at one four-year private college. (Unpublished doctoral dissertation). Manhattanville College.
- 166. Snyder-Young, D. (2020). Ownership, expertise, and audience research: Developing collaborative, artist-centric methods for studying reception. *Theatre Topics*, *30*(1), 31-40.
- 167. Stork, M. G. (2020). Supporting twenty-first century competencies using robots and digital storytelling. *Journal of Formative Design in Learning.* https://doi.org/10.1007/s41686-019-00039-w
- 168. Sutherland, K. E. (2020). Let's start from the beginning: Understanding audiences. In *Strategic Social Media Management* (pp. 11-40). Palgrave Macmillan.
- 169. Tejada, J., Nisle, S., & Jenson, J. M. (2020). Attitudes and perceptions of environmental change among youth living in public housing. *Children, Youth, and Environments, 30*(1), 83-100. https://10.7721/chilyoutenvi.30.1.0083
- 170. Tinholt, E. (2020). *A cross-study exploration of experiences of induction level teachers identified as teacher leaders.* (Unpublished doctoral dissertation). George Fox University.
- 171. Traini, H. Q., Yopp, A. M., & Roberts, R. (2020). The success trap: A case study of early career agricultural education teachers' conceptualizations of work-life balance. *Journal of Agricultural Education, 61*(4), 175-188.
- 172. Vanover, C. (2020). The magic of theatre: Photographing a performative academic career. *Cultural Studies*. https://doi.org/10.1177/1532708620931136

- 173. Wa-Mbaleka, S. (2020). Changing lives through qualitative research: Some practical principles and practices for advocacy. *International Forum*, *23*(2), 130-142.
- 174. Webb, C. (2020). *Nurturing our community of practice: Collaborating to strengthen face-to-face communication among the staff of Hamilton District Christian High.* (Unpublished master's thesis). Royal Roads University.
- 175. Wong, Z. M. (2020). *Building trust and connection between leadership and employees at Briteweb.* (Unpublished master's thesis). Royal Roads University.
- 176. Worrell-Maik, R. (2020). *Ther heart of Hope City Church: Exploring volunteer leadership.* (Unpublished master's thesis). Royal Roads University.
- 177. Zenner, H. (2020). *The role of the Alberni-Clayoquot Regional District in engaging the Alberni Valley in the emergency program.* (Unpublished M.A.L. thesis). Royal Roads University.
- 178. Zitko, P. A. & Schultz, K. (2020). The adjunct model as an equity crisis in higher education: A qualitative inquiry into the lived experience of "part-time" community college faculty in northern California. *Education Leadership Review of Doctoral Research*, 8, 1-19.
- 179. Abrams, S. S., Schaefer, M.B., & Ness, D. (2019). Adolescents' digital literacies in flux: Intersections of voice, empowerment, and practices. *Journal of Media Literacy Education*, 11(2), 79-94.
- 180. Adler-Mandile, C. R., Davenport, J., Burd, C.B., & Parker, N. (2019). *Developing a reinvestment system for sustainable initiatives in the Bellbird Biological Corridor CR19*. Worcester Polytechnic Institute.
- 181. Agbodzakey, J. K., Bolden, N., & Schrouder, S. (2019). HIV/AIDS collaborative governance and the role of an annual retreat in fostering health services: The Palm Beach County experience. *Journal of Economics and Sustainable Development*, 10(22), 64-78.
- 182. Alarcon, J. (2019). *Dropout prevention strategies: Leading a climate of hope*. (Unpublished doctoral dissertation). California Lutheran University.
- 183. Ambiyar, S. Y., Irfan, D., Putri, M., Zaus, M. A., & Islami, S. (2019). Evaluation of packet tracer application effectiveness in computer design networking subject. *International Journal on Advanced Science, Engineering and Information Technology*, *9*(1), 54-59.
- 184. Bailey, D. J. (2019). *Designing CMU's social innovation lab.* (Unpublished M.A. thesis). Royal Roads University.
- 185. Benjamin, S., Knollenberg, W., & Chen, R. (2019). Making sure they have the time of their lives: Identifying co-creation opportunities at the dirty dancing festival. *Event Management*. https://doi.org/10.3727/152599519X15506259855706
- 186. Bernardes, R. P., Black, G., Otieno Jowi, J., & Wilcox, K. (2019). Teachers' critical interculturality understandings after an international teaching practicum. *Critical Studies in Education*. https://doi.org/10.1080/17508487.2019.1620817
- 187. Bighead, L. (2019). *Helping indigenous students at First Nations University to thrive*. (Unpublished M.A.L. thesis). Royal Roads University: Victoria, BC.
- 188. Bovin, A. J. (2019). Breaking the silence: The phenomenology of the female high school band director. *Update: Applications of Research in Music Education*. http://doi.org/10.1177/8755123319841664

- 189. Brown, N. (2019). "Listen to your gut": A reflexive approach to data analysis. *The Qualitative Report,* 24(13), 31-43.
- 190. Christianson, J., Kattelmann, K., Riggsbee, K., Moret, L., Vilaro, M., Olfert, M., Matthews, A. E., Barr, M., & Colby, S. (2019). Promoting wellness on college campuses: Identifying and addressing the wellness needs of college students. *Topics in Clinical Nutrition*, *34*(2), 125-137.
- 191. Collins, J., Hess, M. E., & Lowery, C. L. (2019). Democratic spaces: How teachers establish and sustain democracy and education in their classrooms. *Democracy & Education*, *27*(1), 1-11.
- 192. Condes, E. (2019). *Educator's perspectives regarding teaching methods and electronic devices: A qualitative case study.* (Unpublished doctoral dissertation). University of Phoenix, Phoenix, AZ.
- 193. Coy, M.J. (2019). Research methodologies: Increasing understanding of the world. *International Journal of Scientific and Research Publications*, *9*(1), 71-77.
- 194. Crayton, J. (2019). A program evaluation of mentoring: How does it affect teacher attrition? (Unpublished doctoral dissertation). Abiline Christian University: Abilene, TX.
- 195. Crowder, R., Lock, J., Hickey, E., McDermott, M., Simmons, M., Wilson, K., Leong, R., & De Silva, N. Art as meditation: A mindful inquiry into educator well-being. Calgary, University of Calgary.
- 196. Dawson, M. *ła^weyasəns gayułas: Ancestral teachings to reclaim the roles of Kwakwaka'wakw women in governance and leadership.* (Unpublished M.A. thesis). Royal Roads University, Victoria, British Columbia.
- 197. Dege, M. & Strasser, I. (2019). The lone-wolf coder: An autoethnographic reflection on the International Congress of Qualitative Inquiry in Urbana-Champaign, Illinois. *Human Arenas*. https://doi.org/10.1007/s42087-019-0056-8
- 198. Dellinger, J. T. (2019). *Pathway to adopting leaning analytics: Reconceptualizing the decision-making process of K-12 leaders in north Texas*. (Unpublished doctoral dissertation). University of Texas at Arlington: Arlington, TX.
- 199. Dobbs, P. D., Chadwick, G., Ungar, K. W., Dunlap, C. M., White, K. A., Kelly, M. C. T., Cheney, M. K. (2019). Development of a tobacco 21 policy assessment tool and state-level analysis in the USA, 2015-2019. *Tobacco Control*. http://dx.doi.org/10.1136/tobaccocontrol-2019-055102
- 200. Duhaney, K. (2019). *The roles and responsibilities of makerspace educators*. (Unpublished doctoral dissertation). Abiline Christian University: Abilene, TX.
- 201. Edlund, J.E. & Nichols, A. L. (2019). *Advanced research methods for the social and behavioral sciences.*Cambridge, UK: Cambridge University Press.
- 202. Ender, T. (2019). Counter-narratives as resistrance: Creating critical social studies spaces with communities. *The Journal of Social Studies Research*, (43)2, 133-143.
- 203. FitzPatrick, B. (2019). Validity in qualitative health education research. *Currents in Pharmacy Teaching and Learning*, *11*(2), 211-217.
- 204. Godwin, J. T. (2019). *Anti-racism and public pedagogy: Toward a theo-aesthetic approach*. (Unpublished doctoral dissertation). University of North Carolina, Chapel Hill, NC.

