

**International Listening Association 39th Annual Convention
Listening Beyond Boundaries June 20-23 June 2018**

Program Index

Thursday June 21, 2018	Friday June 22, 2018	Saturday June 23, 2018
Session 1 Session 2 Session 3 Session 4 Session 5 Session 6 Session 7 Session 8	Session 9 Session 10 Session 11 Session 12 Session 13 Session 14 Session 15	Session 16 Session 17 Session 18

SESSION 1: THURSDAY 8:00 - 8:30

- **Room 3025 - [Listening to Self Tai Chi](#)** - Master Charles Thackaberry, Irish Tai Chi Chuan Association

SESSION 2: THURSDAY 9:00 - 9:30

- **Room 3051 - [Welcome: Exciting Things Are Awaiting You: how this ILA convention is different](#)** Charles Veenstra, Helen Ralston, Jennie Grau

SESSION 3: THURSDAY 9:42 - 10.30

- **Room 3051 - [Listening to Stories in Medicine: The Passion and The Peril](#)** Danielle Ofri, Keynote
- **Room 3025 - [Stim·mig: A New Kind of Item for Assessing Listening in Primary School](#)**
- Ulrike Behrens
- **Room 3027 - [Listening Beyond Emotional Boundaries](#)** Lyman (Manny) Steil

SESSION 4: THURSDAY 10:54 – 11:30

- **Room 3051 - [Talk the Way They Listen](#)** Michael Z Murphy
- **Room 3051 - [The Moth Project: Make Me Want to Listen](#)** Sandra Bodin-Lerner
- **Room 3081 - [The High Cost of Empathic Listening](#)** Roberta Ray
- **Room 3025 - [“Checking Fit”: Assuring Caring for Another’s Meaning](#)** Dick Halley and Jerry Catt
- **Room 3027 - [Listening Lounge](#) and [Authors Area](#)**

SESSION 5: THURSDAY 11:36 – 12:30

- Room 3051 - **Care Don't Carry: The Art of Responsible Listening** Elaine O'Mullane
- Room 3081 - **Active Listening on Demand: In Search of Professional Listening Competence of Dialogue Interpreters** Anu Viljanmaa
- Room 3081 - **Professional Listening in a Consent-Objection Negotiation in Child Welfare Decision-Making** Tuula-Ritta Välikoski
- Room 3025 - **Fitzmaurice Voicework Workshop** Helena Walsh
- Room 3027 - **A Qualitative Look at Metacognitive Listening Strategies: What Do Students Say They Do?** Laura Janusik and Teri Varner

SESSION 6: THURSDAY 1:36 – 2:36

- Room 3051 - **Why and How Organizations Need to Listen: The Organizational Listening Project. Keynote Speaker** Jim Macnamara
- Room 3025 - **Talk Is Cheap, But Listening Is Free: Free Listening with Urban Confessional** Benjamin Mathes
- Room 3027 - **Literacy Learning: Explicit Instruction of Listening Skills in Interactive Read-Alouds**
Donna Fogelsong and Laura Janusik
- Room 3027 - **The Great Ear: Research on Listening in Education 1982-2017** Juliana León Suárez

SESSION 7: THURSDAY 2:48 – 3:24

- Room 3051 - **Listen Your Way to Project Success: how project management and listening skills work together to deliver project results** Sasja Huijts
- Room 3081 - **Supporting Adults in Listening to Children and Adolescents: the Ecodevelopmental Listening Model** Cynthia Hazel
- Room 3027 - **Tensions in Professional/Patient Relationship in the Context of Type 2 Diabetes Care** Maija Peltola and Pekka Isotalus
- Room 3025 - **Listening Lounge and Authors Area**

SESSION 8: THURSDAY 3:48 – 5:00

- Room 3051 - **Drinking and Listening at Work: Refining Content Analysis of Listening Behaviors in Work Conversations between Don and Roger throughout the *Mad Men* Series** Sherry Wien
- Room 3051 - **Listening, Literature and Libations** Margaret Fitch-Hauser and Michael Z Murphy
- Room 3081 - **Listening to Assess Literacy** Carol Christy
- Room 3081 - **Detecting Threat: Listening Beyond the Boundaries of Perceived Safety** Deb Leiter
- Room 3081 - **Beyond the Cognitive Dimension: Listening Through a Genre-Based Approach Using Narrative Texts** Graciela Arizmendi Gonzalez
- Room 3025 - **Walking-With, While Listening- To: Toward A Performative Perspective on Listening** Luis Sotelo Castro
- Room 3027 - **Listening: For and Against: From the Perspectives of a Listening Practitioner and a Listening Researcher** Corine Jansen and Avaham (Avi) Kluger

SESSION 9: FRIDAY 8:00 – 8:30 AND 8.30 – 9.30

- **Room 3081 - Business Meeting** Charles Veenstra
- **Room 3081 - Board Meeting** Charles Veenstra
- **Room 3025 - Listening to Self Tai Chi** Master Charles Thackaberry Irish Tai Chi Chuan Association

SESSION 10: FRIDAY 9:36 – 10:48

- **Room 3051 - Bouncing Over Boundaries: A Workshop to Become a Better Listener** Kathy O'Brien
- **Room 3081 - Ontological Listening in Different Spaces** Francine Hultgren, Linda Diaconis, Barbara Fowler and Roxanne Morgan
- **Room 3025 - Engaging in Difficult Conversations: A Mindful Approach to a Discipline of Empathic Listening in Restorative Practice** Julie Lynch
- **Room 3027 - Lies, Memes and Scurrilous Rumors: How Can We Listen in a Post-Truth Age?** John Backman

SESSION 11: FRIDAY 11:12 – 11:48

- **Room 3051 - Preparing for an Emotionally Difficult Listening Event** Dick Halley
- **Room 3051 - Layers of Listening** Laura Hargraves
- **Room 3081 - Metacognitive Listening Instruction: Crossing Motivation and Listening Proficiency Boundaries with a Metacognitive Pedagogical Sequence** Mary Lahman, Laura Janusik and Tim McKenna-Buchanan
- **Room 3025 - Gang Violence Intervention and Listening – Lessons Learned Establishing a Listening Training Curriculum at Natividad Medical Center, Salinas, California** Owen Ó Súilleabháin
- **Room 3027 - Championing a Listen First Movement** Pearce Godwin

SESSION 12: FRIDAY 1:00-2:12

- **Room 3051 - The Business Case for Listening** Dana Dupuis and Graham Bodie
- **Room 3081 - Listening Beyond Paraphrasing** Avraham Natan (Avi) Kluger and Raquel Ark
- **Room 3025 - Listening Beyond the Boundaries of the Mundane: Theosony - Listening with the Ear of the Heart (St. Benedict 5th century)** Nóirín Ní Riain
- **Room 3027 - Helping People Listen Through Journalism: Introducing The Notion of 'Dialogic Public Listening'** Mikko Hautakangas, Maija Gerlander and Laura Ahva
- **Room 3027 - The Role of Listening in Creating and Alleviating Experiences of Ostracism** Sanna Ala-Kortesmaa

SESSION 13: FRIDAY 2:24 – 3:00

- **Room 3051 - Ingredients for Evaluative Listening** Margarete Imhof and Myriam Schlag
- **Room 3081 - Gaining a "Sick Sense": Learning to Listen to Ourselves and Others in the Chronic Illness Journey** Annie Rappeport
- **Room 3081 - The Art of Availability: Free Listening in a Broken World** Benjamin Mathes
- **Room 3025 - High Impact Listening Education at Middle Tennessee University** Janet McCormick

- **Room 3027 - Being Listened to: No Place to Hide: Clients' Experience of Listening in Psychotherapy** Elena Coltea and Aneta Tunariu

SESSION 14: FRIDAY 3:24 – 4:24

- **Room 3051, 3081, 3025 and 3027 - Working Groups: Listening in Business/ Research/ Education/ Publications/ Spirituality/ Healthcare**

SESSION 15: FRIDAY 4:30 – 5:30

- **Room 3051 - Practicing Listen First Conversations on Polarized Issues** Pearce Godwin
- **Room 3081 - When You Speak, You Sing!** Jean-François Mathieu
- **Room 3081 - At the Table: Paired Listening Across Time and Place** Michael Gingerich and Tom Kaden
- **Room 3025 - The Magic of Listening: Physical, Emotional, Cognitive, and Relational Effects of Listening** Sheila Bentley
- **Room 3027 - So You Want to Teach a Stand Alone Listening Course at your College/University But You Don't Know How to Start? Moving Beyond Boundaries With Best Practices for Teaching Listening** Teri Varner, Melissa Beall, Graham Bodie, Mary Lahman, Philip C.Tirpak and Debra Worthington

