

CURRICULUM VITAE

Name: Maureen Patricia Hall **College:** College of Arts and Sciences, School of Education
Title: Professor of Education **Department:** STEM Education & Teacher Development

HIGHER EDUCATION

Degrees

Ph.D.: English Education, Curriculum and Instruction, University of Virginia
Attended: September 1999 - May 2003. Degree conferred: May 2003.

Dissertation Title: *Classroom as artists' studio/ writers' guild: How one teacher created a community of trust in a developmental writing class in a community college.* (Advisor: Dr. Eleanor V. Wilson)

MA: English and American Studies, University of Virginia

Attended: Fall 1998 - May 1999. Degree conferred: May 1999.

Thesis Title: *Dumbarton Oaks: A landscape of social and cultural distinction.*

M.Ed.: English Education, Keene State College, Keene, New Hampshire

Attended: January 1987 - August 1989. Degree conferred: May 1990.

B.A.: English, University of Massachusetts Amherst

Attended: September 1982 – 1986. Degree conferred: May 1988.

EXPERIENCE

University Teaching

Professor of Education: Department of STEM Education and Teacher Development, School of Education, College of Arts and Sciences (CAS) University of Massachusetts Dartmouth (Fall 2016 – present)

Associate Professor of Education: Department of STEM Education and Teacher Development, School of Education, College of Arts and Sciences (CAS) University of Massachusetts Dartmouth (Fall 2013 – 2016)

Associate Professor of Education: Teaching and Learning Department, School of Education, School of Education, Public Policy, and Civic Engagement (SEPPCE) University of Massachusetts Dartmouth (Fall 2008 – 2013)

Assistant Professor of Education: Education Department, College of Arts and Sciences University of Massachusetts Dartmouth (Fall 2003 – 2008)

K-12 Teaching

Classroom Teacher: English and U.S. History, Grades 9-12. Keene High School, Keene, New Hampshire (1993-1998)

Classroom Teacher: English and Eastern Hemisphere Geography, Grades 7 and 8, Lancaster School, Lancaster, New Hampshire (1988-1993)

ACADEMIC AND PROFESSIONAL HONORS

Conference Chair for 2018 International Conference in India: 1st Annual Transforming Education across East and West. Topic: Building Intercultural, Aesthetic, and Interdisciplinary Bridges. Dev Sanskriti Vishwavidyalaya (dsvv.ac.in), Haridwar, Uttarakhand, India. March 10-12, 2018.

Conference Chair and Organizer for 2016 Assembly for Expanded Perspectives on Learning (AEPL) of the National Council of Teachers of English (NCTE). Conference Topic: Deep Reading: Reinventing Identity through Imagination. June 23-26, 2016

Honored by Dev Sanskriti University for Fifth Year Anniversary of Fulbright-Nehru Research Scholarship in India and for Continuing Collaboration, Haridwar, Uttarakhand, India, March 20, 2015.

Mind and Life European Summer Research Institute, Participant, Senior Investigator, Germany, August 28- September 3, 2015.

Mind and Life Europe Inaugural Summer Research Institute, Participant, Senior Investigator, Germany, August 23-28, 2014.

Awarded Visiting Professor Status at Dev Sanskriti University (dsvv.org) by Pro-Vice Chancellor Dr. Chinmay Pandya. April, 2014

Awarded Faculty Fellow Position to lead a group of fourteen faculty from a range of university disciplines in workshops on Differentiated Instruction. *Making Strides in Teaching and Learning: Bridging Theory to Practice with Differentiated Instruction in Higher Education*. Office of Faculty Development (OFD), University of Massachusetts Dartmouth. Two course releases: fall 2013 and spring 2014.

Emerald Literati Network Awards for Excellence for *Chapter Six: The Challenge of New Technologies* published in *Innovation and Leadership in English Language Teaching* (volume 3: *Transforming Literacy, 2011*) has been chosen as an Outstanding Author Contribution Award Winner at the Literati Network Awards for Excellence 2012. The Editor(s) commented: "*This is a ground-breakingly original book, arguing about the importance of literacy in the current age -- in spite of the Internet and people's fast-paced lives -- and showing ways that reading and writing about good literature can literally change lives, such as those of prisoners and underprivileged high school students. Chapter 6 is to me especially poignant as it argues about the negative effects of our computer-saturated lives and the need to keep "deep reading" at the heart of the educational -- and indeed, the human -- enterprise.*"

Fulbright-Nehru Senior Research Scholar Award for Study in India. Affiliation with the University of Allahabad, Uttar Pradesh, India. Total Award: \$16,800.00. 2010-2011.

Recipient, University of Massachusetts Dartmouth, Provost's Award for my Scholarship of Teaching and Learning (SoTL) Publications in December 2010: \$500.00.

Initiator and Applicant of UMass Dartmouth's Involvement with the Carnegie Leadership Program supported through the Carnegie Academy for the Scholarship of Teaching and Learning. Contact leader for Cognitive Affective Learning (CAL) at UMass Dartmouth. Travel Awards: \$5000.00. May 2006-May 2009.

Graduate Fellowship and Stipend, Department of Curriculum and Instruction, Curry School of Education, University of Virginia, Charlottesville, Virginia. Total Award: \$160,000.00. 1999-2003.