- 205. Gregory, G. (2019). *Queering suicide: Complicated discourses, compiled deviances, and communal directives surrounding LGBTQIA+ intentional self-initiated death*. (Unpublished honors thesis). University of Colorado, Boulder CO.
- 206. Harger, K. J. (2019). *Community college library leadership competencies for the information age.* (Unpublished doctoral dissertation). Baker College, Flint, MI.
- 207. Herzog, C., Handke, C., & Hitters, E. (2019). Analyzing talk and text II: Thematic analysis. In H. Van den Bulck, M. Puppis, K. Donders, & L. Van Audenhove (Eds.) *The Palgrave handbook of methods for media policy research*. Basingstoke: Palgrave Macmillan.
- 208. Irvin, V., Cho, N., & Nakashima, S. (2019). Seeking an intentional crossroads: Working towards an understanding of community building in Hawai'l public libraries. *Collaborative Librarianship, 11*(3). https://digitalcommons.du.edu/collaborativelibrarianship/vol11/iss3/8
- Holzweiss, P. C. (2019). Online in half the time: A case study with online compressed courses. *Innovative Higher Education*, *44*(4), 299-315.
- 210. Johnston, E. A., & Lane, J. F. (2019). Artist stories of studio art thinking over lifetimes of living and working. *International Journal of Education & the Arts*, *20*(19), 1-26.
- 211. Kayi-Adar, H. & Green-Eneix, C. (2019). Shared identities through translanguaging practices in the multicultural mariachi classroom. *TESOL Journal*, *10*(4). https://doi.org/10.1002/tesj.502
- 212. Kegler, M. C., Raskind, I., Corneau, D. L., & Shelton, R. C. (2019). Study design and use of inquiry frameworks in qualitative research published in *Health Education & Behavior*. *Health Education & Behavior*, 46(1), 24-31.
- 213. Kinkead, J. (2019). An empirical research project in English and writing studies. *Prompt: A Journal of Academic Writing Assignments*, *3*(2), 39-69.
- 214. Kwon, J. (2019). *Intergenerational study of knowledge transfer in a federal government research unit involving a legacy technology*. (Unpublished doctoral dissertation). Robert Morris University: Chicago, IL.
- 215. Lewis, J. E. (2019). *What Kazakhstanis in business describe as ethical leadership*. (Unpublished doctoral dissertation). Biola University, La Miranda, CA.
- 216. Li, J. M. Y. (2019). *Staying relevant in changing times: Fixing the roof while the sun is shining.* (Unpublished M.A.L. theseis). Royal Roads University, Victoria, BC.
- 217. Madkins, T. C., & McKinney de Royton, M. (2019). Illuminating political clarity in culturally relevant science instruction. *Science Education*, 1-28. https://doi.org/10.1002/sce.21542
- 218. Madsen, W. (2019). Re-creating community spaces and practices: Perspectives from artists and funders of creative placemaking. *Journal of Applied Arts & Health, 10*(1), 25-40.
- 219. Madsen, W. (2019). Transforming personal narratives: An evaluation of a songwriting workshop for rural women. *Journal of Transformative Education*, 1-16. https://doi.org/10.1177/1541344619866547
- 220. Markus, S. (2019). *Through the eye of a needle: Craftivism as an emerging mode of civic engagement and cultural participation*. (Unpublished doctoral dissertation). Columbia University, New York City.

- 221. McKinney de Royston, M. & Madkins, T. C. (2019). A question of necessity or of equity? Full-service community schools an the (mis)education of black youth. *Journal of Education for Students Placed at Risk.* https://doi.org/10.1080/10824669.2019.1615920
- 222. McMillen, K. K. M. (2019). *Parent/guardian voices: Experiences and perspectives of parents of children with exceptionalities*. (Unpublished M.Ed. thesis). University of Regina: Regina, Saskatchewan.
- 223. Merken, S. & James, V. (2019). Perpetrating the myth: Exploring media accounts of rape myths on "women's" networks. *Deviant Behavior*. https://doi.org/10.1080/01639625.2019.1603531
- 224. Middleton, K., Turnbull, S., & de Oliveria, M. J. (2019). Female portrayals in Brazilian advertising: Are outdated cultural stereotypes preventing Change: *International Journal of Advertising Review of Marketing Communications*. https://doi.org/10.1080/02650487.2019.1658428
- 225. Nguyen, T. H. D., Chileshe, N., Rameezdeen, R., & Wood, A. (2019). Stakeholder influence strategies in construction projects. *International Journal of Managing Projects in Business*. https://doi.org/10.1108/IJMPB-05-2018-0093
- 226. Nikodemska-Wolowik, A. M. & Bednarz, J. (2019). Family enterprises in the context of consumer ethnocentrism and relationship-building. *Problemy Zarzadzania Management Issues, 17*(1(81)), 77-92.
- 227. Novak, J. R., Peak, T., Gast, J., & Arnell, M. (2019). Associations between masculine norms and health-care utilization in highly religious, heterosexual men. *American Journal of Men's Health*, 13(3), 1-11.
- 228. Parker, C. (2019). *Principal retention: Why leaders stay.* (Unpublished doctoral dissertation). Abilene Christian University: Abilene, TX.
- 229. Pechey, A. (2019). *Advocacy and dissent: Can the not-for-profit organization afford to have them?* (Unpublished doctoral dissertation). Murdoch University: Perth, Australia.
- 230. Petre, G. E. (2019). Good and better in teaching: An internal evaluation of university's teaching methods through photovoice. *Quality Assurance Review for Higher Education*, *9*(1-2), 27-43.
- 231. Powell, C. & Carrillo, J. F. (2019). Border pedagogy in the new Latinx south. *Equity & Excellence in Education*. https://doi.org/10.1080/10665684.2019.1668314
- 232. Quian, K. (2019). Supporting a clinical knowledge and content management team in a health authority. (Unpublished M.A. thesis). Royal Roads University: Victoria, BC.
- 233. Raskind, I., Shelton, R. C., Comeau, D. L., Cooper, H. L. F., Griffith, D. M., & Kelgler, M. C. (2019). A review of qualitative data analysis practices in health education and health behavior research. *Health Education & Behavior*, 46(1), 32-39.
- 234. Riffat, M. & Muhammad, Y. (2019). Exploring research students' experiences related to supervisory support: A cross-case analysis. *Kashmir Journal of Education*, 1(2), 94-96.
- 235. Rosales, J. *White faculty navigating difficult discussions: An ethnographic case study*. (Unpublished M.Ed. thesis). University of Southern California, Los Angeles, CA.
- 236. Rosenblum, L. P., Ristvey, J., & Hospitál, L. (2019). Supporting elementary school students with visual impairments in science classes. *Journal of Visual Impairment & Blindness*, 113(1), 81-88.

- 237. Rothrock, E. (2019). *Disorder in the court: The experience of criminal defense attorneys, identity and emotion called into question*. (Unpublished honors thesis). University of Colorado, Boulder.
- 238. Schifilliti, R. (2019). *A multiple case study of transformational leadership at struggling colleges.* (Unpublished doctoral dissertation). Southern New Hampshire University: Hooksett, NH.
- 239. Sheffield, K. B. (2019). *Understanding Latter-Day Saint missionary re-acculturation*. (Unpublished doctoral dissertation). Southern New Hampshire University: Hooksett, NH.
- 240. Shewchuk, S. (2019). Evidence-informed policy development and enactment: A policy content evaluation of a provincial policy for improving the educational outcomes of youth in out-of-home care in Ontario. (Unpublished doctoral dissertation). Queen's University, Kingston, ON.
- Sturm, S. A. (2019). Literacy curricula, the Common Core, and defending an unpopular profession: The lived experiences of preservice literacy teachers. *Excelsior: Leadership in Teaching and Learning, 12*(1), 53-77.
- 242. Sutherland, J. D. (2019). *Phenomenological insights into the recruitment process of international soccer student-athletes.* (Unpublished master's thesis). Clemson University: Clemson, SC.
- 243. Sweet, B. & Parker, E. C. (2019). Female vocal identity development: A phenomenology. *Journal of Research in Music Education*, *67*(1), 62-82.
- Sweet, J. D. (2019). (*Re*)considering diverse masculinities: intersections amid art process and middle school boys fracturing masculinities. (Unpublished doctoral dissertation). Arizona State University, Tempe, AZ.
- 245. Syler, C. (2019). Contextualizing basic acting for graduate instructors. *Theatre Topics*, 29(2), 115-126.
- Taiwo, K. O. (2019). *Organizational decision-making through employee diversity.* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.
- Thiessen, S. E. (2019). *Change readiness of laboratory leaders in the system-level organization*. (Unpublished master's thesis). Royal Roads University, Victoria, BC.
- 248. Thomson, J. (2019). Bad things don't happen here: The reality of active harmer events, neoliberalist responses to threat, and campus rape culture. (Unpublished honors thesis). University of Colorado, Boulder.
- 249. Urrutia, I., Dias, G. M., & Clapp, J. (2019). Material and visceral engagements with household food waste: Towards opportunities for policy interventions. *Resources, Conservation and Recycling, 150,* 1-8.
- 250. VanEvery, L. (2019). The examination of news media representation of indigenous murder victims in Canada: A case study of Colten Boushie's death. (Unpublished M.A. thesis). Wilfrid Laurier University: Waterloo, ON.
- 251. Webster, C. (2019). *Traversing culture and academy*. (Unpublished M.A.L. thesis). Royal Roads University: Victoria, BC.
- 252. Wenner, J. A., Turner, L., & Calvert, H. G. (2019). An exploration of supports for increasing classroom physical activity within elementary schools. *International Electronic Journal of Elementary Education*, 12(1), 1-9.
- 253. Young, J. (2019). For the love of ballpark: The experiences and feelings in a historical neighborhood. (Unpublished master's thesis). Westminster College: Salt Lake City, UT.