SESSION 16: SATURDAY 10:30 – 10:54

- **Room 3081 - Listening to Help Refugee School Children Succeed** Donna Schiess
- **Room 3025 - Can You Hear Me Now? Assessing Critical Listening Skills in College Students** Franca Ferrari-Bridgers, Rosanne Vogel and Sebastian Murolo
- **Room 3027 - Listening Lounge and Authors Area**

SESSION 17: SATURDAY 11:00 - 12:12

- **Room 3051 - Making Harps: The Four Stages of Listening** Tomás MacUileagóid and Aisling Connolly, Harpist
- **Room 3081 - I Know You're Listening, But Not Your Listening!** Michael Z Murphy and Daniel (Dan) Corey
- **Room 3025 - Council (Listening Circle) Workshop: From the Personal Story to the Collective Narrative** Avraham Natan (Avi) Kluger, Eran Halevy and Nurit Halevy
- **Room 3027 - Getting Published: A Facilitated Discussion for Listening Scholars, Educators, Practitioners, and Those In-Between** Graham Bodie, Margaret Fitch-Hauser, Margarete Imhof and Debra Worthington

SESSION 18: SATURDAY 12:18 – 1:00

- **Room 3051 - Inspiring a Listening Movement** Helen Meldurm, Michael Gingerich, Tom Kaden, Benjamin Mathes and Pearce Godwin
- **Room 3081 - Synthesizing Learning: Making It Stick Before You Leave** Kathy O'Brien
- **Room 3025 - Connecting: International Day of Listening 2018** Jean-François Mathieu
- **Room 3027 - Collaborating: Find Your Project Partners** Graham Bodie

International Listening Association 39th Annual Convention
Listening Beyond Boundaries June 20-23, 2018

Presenter and Co-Author Biographical Information

Laura Ahva	Eran Halevy	Sebastian Benjamin Murolo
Sanna Ala-Kortesmaa	Richard (Dick) Halley	Michael Z Murphy
Graciela Arizmendi Gonzalez	Laura Hargraves	Nóirín Ní Riain
Raquel Ark	Mikko Hautakangas	Mícheál (Moley) Ó Súilleabháin
John Backman	Lisa Hawthornthwaite	Owen Ó Súilleabháin
Melissa L. Beall	Cynthia Hazel	Kathy O'Brien
Ulrike Behrens	Sasja Huijts	Danielle Ofri
Sheila Bentley	Francine Hultgren	Elaine O'Mullane
Graham Bodie	Margarete Imhof	Maija Peltola
Sandra Bodin-Lerner	Pekka Isotalus	Annie Rappeport
Jerry Catt	Corine Jansen	Roberta Ray
Carol Christy	Laura Janusik	Donna Schiess
Elena Coltea	Tom Kaden	Myriam Schlag
Aisling Connolly	Avraham Natan (Avi) Kluger	Shannon Sickels/Yee
Daniel (Dan) R. Corey	Mary Lahman	Luis Sotelo Castro
Linda Diaconis	Lauren Lee	Lyman (Manny) Steil
Dana Dupuis	Deborah Leiter	Philip C. Tirpak
Franca Ferrari-Bridgers	Juliana León Suárez	Aneta D. Tunariu
Margaret Fitch-Hauser	Julie Lynch	Tuula-Riitta Välikoski
Donna Fogelsong	Jim Macnamara	Teri Varner
Barbara Fowler	Tomás MacUileagóid	Anu Viljanmaa
Maija Gerlander	Benjamin Mathes	Rosanne Vogel
Michael Gingerich	Jean François Mathieu	Helena Walsh
Pearce Godwin	Janet McCormick	Sherry Wien
Irene Göttgens	Tim McKenna-Buchanan	Debra Worthington
Jennifer (Jennie) Grau	Helen Meldrum	
Nurit Halevy	Roxanne Moran	

Session Descriptions

SESSION 1: THURSDAY 8:00 - 8:30

- **Room 3025 - Listening to Self: Tai Chi - Master Charles Thackaberry**, Irish Tai Chi Chuan Association

Start your day with slow gentle focused movement and listening to self.

Return to [Program Index](#)

SESSION 2: THURSDAY 9:00 - 9:30

- **Room 3051 - Welcome: Exciting Things Are Awaiting You: how this ILA convention is different - Charles Veenstra, Helen Ralston, Jennifer (Jennie) Grau**

Receive a warm Irish and ILA welcome. Get a preview of what is to come. Begin your convention experience by meeting convention delegates.

Return to [Program Index](#)

SESSION 3: THURSDAY 9:42 - 10.30

- **Room 3051 - Listening to Stories in Medicine: The Passion and The Peril. Keynote Speaker: Danielle Ofri**

Despite enormous advances in healthcare, patients and caregivers alike are dissatisfied with their experience. So much of medicine has been boiled down to rote algorithms and assembly-line care. Seeking inspiration from the gripping narratives of urban medicine and the unlikely poetry of the ICU, this presentation probes the most fundamental aspect of medical care - how caregivers and patients connect.

Objectives:

1. Understand how listening to, and telling stories connects patients and caregivers.
2. Discuss how we can use stories to teach professionalism and humanities.
3. Recognize ways in which stories might improve medical care.

Keywords: Healthcare, Listening, Story, Caregiver, Patients, Health Outcomes

Return to [Program Index](#)

- **Room 3025 - Stj̄m·mig: A New Kind of Item for Assessing Listening in Primary School - Ulrike Behrens**

The Swiss-German project, Stj̄m·mig, is aimed at assessing the skills of understanding prosodic information in primary school students. The newly-developed test items have been evaluated in a large German pilot study. Results of the study will be presented, and perspectives for extensions of competence models by the dimension of prosodic understanding will be discussed.

Objectives:

1. Present new test items for assessing prosodic listening in primary school students
2. Consider the listening competency model associated with this research

Keywords: assessment, understanding prosodic information, primary, item format, sample items

[Return to Program Index](#)

▪ **Room 3027 - Listening Beyond Emotional Boundaries - Lyman (Manny) Steil**

Listeners across all boundaries are impacted by their emotional triggers, awareness and control. Listening within family, business, community, organization, community, and country, perpetually tests our emotional listening boundaries.

Objectives:

1. Explore the critical 3 components of all listeners' "emotional triggers."
2. Identify listeners' specific positive and negative emotional triggers.
3. Identify concrete and specific strategies for listeners to control their own and others' emotional listening behaviors across a variety of significant boundaries.

Keywords: Listening to emotion, triggers, listening strategies, listening behaviors

[Return to Program Index](#)

SESSION 4: THURSDAY 10:54 – 11:30

▪ **Room 3051 - Talk the Way They Listen - Michael Z Murphy**

Listening scholars have long recognized the 10 worst listening habits as established by Dr. Ralph G. Nichols, the Father of Listening. Three of them are often default behaviors in the classroom. Michael shares techniques to harness those habits with minor shifts in presentation. Whether or not you are officially a teacher, this is suitable for anyone who gives direct instruction.

Objectives: Participants will:

1. Identify their own current, default delivery styles
2. Recognize 3 key, default listening habits of many learners
3. Learn ways to adjust delivery to fit those listening habits.

Keywords education, listenability, delivery, classroom

[Return to Program Index](#)

▪ **Room 3051 - The Moth Project: Make Me Want to Listen – Sandra Bodin-Lerner**

What happens when young adults, yes, millennials, are taught to tell, and listen to, personal stories? It turns out that they actually love the experience and ask for more. Yes, really! In the process, they develop skills to become deep listeners and effective communicators. Let me share with you how *The Moth Project* has helped my students discover the power of deep listening and its ability to connect them with students from other universities. Let's see if *The Moth Project* can help all of us connect globally too.

Objectives:

1. To illustrate how to use personal storytelling to teach students ways to become better listeners and speakers
2. To illustrate how storytelling can create bridges between schools, cultures, countries
3. To demonstrate how to intertwine radio/audio programming, public speaking, audio recording, and artifacts to create a multi-sensory experience to excite students about the importance of developing listening skills.

Keywords: education, storytelling, public speaking, networks, instructional design

[Return to Program Index](#)

▪ **Room 3081 - The High Cost of Empathic Listening - [Roberta Ray](#)**

There is no question that people need, and appreciate, empathic listeners and that empathic listening can improve relationships with family, friends, colleagues, customers, clients, students, patients and all those with whom we communicate. While there are numerous benefits and positive outcomes that often occur with effective empathic listening, we may have neglected to examine the potential high cost of empathic listening. Does effective empathic listening sometimes encourage people to reveal information that could be used to harm them? Can listening empathically to other people's distress sometimes hurt too much, and lead to burnout? What strategies can be used when empathic listening hurts too much?