PUBLICATIONS

A. Published Works

Books

Hall, M. P. and Brault, A. K. (2021) (Eds.). *Academia from the Inside: Pedagogies for self and other*. Palgrave Macmillan Publishers. (Contribution 60 %)

Dalton, J.E., **Hall, M. P.**, & Hoyser, C.E. (2019) (Eds.). *The whole person: Embodying teaching and learning through lectio and visio divina*. Rowman & Littlefield Education Division. (Contribution 50 %)

Waxler, R.P. and **Hall, M.P.** (2011). *Transforming literacy: Changing lives through reading and writing*. Emerald Insight Publishing. <https://doi.org/10.1163/9780857246288>
(Contribution 50 %)

Peer-Reviewed Journal Articles

Dalton, J.E., **Hall, M. P.**, & Hoyser, C.E. (forthcoming, 2021). *Lectio divina: A contemplative pedagogy for promoting embodied and creative learning in higher education classrooms*. *The Journal of Contemplative Inquiry*. (Contribution 50 %)

Clinton, C. & **Hall, M.P.** (2021). *Pandemic pivots in teacher education: Creating and sustaining the new normal*. *Metropolitan Universities Journal*. doi: <https://doi.org/10.18060/25572>
(Contribution 50 %)

Hall, M. P. & Keator, M. (2019). *Stitching together East and West: A tale of two professors*. *Dev Sanskriti Interdisciplinary International Journal (DSIIJ)*. (Contribution 50 %)

Oliver, K., **Hall, M.P.**, Dalton, J., Jones, L. F., Watson, V. M., Santavicca, N., & Hoyser, C. E. (2019). *Drawing out the soul: contemporary arts integration*. *International Journal of Education through Art (IJETA)*. (Contribution 40 %)

Oliver, K. & **Hall, M.P.** (2017). *Training of the aesthetic being: Connecting Sri Aurobindo's ideas of the visual in education across cultures*. *Dev Sanskriti Interdisciplinary International Journal*. (Contribution 50 %)

Hall, M.P., Hoyser, C.E., & Brault, A. (2016). *Embodying performativity in story-to-poem conversion*. *Ubiquity: The Journal of Literature, Literacy, and the Arts, Praxis Strand*, Vol. 3 No.2, Fall/Winter, pp. 44-70. *Ubiquity*: <http://ed-ubiquity.gsu.edu/wordpress/> (Contribution 50 %)

Hall, M.P. and Panarese, C. M. (2016). *Building community through shared spaces and intention*. *Metropolitan Universities Journal*, Volume 27, Number 3. (Fall): 124-135. (Contribution 50 %)

Hall, M.P., O'Hare, A., Santavicca, N. & Jones, L.F. (2015). *The power of deep reading and mindful literacy: an innovative approach in contemporary education*. *Innovacion Educativa*, 15(67). 49-60. (Contribution 50 %)

Hall, M.P. and O'Hare, A.J. (2014). *Building community: cross-discipline mindfulness*. *Academic Exchange Quarterly*. Winter. (Contribution 50 %)

Hall, M.P., Singh, B.R., O’Hare, A.J., & Ames E. (2014, January). Integrated learning in a science of Kriayoga course. *Dev Sanskriti Interdisciplinary International Journal*. Shantikunj, Haridwar, Uttarakhand, India. (Contribution 50 %)

Hall, M. P. (2012). Consultation with the mind: the power of reflective writing for deepened learning and self-knowledge in teacher education. *Dev Sanskriti Interdisciplinary International Journal*. Volume 1, Issue 1. December.

Hall, M.P. and Bergandy, J. (2010). Investigating k-12 teacher attitudes towards technology. *Academic Exchange Quarterly*. Winter. (Contribution 50 %)

Hall, M. P. and Waxler, R.P. (2010). Engaging future teachers to reflect on how reading and writing can change lives. *Writing and Pedagogy*. Vol. 2, Number 1.Spring. (Contribution 50 %)

Hall, M. P. (2009). Service learning in urban alternative schools: investigating affective development in preservice teacher education. *Transformative Dialogues: Teaching and Learning Journal*. Volume 2, Issue 3. March.

Hall, M. P., and Archibald, O. (2008). Investigating contemplative practice in creative writing and education classes: a play (of practice and theory) in three acts. *International Journal for the Scholarship of Teaching and Learning*. Volume 2, Number 1, 1-18. January. (Contribution 50 %)

Hall, M. P., and Waxler, R. P. (2007). It worked for criminals: it will work for middle schoolers. *The Journal of Urban Education*. Volume 4, Number 1. 122-132. Spring. (Contribution 50 %)

Hall, M.P. (2007). Becoming a teaching professional: affective development and inquiry through service learning, *The Journal of Cognitive Affective Learning*. <www.jcal.emory.edu>. 3(2). 29-30. Spring.

Hall, M. P. (2007). Service-learning and intentionality: creating and assessing cognitive affective learning connections. *Journal of Higher Education Outreach and Engagement*, Volume 11, 33-43. Spring.

Hall, M.P. (2006). Unified modeling language (uml) and k-12: Borrowing proven technologies to empower problem-solving abilities. *International Journal of Learning*, Volume 13(4). 7-14.

Hall, M.P. (2005). Bridging the heart and mind: community as a device for linking cognitive and affective learning. *Journal of Cognitive Affective Learning*, 1. 8-12.

Pate, R. H. & **Hall, M.P.** (2005). One approach to a counseling and spirituality course. *Counseling and Values*, 49, 155-160. (Contribution 50 %)

Chapters in Edited Books

Hall M.P., Brault A.K., Jones L.F., Willis S. (2021) Foreword/Introduction. In: Hall M.P., Brault A.K. (eds) *Academia from the Inside*. Palgrave Macmillan. (Contribution 50 %) https://doi.org/10.1007/978-3-030-83895-9_1

Johansen D.C., **Hall M.P.** (2021) Embodied Education at Dev Sanskriti Vishwavidyalaya: Narratives from the Field on How a University in Northern India Is Transforming Students. In: Hall M.P., Brault A.K. (eds) *Academia from the Inside*. Palgrave Macmillan. (Contribution 50 %) https://doi.org/10.1007/978-3-030-83895-9_13

Hall, M.P. (2021). Living divided no more: Creating my own academic forest biome. In Hall, M. P. and Brault, A. K. (Eds.). *Academia from the Inside: Pedagogies for self and other*. Palgrave Macmillan Publishers. https://doi.org/10.1007/978-3-030-83895-9_3

Almeida, T. & **Hall, M. P.** (2021). Creating an even-playing field: One model for a sustainable and replicable school-university partnership. In Chandler, P. T. & Barron, L. (Eds.), *Rethinking school-university partnerships: A new way forward*. Information Age Publishers. (Contribution 50 %)