- 254. Zitko, P. A. (2019). *The passive majority: A qualitative inquiry of adjunct community college faculty.* (Unpublished doctoral dissertation). American College of Education: Indianapolis, IN.
- 255. Bickmore, D. L. & Sulentic Dowell, M. (2018). Understanding teacher turnover in two charter schools: Principal dispositions and practices. *International Journal of Leadership in Education*. https://doi.org/10.1080/13603124.2018.1481528
- 256. Blanche, G.A. (2018). *The cybersecurity workforce: Profession or not?* (Unpublished doctoral dissertation). Capitol Technology University, Laurel, MD.
- 257. Bouza, E. A. (2018). *Developing a framework for writing center workshops*. (Unpublished M.A. thesis). University of Arkansas at Littlerock, Littlerock.
- 258. Beers, C. (2019). Case study of a preschool transition: An example of building resilience in times of uncertainty. *Early Years: An International Research Journal*. https://doi.org/10.1080/09575146.2018.1501554
- 259. Bozic, S. (2018). *Transmedia storytelling through the lends of independent filmmakers: A study of story structure and audience engagement.* (Unpublished doctoral dissertation). Ohio University, Athens.
- 260. Carew, C. M. (2018). *The moccasin project: Understanding a sense of place through indigenous art making and storytelling.* (Unpublished doctoral dissertation). Lesly University, Cambridge.
- 261. Christianson, J., Kattelmann, K., Moret, L., Riggsbee, K., Vilaro, M., Olfert, M. D., Matthews, A., Barr, M., & Colby, S. (2018). College campus wellness programs: Identifying and addressing the health needs of college students. *Journal of Nutrition Education & Behavior*, *50*(7). https://doi.org/10.1016/j.jneb.2018.04.146
- 262. Clay, L. A., Greer, A., & Kendra, J. (2018). Learning from historic disaster response: Reviewing old lesson on disaster mental health. *Risks, Hazards, & Crisis in Public Policy*, *9*(3), 303-331.
- 263. Collins, C. S., & Stockton, C.M. (2018). The central role of theory in qualitative research. *The International Journal of Qualitative Methods, 17*(1). https://doi.org/10.1177/1609406918797475
- Dolamore, S. (2018). *Toward a framework for detecting empathy in public sector organizations*. (Unpublished doctoral dissertation). University of Baltimore, Baltimore, MD.
- 265. Drysdale, J. (2018). *The organizational structures of instructional design teams in higher education: A multiple case study*. (Unpublished doctoral dissertation). Abilene Christian University: Abiline, TX.
- 266. Gatarek, B. (2018). *Animals are us: Applying the common ingroup identity model to humane education*. (Unpublished doctoral dissertation). University of Windsor, Windsor, Ontario.
- 267. Gentle, E. (2018). Autonomous expression and creative connection: An exploration of art-marking with neurodivergent people in regional Australia. (Unpublished doctoral dissertation). University of Sydney, Sydney, Australia.
- 268. Jenkins-Richardson, K. (2018). *Teachable moments: Counselor educators' use of race-related incidents in higher education in preparation of future college counselors and student affairs professionals*. (Unpublished doctoral dissertation). The University of Alabama, Tuscaloosa.
- 269. Kent, S. A. (2018). *Performative embodiment and museum education: Exploring drama-based professional learning with museum educators*. (Unpublished M.F.A. thesis). University of Texas, Austin, TX.
- 270. Leem, J. S., Moon, C. Y., & Larke, P. J. (2018). Experiences of six Asian international graduate students in online courses. *Electronic International Journal of Education, Arts, and Science, 4*(9).

- 271. Kimmel, M. (2018). *Healing from hate: How young men get into and out of violent extremism.*Oakland, CA: University of California Press.
- 272. Kontos, P., Griogovich, A., Dupuis, S., Jonas-Simpson, G. M., & Gray, J. (2018). Raising the curtain on stigma associated with dementia: Fostering a new cultural imaginary for a more inclusive society. *Critical Public Health*. https://doi.org/10.1080/09581596.2018.1508822
- 273. Kufri, M. H. (2018). *Religion, gender, and civil society: The role of a Muslim women's association in the evolution of Nigerian society.* (Unpublished doctoral dissertation). Boston University: Boston.
- Lee, V. J., Hoeke, B., & Levine, B. (2018). Introducing technology to immigrant families to support early literacy development and two-generation learning. *Language Arts*, *95*(3), 133-148.
- 275. Mallete, L.A. & Saldaña, J. (2018). Teaching qualitative data analysis through gaming. *Qualitative Inquiry.* https://doi.org/10.1177/1077800418789458
- 276. McCurdy, K. J. (2018). *A qualitative exploratory study of success factors for first-generation college students, 1980 to the present.* (Unpublished doctoral dissertation). Robert Morris University.
- 277. Merenda, F. & Argueta Jr., J. R. (2018). Wilderness-based therapy with at-risk youth: The impact upon conflict resolution, communication and community. *Journal of Applied Juvenile Justice Service*, 126-148.
- 278. Much, M. E. (2018). *A day in the life: A study of the lived experiences of community college students with physical disabilities.* (Unpublished doctoral dissertation). Widener University, Chester, PA.
- 279. Musselman, A., Hess, M. E., & Lowery, C.L. (2018). Gaming in the social studies classroom: Student perceptions of learning history with mobile media. *Journal of Research Initiatives*, *4*(1), 1-14.
- 280. Nyembo, N. (2018). *Interrogating the legitimacy to enter into a social license in the mining industry in South Africa: A community perspective*. (Unpublished doctoral dissertation). University of Pretoria, Pretoria, South Africa.
- 281. Quigley, D. (2018). On water: Journey of an indigenous researcher guiding professional development as teachers navigate Native American curriculum. (Unpublished doctoral dissertation). University of Minnesota: Twin Cities, MN.
- 282. Ranie, A. R. (2018). *Using tablet technology to teach secondary content vocabulary: A collective case study*. (Unpublished doctoral dissertation). Liberty University, Lynchburg, VA.
- 283. Rodriguez, A. K. (2018). *The future is female: The persistence of woman athletic directors in NCAA Division-I sports.* (Unpublished doctoral dissertation). The University of Texas at San Antonio.
- 284. Scherman, V., Zimmerman, L., & Smit, B. (2018). Mixed methods data analysis: An exploratory approach to strengthening inferences about relationships and affinities. *International Journal of Multiple Research Approaches*, 10(1), 57-76.
- 285. Silangwe, B. (2018). Best practices of (hybrid) entrepreneurial organisations: A case of Bulungula Lodge, Eastern Cape. (Unpublished master's thesis). University of the Free State, Bloemfontein, South Africa.
- 286. Smit, B. (2018). Expanding educational leadership theories through qualitative relational methodologies. *Magis: Revista Internacional de Investigación en Educación*, *11*(22), 75-86.