Objectives:

1. To promote awareness of the potential negative impacts of empathic listening as well as the positive impacts.
2. To give strategies and tactics to limit the possible negative effects of empathic listening.

Keywords: empathic listening, when listening hurts, burnout

[Return to Program Index](#)

▪ **Room 3025 - "Checking Fit": Assuring Caring for Another's Meaning - [Richard \(Dick\) Halley](#) and [Jerry Catt](#)**

Halley's Model will be briefly described with special attention to the concept of "Checking Fit," to provide a background that permits attendees to participate fully in the discussion. In the normal process of listening, the listener is constantly checking how the meanings he/she is assigning are fitting into the meanings already assigned, and the meanings one can imagine may be assigned, in the immediate future. This checking occurs instant after instant. The human brain is capable of incredible feats of checking the meaning of what one is hearing against a huge history of what one has experienced before. If the newly assigned meaning seems to be consistent with what has come immediately before, and with the listener's previous experience, then the listener goes on to the next neural stimulus. However, if that assigned meaning does not seem to be consistent with what has come before, or the listener's previous experience, there is a search for an alternative meaning to assign. The bulk of the time will be used to facilitate a discussion of 'checking fit' and how knowledge of this process can help improve our listening behavior. The presenters believe that the concept of "checking fit" is a major contribution to our thinking about the listening process and that an understanding of this process can help listeners be more effective in the most difficult listening situations.

Objectives:

1. The listener's process of assigning meaning to the message of the speaker can be quite complicated.
2. Understanding how the process works can open up skill possibilities.
3. Learning to use one's imagination in the process can open up skill possibilities.

Keywords: Theory, neurobiological, frameworks, learning to listen more effectively, listening in difficult situations, Bachelard and imagination

[Return to Program Index](#)

- **Room 3027 - Listening Lounge:** Jetlagged? Rest, relax and listen just for fun!
- **Room 3027 - Authors Area:** Invite your favorite ILA author for a photo op or book signing

Return to [Program Index](#)

SESSION 5: THURSDAY 11:36 – 12:30

- **Room 3051 - Care Don't Carry: The Art of Responsible Listening - Elaine O'Mullane**

Frequently, healthcare professionals say that they do not have the time, or ability, to listen to every word their patients say. Healthcare professionals often perceive that it is their responsibility to resolve their clients' problems but feel overwhelmed at the thought of all this responsibility. This highlights the need for healthy listening boundaries. This presentation explores the concept of "Responsible Listening" which encompasses the art of caring, while listening to others without accepting responsibility for their problems.

Objectives:

1. Outline the concept of responsible listening
2. Identify the role of responsible listening in the healthcare setting
3. Explore the challenges and barriers involved in being responsible when one listens in the healthcare setting
4. Explore the concept of healthy responsible listening boundaries

Keywords: Healthcare, listening safe, education, instruction, empowering children, adults, listening that is empowering rather than energy-depleting

Return to [Program Index](#)

- **Room 3081 - Active Listening on Demand: In Search of Professional Listening Competence of Dialogue Interpreters - Anu Viljanmaa**

The proposed presentation is a classic research paper presenting selected preliminary results of the ongoing Ph.D. project of the presenter who seeks to identify dimensions, and specific characteristics, of the professional listening competence of dialogue interpreters - a field not previously looked at within listening research. Dialogue interpreters, also known as community interpreters, help bridge linguistic and cultural gaps between public service providers (doctors, social workers, teachers etc.) and immigrant service users (patients, families in need, parents of school-aged children etc.). Listening is crucial in the work of dialogue interpreters, whose main task is to transfer the contents of the original message of the speaker (uttered in the source language) to the target language (language of the intended recipient) as accurately as possible, without adding, omitting, or changing anything in it. The role of the interpreter in the interactive situation is complex: he/she does not have his/her own agenda and speaks solely with the voice of others, yet he/she is physically present as a human being, and listens as a human being too.

Objectives:

1. Share preliminary results from Ph.D. research project that focuses on listening skills of dialogue interpreters
2. Give interested participants information of another specific listening context: dialogue and community interpreting

3. Receive feedback on interpretation of preliminary results

Keywords: Applied settings, relational, listening in specific contexts, listening for specific professional purposes, dimensions of listening competence of dialogue interpreters, the “invisible” role of the interpreter, active listening on demand, semi-structured interviews, qualitative research

Return to [Program Index](#)

- **Room 3081 - Professional Listening in a Consent-Objection Negotiation in Child Welfare Decision-Making - Tuula-Riitta Välikoski**
[C:\Users\April\Desktop\April Things\Parents\Mum\AF Links - Combined Session and Bio List.docx - TuulaRiittaVälikoski](#)

This qualitative study describes how professional social workers show listening behavior in a formal and law-based consent-objection negotiation in child welfare decision making. Finding out what is best for the child is the common goal for the negotiation. It is well-known that listening is closely tied to the profession (Ala-Korttesmaa 2015). However, balancing different facts, views and emotions in those negotiations is a huge challenge for a social worker's professional listening. Questions are raised such as: how to regulate the communication process in general, relieve tension, find relevant information for decision-making, and show support for parents. Data is collected by recording negotiations (7 cases) and thematically interviewing social workers (10 people). The transcribed data was analyzed by content analysis. Preliminary results show, for example, the emotional part of supporting communication is needed as well as communication assuring parents' understanding. Critical and empathic listening are required in those negotiations. Social workers represent the institution of child welfare, so negotiation between parents and social workers is institutional communication. Previous studies of institutional communication have shown that the quality of communication will correlate to the layman's satisfaction and commitment to the result (de Godzinsky & Ervasti 2016; Hyvärinen 2013; Messmer 1997; Välikoski 2017). This study is one part of the large project entitled 'Consent and objection in child welfare decision-making: a socio-legal analysis'. The project is funded by the Academy of Finland 2017-2021. <https://research.uta.fi/consent/>

Objectives:

1. Share preliminary results from this on-going project
2. Examine various elements of listening in this professional context

Keywords: child welfare, consent-objection negotiation, institutional communication, professional, listening, social worker

Return to [Program Index](#)

- **Room 3025 - Fitzmaurice Voicework Workshop - Helena Walsh**

This session provides a mini workshop introduction to Fitzmaurice Voicework: a deeply holistic mind/body/voice method that connects listeners to themselves, the other, and their environment. This activity brings greater awareness through listening to self, helps one find an authentic voice from that present space and place, and invites participants to become more present and alive in the moment and open to all that it could offer.

Objectives:

Dissolving boundaries within: mind/body/breath connection/inner and outer listening/moving from self-conscious listening to self-aware listening and speaking from there.

Keywords: listening to self, listening to speak, mind/body connection

Return to [Program Index](#)

▪ **Room 3027 - A Qualitative Look at Metacognitive Listening Strategies: What Do Students Say They Do? - [Laura Janusik](#) and [Teri Varner](#)**

Metacognitive listening strategies are used to focus, comprehend, and learn. These strategies are used by listeners to ensure understanding. Metacognitive listening research began with a focus on second language listening (L²). Little research has been published in first language listening (L¹) until recently. This panel presents the preliminary results of a qualitative study that asked L¹ students what they did before, during, and after a listening event to ensure understanding. This study presents a thematic map of student-used strategies and identifies strategies unique to L¹ listening in the USA. Results indicate that students employ more cognitive than metacognitive strategies, and results support the need to teach listening.

Objectives:

1. Provide participants with preliminary results of a 3 year qualitative study of metacognitive listening strategies
2. Provide sufficient support that listening effectively does not occur naturally; education is necessary
3. Introduce a new classification system for cognitive and metacognitive listening

Keywords: Metacognitive listening strategies, qualitative research, thematic analysis, cognitive listening

Return to [Program Index](#)

SESSION 6: THURSDAY 1:36 – 2:36

▪ **Room 3051 - Why and How Organizations Need to Listen: The Organizational Listening Project. Keynote Speaker: [Jim Macnamara](#)**

Extensive investments are made, worldwide, in public communication, to improve health, including campaigns to reduce smoking and obesity, increase cancer screening, promote immunization and combat illicit drug taking. Contemporary approaches to health communication highlight the importance of audience understanding and engagement with citizens and communities, including marginalized groups, through consultation, collaboration and co-production. This requires a shift from 'speaking' to 'listening'. Professor Macnamara outlines methods for organizational listening as an essential element of two-way communication, dialogue and engagement for government, corporate, and non-government organizations.