Almeida, T., & **Hall, M. P.** (2021). An untapped resource: Embedded school personnel in university-based teacher preparation programs as a high-impact practice. In Zugelder, B. S. (Ed.), *Empowering Formal and Informal Leadership While Maintaining Teacher Identity* (pp. 206-226). IGI Global. <http://doi:10.4018/978-1-7998-6500-1.ch008>

Hall, M. P. (forthcoming, 2021). Fostering global citizenship education (GCE) in preservice and in-service teachers in the United States: Promoting understanding and empathy for difference in the world. In *Educational Response, Inclusion and Empowerment for SDGs in Emerging Economies: How Do Education Systems Contribute to Raise Global Citizens?*, edited by Mustafa Öztürk. Springer Publications. (Contribution 100 %)

Clinton, C. & **Hall, M. P.** (2020). Empowering all voices in teacher preparation programs: meaningful mentoring in a university-school partnership. In P. E. Bernhardt, T. Conway, & G. Richardson (Eds.) *Effective clinical practice: Preparing mentor teachers and university-based educators to support teacher candidate learning and development*. Rowman & Littlefield. (Contribution 50 %)

Dalton, J. E., **Hall, M. P.**, Hoyser, C. E., & Jones, L. F. (2019). An ancient monastic practice. *The whole person: Embodying teaching and learning through lectio and visio divina*. (pp. 1-10). (Contribution 50 %)

Hall, M.P. (2019). Embodying deep reading: mapping life experiences through lectio divina. *The whole person: Embodying teaching and learning through lectio and visio divina*. (pp. 11-21).

Hall, M.P., Jones, L.F., & O'Hare, A. (2018). Internal ways of knowing: a case for contemplative practices in preservice teacher education. In Byrnes, K., Dalton, J., & Dorman, E.H. (Eds.), *Cultivating a culture of learning: Contemplative practices, pedagogy, and research in education*. (pp. 8-24). Rowman & Littlefield Education Division. (Contribution 50 %)

Hall, M.P., & O'Hare, A. (2016). Learning and emotion: the power of service learning in STEM fields. In D. Sunal and J. Newman (Eds.), *Science and Service Learning*. (pp. 221-239). Information Age Publishing. (Contribution 50 %)

Hall, M.P., & O'Hare, A. (2016). 'Wide-awakeness' in the classroom: the power of mindfulness attention training for in-service teachers in a graduate educational research course. In R. Collister, D. Buley & J. Buley (Eds.), *The art of noticing deeply: Commentaries on teaching, learning and mindfulness*. (pp. 7-18). Cambridge Scholars Publishing. (Contribution 50 %)

Emert, G. and **Hall, M.P.** (June, 2014). Greater satisfaction from the labor: creative writing as a text response strategy in the teacher education classroom. In *Creative Writing and Education*, edited by Graeme Harper. Multilingual Matters, an imprint of Channel View Publications Ltd.) (Contribution 50 %)

Hall, M.P. (2012). Putting the super accelerated learning theory (SALT) into classroom practice. In *Perspectives in the Vedanta*, edited by Prof. Girish Nath Jha et al. (Jawaharlal Nehru University). DK Printworld.

Edited E-Journal Articles

Hall, M.P. (15 August, 2021). Sincerity as clear vision and self-development: Reflections from an American educator in Pondicherry. *Renaissance Journal*. <https://journal.aurobharati.in/sincerity-as-clear-vision-and-self-development-reflections-from-an-american-educator-in-pondicherry/>

Book Reviews

Hall, M.P. (2019). [Review of the book: *Transformative schooling: Towards racial equity in education* (2018). Author: Vajra M. Watson.] *Journal of Transformative Education*. Summer 2019.

Hall, M.P. (2018). [Review of the book: *Reconstructing 'education' through mindful attention: Positioning the mind at the center of curriculum and pedagogy*. (2017). Author: Oren Ergas] *Journal of Transformative Education*. Vol. 16, Issue 1.

Hall, M.P. (2017). [Review of the book: *The risk of reading: How literature helps us to understand ourselves and the world*. (2014). Author: Robert P. Waxler] *Journal of the Assembly for Expanded Perspectives on Learning*. Vol. 22, Winter 2016-2017.

Hall, M.P. (2014). [Review of the book: *Me-search and re-search: A guide for writing scholarly personal narrative manuscripts*. Author(s): Robert J. Nash & DeMethra LaSha Bradley]. *Teachers College Record*.

Hall, M.P. (2000). [Review of the book: *Tomorrow's children* (2000). Author: Riane Eisler.] *American School Board Journal*.

GRANTS

Title: *Four Dharmas: Lectio and Mantra*. PI: Dr. Maureen P. Hall, STEM Education and Teacher Development, University of Massachusetts Dartmouth. Uberoi Foundation for Religious Studies. CO-PI: Dr. Mary Keator, Westfield State University. Agency: University of Massachusetts Dartmouth. Period: January 2020 – December 2020. Requested: \$5,000. Status: Funded. Submitted, September 16, 2019. Awarded: December 2, 2020.

Title: *Happy Teachers, Happy Schools: SEL as Intervention for Educators of At-Risk Youth*. PI: Dr. Christina Cipriano, Psychology Department, University of Massachusetts Dartmouth. CO- PIs: Dr. Maureen P. Hall, STEM Education and Teacher Development Department, University of Massachusetts Dartmouth; Dr. Tia Barnes, Education Department, University of Delaware. Agency: University of Massachusetts Dartmouth. Period: January 2018- June 2018. Requested: \$26,659.00. Status: Funded. Submitted, November 10, 2017. Awarded: January 2, 2018.

Title: *The Impact of Mindfulness Meditation Training on Social Integration and Well-Being in First-Semester College Students*. PI: Dr. Aminda O'Hare, Psychology Department. CO- PIs: Dr. Maureen P. Hall; Dr. Brian Ayotte, Psychology Department, Dr. Elizabeth Lehr, English Department. Agency: Mind

and Life 1440 Award, Mind and Life Institute. Period: September 2016- May 2017. Requested: \$15,000.00. Status: Funded. Submitted, February 8, 2016. Awarded: May 5, 2016

Curriculum redesign of EDU 207. College of Arts and Sciences, Dean's Curricular Redesign Grant, 2015-2016 (PI with Co-PI's: Aminda O'Hare and Nicholas Santavicca.) Total Award: \$4500.00.