- 287. Smit, B. (2018). Understanding bullying relationally. South African Journal of Education, 38(S), S1-S8.
- 288. Sweet, B. (2018). Voice change and singing experiences of adolescent females. *Journal of Research in Music Education*, *66*(2), 133-149.
- 289. Weaver-Hightower, M. B. (2018). How to write qualitative research. London: Routledge.
- 290. Alaniz, A. B. (2017). *Beating the odds: Perceptions of successful former Hispanic developmental college students*. (Unpublished doctoral dissertation). Texas A & M University, Kingsville, TX.
- 291. Ascenzi-Moreno, L. (2017). Elementary teachers' reflections on design failures and use of fail words after teaching engineering for two years. *Journal of Pre-College Engineering Education Research*, 7(1), 1-24.
- 292. Ascenzi-Morena, L. (2017). From deficit to diversity: How teachers of recently arrived emergent bilinguals negotiate ideological and pedagogical change. *Schools: Studies in Education, 14*(2), 276-302.
- 293. Ender, T. (2017). *Changing someone else's story: How social studies teachers transform the discipline.* (Unpublished doctoral dissertation). University of North Carolina, Chapel Hill, NC.
- 294. Harrowing, J. N., Edwards, N., Richter, S., Minnie, K., & Rae, T. (2017). African and Caribbean nurses' decisions about HIV testing: A mixed methods study. *AIDS and Behavior 22*(2), 545-559.
- 295. Heilman, J. (2017). "Our own little club": Opportunities, identity, and relationships in a youth achievement program. (Unpublished honors thesis). University of Colorado, Boulder.
- 296. Hodge, A. M. (2017). *An analysis of reflective practices utilized to support the inclusion of K-5 students with disabilities.* (Unpublished doctoral dissertation). University of Southern California, Los Angeles.
- 297. Howard, T. L. (2017). "...[M]akes it seem more real": A qualitative exploration of the sexual health of African-American adolescents with HIV-positive mothers. (Unpublished doctoral dissertation). Howard University, Washington, DC.
- 298. Lottero-Perdue, P. S. (2017). Elementary teacher's reflections on design failures and use of fail words after teaching engineering for two years. *Journal of Pre-College Engineering Education Research*, 7(1), 1-24.
- 299. Lottero-Perdue, P. S., & Parry, Elizabeth A. (2017). Perspectives on failure in the classroom by elementary teachers new to teaching engineering. *Journal of Pre-College Engineering Education Research*, 7(1), 47-67.
- 300. Mace, T. L. (2017). *An examination of reflective practices amongst Marriage and Family Therapy candidates.* (Unpublished doctoral dissertation). University of Southern California, Los Angeles, CA.
- 301. Pitcher, D. (2017). What do you want to be?: Teacher and parent perspectives on Latino/a middle school students' social interactions and academic success. (Unpublished M.A. thesis). Bowling Green State University, Bowling Green, OH.
- 302. Rochester, R. R. (2017). *A critical comparative study of media literacy in Australia, England, and the United States.* (Unpublished doctoral dissertation). Florida Atlantic University: Boca Raton, FL.
- 303. Tehrani, M. Y. (2017). *An exploration of reflective practice amongst marriage and family candidates.* (Unpublished doctoral dissertation). University of Southern California, Los Angeles.

Omasta, M. (2019). Theatre for young audiences and education. TYA Today, 34(1), 14-17.

1. Schoenenberger, H. (2021). Stay at home, engage at home: Extended performance engagement in the time of COVID-19. *Youth Theatre Journal*. ttps://doi.org/10.1080/08929092.2021.1891166

Omasta, M. (2019). Theatre for young audiences: State of the field report. Theatre for Young Audiences USA.

1. Schoenenberger, H. (2021). Stay at home, engage at home: Extended performance engagement in the time of COVID-19. *Youth Theatre Journal*. ttps://doi.org/10.1080/08929092.2021.1891166

Omasta, M. & Adkins, N. B. (2017). Playwriting and Young Audiences. Chicago: Intellect.

1. Fisher, T. A. TYA new play development in academia: The New Plays for Young Audiences model. *Youth Theatre Journal*, *34*(1), 66-77.

Omasta, M. & Brandley, A. T. (2016). Student perceptions of high school theatre programs: An investigation of social issues and call for replication. *Youth Theatre Journal*, *30*(1), 50-67.

- 1. Trujillo, M. L. (2021). *Theatre during COVID-19: Perceptions of High School Students and Teachers*. (Unpublished doctoral dissertation). Abilene Christian University.
- 2. Motos-Teruel, T. (2020). Development of an instrument to assess the impact of drama practice in young people. Sisyphus Journal of Education, 8(2). https://doi.org/10.25749/sis.19058
- 3. Ngo, K. (2017). Other shoes: An interview study on ethnic homogeneity and ethnic heterogeneity in Swedish theater education. (Unpublished thesis). Göteborgs Universitet.

Omasta, M. & Chappell, D. (2015). Theatre education in the academy: Major impacts of minor differences. *Theatre Topics*, 25(3), 185-197.

- Zena, Z. (2021). Participatory action research and theatre: Decolonizing secondary theatre education through process-based culturally sustaining pedagogy and methodology. (Unpublished doctoral dissertation). Lewis & Clarke College.
- 2. Streeter, J. R. (2020). Process drama as a liberatory process. ArtsPraxis, 7(2b), 79-91.
- 3. Alexandrowicz, C. (2020). *Acting queer: Gender dissidence and the subversion of realism.* Cham, Switzerland: Palgrave Macmillan.
- 4. Westhoff, M. (2020). The lifelong theatre experience as a third place: An analysis of dedicated involvement in community, academic, and professional theatre. (Unpublished doctoral dissertation). Regent University.
- 5. Jašina-Schäfer, A. (2019). Everyday experiences of place in the Kazakhstani borderland: Russian speakers between Kazakhstan, Rusia, and the globe. *Nationalities Papers*, *47*(1), 38-54.
- 6. Klein, J. (2018). Learning theatre from children. In A. Fliotsos & G. S. Medford (Eds.), *New directions in teaching theatre arts*. Cham, Switzerland: Palgrave Macmillan.
- 7. Trujillo, M. M. (2018). *Experiences with student playwriting in a middle school theatre classroom*. (Unpublished doctoral dissertation). Washington State University, Pullman.
- 8. Syler, C. (2016). *Actor coaching: Talking performance into being.* (Unpublished doctoral dissertation). University of Pittsburgh, Pittsburgh, PA.

- 9. Klein, J. (2016). Thirty-plus years of empirical drama/theatre research. Youth Theatre Journal, 30(2), 113-121.
- 10. Pettigrew, I. D. (2015). "I ain't done sure but what the Lord done put these folks in our path for a reason": Latterday Saints building communities through dancing in John Ford's wagon master. *Journal of Religion and Film*, 19(2), 1-28.

Omasta, M. & Chappell, D., eds. (2015). *Play, performance, and identity: How institutions structure ludic spaces.* New York: Routledge. Includes references to contributor-authored chapters reviewed and edited by the editors.

- 1. Bingham, K. P. (2021). A short ethnography of twenty-first century consumers: On retail rage and one-dimensionality. *Journal of Consumer Culture*. https://doi.org/10.1177/14695405211039614
- Burke, L. (2021). Cosplay as vernacular adaptation: The argument for adaptation scholarship in media and cultural studies. *Continuum Journal of Media and Cultural Studies*. https://doi.org/10.1080/10304312.2021.1965958
- 3. Burke, L. (2021). Harley Quinn and the carnivalesque transformation of comic book fandom. *Transformative Works and Cultures*, *36*. https://journal.transformativeworks.org/index.php/twc/article/download/2015/2791?inline=1
- 4. Chappell, D. (2021). Play as curriculum. In G.W. Nolbit (Ed.), Oxford research encyclopedia of education. Oxford University Press. https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-1075
- 5. Harris, E. L. (2021). *Making sense of the magic: Legibility, space, and play in tabletop roleplaying games.* (Unpublished doctoral dissertation). University of Texas at Austin.
- 6. Mishou, A. L. (2021). *Cosplayers: Gender and identity.* Routledge.
- 7. Smith, D., Stannar, C., Kuttruff, J. T. (2020). Closet cosplay: Everyday expressions of science fiction and fantasy fandom among women. *Fashion, Style, & Popular Culture, 7*(1), 29-50.
- 8. Eddy, R., Baker, C., Macy, R., Murray, J., & Salter, A. (2020). Hacking droids and casting spells: Locative augmented reality games and the reimagining of the theme park, presented at 31st Association of Computer Machinery Conference on Hypertext and Social Media, 2020. https://dl.acm.org/doi/abs/10.1145/3372923.3404801
- 9. Ying, L. & Blommaert, J. (2020). Understanding memes on Chinese social media. *Chinese Language and Discourse*, 11(2), 226-260.
- 10. Clines, R. J. (2019). A Jewish Jesuit in the eastern Mediterranean: Early modern conversion, mission, and the construction of identity. Cambridge: Cambridge University Press.
- 11. do Valle Santos, W. C., Singh, D., Leandro da Cruz, L. D., de Carvalho Piassi, L. P., & Reis, G. Vertical gardens: Sustainability, youth participation, and the promotion of change in a socio-economically vulnerable community in Brazil. *Education Sciences*, *9*(3). https://doi.org/10.3390/educsci9030161
- 12. Jašina-Schäfer, A. (2019). Everyday experiences of place in the Kazakhstani borderland: Russian speakers between Kazakhstan, Russia, and the globe. *Nationalities Papers*, 47(1), 38-54.
- 13. Lopez y Royo, A. (2019). Contemporary Indonesian fashion: Through the looking glass. Bloomsbury.