Objectives:

1. An understanding of the concept and practices of organizational listening
2. The key role of listening in social ecology and culture-centred approaches to health
3. Key methods for effective organizational listening in a health context
4. Benefits of improved and expanded organizational listening

Keywords: public health, public communication, listening research, organizational listening

[Return to Program Index](#)

- **Room 3025 - Talk Is Cheap, But Listening Is Free: Free Listening with Urban Confessional - Benjamin Mathes**

Join this global movement for an unforgettable Free Listening experience. This high energy, active workshop will begin with a brief, but in-depth Free Listening training, then take you to the streets of Dublin to offer Free Listening to the city, and finish with a powerful debrief on the experience.

Objectives:

1. Empathetic listening beyond boundaries and outside of your comfort zone
2. Community action and breaking boundaries.
3. Personal reflection and empowerment
4. Service opportunity
5. Out-of-the-box good time

Keywords: Public and civic, relational, performance, education, adult instruction on listening

[Return to Program Index](#)

- **Room 3027 - Literacy Learning: Explicit Instruction of Listening Skills in Interactive Read-Alouds - Donna Fogelsong**

How do you incorporate listening skill instruction into an already content-filled day? Teachers need two things to teach listening: 1) the awareness that it needs to be taught; and 2) strategies for teaching it with opportunities for guided practice. Using interactive read-alouds to teach and practice skills is one method for giving students practice with the essential literacy skill of listening.

Objectives:

1. Give teachers tools to explicitly teach listening
2. Give students opportunities to practice listening
3. Provide teachers with tools for modeling effective listening skills for students
4. Give teachers a list of children's literature specifically related to listening skills.
5. Provide teachers with a model for practicing listening skill instruction in their classrooms.

Keywords: Relational listening, friends, teachers, education, listening to instruction, communication, learning

[Return to Program Index](#)

- **Room 3027 - The Great Ear: Research on Listening in Education 1982-2017 - Juliana León Suárez**

This paper represents a small part of the investigation I did for my doctorate (Doctorate in Education from the District University of Bogotá, Colombia). The aim of the research is to deepen in the way we learn listening in schools. I want to report on my review of the background, the contributions, and needs of research in Colombia and Latin America.

Objectives:

1. To report on Latin America and Colombian contributions to the study of listening in education.

2. To argue the need to investigate listening in this part of the world.
3. To share the methodology that I have used for the construction of research instruments.
4. To invite other researchers to study the Latin American situation in relation to listening in education.

Keywords: education: primary, secondary, college, graduate, adult instruction, listening

Return to [Program Index](#)

SESSION 7: THURSDAY 2:48 – 3:24

- **Room 3051 - Listen Your Way to Project Success: how project management and listening skills work together to deliver project results - [Sasja Huijts](#)**

Projects are all about implementing change. And project management is so much more than building project plans and schedules. Many technology projects have significant impact on the day to day operations of an organization and in many cases are drivers of organizational transformation. In this presentation you will learn how listening skills are an integral part of project management and how they can make the difference between project success or failure.

Objectives:

1. Recognize that projects are about change. Organizations don't change, people do!
2. Explore how good listening skills lead to project success and accomplish business transformations.
3. Discover how project and change management go hand in hand to successfully deliver projects.

Keywords: applied settings, business and organizational transformation, change management, project management.

Return to [Program Index](#)

- **Room 3081 - Supporting Adults in Listening to Children and Adolescents: the Ecodevelopmental Listening Model - [Cynthia Hazel](#)**

This poster will present a listening model (the Ecodevelopmental Listening Model [ELM]) that can be taught to, and utilized by, adults to enhance their ability to listen to children and adolescents. Based on the Integrative Listening Model (ILM; Thompson et. al., 2010), the ELM is specific to adult-child listening events. The ELM integrates an Ecodevelopmental perspective, which recognizes that (1) the adult-child dyad's primary function is to promote the child's development (Bronfenbrenner, 1979); (2) influences between the child and adult are bi-directional and reciprocal (Bandura, 1977, 1978; Lerner & Steinberg, 2009); and, (3) environmental factors impact the child, the adult, and their relationship (Bronfenbrenner, 1979).

Objectives:

1. Gain appreciation for the particularities of adults listening to children and adolescents
2. Consider how to optimize adults' listening to children and adolescents, given environmental and developmental influences
3. Understand a model of adult-child listening (the ELM)

Keywords: Child and adolescent development, adult listening

Return to [Program Index](#)

- **Room 3025 - Listening Lounge:** Jetlagged? Rest, relax and listen just for fun!
- **Room 3025 - Authors Area:** Invite your favorite ILA author for a photo op or book signing

Return to [Program Index](#)

- **Room 3027 - Tensions in Professional/Patient Relationship in the Context of Type 2 Diabetes Care - [Maija Peltola](#) and [Pekka Isotalus](#)**

According to previous research, one of the main characteristics of communication implicated in attaining a good care relationship is listening. Usually, listening has been understood as an essential component when fostering respect, value, presence, understanding, and finding the best care solutions for patients. However, less attention has been given to how listening can be affected by the characteristics of a care relationship where expertise and power are asymmetrically distributed. The aim of this paper is to introduce the results of a qualitative study that described tensions in positive and negative significant interpersonal communication experiences of diabetic patients. The theoretical background of the study was relational dialectics which has rarely been utilized in the field of listening or in examining professional-patient relationships. The results will be useful for patients and professionals when reflecting upon and constructing different communication practices - such as listening - in different kinds of healthcare situations.

Objectives:

1. clarify the association between listening and the characteristics of a care relationship
2. give a dialectical perspective to the examination of listening in the context of professional/patient communication
3. give a new perspective on refining listening skills in the context of specific chronic illness care

Keywords: professional/patient relationship, relational dialectics, significant interpersonal communication experiences, tensions, type 2 diabetes, qualitative research

Return to [Program Index](#)

SESSION 8: THURSDAY 3:48 – 5:00

- **Room 3051 - Drinking and Listening at Work: Refining Content Analysis of Listening Behaviors in Work Conversations between Don and Roger throughout the *Mad Men* Series – [Sherry Wien](#)**

This study is a follow-up content analysis that measures listening behaviors and classifies listening styles between two fictional (and often drunken) characters, Don Draper and Roger Sterling, throughout the entire series of *Mad Men*, a critically acclaimed and popular dramatic television series. Listening behaviors were recorded on video and transcribed, which allowed the researcher to collect and share data. Every work conversation between Don and Roger (in the office and at the bar) was analyzed using two measurement tools: the Listening Styles Profile – Revised (LSP-R) and a revised version of the Organizational Listening Survey (OLS) presented last year at the International Listening Association (ILA) Conference in Omaha. The results quantify and explain how listening behaviors help to establish these characters and their relationship.

These work friends listen beyond the boundaries of the workplace. More significantly, this study investigates the reliability and validity of the OLS revised version by using intercoder reliability and investigating two more characters in the show.

Objectives:

1. To develop a refined version of the Organizational Listening Survey, as a listening research scholar
2. To investigate how listening is demonstrated through observed behaviors and styles, as a listening teacher
3. To explore how listening contributes to character development in television shows, as a media critic.
4. To understand the characters of Don Draper and Roger Sterling, as a fan viewer of *Mad Men*

Keywords: Content analysis, work friends, television performance

Return to [Program Index](#)

▪ **Room 3051 - Listening, Literature and Libations – [Margaret Fitch-Hauser](#) and [Michael Z Murphy](#)**

Join two Dublin actors and ILA members, Margaret Fitch-Hauser and Michael Z Murphy for an unusual convention session. This lively discussion focuses on transforming the writing of some of Dublin's best writers into galvanizing listening moments. For those who have registered, this walking tour follows Dublin's rich literary heritage, while absorbing the convivial ambience of traditional pubs on a literary pub crawl. Wander through Dublin's charming streets to visit sites and pubs that inspired some of the country's most famous writers; enjoy refreshing pints of locally brewed ale and sample local specialities (own expense); and put your newfound knowledge to the test in a fun-filled literary quiz at the end of your tour. Delve into Dublin's literary past and exciting pub culture with entertaining and informative actors during this enriching experience. The tour is a separate portion of the program and departs from Duke's Pub. Embark on an animated and entertaining journey to the sights and sounds that inspired Irish writers such as Oscar Wilde, Samuel Beckett, James Joyce, George Bernard Shaw and W.B. Yeats.