Building Community III: Bridging Theory to Practice. Awarded support from Frederick Douglass Unity House: \$250.00; STEM Education and Teacher Development Department: \$250.00; and Psychology Department: \$250.00. This was the third event that I have designed with co-collaborator Dr. Aminda O'Hare. On April 8, 2015, 100 people attended, including UMD students, faculty, and staff, along with local K-12 teachers and community members. Support was used for advertising, posters, programs, and a book raffle. Total Award: \$750.00.

Recipient, University of Massachusetts Dartmouth, Office of Faculty Development (OFD) Travel Grant to present my paper (co-author: Hoyser, C. E.), February 2015: "Storytelling as dialogic literacy" at the Journal of Language & Literacy Education Conference, University of Georgia, Athens, GA. Total Award: \$500.00

Recipient, University of Massachusetts Dartmouth, Office of the Provost Travel Grant to present my paper (co-author: Santavicca, N.), February, 2015: "Embodied literacy(s) in the middle school classroom: Activating social justice through identity" at the Journal of Language & Literacy Education Conference, University of Georgia, Athens, GA. Total Award: \$500.00

Building Community II: Knowing the Self and Connecting with Others. Awarded support from Frederick Douglass Unity House: \$250.00; STEM Education and Teacher Development Department: \$250.00; and the UMD Diversity Council: \$2000.00. This was the second event that I have designed with co-collaborator Dr. Aminda O'Hare. On October 23, 2014, 120 people attended the event at Woodland Commons, including UMD students, faculty, and staff, along with local K-12 teachers and community members. Support was used for advertising, posters, programs, refreshments, and a book raffle. Total Award: \$2500.00

Building Community through Mindfulness: Where Literacy and Diversity Intersect. Awarded support from the UMD Diversity Council: \$2000.00 and from the College of Arts and Sciences: \$2000.00. This was the first event that I have designed with co-collaborator Dr. Aminda O'Hare. On April 11, 2014, 110 people attended the event at Woodland Commons, including UMD students, faculty, and staff, along with local K-12 teachers and community members. Support was used for advertising, posters, programs, and a book raffle. Total Award: \$4000.00.

Recipient, University of Massachusetts Dartmouth, College of Arts and Sciences Travel Grant to present my paper (co-author: O'Hare, A.J.), October 2014: "Deep reading as contemplative practice." Mind and Life Institute: International Symposium for Contemplative Studies (ISCS), Boston, MA. Total Award: \$1000.00.

Awarded Contemplative Practices in Higher Education Fellowship, 2014-2015, Office of Faculty Development (OFD) with facilitator Dr. Aminda J. O'Hare. University of Massachusetts Dartmouth. Total Award: \$1200.00.

Recipient, University of Massachusetts Dartmouth, Office of the Provost Travel Grant to present my paper "Investigating the power of contemplative pedagogy for improving teaching and learning" at the *Art of Noticing Deeply Conference*, 2014 Assembly of Expanded Perspectives on Learning (AEPL)

Conference of the National Council of Teachers of English (NCTE), Laurentian University, Sudbury, Ontario, Canada. Total Award: \$500.00

Recipient, University of Massachusetts Dartmouth, College of Arts and Sciences Travel Grant to present my paper “Neural and Classroom Learning Assessments of Cognitive Improvements Following Training in Contemplative Practices,” March 2013 at the 7th Annual Scholarship of Teaching and Learning (SoTL) Conference, Savannah, GA. Total Award: \$1000.00

Recipient, University of Massachusetts Dartmouth, Office of Faculty Development (OFD) Travel Grant to present my paper “Neural and Classroom Learning Assessments of Cognitive Improvements Following Training in Contemplative Practices,” March 2013 at the 7th Annual Scholarship of Teaching and Learning (SoTL) Conference, Savannah, GA. Total Award: \$500.00

Recipient, University of Massachusetts Dartmouth, Office of Faculty Development (OFD) Travel Grant to present my paper, “Eco-Spirituality with Robert Frost’s Poetry” at Dev Sanskriti University, in October 2012 as part of the 3rd International Festival of Yog, Culture, and Spirituality, Dev Sanskriti University, Haridwar, Uttarakhand, India. Total Award: \$500.00

Recipient, University of Massachusetts Dartmouth, School of Education, Public Policy and Civic Engagement, Dean’s Travel Award to present my paper “Putting the Super Accelerated Learning Theory into Classroom Practice,” in December 2011 at the Twentieth International Vedanta Conference, Jawaharlal Nehru University, New Delhi, India. Total Award: \$1700.00

Recipient, University of Massachusetts Dartmouth, Office of Faculty Development (OFD) Travel Grant to present my paper “Putting the Super Accelerated Learning Theory into Classroom Practice,” in December 2011 at the Twentieth International Vedanta Conference, Jawaharlal Nehru University, New Delhi, India. Total Award: \$500.00

Recipient, University of Massachusetts Dartmouth, Office of the Provost Travel Grant to present my paper “West Meets East: Investigating the Efficacy of the Super Accelerated Learning Theory,” in March 2011 at the Fulbright Conference, Goa, India. Total Award: \$500.00

Invited Teacher Facilitator and Associate Director, Uberoi Foundation Fellowship, Teacher Facilitator for Summer Fellowship for K-12 teachers. Dharmic Traditions of Hinduism, Buddhism, Sikhism, and Jainism are taught in Relation to Curriculum Standards for K-12 Classrooms. Part of a larger award to UMass Dartmouth. Total Award: 2010-2014: \$250,000.00

Recipient, University of Massachusetts Dartmouth, Center for Teaching Excellence (CTE) Travel Grant to attend the Mind and Brain Conference in November 2010 at MIT, Cambridge, MA. Total Award: \$500.00