- 14. Peirson-Smith, A. (2019). Fashioning the embodied liminal/liminoid self: An examination of the dualities of cosplay phenomenon in east Asia. *Asia Pacific Perspectives*, *16*(2), 65-92.
- 15. Weltsek, G. J. (2019). Theatre programs in community college: A policy for equity. *Arts Education Policy Review,* 120(2), 103-111.
- 16. Trent, T. (2018). *Radical welcome in youth performance spaces on Chicago's south side: The child as hungry, the child as visible.* (Unpublished doctoral dissertation). Arizona State University, Tempe, AZ.
- 17. Agnetti, M. A. (2016). When the needs of the many outweigh the needs of the few: How logic clearly dictates the first amendment's use as a defense to copyright infringement claims in fan-made works. *Southwestern Law Review*, 45, 115-164.
- 18. Black, R., Garber, E., Neff Y. E., & Sharma, M. (2016). A quest for sacred knowledge: Mentorship to Partnership. *Visual Inquiry: Learning & Teaching Art*, *5*(2), 273-290.
- 19. McGuire, M. L. (2016). *Inhabiting aspiration: Embodied practices of new middle-classness and the production of world-class New Delhi*. (Unpublished doctoral dissertation). The University of Chicago, Chicago.
- 20. Pedri, J. (2016). Review of *Play, performance, and identity: How institutions structure ludic spaces. American Journal of Play, 8*(2), 276-277.
- 21. Stingl, A. I. (2016). 'Give me sight beyond sight': Thinking with science fiction as thinking (together) with (others). *Bulletin of Science, Technology & Society, 36*(1), 3-27.
- 22. Sun, S. (2016, July). No one puts cosplay in a corner. *American University Journal of Gender, Social Policy, & the Law*. Retrieved from http://www.jgspl.org/no-one-puts-cosplay-corner/
- 23. Marín, C. (2015). A Review of *Play, performance, and identity: How institutions structure ludic spaces*. Youth *Theatre Journal, 29*(2), 170-173.
- 24. Pettigrew, I.D. (2015). 'I ain't so sure but what the Lord done put these folks in our paths for a reason': Latterday Saints building communities together through dancing in John Ford's wagon master. *Journal of Religion & Film*, 19(2), 1-28.

Omasta, M. (2015). Adult Stakeholder Perspectives on Social Issues in Theatre for Young Audiences. *Youth Theatre Journal*, 29(1), 73-86.

1. Bridges, M.W. (2016). *Digging* Holes: *Milwaukee youth's response to socially and politically driven theatre*. (Unpublished M.F.A. thesis). University of Texas at Austin, Austin, TX.

Omasta, M. & Snyder-Young, D. (2014). Gaps, silences, and comfort zones: Dominant paradigms in educational drama and applied theatre discourse. *Research in Drama Education: The Journal of Applied Theatre & Performance, 19*(1), 7-22.

- 1. Bora, S. F. (2021). Taking literature off the page! The effectiveness of a blended approach for enhancing L2 oral accuracy, pronunciation, and complexity. *Language Teaching Research*. https://doi.org/10.1177/13621688211043490
- 2. Choleva, C. (Ed). (2021). It could be me it could be you: Drama/theatre in education methodologies and activities for raising awareness on human rights and refugees. The Hellenic Theatre/Drama & Education Network & United Nations High Commissioner for Refugees.

- 3. Jola, C. & Hansen, P. (Eds.). (2021). *Performance in theatre and everyday life: Cognitive, neuronal, and applied aspects of acting.* Frontiers Media SA. https://doi.org/10.3389/978-2-88971-430-8
- 4. Rhoades, R. (2021). Ethnodrama of projectivity as hopeful pedagogy in envisioning non-dystopic futures with youth. *Research in Drama Education: The Journal of Applied Theatre and Performance*, *26*(2), 335-351.
- 5. Zena, Z. (2021). Participatory action research and theatre: Decolonizing secondary theatre education through process-based culturally sustaining pedagogy and methodology. (Unpublished doctoral dissertation). Lewis & Clarke College.
- Goldstein, T. R., Young, D. L., & Thompson, B. N. (2020). It's all critical: Acting teachers' beliefs about theater classes. Frontiers in Psychology. https://us02web.zoom.us/j/87632323595?pwd=QnBZNy91VTNiaCs1N2RTUERxaVVOQT09
- 7. Muñoz-Bellerín, M. & Cordero-Ramos, N. (2020). The role of applied theatre in social work: Creative interventions with homeless individuals. *The British Journal of Social Work*. https://doi.org/10.1093/bjsw/bcaa033
- 8. Prendergast, M. & Saxton, J. (2020). Applied theatre and education: We are not-yet. *Canadian Theatre Review*, 181, 13-20.
- 9. Mealey, S. (2020). Performative measures: An exploration of cross-pollinating drama and quantitative research. In K. Gallagher, D.Rodricks, & K. Jacobsen (Eds.), *Global youth citizenry and radical hope*. (213-243). Singapore: Springer.
- 10. Viirret, T. L. (2020). *Dialogism as an integral element in process drama: Insights into a drama teacher's artistic-pedagogical expertise.* (Unpublished doctoral dissertation). University of Jyväskylä.
- 11. Corbett, S. (2019). *Influence of a drama based education program on the development of empathy in year 10, Western Australia students.* (Unpublished master's thesis). Edith Cowan University.
- 12. Goldstein, T. R., Lerner, M. D., Paterson, S., Jaeggi, L., Spiewak Toub, T., Hirsh-Pasek, K., Golinkoff, R. (2019). Stakeholder perceptions of the effects of a public school-based theatre program for children with ASD. *Journal for Learning Through the Arts*, 15(1).
- 13. Muñoz Bellerin, M. (2019). *Applied theater, social intervention and human rights: Practical application of theater as a tool for social intervention in contexts of human rights violations in the field of homelessness.* Dykinson.
- 14. Yingling, M. C. L. (2019). *Rock & roll with it: Empowering girls to become leading womxn through music.* (Unpublished doctoral dissertation). University of Southern California.
- 15. de Oliveira, J. J. A. & Piana, M. C. (2018). Contemporary research themes. Canal 6.
- 16. Finneran, M. (2018). Language and the concept of change: Overview of Leximancer Analysis. In K. Freebody, M. Balfour, M. Finneran, & M. Anderson (Eds.), *Applied theatre: Understanding change* (271-292). Cham, Switzerland: Springer.
- 17. Freebody, K., M. Finneran, M. Balfour, & M. Anderson. (2018). Concluding thoughts. In K. Freebody, M. Balfour, M. Finneran, & M. Anderson (Eds.), *Applied theatre: Understanding change* (187-189). Cham, Switzerland: Springer.
- 18. McCarthy, K. (2018). *Down the rabbit-hole: Excavating applied theatre*. (Unpublished doctoral dissertation). Trinity College, Dublin, Ireland.

- 19. Moreno, L. O. (2018). Fighting LGBTQ oppression through theater: A mixed methods study of the impacts of theatre of the oppressed with queer-spectrum and trans-spectrum individuals. (Unpublished doctoral dissertation). Widener University: Chester, PA.
- 20. Trent, T. (2018). *Radical welcome in youth performance spaces on Chicago's south side: The child as hungry, the child as visible.* (Unpublished doctoral dissertation). Arizona State University, Tempe, AZ.
- 21. Snyder-Young, D. (2018). "No bullshit": Rigor and evaluation of applied theatre projects. In K. Freebody, M. Balfour, M. Finneran, & M. Anderson (Eds.), *Applied theatre: Understanding change* (81-94). Cham, Switzerland: Springer.
- 22. Goldstein, T. R., Lerner, M. D., & Winner, E. (2017). The arts as a venue for developmental science: Realizing a latent opportunity. *Child Development*, 88(5), 1505-1512.
- 23. Hughes, J. & Nicholson, H., eds. (2016). *Critical perspectives on applied theatre*. Cambridge: Cambridge University Press.
- 24. Klein, J. (2016). Thirty-plus years of empirical drama/theatre research. Youth Theatre Journal, 30(2), 113-121.
- 25. Viirret, T. J. (2016). Face-work in teacher-in-role: Acting at the interface between artistry and pedagogy. *Applied Theatre Research*, *4*(1), 73-87.
- 26. Burns, S. C. (2016). What does it mean to be human? How third graders' responses to a philosophical question changes through process drama. (Unpublished doctoral dissertation). New York University: New York City.
- 27. Sutherland, A. (2015). Review of *Applied theatre research: Radical departures. South African Theatre Journal,* 28(3), 265-267.
- 28. White, G. (2015). Applied theatre: Aesthetics. London: Bloomsbury Methuen Drama.
- 29. Finneran, M. (2014). Charting borders and interpreting translations within our community. *Research in Drama Education: The Journal of Applied Theatre and Performance, 19*(1), 1-6.
- 30. Weltsek, G., Duffy, P., & Carney, C. L. (2014). The local and global state of theatre education research and policy. *Arts Education Policy Review*, *115*(3), 63-71.
- 31. McCarthy, K., Mullen, M., & Munday, C. (2013). Conference review: 7th international Drama in Education Research Institute (IDiERI): Borders and translations: Towards new paradigms and languages in drama education. *Research in Drama Education: The Journal of Applied Theatre and Performance, 18*(4), 425-435. (Note: these authors cite the conference presentation leading to the article rather than the article itself).