Objectives:

1. Explore the relationship between reading and listening
2. Learn about famous Irish authors
3. Consider the challenges of maintaining listener attention in distracting urban areas
4. Enjoy a lively interview between the actors curating this experience and our ILA listening experts

Keywords: listening, Dublin authors, literature

Return to [Program Index](#)

▪ **Room 3081 - Listening to Assess Literacy - [Carol Christy](#)**

Teachers are constantly evaluating the reading abilities of their students by listening. This paper presents some of the results of an ongoing study into teacher candidates reactions to the listening tasks required to objectively assess reading and diagnose reading problems.

Objectives:

1. Explore the role of listening in reading assessment and diagnosis.

2. Understand teacher candidates' estimation of their own abilities to listen with focus for assessment purposes.
3. Consider teacher candidates' response to listening determining the high stakes for children.

Keywords: Education: primary, secondary, theory and research, assessment

Return to [Program Index](#)

▪ **Room 3081 - Detecting Threat: Listening Beyond the Boundaries of Perceived Safety - [Deborah Leiter](#)**

Stress and trauma research shows that these physiological states can throw us into a constant spate of reactive 'fight or flight' responses. Since all humans experience stress and trauma at various times, we all have moments in which we find ourselves in reactive states. Sometimes this is justified, and sometimes it is not. I will present ways in which the detective story gives all of us a "literature as equipment for living" template for active listening - detection of what is, and isn't, a threat. The strategies in these stories can help us move beyond natural fight or flight responses to listen to the context of a situation, and make room for a broader range of responses. I will discuss the ways in which detective strategies meld critical listening skills with non-directive listening skills, showing how the two naturally fit together in healthy responses to situations of perceived threat.

Objectives: This presentation will:

1. Help the audience understand the connections between fight or flight stress responses and perceived threat
2. Help the audience understand the way in which detective strategies can be helpful in sorting through fairness of perceived threats
3. Help the audience think through the way in which typical detective strategies blend critical and non-directive listening skills
4. Help the audience think through strategies learned from detective stories

Keywords: Theory and research, listening and stress/trauma, neurobiological/psychological, relational listening, frameworks, narrative theory

Return to [Program Index](#)

▪ **Room 3081 - Beyond the Cognitive Dimension: Listening Through a Genre-Based Approach Using Narrative Texts – [Graciela Arizmendi Gonzalez](#)**

This session will present research on a genre-based (GB) approach to teaching listening skills to second language learners implemented at a Mexican university with the aim of exploring how second language learners listen, and the factors affecting the outcomes of the GB approach in listening. Data was gathered through a listening task which was later used as a stimulus to recall listening thoughts, and through semi-structured interviews. While quantitative results were not statistically significant due to listening aspects related to the listeners, and text features that affected the outcome of the GB approach, factors such as listeners' processes, strategies and affective states alongside natural speech features and organization of the spoken language within the text content, all played a role. Overall, the study provides knowledge for scholars to understand the suitability of a genre-based approach for listening and the factors affecting the outcome of the approach in L2 participants' listening.

Objectives: In this session the attendee will explore:

1. Findings about the salient factors affecting the outcome of a genre-based approach in second language learners' listening.
2. Internal factors related to the listeners' skills, processes and affective states
3. External factors about the task and text, specifically natural speech features of the narrator and text organization which impaired participants' listening.
4. To what degree this understanding can be relevant to L1 listeners.

Keywords: applied linguistics: listening at university, theory and research, sociocognitive theory, genre theory

Return to [Program Index](#)

▪ **Room 3025 - Walking-With, While Listening- To: Toward A Performative Perspective on Listening - [Luis Sotelo Castro](#)**

This program is a performative exercise on listening (and speaking). Participants will be invited to go for a short walk about Trinity College in pairs. Participant 1 (P1) will be asked to be the guide and speak freely and spontaneously to participant 2 (P2), while P2 will be guided by, and will listen to, P1. The person taking on the role of listener (P2) will be asked to listen silently. After twenty minutes, participants will gather together and be re-paired with different partners and asked to switch roles. People who were previously listeners will be speakers within their new pairs, and people who were speakers will be listeners. After the second walk ends, a group discussion will be facilitated where participants will be asked to share feedback on their experience in response to several questions. For example, "how did you feel as a listener being guided by another person and not able to respond?". After collecting some feedback from participants about their experience of the exercise, I will present a twenty-minute-long paper on my research. The paper proposes that this exercise highlights and amplifies the performative qualities of listening. From research gathered on this performance form, listening has been experienced as a physical, improvisatory, creative, and collaborative participation performance practice. The implications of this methodology for the notion 'performative listening' will be addressed.

Objectives:

1. to enable participants to experience aspects of the physical dimensions (space, physical effort and time) of interpersonal listening
2. to enable participants to experience the improvisatory quality of interpersonal listening
3. to enable participants to experience listening as a collaborative effort

Keywords: Performative, listening, listening as physical, improvisatory, creative, and collaborative performance

Return to [Program Index](#)

▪ **Room 3027 - Listening: For and Against: From the Perspectives of a Listening Practitioner and a Listening Researcher - [Corine Jansen](#) and [Avraham Natan \(Avi\) Kluger](#)**

Participants will be invited to watch a listening researcher and a listening practitioner interviewing each other about good listening and the obstacles preventing it. Afterwards, participants will interview each other (using the feedforward interview protocol) to discover the conditions each needs to become an amazing listener. Finally, participants will be challenged to expand the conditions that make them amazing listeners into new spheres in life.

Objectives:

1. Explore what makes one a good listener.
2. Consider the benefits of poor listening.
3. Recognize the enemies of listening.
4. Challenge participants to consider the conditions they need to become amazing listeners.

Keywords: Diverse applied settings (business, healthcare, education); theory and research; diverse examinational contexts (different friends, colleagues, and family members).

Return to [Program Index](#)

SESSION 9: FRIDAY 8:00 – 8:30 AND 8.30 – 9.30**8:00 – 8:30**

- **Room 3081 - Business Meeting** - Charles Veenstra
This meeting is for ILA members only thank you.

Return to [Program Index](#)

- **Room 3025 – Listening to Self Tai Chi – Master Charles Thackaberry,** Irish Tai Chi Chuan Association **Room 3025**
Start your day with slow gentle focused movement and listening to self.

Return to [Program Index](#)

8.30 – 9.30

- **Room 3081 - Board Meeting** - Charles Veenstra **Lower Concourse**
Board members gather for a brief Board meeting and breakfast.

Return to [Program Index](#)

SESSION 10: FRIDAY 9:36 – 10:48

- **Room 3051 - Bouncing Over Boundaries: A Workshop to Become a Better Listener** [Kathy O'Brien](#)

This workshop will immerse participants in the How-to of Listening. We'll explore our own behavior through the lens of a simple model: Intention and Attention. It will involve paired work, group discussion and individual reflection.

Objectives:

1. To become more aware of successful strategies we're already using, then make choices about applying them more often.
2. To acquire a new model as a guide for conscious listening.
3. To learn more about our own listening patterns, habits and abilities through some new insights and a lot of sharing

Keywords: Applied settings, relational, humanities, education

Return to [Program Index](#)

- **Room 3081 - Ontological Listening in Different Spaces** - [Francine Hultgren](#) and [Linda Diaconis](#) and [Barbara Fowler](#) and [Roxanne Moran](#)

This panel presentation is focused on ways in which a sense of ontological listening is a practice of the Self through different disciplinary spaces within different listening contexts (phenomenology students, online pedagogy, grieving groups and nursing practice). Grounded in Heideggerian phenomenology, it connects and extends the work of David Michael Levin in *The Listening Self* that explores the human potential for self-development in its perceptual, embodied, moral and spiritual dimensions. The four panelists from the fields of policy and pedagogy, and nursing education all engage in ontological listening with students and other adults, exemplifying how such listening is transformative in addressing everyday life experiences. As such, the aim is to enhance development of our human potential through listening as a gift that provides a moral claim on us. As Levin suggests, what is wrong with our society is an echo of who we are - an indictment of the character of our listening. The prevailing conditions of our world today are located in pathologies of gesture, vision, and hearing that are distinctive of our time. Ontological listening is a way to reclaim alienated meaning and assume responsibility for the future.