Awarded a full-year sabbatical from University of Massachusetts Dartmouth. (One semester was initially awarded. When my Fulbright in India was awarded, I was able to go to India a two- semester sabbatical to pursue my research in literacy). 2010-2011. Total Award: \$40,000.00

Recipient, University of Massachusetts Dartmouth, Center for Teaching Excellence (CTE) Travel Grant to present my paper, “Why is this not normal? – Issues of resistance in teaching to the whole person,” in November 2009 at The Association for Contemplative Mind in Higher Education Conference (ACMHE), Amherst College, Amherst, Massachusetts. Total Award: \$500.00

Center for Teaching Excellence (CTE) Travel Award to present Investigating teacher resistance to technology: A sotl project in a graduate education program. Presentation in November 2008 at the Lilly Conference on College & University Teaching- West. Cal-Poly, Pomona, CA. Total Award: \$500.00

Building a new neighborhood: Changing culture at west side from the inside out. Chancellor's Public Service Grant Award at UMass Dartmouth, in collaboration with Dr. Robert Waxler, English Department, University of Massachusetts Dartmouth. May 2007-May 2008. Total Award: \$8800.00

Center for Teaching Excellence (CTE) Teaching Institute Fellow, *Becoming a teaching professional: Observing and interrogating models of practice through service learning.* Course Improvement for *EDU 207 Teaching as a Profession.* 2006-2007. Total Award: \$3500.00

Integrating and creating legacies: Embracing diversity through a service learning project, Center for Teaching Excellence (CTE) Teaching Institute Fellow, Course Improvement for *EDU 612 Teaching Elementary and Middle School Writing.* February-May, 2006. Total Award: \$3500.00

Unified modeling language (uml) and K-12: Borrowing proven technologies to empower problem-solving abilities. Chancellor's Public Service Grant Award at UMass Dartmouth, in collaboration with Dr. Jan Bergandy, Computer Science Department, UMass Dartmouth. May 2006-May 2007. Total Award: \$3000.00.

Building pathways for student success K-16: University and school partnerships. Chancellor's Public Service Grant Award at UMass Dartmouth. May 2004-May 2005. Total Award: \$3500.00

Weedon Foundation and Peace Frogs East Asian Travel Grants For "UVA in China" Tour May-June, 2000. Total Award: \$500.00.

Laptops for Students Program at the University of Virginia. Awarded a Dell Latitude Laptop. 1999. Total Award: \$1500.00.

NEH Summer Seminar for School Teachers. Chaucer's *Troilus and Criseyde*, University of Vermont, Burlington, Vermont. Stipend for Six Weeks of Study. Summer 1996. Total Award: \$3200.00

CBE Independent Study in the Humanities, *The importance Hans Hofmann's art, ideas, and teaching.* Stipend for Six Weeks of Study. Summer 1993. Total Award: \$3000.00

NEH Summer Seminar for School Teachers, Aristotle's *Nicomachean Ethics*, SUNY- New Paltz, New York. Stipend for Six Weeks of Study. Stipend for Six Weeks of Study. Total Award: \$3200.00.

Groton, Massachusetts Woman's Club Scholarship, 1982. Total Award: \$500.00

CONFERENCE PRESENTATIONS

a. Invited Presentations and Keynotes

Hall, M. P. (2020, January). Keynote for 2020 First Annual International Holistic Education Conference in India. Topic: Lectio Divina as Dynamic Learning Process. Dev Sanskriti Vishwavidyalaya (dsvv.ac.in), Haridwar, Uttarakhand, India. January 9-10, 2020.

Oliver, K., **Hall, M.P.**, & Hoyser, C.E. (2018, March). Experiential Learning: Using Visual Thinking Strategies (VTS) and Lectio Divina with the Mahakal Temple on the DSVV Campus. Presented at the 1st Annual Transforming Education Across East and West: Building Intercultural, Aesthetic, and Interdisciplinary Bridges, Dev Sanskriti Vishwavidyalaya, Haridwar, Uttarakhand, India.

Hall, M.P., Oliver, K., & Hoyser, C.E. (2018, March). The Power of Interdisciplinary Collaboration. Presentation at the 1st Annual Transforming Education Across East and West: Building Intercultural, Aesthetic, and Interdisciplinary Bridges, Dev Sanskriti Vishwavidyalaya, Haridwar, Uttarakhand, India.

Hall, M.P. (2018, March) Understanding and Applying 21st Century Skills: Interdisciplinary Collaboration, Intercultural Competencies, and Social Emotional Learning Skills as Essential Ingredients for Quality in Higher Education. Presented at The Quality of Higher Education in India Conference. Panjab University, Chandigarh, Panjab, India.

Hall, M.P. (2016, February). *Embodied literacy(s): Dialogic and mindful teaching and learning*. Keynote presentation. 2nd Annual National Holistic Literacy Conference, Dev Sanskriti University (dsvv.org), Haridwar, Uttarakhand, India.

Hall, M.P. (2015, March). *Mindful literacy: The power of deep reading, deep writing, deep listening, and deep discussion*. Keynote presentation. 1st Annual National Holistic Literacy Conference, Dev Sanskriti University (dsvv.org), Haridwar, Uttarakhand, India.

Hall, M.P. (2011, March). *The power of learning through narrative or story*. Keynote presentation. Erudite Professor: Scholar in Residence. Sree Sankaracharya University, Kalady, Kerala, India.

Hall, M. P. (2011, February). *Bridging the heart and mind: Community as a device for linking cognitive and affective learning*. Keynote presentation: Invited to give the P.T. Kuriakose Memorial Lecture. Rashtriya Sanskrit Sansthan, Thrissur, Kerala, India.

Hall, M. P. (2010, November). *Teaching to the whole person: A call for value-oriented education*. Keynote presentation, International Conference on Themes of Higher Education: Prospects of Gujarat. Ahmedabad, Gujarat, India.

Hall, M. P. (2010, November). *Big ideas for e-learning and improving education*. Keynote presentation, E-learning and Multimedia for Education conference, Jawaharlal Nehru University, New Delhi, India. (http://www.jnu.ac.in/JNUNewsArchives/JNUNews_Nov_Dec10/conferences.htm)

Hall, M. P. (2010, November). Super accelerated learning theory. Lecture for University Professors at the University of Allahabad, Uttar Pradesh, India.