Omasta, M. (2013). Review of the book *The young audience*, by M. Reason. *Theatre Topics*, 23(1), 110-11.

- 1. Amer, K. (2016). Towards a queer theatre for very young audiences in Scotland and the United States. *The Scottish Journal of Performance, (3)*1: 9-28.
- 2. Amer, L. (2015). *The conquering queer child: Invading heterotopic spaces in queer theatre by young audiences.* (Unpublished M.A. thesis). Queen Mary University of London, London.

Omasta, M. (2012). A survey of School Theatre: A landscape study of theatre education in United State high schools. *Teaching Theatre*, 24(1), 8-28.

- 1. Playbill.
 - Over the years following this publication, data from this article has been cited in the *Playbill* for approximately two dozen Broadway productions from *Matilda* to *Hand to God* as part of an arts education collaboration between *Playbill* and the Educational Theatre Association.
- 2. Jola, C. & Hansen, P. (Eds.). (2021). *Performance in theatre and everyday life: Cognitive, neuronal, and applied aspects of acting.* Frontiers Media SA. https://doi.org/10.3389/978-2-88971-430-8
- 3. Filippone, M. L. (2020). *Theatre for social change programming in the high school theatre classroom.* (Unpublished master's thesis). Drexel University.
- Goldstein, T. R., Young, D. L., & Thompson, B. N. (2020). It's all critical: Acting teachers' beliefs about theater classes. *Frontiers in Psychology*. https://us02web.zoom.us/j/87632323595?pwd=QnBZNy91VTNiaCs1N2RTUERxaVVOQT09
- 5. O'Connell, K., Hoke, K., Berkowitz, A., Branchaw, J., & Storksdieck, M. (2020). Undergraduate learning in the field: Designing experiences, assessing outcomes, and exploring future opportunities. *Journal of Geoscience Education*. https://doi.org/10.1080/10899995.2020.1779567
- 6. Westhoff, M. (2020). The lifelong theatre experience as a third place: An analysis of dedicated involvement in community, academic, and professional theatre. (Unpublished doctoral dissertation). Regent University.
- 7. Goldstein, T. R. (2018). Developing a dramatic pretend play game intervention. *American Journal of Play, (10)*3, 290-308.
- 8. Aris, M. P. (2017). *The shared space: Staging a high school musical in a professional venue.* (Unpublished M.Ed. thesis). Murdoch University, Perth, Australia.
- 9. Eyerly, W. J. (2017). *Implementing and assessing the effects of theatre infused reading instruction in sixth, seventh, and eighth grade middle school English classrooms*. (Unpublished doctoral dissertation). San Diego: Northcentral University.
- 10. Chrismon, J. D. (2016). A study of theatre teacher and school administrator perceptions of traits, characteristics, and instructional practices and their possible role in teacher evaluation. (Unpublished doctoral dissertation). Gardner-Webb University, Boiling Springs, NC.
- 11. Duffy, P. (2016). Theatre curriculum in the US: A great tasting sandwich on stale bread. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 21(1), 37-41.
- 12. Streeter, J. R. (2016). *Broadway Junior: Musical theatre for youth performers.* (Unpublished M.F.A. thesis). University of Texas at Austin, Austin, TX.
- 13. Reagan, T. J. (2015). *Keeping the peace: Playback theatre with adolescents*. (Unpublished doctoral dissertation). Leslie University, Cambridge, MA.
- 14. Simons, S. (2015). Teaching tolerance without pushing the envelope: *The Laramie Project* in high school theatres. *Youth Theatre Journal*, *29*(1), 62-72.

- 15. Joseph, A. (2014). The effects of creative dramatics on vocabulary achievement of fourth grade students in a language arts classroom: An empirical study. (Unpublished doctoral dissertation). Seattle Pacific University: Seattle, WA.
- 16. Nageldinger, J. (2014). *An investigation into the collateral impact of school theatre and drama activities on struggling readers*. (Unpublished doctoral dissertation). Kent State University, Kent, OH.
- 17. Nassaurer, S. (2014, March 19). High school theatres turn to product placement. Wall Street Journal.
- 18. Pyfrom, C. (2014). *Theatre safety in Louisiana secondary schools: A survey study*. (Unpublished M.F.A. Thesis). Louisiana State University, Baton Rouge, LA.
- 19. Reagan, T. (2014). "Play it forward: Playback and youth" conference. Center for Playback Theatre.
- 20. Butterworth, M. (2013). *Remembering Thespis: How former student actors value their experience in high school plays.* (Unpublished doctoral dissertation). Wayne State University, Detroit, MI.
- 21. Gonzalez, J. (2013). Temporary stages II: Critically oriented drama education. Chicago: Intellect.
- 22. Michigan Assessment Consortium, Data Recognition Corporation, and Michigan Department of Education. (2013). *Michigan blueprint of a quality arts education program: Research and recommendations*. Michigan Arts Education Instruction and Assessment Project.
- 23. Amos, D. S. (2012, December 21). Loveland drama director resigns amid controversy. Cincinnati Enquirer.
- 24. Ellis, D. M. (2012). Good news, bad news: What the survey results might say to the students we hope to reach." *Teaching Theatre*, 24(1), 31-43.
- 25. Robelen, E. (2012, December 13). Theatre 'alive and well' in U.S. high schools, new data suggest. Curriculum Matters. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/curriculum/2012/12/theater_alive_and_well_in_us_h.html
- 26. Robelen, E. (2012, December 14). Social issues in theatre education probed in new study. Curriculum Matters. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/curriculum/2012/12/social_issues_in_theater_educa.html
- 27. Ohio Alliance for Arts Education. (2012, December 10). Arts online education update. Ohio Alliance for Arts Education Blog. Retrieved from https://ohioarts.wordpress.com/2012/12/10/arts-on-line-education-update-12-10-2012/
- 28. Palmarini, J. (2012). Research matters: Theatre education needs more than opinions. *Teaching Theatre*, *24*(1), 29-30.
- 29. Saldaña, J. (2012). Theatre finds a way: Questions and some answers about the 2012 survey. *Teaching Theatre, 24*(1), 44-46.

McCammon, L. A., Saldaña, J., Hines, A. & Omasta, M. (2012). Lifelong impact: Adult perceptions of their high school speech and/or theatre participation. *Youth Theatre Journal*, 26(1), 2-25.

1. Olsen, N. (2021). "We are all here to support each other": A narrative inquiry of high school drama teacher experience supporting student well-being. (Unpublished doctoral dissertation). Arizona State University.