Panel Talks and Presenters

1. The Space of Ontological Listening: Phenomenological Voicing with Students - Francine Hultgren
2. Listening Online: A Caring Presence - Linda Diaconis
3. Spiritual Listening in Grieving Spaces - Barbara Fowler
4. Listening from Within the Heart of the Circle - Roxanne Morgan

Objectives:

1. Provide a grounding for ontological listening through phenomenology that shows an intertwining of self & other and self & society
2. Illustrate how embodied listening is a powerful form of pedagogical engagement for transformative change in listening practices
3. Provoke an engagement with realities that impede our ability to listen and threaten the being of human beings
4. Inspire the possibilities for development of the self through listening that is rooted in the body of our experience

Keywords: Applied, ontological listening, self, healthcare, education, theory

Return to [Program Index](#)

▪ **Room 3025 - Engaging in Difficult Conversations: A Mindful Approach to a Discipline of Empathic Listening in Restorative Practice - [Julie Lynch](#)**

This presentation provides educators with units to use, or modify, for use in their classrooms. It uses an emphasis on empathic listening within diverse college campuses in order to increase understanding and inclusion and decrease conflict and misunderstanding of others. The unit covers one semester and includes a syllabus and timeline, student objectives, materials used, discussion questions and essay topics. Participants will walk through the theory and format for Mindfulness and Circles of Understanding including brief exercises in each area. The format will be lecture-based and interactive in order to gain feedback and build on each other's backgrounds and experiences with similar areas of research and study. All materials will be provided online upon request.

Objectives:

1. Show how Circles of Understanding can promote inclusivity
2. To highlight how Circles of Understanding differs from traditional discussion by:
 - establishing a safe space for open and honest discussion;
 - designing a classroom to be inclusive of, and of value to each individual;
 - regulating the power of speaking and listening;
 - emphasizing confidentiality and trust;
 - modeling how to approach uncomfortable topics such as race, gender, and class;
 - establishing ground rules to provide a sense of belonging and ownership of the safe space.

Keywords: circles, mindfulness, diversity, inclusion, empathic listening, intrapersonal listening, contemplative listening

Return to [Program Index](#)

▪ **Room 3027 - Lies, Memes and Scurrilous Rumors: How Can We Listen in a Post-Truth Age?**
- [John Backman](#)

Humans have lied since there were humans. Nowadays, however, lies and rumors travel faster, and in greater volume, than ever before, in an age characterized by an apparent indifference to the truth-value of any given statement. Conservatives and progressives alike have bemoaned the resulting decay in our public life. How do we listen in such an age? When do we take people at face value, listen for hidden bias, call out fake news, pay attention to “what they do, not what they say”? In a session designed to explore and raise questions, we consider the landscape of the post-truth age, why lying bothers us so much, ancient wisdom on the place of lies in our moral universe, and how we might listen compassionately, openheartedly, yet with an antenna for truth.

Objectives: In a reflective session built on small-group discussion, and more questions than answers, participants will:

- Air their own deepest questions/concerns about the post-truth age
- Chart a course for their own approach to listening
- Practice listening across boundaries (e.g., national, societal, and identify group boundaries)
- Model and foster empathy in an age bereft of it

Keywords: Applied humanities, spirituality, current events, lies, fake news, social media

Return to [Program Index](#)

SESSION 11: FRIDAY 11:12 – 11:48

▪ **Room 3051 - Preparing for an Emotionally Difficult Listening Event - [Richard \(Dick\) Halley](#)**

This talk will present steps that will help a listener prepare for an emotionally difficult listening event. The objective is to encourage the audience to prepare for times when they are expecting a listening event to be difficult and challenging. The hope is to help listeners in such events remain calm and focused on really understanding the position of the speaker.

Objectives:

1. Learn to prepare for a difficult listening event

2. Provide an example with a method
3. Motivate listeners to prepare to listen

Keywords: Focus, perspective changing, thinking, approaching a listening event, difficult listening, relational Listening, intimates, family members, friends, civic, public, connect with strangers, social change, social justice

Return to [Program Index](#)

▪ **Room 3051 - Layers of Listening - [Laura Hargraves](#)**

When working with children I always emphasize that we *hear* with our ears, but we *listen* with our brain. It's both a simple statement and a necessarily nuanced way to think about the art of communication. I prefer to look at listening like the layers of an onion. On the surface - or rough outer layer - listening can be viewed as just offering attention. But as with an onion, the seemingly simple layers of listening are far more complex than what we experience on the surface. This presentation will explore the different ways humans listen and how it impacts children in their learning as well as in their interactions with others. Today, the opportunities that children are afforded to learn to listen are diminished due to a variety of societal factors. Time, the competition for attention, computer technology, social media and other distracting forces all inhibit the progression of healthy communication and listening skills. With focused direction and informed developmental education, the listening skills in children can be enhanced and nurtured to allow them to become active listeners and engaged learners.

Objectives:

1. Identify the layers of listening: the components that support listening
2. Why education on listening needs to occur at the elementary level
3. How the interactions of adults impact listening skills of children
4. Can children become excited about listening?

Keywords: Childhood listening, primary education, early listening skills and their impact on interactions and learning

Return to [Program Index](#)

▪ **Room 3081 - Metacognitive Listening Instruction: Crossing Motivation and Listening Proficiency Boundaries with a Metacognitive Pedagogical Sequence - [Mary Lahman](#), and [Laura Janusik](#), and [Tim McKenna-Buchanan](#)**

As L² listening research supports, teaching metacognitive listening strategies improves students' motivation and listening proficiency. When clarifying that metacognition is not one skill, but a sequence of strategies needed for effective listening, teachers lay the foundation for self-regulated learning. Because learning contexts place a variety of listening demands on students, teachers can include metacognitive activities that help students adapt to a variety of listening tasks. This presentation discusses the preliminary findings of a 2-university study that implemented a metacognitive listening pedagogical sequence.

Objectives:

1. Use a metacognitive pedagogical sequence to understand metacognitive listening strategies needed in the classroom.

2. Understand how to recreate a metacognitive pedagogical sequence for a specific lesson.

Keywords: Metacognition, metacognitive process strategies, metacognitive pedagogical sequence, metacognitive listening strategies, metacognitive knowledge

[Return to Program Index](#)

- **Room 3025 - Gang Violence Intervention and Listening – Lessons Learned Establishing a Listening Training Curriculum at Natividad Medical Center, Salinas, California - Owen Ó Súilleabháin**

The Natividad Medical Center is one of California’s public safety-net hospitals. Monterey County has the highest rates of youth homicide in the state. We saw a once-in-a-lifetime chance to interrupt this cycle of violence by creating the CHOICE program. The CHOICE program provides services for victims of gunshot wounds, stabbings and assaults. When a survivor of violence arrives at the Natividad Trauma Center, a CHOICE Intervention Specialist meets them at their bedside. They provide the advocacy and the support needed for the patient and their family to heal after the trauma. A **Listening Training** has emerged from the conclusion of research and focus groups. Listening, in its many forms, is a core element throughout all the stages of the healing process.

Objectives:

1. Share our story of how listening training is achieving success in a healthcare setting
2. Prove the impact of listening training for Intervention Specialists in a gang violence reduction program
3. Show how our experience can be applied to any organization to facilitate better listening

Keywords: listening, healthcare, adult instruction, assessment, social change, social justice

[Return to Program Index](#)

- **Room 3027 - Championing a Listen First Movement - Pearce Godwin**

Seventy-five percent of Americans say incivility has reached a crisis level and are desperate to turn the tide of rising rancor and deepening division. Listening has the power to restore relationships, bridge divides, and mend the frayed fabric of society. In collaboration with 50 organizational partners, the Listen First Coalition has launched the Listen First movement to rebuild civil discourse and bridge divides. We host events, engage students, convene communities, train workplace teams, and celebrate Listen First businesses and politicians. From Dublin to America and around the globe, *Listening Beyond Boundaries* can change the world. Learn about the movement, methodologies, and how to engage your community.

Objectives:

1. Discover the burgeoning Listen First movement
2. Learn of the many partners and methods involved
3. Explore ways to engage your community in the movement
4. Be inspired with hope for listening transforming culture

Keywords: business, government, relational, education, secondary, college, social change, listening

[Return to Program Index](#)

SESSION 12: FRIDAY 1:00-2:12

▪ **Room 3051 - The Business Case for Listening - Dana Dupuis and Graham Bodie**

Many businesses rely on strong communication in order to get the job done. This includes the internal communication of vision, mission and values and external communication of specific messages, sales pitches, and support to customers. When it comes to communication, many organizations have developed half of the communication equation: speaking - however, most have not focused any training or skill development in the area of listening. This is a costly mistake. This presentation explores why listening inside organizations is so overlooked and how we are out to change that.