Hall, M. P. (2010, November). Teacher as guide: New roles for teachers. (Refresher) Course for University Professors, University of Allahabad, Allahabad, Uttar Pradesh, India.

Hall, M. P. (2010, February). *What is Cognitive Affective Learning?* Invited keynote presentation for faculty at Anna Maria College. Paxton, MA.

Hall, M. P. (2008, December). Making cognitive affective learning visible: The scholarship of teaching and learning via contemplative practice. Teaching to Connect the Heart and Mind: K12, Higher Education Symposium. Invited Plenary and Panel speaker (with Arthur Zajonc) at Georgetown University, Washington, D.C. (<http://cndls.georgetown.edu/teachtoconnect>).

b. Peer Reviewed Conference Papers and Presentations

International, National & State Conferences

Hall, M. P., Bifuh-Ambe, E., and Lopes-Mendes, T. (2020). Activating lectio divina as a transformative process for anti-racism engagement and empowerment. Learning & Sharing Virtual Series. Coalition of Urban and Metropolitan Universities (CUMU), December 9, 2020.

Hall, M. P., Bifuh-Ambe, E., and Brault, A.K. (2021). Lectio Divina as pedagogical innovation: Communal reading and discussion for antiracist teaching. New England Conference for Multicultural Education (NECME), April 9, 2021.

Hall, M.P., Watson, V.M., Hoyser, C.E., & Keator, M. (accepted 2020, April 17-21). Pedagogies of the interior: Building bridges from the inside out. Symposium for Holistic Education SIG. American Educational Research Association (AERA), Annual Conference. San Francisco, CA.

Hall, M.P., Watson, V.M., & Hill, P. (accepted 2020, April 17-21). Building collective education reform through self-care and love. Roundtable discussion for the Paulo Freire, Critical Pedagogy, and Emancipation SIG. American Educational Research Association (AERA), Annual Conference. San Francisco, CA.

Hall, M. P., Hoyser, C.E., & Dalton, J.E. (2020, March 6-7). Lectio and visio divina: Evolving critical participatory spaces for meaning-making in the classroom and deepening self-knowledge. 6th Annual Contemplative Practices in Higher Education Conference, Roanoke, Virginia.

Hall, M.P. (2019, April 4-10). Multimodal literacy: Dialogue, empathy, and embodied learning in a post-truth era. American Educational Research Association (AERA), Annual Conference. Toronto, CA.

Hall, M.P. (2018, November 7-10). Reimagining community: Lectio divina and storytelling-to-poem conversion as tools for transformative education. International Transformative Learning Conference (ITLC), Annual Conference. Columbia University, New York, NY.

Hall, M.P. (2018, October 3-7). Building community and scholarship: Lectio divina as contemplative pedagogy. Association for the Contemplative Mind in Higher Education (ACMHE), Annual Conference. University of Massachusetts Amherst, Amherst, MA.

Oliver, K., **Hall, M.P.**, Dalton, J.E. , Jones, L.F., Watson, V. M, Santavicca, N., & Hoyser, C. E. (2018, April 13-17). Rituals of resistance: *Lectio Divina* as a holistic tool for transformation. Symposium for Holistic Education SIG. American Educational Research Association (AERA), Annual Conference. New York, NY.

Hall, M.P., Hoyser, C.E., and Santavicca, N.J. (2018, April 13-17). Deepening empathy and addressing diversity: *Lectio Divina* as a holistic tool for ESL education. In *Rituals of resistance: Lectio Divina as a holistic tool for transformation*. American Educational Research Association (AERA), Annual Conference. New York, NY.

Hall, M.P., Watson, V. M., Janson, E., & Oliver, K. (2017, April 28). Deep learning: Life as embodied primary text for reading the word, the world, and ourselves. Symposium for Holistic Education SIG. American Educational Research Association (AERA) Annual Conference. San Antonio, TX.

Hall, M.P. (2017, January 30). Activating Second-Person Forms of Contemplative Practice: Privileging Deep Reading in the Education Classroom. 29th Annual Ethnographic & Qualitative Research Conference (EQRC). Las Vegas, NV.

Hall, M.P. (2017, January 30). Innovations for teaching in the social sciences: Deep reading as contemplative practice. 20th Annual Conference for the American Association of Behavioral and Social Sciences (AABSS). Las Vegas, NV.

Hall, M.P. (2017, January 31). Implications for practice: Deep reading in the education classroom. 1st Annual Conference on Academic Research in Education (CARE). Las Vegas, NV.

Hall, M.P. (2015, November). Zen and the art of English teacher maintenance: What is DEEP (not just close) reading? And how can it change classrooms and lives? Annual Conference National Council of Teachers of English (NCTE). Minneapolis, MN.

Hall, M. P. & Kayumova, S. (2015, November). Critical perspectives on mindfulness in education. Transformative Researchers and Educators for Democratic (TRED) conference: "Another Education is Possible."

Ames, E. G., Girouard, C. M., **Hall, M. P.**, Pezanko, L. R. & O'Hare, A. J. (2015, September). Mindfulness training and the emotional color-word flanker task: an ERP study. Poster to be presented at the annual meeting of the Society for Psychophysiological Research, Seattle, WA.

Hall, M.P. (2015, June). How community-building and contemplative practices can deepen literacy skills. Paper presentation, *James Moffett, Educational Prophet: Education for Global Dialogue and Awakeness and Service to Life*, Summer Conference, Assembly for Expanded Perspectives on Learning (AEPL) of the National Council of Teachers of English (NCTE). Estes Park, CO.

Hall, M. P. & Hoysler, C. E. (2015, February). Storytelling as dialogic literacy. Paper presented at the meeting of the Journal of Language and Literacy Education (JoLLE) Conference. University of Georgia, Athens, GA.