- 2. Zhao, L. (2021). Exploring faculty perceptions of a professional development program for online teaching and learning in an intentional community of practice: A phenomenological study. (Unpublished doctoral dissertation). University of Idaho.
- 3. Zena, Z. (2021). Participatory action research and theatre: Decolonizing secondary theatre education through process-based culturally sustaining pedagogy and methodology. (Unpublished doctoral dissertation). Lewis & Clarke College.
- 4. Alfonso-Benlliure, V., Teruel, T. M., & Fields, D. L. (2021). Is it true that young drama practitioners are more creative and have higher emotional intelligence? *Thinking Skills and Creativity, 39*. https://doi.org/10.1016/j.tsc.2021.100788
- 5. Brown, A. (2020). A welcome space for whom? Race and inclusion in suburban high school theater programs. *ArtsPraxis* 7(2b), 132-148.
- 6. Goble, G. (2020). Theatre devising as teaching strategy for the non-theater classroom. *Curriculum and Teaching Dialogue*, 22(1&2), 149-160.
- 7. Hilburn-Arnold, M. (2020). *Turning to creativity: A grounded theory approach towards understanding the relationship between wellness and the arts for adolescents.* (Unpublished doctoral dissertation). The University of Texas at San Antonio.
- 8. McPherson, J. (2020). A mixed methods study of the relationship between dialogic inquiry and engagement in active learning Shakespeare education. (Unpublished doctoral dissertation). The University of Tennessee at Chattanooga.
- 9. Motos-Teruel, T. (2020). Development of an instrument to assess the impact of drama practice in young people. Sisyphus Journal of Education, 8(2). https://doi.org/10.25749/sis.19058
- 10. Westhoff, M. (2020). *The lifelong theatre experience as a third place: An analysis of dedicated involvement in community, academic, and professional theatre*. (Unpublished doctoral dissertation). Regent University.
- 11. Arazuri, E. S., Palacios, C. D., San Emeterio, M. A. V., & Garcia-Castilla, F. J. (2019). Youth's cultural leisure: A subjective indicator of human development. *Cauriensia*, *14*. 491-511.
- 12. Buescher, C. (2020). 7 more minutes: Developing new work in high school theatre. (Unpublished honors thesis). Ball State University.
- 13. Childers, K. S. (2019). *The importance of earnings in career technical education field of study choice.* (Unpublished doctoral dissertation). California State University, San Bernardino.
- 14. Farrington, C. A., Maurer, J., Aska McBride, M. R., Nagaoka, J., Puller, J. S., Shewfelt, S., Weiss, E. M., & Wright, L. (2019). *Arts Education and Social-Emotional Learning Outcomes Among K-12 Students*. Chicago: UChicago Consortium on School Research.
- 15. Newman, J. (2019). *Playwriting in schools: Dramatic navigation*. Intellect.
- 16. Weltsek, G. (2019). Theatre programs in community colleges: A policy for equity. *Arts Education Policy Review,* 120(2), 103-111.
- 17. Wooster, R. (2019). Exercising the mind. *ArtsPraxis*, *6*(1), 13-25.

- 18. Coon, E. L. (2018). *Young adults and nonprofit arts and culture organizations: A generational change analysis*. (Unpublished doctoral dissertation). Minneapolis: Capella University
- 19. Delgado, M. (2018). *Music, song, dance, and theatre: Broadway meets social justice youth community practice.*Oxford University Press.
- 20. Whorton, R. T. (2018). *The phenomenon of the acting bug: Interrogation of identity formation and career decision-making processes of professional actors.* (Unpublished doctoral dissertation). New York University, New York.
- 21. Lopez-Augudo, L. A. & Marcenaro-Gutierrez, O. (2018). Are Spanish children taking advantage of their weekly classroom time? *Child Indicators Research*, 1-25.
- 22. Delgado, M. (2017). *Music, song, dance, and theatre: Broadway meets social justice youth community practice.* Oxford: Oxford University Press.
- 23. DiVivo, J. V. (2017). *Taking them seriously: A study of the long-term impact of participation in the New Jersey Young Playwrights Festival*. (Unpublished doctoral dissertation). New York University, New York.
- 24. Kokx, K. A. (2017). Effects of musical theatre education on the self-esteem of middle school students. Concordia University: Portland, OR.
- 25. Willerson, A. (2017). *Artistic decision making and implication for engaging theatrically gifted and talented students in non-arts classes*. (Unpublished doctoral dissertation). University of North Texas, Denton.
- 26. Baker, J. S. (2016). *Three Elements of Forensic Competition: The Coach, Content, and Student*. (Unpublished doctoral dissertation). Texas A&M University, College Station, TX.
- 27. Cuenca, J. & Ahedo, R., eds. (2016). *Efectos sociales del ocio y las industrias creativas y culturales: Una mirada desde diversos ámbitos, colectivos, y contextos.* Bilbao: Universidad de Deusto.
- 28. Saldaña, J. (2016). Ethnotheatre: From page to stage. New York: Routledge.
- 29. Streeter, J. R. (2016). *Broadway junior: Musical theatre for youth performers.* (Unpublished M.F.A. theses). University of Texas at Austin, Austin, TX.
- 30. Went, J. B. (2016). Opportunities for Learning LEAP Essential Learning Outcomes: A Classroom Ethnography of an Undergraduate Shakespeare Through Performance Course. (Unpublished doctoral dissertation). Colorado State University, Fort Collins, CO.
- 31. Acosta, A. (2015). Macromolecules and monologues: How science and arts classes motivate students for college. *The STEAM Journal*, *2*(1), 1-25.
- 32. MacKenzie, D. A. J. (2015). *The story of an idea: Moving with a playmaking education*. (Unpublished doctoral dissertation). The University of British Columbia.
- 33. Wright, P. (2015). Poetics, power, possibilities, and playfulness: Zombies, performance, and making meaning in young people's lives. *Arts Education Policy Review*, *116*(3), 137-146.
- 34. Clement, C. (2014). *Theatre as curriculum to practice vulnerability*. (Unpublished doctoral dissertation). University of Victoria, Victoria, BC.

- 35. Jones, J. (2014). *Drama integration: Training teachers to use process drama in English language arts, social studies, and world languages.* (Unpublished doctoral dissertation). New York University: New York City.
- 36. Ragland, M. (2014). Transformative theatre: Making the way for relevant and responsive theatre programs. *A Rising Tide, 7,* 1-19.
- 37. Vanherwegen, D. & Lievens, J. (2014). The mechanisms influencing active arts participation: An analysis of visual arts, music, and the performing arts. *Sociological Inquiry*, *84*(3), 435-471.
- 38. Weltsek, G., Duffy, P., & Carney, C. L. (2014). The local and global state of theatre education research and policy. *Arts Education Policy Review*, 115(3), 63-71.
- 39. Cutcher, A. (2013). [In]accessibilities: Presentation, representations, and re-presentations in arts-based research. *Creative Approaches to Research*, *6*(2), 33-44.
- 40. Goebig, M. (2013). *Theatre students' perceptions of creativity and critical thinking: A phenomenological study.* (Unpublished doctoral dissertation). Walden University, Minneapolis.
- 41. Gonzalez, J. B. (2013). Temporary stages II: Critically oriented drama education. Intellect.
- 42. Hines, A. (2013). *The theatrical ties that bind: An examination of the hidden curriculum in theatre education.* (Unpublished doctoral dissertation). Arizona State University, Tempe, AZ.
- 43. Lutton, J. (2013). Recollections of IDIERI 2012, Limerick, Ireland, from a conference novice. *New Zealand Journal of Research in Performing Arts and Education: Mahi Whakaari o Aotearoa, 4*(11), 1-4.
- 44. Miles, M., A. Huberman, & J. Saldaña. (2013). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: SAGE Publications.
- 45. Lazarus, J. (2012). Signs of change: New directions in theatre education. Chicago: Intellect.
- 46. Futch, V.A. (2011). *Getting into character: Cultivating identities in a teen-theatre peer-education program.* (Unpublished doctoral dissertation). City University of New York, New York, NY.
- 47. McCammon, L. & Osterlind, E. (2011). 'Drama has given me a home': Perspectives of experienced secondary school drama / theatre students in two countries. *NJ: Drama Australia Journal, 34*(1), 85-100.

McCammon, L. A., Saldaña, J., Hines, A. & Omasta, M. (2012). The reader's theatre script for "Lifelong impact: Adult perceptions of their high school speech and/or theatre participation. *Youth Theatre Journal*, 26(1), 26-37.

- 1. Boda, J. J. (2020). Readers theatre and reflective judgement in museums. (Unpublished doctoral dissertation). Florida State University.
- 2. Luton, J. I. (2015). Playing on the barricades: Embodied reflections on passion and melancholia in drama education by key practitioners. (Unpublished doctoral dissertation). University of Auckland, Auckland, New Zealand.
- 3. Goebig, M. (2013). Theatre students' perceptions of creativity and critical thinking: A phenomenological study. (Unpublished doctoral dissertation). Walden University.

Omasta, M. (2011). Artist intention and audience reception in theatre for young audiences. *Youth Theatre Journal*, 25(1), 32-50.