Objectives: In this session you will discover:

1. What key industries and jobs rely on listening?
2. What kind of listening training is available?
3. What we have learned from teaching “Listening Intelligence”?
4. How our clients in key areas such as “customer service” and “sales” have improved or excelled from listening work

Keywords Applied settings, business, healthcare, organizational, governmental

Return to [Program Index](#)

▪ **Room 3081 - Listening Beyond Paraphrasing - Avraham Natan (Avi) Kluger and Raquel Ark**

Deep listening requires being present. In this workshop, you will be invited to center yourself and re-center yourself, again and again, in between various listening activities, so you and your partner become aware of your listening habits, change the habitual listening, and feel nourished. This type of exercise will help you move beyond reacting to responding to your partner. Once you are in a responding mode, you will facilitate the emergence of new perspectives in your partner, while surprisingly, these new perspectives may be contagious and give you new perspectives without being the speaker.

To create a positive context for a workshop in a multinational conference, you will be invited to tell a story, or talk about, your resilience (your ability to overcome life challenges and grow out of it). The workshop will include elements of deep listening, mindfulness and responding beyond paraphrasing.

Objectives:

1. Demonstrate how mindfulness supports deep listening so that both speaker and listener become aware of their own behaviors/habits leading to self-motivated change
2. Demonstrate how mindfulness helps both the listener and speaker to respond as opposed to reacting.
3. Support self-awareness of the impact the listener/speaker experience has on each other.
4. Demonstrate alternative ways to respond which are beneficial to the listener
5. Provide empirical evidence of the benefits of listening beyond paraphrasing

Keywords: Diverse applied settings (Business, Health Care, Education, family), theory and research

Return to [Program Index](#)

▪ **Room 3025 - Listening Beyond the Boundaries of the Mundane: Theosony - Listening with the Ear of the Heart (St. Benedict 5th century) - Nóirín Ní Riain**

This presentation grants a unique opportunity to encounter and experience a theology of listening focusing on Theosony. Theosony is the term coined by N  ir  n N   Riain and was the subject of her doctoral research in Theology from the University of Limerick, Ireland, and was published in 2011 as a book entitled ‘Towards a Theology of Listening’. In this session, N  ir  n N   Riain explores a taxonomy of a certain kind of listening for the study of all facets of the aural experience of divine love and compassion through language, listening and silence. Theosony is not confined to any particular religious instruction, or sect, and is accessible to believers and non-believers alike. Highlighting the limited research that explains how the aural sense can provide a powerful sense of communication with the Divine, N  ir  n N   Riain draws on work from Danish philosopher, S  ren Kierkegaard, and American poet, William Stafford, among others. She blends her experience as a singer and her knowledge of folklore to create an illuminating, informative and transformative experience.

Objectives:

1. Discover how listening is a common part of all spiritualities and of life itself.
2. Learn about Theosony, a threefold classification of mystical listening: cosmic, non-conceptual, and conceptual.
3. Gain recommendations for listening drawn from the wisdom of Irish poetry, storytelling, song and literacy.
4. Explore the Phenomenology of Silence, the sister aspect of sound and listening

Keywords: Spiritual experience, lived experience, neurobiological, education, prayer, personal development

Return to [Program Index](#)

▪ **Room 3027 - Helping People Listen Through Journalism: Introducing The Notion of ‘Dialogic Public Listening’ - [Mikko Hautakangas](#) and [Maija Gerlander](#) and [Laura Ahva](#)**

The role of journalism in society as a producer of public discussion is commonly talked about in terms of “giving voice.” We suggest, however, that the next step is needed: journalism should also pay attention to listening. Journalists could help people listen to different voices to better understand why these viewpoints may differ. In this presentation, we introduce the concept of ‘dialogic public listening’, which combines theories from journalism studies and interpersonal communication studies. The presentation is based on an action research project that took place in Finland in 2016-2018, entitled ‘The Conciliatory Journalism Project’, which brought researchers of journalism and communication together with 49 active journalists, with the aim of developing journalistic practices that would resist the polarization of social conflicts.

Objectives:

1. Introducing and discussing the concept of ‘dialogic public listening’
2. Expanding the discussion about listening as a journalistic practice
3. Presenting the empirical material gathered in the ‘Conciliatory Journalism action research project

Keywords: action research, dialogic public listening, journalism, journalistic work, public journalism, polarization

Return to [Program Index](#)

▪ **Room 3027 - The Role of Listening in Creating and Alleviating Experiences of Ostracism –**

Sanna Ala-Kortesmaa

Ostracism, a socially stigmatizing phenomenon, can sometimes make an individual feel like no one listens to them, or that there is something wrong with them, so they change the way they interact with others, or even alter their personality. The results of this qualitative study (n=27) indicate that listening has a remarkable role in creating and alleviating different experiences of ostracism. In previous research, listening has often been considered to be a way of showing support; however, the darker side of it has not been thoroughly examined. Even though listening behavior can reach beyond the act of exclusion and make others feel included, it can also be used as a means to exclude someone. Both sides of listening are examined using a thematic content analysis against the theoretical framework of constructivism when a more comprehensive understanding of the power of listening is created.

Objectives:

- Consider the complex nature of ostracism
- Explore listening as a means to include/exclude
- Examine the involuntary effect of listening on deepening the experience of ostracism
- Highlight the difficulty of identifying supportive listening

Keywords: ostracism, relational listening, interpersonal listening, supportive listening, self-esteem

[Return to Program Index](#)

SESSION 13: FRIDAY 2:24 – 3:00

▪ Room 3051 - Ingredients for Evaluative Listening - [Margarete Imhof](#) and [Myriam Schlag](#)

What do we know about how listeners process the audio information contained in radio programs? What drives them to invest effort into listening to challenging audio documentaries and how is trust and credibility generated in the age of echo bubbles and fake information? Mobile ways of learning through listening in the digital age create new options for the proliferation of knowledge and education. National Public Radio stations produce high standard broadcast programs to proliferate knowledge and scientific findings to attract listeners. In a field experiment with $N = 132$ participants (mean age $M = 37.76$, $SD = 13.26$) across a variety of educational levels, we investigated the conditions for, and effects of, listening to a podcast about a science topic. Aspects of current motivation and the habit of asking for justification from multiple sources determine the quality of information processing. The importance of complex thinking habits is highlighted as a prerequisite for effective listening, in addition to motivational effort. Should producers of audio podcasts educate the listening habits of their audience, or cater to them?

Objectives: Consider the impact of:

1. Listening to media programs
2. Listener motivation on information processing
3. How much of the message is the medium?
4. Educating listeners

Keywords: science through media, listening in public and civic spaces, listening and technology

[Return to Program Index](#)

- **Room 3081 - Gaining a “Sick Sense”: Learning to Listen to Ourselves and Others in the Chronic Illness Journey - [Annie Rappeport](#)**

This talk will highlight the value added by listening to chronic illness and to those who live in the “kingdom of the sick” (Sontag, 2001). Enter a world built from the voices of invisible chronic illness with Annie, a woman who was energetic and healthy until her twenties. Years in the making, her journey is full of twists and turns, unknown illnesses, misdiagnosis, compassion, and re-learning how to navigate the world. Bringing voices from fellow chronic patient narratives gathered from a phenomenological approach, this talk asks participants to join in a journey of transformation caused by multiple chronic illnesses.

Objectives: This presentation is taking a strengths perspective of the experience with a focus on the role of listening in the following ways.

1. Listening to our bodies: a reconnection to our bodies
2. Listening to our loved ones with invisible chronic illness
3. Listening in healthcare settings as healthcare professionals
4. Gaining a “sick” sense that changes perspectives of the world, heightened compassion and awareness

Keywords: Healthcare, invisible chronic illness, listening to patients, listening to our bodies

Return to [Program Index](#)

- **Room 3081 - The Art of Availability: Free Listening in a Broken World - [Benjamin Mathes](#)**

From the author of the article, "How to Listen When You Disagree," this presentation will reveal how free listening is more than holding a sign on street corners; it develops a posture of availability that may just heal the world. In this talk, Benjamin Mathes will detail the Availability Model, a simple but difficult path to experiencing the wholeness of life, existing in the complexities of togetherness, and loving each other in spite of our differences. In this talk, Urban Confessional Founder, Benjamin Mathes will expand on his viral article, ‘How to Listen When You Disagree: Lessons from the Republican National Convention’. Read by over 8 million people across the world, the article provided the foundation for the very things that will allow us to exist in the fullness of our own lives: availability.

Objectives: To explore:

1. Listening in disagreement
2. Listening across cultures
3. Listening to difficult voices
4. Listening to our own difficult voices

Keywords: listen, relationship, arts, performance, civic and public listening, connect with strangers, difficult listening

Return to [Program Index](#)

- **Room 3025 - High Impact Listening Education at Middle Tennessee University [Janet McCormick](#)**

This presentation is a succinct overview of one way to strategically build a Listening course to be incorporated into your college or university curriculum by using a course taught at Middle Tennessee State University since 2014 as a model of best practice. The presenter will share

employer/student interest survey results used to determine the need for the course, the course proposal, the course syllabus/requirements, course resources, samples of student assignments, and a summary of student feedback/evaluations.