Hall, M. P. & Santavicca, N. (2015, February). Social Justice and literacy. Paper presented at the meeting of the Journal of Language and Literacy Education (JoLLE) Conference. University of Georgia, Athens, GA.

Hall, M. P. & O'Hare, A. J. (2014, October). Deep reading as contemplative practice. Panel discussion presented at the annual meeting of the International Symposium for Contemplative Studies, Boston, MA.

O'Hare, A. J., **Hall, M. P.**, & Ames, E. (2014, October). The impact of mindfulness on cognition-emotion interactions. Poster presented at the annual meeting of the International Symposium for Contemplative Studies, Boston, MA.

Hall, M.P. (2014, June). Investigating the power of contemplative pedagogy for improving teaching and learning. Paper presentation, *Art of Noticing Deeply Conference*, Assembly for Expanded Perspectives on Learning (AEPL) of the National Council of Teachers of English (NCTE). Laurentian University, Sudbury, Ontario.

Hall, M.P. (2014, May). Reflecting on reflection: Education borrows nursing's critical reflective inquiry model. Poster presentation, *'We' the Teachers: Meeting in an International Classroom for Better Education*. 2nd Annual Chicago International Conference on Education. Chicago.

- Hall, M. P.** (2014, March). Neural and classroom learning assessments of cognitive improvements following training in contemplative practices. Presentation at the Seventh Annual Scholarship of Teaching and Learning (SOTL) Conference, Savannah, Georgia.
- Hall, M.P.** (2012, October). Contemplative practices for improving education. Third International Festival of Yog, Culture, and Spirituality, Dev Sanskriti University, Haridwar, Uttarakhand, India.
- Hall, M. P.** (2011, December). Putting the super accelerated learning theory into classroom practice. Twentieth International Vedanta Conference. Jawaharlal Nehru University, New Delhi, India.
- Hall, M. P.** (2011, February). Transforming 21st century education: Interacting ideas from India and America. Sri Aurobindo Society, Pondicherry, India. (<http://www.sriarobindosociety.org.in/mar11.htm>)
- Hall, M. P.** (2010, December). Opportunities and challenges for India in education in the age of innovation. Conference at the Special Center for Sanskrit Studies at Jawaharlal Nehru University, New Delhi, India.
- Hall, M. P.** (2009, April). Why is this not normal? -- Issues of resistance in teaching to the whole person. Presentation at the Association for Contemplative Mind in Higher Education Conference, Amherst College, Amherst, Massachusetts.
- Hall, M. P.** (2008, October). Improving K-12 students' problem-solving skills via innovative teacher training." Presentation at Frontiers in Education: Racing toward Innovation in Engineering Education conference, Saratoga, New York.
- Hall, M. P.** (2008, October). Privileging cognitive affective dimensions in preparing K-12 teachers. Presented as a part of *Celebrating Connections: Learning, Teaching, and Scholarship*. International Society of the Scholarship of Teaching and Learning (IS- SoTL) conference Edmonton, Alberta, Canada.
- Hall, M. P.** (2008, April). Enhancing problem-solving for university and K-12. Presentation, *The Scholarship of Teaching and Learning—Making 'IT' Matter*. UMass Instructional Technology Conference: Boxborough, MA.
- Hall, M. P.** (2008, March). Investigating teacher resistance to technology: A sotl project in a graduate education program. Presentation, Lilly Conference on College & University Teaching- West. Cal-Poly, Pomona, CA.
- Hall, M. P.** (2007, October). Investigating contemplative practices in education and writing classes. Presentation, Georgia SoTL Commons Conference. Georgia Southern University, Statesboro, Georgia.
- Hall, M. P.** (2007, October). Making cognitive affective learning visible. Presentation, Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Cognitive Affective Learning (CAL) Leadership Program, Portland, Oregon.
- Hall, M. P.** (2007, August). Pedagogical implications for cognitive affective learning. Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Cognitive Affective Learning (CAL) Workshop. St. Martin's University, Olympia, Washington.
- Hall, M. P.** (2007, April). Using the unified modeling language (uml) technology for improving students' analytical and problem solving skills. Presentation, *The Scholarship of Teaching and Learning—Making 'IT' Matter*. UMass Instructional Technology Conference, Sturbridge, MA.

Hall, M. P. (2006, November). Cognitive affective learning: Defining and implications for pedagogy. Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Leadership Program, Washington, D.C.

Hall, M. P. (2006, October). Affective learning in teacher education. Presentation, Association for Integrative Studies (AIS) Conference. Atlanta, GA.

Hall, M. P. (2006, March). Integrating and creating legacies: Embracing diversity through a service learning project. The Scholarship of Teaching and Learning: The Cognitive-Affective Connection Conference. Oxford College of Emory University, Oxford, GA.

Hall, M. P. (2006, January). Supporting the scholarship of peer review: The work of fostering intellectual communities in higher education. Paper presentation, Fourth Annual International Conference on Education, Honolulu, Hawaii.

Hall, M. P. (2004, November). Consortium for the advancement of teaching, learning and scholarship case study: What factors influence cultural change in higher education? New England Faculty Development Consortium (NEFDC) Conference at the Westford Regency and Conference Center in Westford, Massachusetts.

Riley, J., Carrera, M., & Hall, M. P. (2004, October). Consortium for the advancement of teaching, learning and scholarship case study: Designing interactive structures for cultural change in higher education. Presentation, International Society for the Scholarship of Teaching and Learning (IS-SoTL) Conference. Indiana University, Bloomington, Indiana.

Hall, M. P. (2004, March). Connections between Parker Palmer's work and the scholarship of teaching and learning. Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). San Diego, California.

OTHER PROFESSIONAL ACTIVITIES

Selected Workshops with Teachers and Students

Hall, M.P., and Santavicca, N. (2015, January). *Mindfulness, content literacy and ELL domains.* Workshop grades 5-8 teaching faculty. This workshop bridged theory and practice. Our Sisters' School, 145 Brownell Avenue, New Bedford, MA.

Hall, M.P., and Santavicca, N. (2014, December). *Langston Hughes and social justice.* Workshop grades girls in grades 5-8 and teaching faculty. This poetry workshop bridged social justice and literacy. Our Sisters' School, 145 Brownell Avenue, New Bedford, MA.