- 1. Gallagher, K., Valve, L., & Balt, C. (2021). Building new publics: Using agile, community-engaged, and applied theatre methodologies as social intervention in audience research. *Research in Drama Education: The Journal of Applied Theatre and Performance*. https://doi.org/10.1080/13569783.2021.1876557
- 2. Andersen, J. (2020). Understanding the artistry of actors who create theatre with and for children. *Research in Drama Education: The Journal of Applied Theatre and Performance*. https://doi.org/10.1080/13569783.2020.1779586
- 3. León Figueroa, J. (2019). A strategic look towards theatre audiences in Bogotá. (Unpublished doctoral dissertation). Pontificia Universidad Javeriana.
- 4. Llergo O. E. & Ceballos Viro, I. (2019). Theatre for the very early childhood. *AILIJ (Research Yearbook on Children's and Young People's Literature), 17.* 83-100.
- 5. Nel, A. (2019). The adaptation of a novel into a youth theater text against the background of cultural and geographical displacements: A case study based on It I, Anna (Unpublished master's thesis). Stellenbosch University, Stellenbosch Central, South Africa.
- 6. Hong, J. (2018). Bias in perception of art produced by artificial intelligence. In M. Kurosu (Ed.) *Human-computer interaction: Interaction in context* (290-303). Cham, Switzerland: Springer.
- 7. Labor, J.S. (2018). Role of art education in peace building efforts among out-of-school youth affected by armed conflict in Zamboanga City, Philippines. *Journal of International Development*, *30*(7), 1186-1202.
- 8. Wu, F. (2018). *Insights into cross-cultural arts marketing through a case study of Chinese theatre in the UK.* (Unpublished doctoral dissertation). University of Leeds, Leeds, England.
- 9. Anderson, J. (2018). *Acting with care: How actor practice is shaped by creating theatre with and for children.* (Unpublished doctoral dissertation). University of Melbourne: Melbourne, Australia.
- 10. Bridges, M. W. (2016). *Digging Holes: Milwaukee Youth's Response to Socially and Politically Driven Theatre*. (Unpublished M.F.A. thesis). University of Texas at Austin, Austin, TX.
- 11. Fleming, A. (2016). Do these jeans make me look fat? Adolescent eating disordered behavior and body image dissatisfaction as examined in Linda Daughterty's Eat (It's not about food). (Unpublished master's thesis). University of Kansas.
- 12. Nagle, L. & Hovik, L. (2016). The SceSam Project: Interactive dramaturgies in performing arts for children. *Youth Theatre Journal*, *30*(2), 149-170.
- 13. Wartemann, G., Salgam, T., & McAvoy, M. (2015). *Youth and performance: Perceptions of the contemporary child.* Hildesheim: Georg Olms Verlag.
- 14. Chalmers, D. L. (2014). *If you wrong us, shall we not revenge?*: Daring entertainment to challenge ideologies of the Arab-Israeli conflict. (Unpublished doctoral dissertation). University of British Columbia, Kelowna, BC.
- 15. Goldstein, T. & Yasskin, R. (2014). Theatre and dance: Another pathway to understanding human nature. In P. Tinio & J. Smith (Eds.), *Cambridge handbook on the psychology of aesthetics and the arts* (337-363). Cambridge: Cambridge University Press.

- 16. Rice, J. F. (2013). *My worst ever night at the best school ball ever: Creating taboo theatre for teenagers.* (Unpublished M.A. thesis). Western Australian Academy of Performing Arts, Perth, Australia.
- 17. Charleroy, A., Frederiksen, J., Jensen, A., McKenna, S., & Thomas, A. (2012). *Child development and arts education: A review of current research and best practices.* New York: The College Board.
- 18. Radvan, M. L. (2012). *The Tashi Project 2004-2010: Developing methods for creating theatre works that fully engage children aged Between 3 and 10.* (Unpublished doctoral dissertation). Queensland University of Technology, Brisbane, QLD.

Omasta, M. (2011). Adolescents' affective engagement with theatre: Surveying middle school students' attitudes, values, and beliefs. *International Journal of Education and the Arts*, 12(SI 1.6).

- 1. Motos-Teruel, T. (2020). Development of an instrument to assess the impact of drama practice in young people. *Sisyphus Journal of Education, 8*(2). https://doi.org/10.25749/sis.19058
- 2. Nadeau, A. (2020). Conceptions of elementary teachers on their role of cultural passenger: Effects of systems for integration of the cultural dimension in the Quebec school. (Unpublished doctoral dissertation). University of Quebec.
- 3. Mardas, G. (2016). *The influence of educational drama on the empathy of adolescents*. (Unpublished thesis). University of Peloponnese.
- 4. Welsh, S. S. (2016). Real fiction theatre as drama education. Victoria University. Melbourne, Australia.
- 5. Reagan, T. J. (2015). *Keeping the peace: Playback theatre with adolescents.* (Unpublished doctoral dissertation). Leslie University, Cambridge, MA.
- 6. Mediros Amer, L. (2014). *Queer methodology in Theatre for Young Audiences: In theory and practice*. (Unpublished honors thesis), Northwestern University, Evanston, IL.
- 7. Neale, S. (2013). *The voices: A theatrical methodological approach to insider and outsider dialogue in Camden, New Jersey.* (Unpublished master's thesis), Eastern University, Philadephia, PA.
- 8. Beach, R., Bigelow, M., Brendler, B., Coffino, K., Dillon, D., Frederick, A., Gabrielli, M., Helman, L., Ngo, B., O'Brien, D., Rambow, A., Scharber, C., Sethi, J., Braaksma, M., Janssen, T., Haertling Thein, A., Liang, L., & Stornaiuolo, A. (2012). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English*, 47(2), AB1-AB101.
- 9. Henry, O. (2012). *How has drama or theatre techniques been used for research purposes?* (Unpublished essay). Widener University, Chester, PA.
- 10. Indriani, L. (2012). *Improvement of activities and learning outcomes of creative dance movement through exploration methods in class I students.* (Unpublished undergraduate thesis). Universitas Negeri Semarang.

Omasta, M. (2009). The TYA contract: A social contractarian approach to obligations between theatre for young audiences (TYA) companies and their constituents. *Youth Theatre Journal*, 23(2), 103-115.

- 1. Gruić, I. (2017). Dramatization or Original Play. KAZALIŠTE, 69, 52-53.
- 2. McLaughlan, D. (2017). *Playlinks*: A theatre-for-young audiences artist-in-the-classroom project. *Pedagogies: An International Journal*, 12(1), 130-142.

- 3. Hage, C. (2016). A study on the relationship and program development between schools and theatre for young audiences. University of Toronto, Toronto, Canada.
- 4. Upton, M.J. (2016). *TEACHING THE LIVE: The pedagogies of performance analysis.* (Unpublished doctoral dissertation). University of Melbourne, Melbourne, Australia.
- 5. Wartemann, G., Salgam, T., & McAvoy, M. (2015). *Youth and performance: Perceptions of the contemporary child.* Hildesheim: Georg Olms Verlag.
- 6. Rice, J. F. (2013). *My worst ever night at the best school ball ever: Creating taboo theatre for teenagers.* (Unpublished M.A. thesis). Western Australian Academy of Performing Arts, Perth, Australia.
- 7. Boyle, A. (2012). *Laurie Brooks: A coterie of plays and concepts.* (Unpublished master's thesis). University of Missouri-Kansas City, Kansas City, MO.
- 8. Hanson, N. (2012). Back to the books: Evaluating the economic factors behind literature-based theatre for young audiences productions. *The Lion and the Unicorn*, *36*(2), 193-208.
- 9. Schuitema, K. (2012). *Children's theatre in the UK: Representing cultural diversity onstage through the practices of interculturalism, multiculturalism and internationalism.* (Unpublished doctoral dissertation). University of Westminster, London, England.
- 10. Chandler, D. (2010). "Bible lite for schools: How *Joseph and the Amazing Technicolor Dreamcoat* redefines classical Old Testament theatre for young audiences. *Ecumenia: A Journal of Theatre and Performance, 3*(2), 63-76.

Omasta, M. (2009). Adolescent audiences' affective engagement with theatre: A mixed methods case study surveying middle school students' attitudes, values and beliefs. (Unpublished doctoral dissertation). Arizona State University, Tempe, AZ.

1. Clement, S. V. (2011). Friends and enemies in an inclusionary classroom: A comparative case study exploring transitional experiences of students with learning disabilities. (Unpublished doctoral dissertation). Texas A&M University, Corpus Christi.

Omasta, M. (2008). [Review of the play *The American Girls revue*, by M. Ford & G. Cryer]. *Theatre Journal*, 60(2), 303-306.

1. Reese, D. (2009). Rethinking schools article on American Girls. *American Indians in children's literature*. Retrieved from: http://americanindiansinchildrensliterature.blogspot.com/2009/04/rethinking-schools-article-on-american.html