Hall, M.P., (2010, March). *Passion for teaching.* Workshop with teachers in grades 5-12 at the Global Learning Public Charter School, 139 Ashley Boulevard, New Bedford, MA.

Hall, M.P., (2009, August). *Differentiated instruction in theory and practice.* Workshop (9-3) with teachers in grades 5-12 at the Global Learning Public Charter School, 139 Ashley Boulevard, New Bedford, MA.

Hall, M.P. (2008, April). *Differentiating instruction: Reaching the needs of all learners*. In April 2008, I conducted three half-day sessions for 40 teachers (grades 5-12) at the Abby Kelley Foster Charter School in Worcester, MA. MESPA invited me to do this workshop.

Hall, M.P. (2008, April). *Responding to the needs of all learners*. I conducted a three-hour workshop on Instructional Methodology with the Southcoast TEACH! cohort at the AT&T Building in Fairhaven, MA. Invitation from Carol Radford, Director of Southcoast TEACH!

Hall, M.P. (2007, February- May). *Building a new neighborhood*. I coordinated a series of field trips for West Side students from New Bedford to visit UMass Dartmouth campus.

Conference Reviews

Reviewer for American Education Research Association (AERA) Annual Meeting: SIG: Holistic Education (2015-present)

Reviewer for American Education Research Association (AERA) Annual Meeting: SIG: Social Emotional Learning (2017-present)

Journal & Book Review

Reviewer for *Higher Education* (2020-present)

Reviewer for *International Journal of Research on Service-Learning and Community Engagement*. 2015-present

Consulting Editor for *Journal of Transformative Education*. 2015-present.

Consulting Editor for *Sage Open*. 2014-present.

Editorial Board of *Dev Sanskriti Interdisciplinary International Journal*. This international journal is published by Dev Sanskriti University in Haridwar, Uttarakhand, India. 2012-present

Editorial Review Board, *Journal of Cognitive Affective Learning*. 2006-2008.

Service to the Field

Reviewer/ Examiner of doctoral dissertation at the University of Canterbury, Christchurch, New Zealand. Doctoral student: Ching Lam. Spring 2021. Dissertation defense: February 24, 2021. Ching Lam successfully defended her dissertation.

Associate Director of the Assembly of Expanded Perspectives on Learning (AEPL), a standing assembly of the National Council of Teachers of English (NCTE), 2015-2018. Elected September 2015.

External Examiner, Doctoral Dissertation, Dev Sanskriti University, Haridwar, Uttarakhand, India. Computer Science: Rajeshwari Trivedi, 2014.

External Examiner, Doctoral Dissertation, University of Canterbury, New Zealand. Instructional Technology: Betsy Arrington-Tsao, 2013.

UNIVERSITY SERVICE

- a. Service to the Department

Faculty Evaluation Committee, (2006-present)
Chair, Subcommittee for EDU 500 (2014-2015)
Search Committee Chair, FTL Search (2015) –1 hire
Search Committee Member, School of Education Director (2014-2015) - closed
Chair, Search Committee, ELL (2013-2014) - 2 new tenure-track faculty hires
Mentoring Subcommittee (2015-present)
Member, Departmental Curriculum Committee (2003-2015)
MAT Committee (2003- present)

b. Service to the College

Member of MAT Program sub-committee for EDU 510/ 511/ 521/522 (Spring 2021)
Elected Member, School of Education Academic Council for the School of
Education, CAS (2014-2016)
Liaison with English Department (rep. Stan Harrison) for all students interested in
earning teacher licensure in English (2012-present)
Advisor in the STAR Center (Room 114, Liberal Arts) (2014-present)
Faculty Affiliate for Women's and Gender Studies (WGS) in the College of Arts and
Sciences (2008- present)
Doctoral Committee Member for Alexandra Moniz in Educational Leadership (defense,
August 2016)
Doctoral Committee Member for Colleen Avedikian in Educational Leadership
(defense, August 2017)
Honors Thesis Advisor for Sarah Friedman (2016-present)

c. Service to the University

Doctoral Committee Member for Terri Legare in Nursing at UMD (successful defense,
April 7, 2021)

Faculty Senate Representative on By-Laws Committee (2015-present)

Member, Scholar of the Year Committee (elected in 2021)

Member, Affirmative Action Committee (2011-present)

Member of Review Committee for the Center for Marketing Research (CMR) at
UMD. (This involved several meetings over 2016-2017. I was responsible for writing
and editing the 5-page report for the CMR Review)

Faculty Senator for School of Education, College of Arts and Sciences (2013-2016)

Faculty Senate Representative for SEPPCE, University of Massachusetts Dartmouth
(2012-2013)

Member, Diversity Council (2013- 2016)

Office of Faculty Development presentations (2012-present), a variety of presentations
and roundtables, including:

New Faculty Institute (NFI): Tenure and Promotion (2012-2016)
NFI: Differentiated Instruction and Reflective Practice (2012-2014)
Mindfulness and Education (with Dr. Aminda O'Hare) (2014-2015)
Interdisciplinary Graduate Research, Invited Panel Member (2014-2015)

Member, Somerset South Elementary School Council, Somerset, Massachusetts. Focus:
school improvement, budgets, progress, plans, and community-building. (2014-2016)

MEMBERSHIP IN PROFESSIONAL SOCIETIES

National Organizations

American Educational Research Association (AERA)
National Association for Multicultural Education (NAME)
National Council of Teachers of English (NCTE)
Carnegie Association for the Scholarship of Teaching and Learning (CASTL)
Association for Integrative Studies (AIS)
Association for Supervision and Curriculum Development (ASCD)

International Organizations

Assembly for Expanded Perspectives on Learning (AEPL)
International Society for the Scholarship of Teaching and Learning (IS-SOTL)
Association for Contemplative Mind in Higher Education (ACMHE)
Society for Values in Higher Education (SVHE)
International Literacy Organization (ILA)
International Association for Intercultural Education (IAIE)