The course explores the role of listening in human communication as a cognitive process, a social function and as a critical professional competency. It introduces students to the theory and research of listening scholarship and helps to build practical skills in achieving desired outcomes in effective listening. This course takes an experiential approach to listening instruction while providing extensive practical applications within the context of a sound theoretical framework. Students develop an understanding of the listening process and gain powerful listening skills. They explore the impact of culture, technology and globalization as they consider what it means to be a responsible listener in today's complex world.

Objectives: Attendees will:

1. Learn to use employer/student interest surveys to determine the need for a Listening Course
2. Learn how to organize a Listening Course proposal
3. Learn what to include in a Listening Course syllabus
4. Consider a variety of Listening Course resources
5. Consider a variety of sample Listening student assignments
6. Learn to evaluate a Listening Course using student feedback

Keywords: education: college, graduate, adult instruction on Listening

Return to [Program Index](#)

▪ **Room 3027 - Being Listened to: No Place to Hide: Clients' Experience of Listening in Psychotherapy - [Elena Coltea](#) and [Aneta D. Tunariu](#)**

This presentation shows findings of a research study using Interpretative Phenomenological Analysis to explore clients' experience of 'being listened to' in the psychotherapeutic context. The findings capture collectively shared, distinct aspects of the listening phenomenon as it unfolds in the intersubjective client-therapist space. Clients' experience of 'being listened to' emerges as being an accumulation of a set of end-products of various combinations between certain key conditions. Through listening, the therapeutic encounter facilitates for clients a transformational experience of 'being listened to' potentially leading to a state of 'no place to hide' and contributing to the establishment of a distinct experience of self with existential and social 'legitimacy'.

Objectives:

1. Listening in the psychotherapeutic context emerges to be a dynamic and complex phenomenon with states, feelings and emotions that overlap, intertwine, complement and influence each other
2. Being 'listened to' tends to be cumulative and the end-product of various combinations between specific key conditions
3. The therapeutic encounter facilitates for clients a multifaceted experience of 'being listened to' which may lead to a state of 'no place to hide' and a distinct experience of self
4. The presentation outlines the study's contributions to knowledge and implications for practice

Keywords: Listening in psychotherapy, vulnerability, readiness, connectedness, holistic gaze, experience of self

Return to [Program Index](#)

SESSION 14: FRIDAY 3:24 – 4:24

- **Room 3051, 3081, 3025 and 3027 - Working Groups: Listening in Business/ Research/ Education/ Publications/ Spirituality/ Healthcare**

Are you interested in Listening in: Business, Research, Education, Publications, Spirituality, Healthcare? Join whichever group interests you most for a one-hour discussion on how your Group can help to move the ILA forward.

Return to [Program Index](#)

SESSION 15: FRIDAY 4:30 – 5:30

- **Room 3051 - Practicing Listen First Conversations on Polarized Issues - [Pearce Godwin](#)**

A Listen First conversation is any conversation characterized by civility - one that prioritizes respect and understanding. A Listen First conversation might be between two friends, or among many strangers. It might be on a park bench, in a classroom, in the workplace, at home, or online. Listen First Project has developed guidelines for a Listen First conversation and hosted many of them among people of diverse backgrounds and perspectives. In this workshop, we'll discuss the guidelines and practice Listen First conversations with one another on difficult and polarized topics that too often create divisions and rancor.

Objectives:

1. Learn the Listen First Conversation model
2. Discuss the guidelines and relate them to personal experiences
3. Explore difficult issues with one another, prioritizing listening
4. Equip yourself to practice and share Listen First conversations in your community

Keywords: Relational listening, family members, friends, lived experience, connect to strangers, social change

Return to [Program Index](#)

- **Room 3081 - When You Speak, You Sing! - [Jean François Mathieu](#)**

This presentation focuses on the melody in your spoken voice. If we mean by singing “producing melodies with our own voice”, then you're singing every time you speak, no matter what (you can't help it). Whatever people might say, the song you sing when you're speaking is as valid for communication as any bird song, dog bark or dolphin whistle. Even if you have a unisonal voice. Hear, listen and become aware of your own melody and the melody of others' voices as an additional tool to appreciate and understand the other person better.

Objectives:

1. Become aware of the melody you or another person produces
2. Have fun with the melodic phrasing and maybe go further and compose a piece of music with it
3. Have others recognize some of your personality characteristics

4. Understand the personality you're projecting to your listeners
5. Understand and analyze the parameters of a melody and change yours to reflect more how you want to be perceived at this precise moment
6. Recognize some characteristics such as trustworthiness, confidence, kindness, culture, country ... in others
7. Be surprised by what the "Hello" study says

Keywords: business, or personal life, aural language, melody in a spoken voice, listening to music, listening to people, dissolving barriers through listening

Return to [Program Index](#)

▪ **Room 3081 - At the Table: Paired Listening Across Time and Place - [Michael Gingerich](#) and [Tom Kaden](#)**

"At the Table: Paired Listening Across Time and Place" reminds us of what we have intrinsically in common as human beings. It speaks to the connecting power that listening intentionally across cultural, language, political, religious, and geographic barriers can provide. Join us as we discuss our approach to listening. The following three elements help explain the vast breadth of the work we are doing. We always listen in pairs. We foster ongoing connections, rarely are our interactions once and done. We encourage listening to one's inner voice and to fostering empathy. These nuances help to make 'Someone To Tell It To' different and unique. Come and learn more about our listening in public, mediated and medical settings.

Objectives: Participants will be able to:

1. create a more caring culture that accompanies others on journeys toward deeper connections
2. see a world in which everyone matters
3. understand that everyone has a voice that needs to be heard
4. enable loneliness to begin to be diminished
5. engage others who come from different backgrounds in meaningful conversations
6. recognize what are the most common bonds between human beings
7. listen without pretense, judgment or causing shame

Keywords: Applied, public, mediated, healthcare, paired listening,

Return to [Program Index](#)

▪ **Room 3025 - The Magic of Listening: Physical, Emotional, Cognitive, and Relational Effects of Listening - [Sheila Bentley](#)**

With the increase in time people are spending interacting with their electronic devices and the reduced time people are spending listening and interacting face-to-face, the time is right to explore the advantages that listening provides and some of the unique positive effects that listening produces - some of which are just short of magic. This session explores what happens as we listen, and looks at research from a broad range of professions supporting the value of listening. This will include medical research that supports the value of listening in healthcare, as well as the physical and emotional effects of listening in other settings, such as listening to music, listening to others' voices, and listening to sounds of nature, and will include effects such as reducing blood pressure and heart rate. While music may 'soothe the savage breast', music therapy demonstrates how listening to music can produce such magic as promoting wellness,

managing stress, and relieving pain. In addition, the chemical reactions in the blood stream and neurological effects in the brain that occur while listening, as well as emotional effects of listening, will be explored as these also affect health and relationships. Social support and empathy, which are supported by listening, also have important effects on mental health and are providing additional evidence of the magic of listening. This session will provide evidence of the positive effects of listening physically, emotionally, cognitively, and in relationships, in order to support a re-emphasis on the importance of humans spending time listening to beneficial sounds and to each other.

Objectives:

1. Develop an awareness of the variety of ways that listening affects us
2. Recognize and value the benefits that listening provides over other means of communicating
3. Promote the use of listening in situations where the value of the results outweighs time, effort, cost, and other constraints

Keywords: physical, emotional, cognitive, relational, listening

Return to [Program Index](#)

- **Room 3027 - So You Want to Teach a Stand Alone Listening Course at your College/University But You Don't Know How to Start? Moving Beyond Boundaries With Best Practices for Teaching Listening - [Teri Varner](#) and [Melissa L. Beall](#), and [Graham Bodie](#), and [Mary Lahman](#), and [Philip C. Tirpak](#), and [Debra Worthington](#) (Web Presenter)**

Despite the mounting evidence that teaching listening skills may improve student motivation and listening proficiency, few schools have standalone courses that teach listening skills. Consider moving beyond the boundaries of creating your own standalone listening course, while learning from panelists who have taught, or are currently, teaching a listening class either at the undergraduate or graduate level. With a combined average of 30 years of experience, panelists share best practices, pedagogy, and experiences of teaching listening. All the panelists have taught a listening class either at the undergraduate or graduate level. Panelists share their best practices, pedagogy and experiences of teaching listening.

Objectives:

1. Share our experience of developing and teaching a standalone listening course
2. Provide different approaches across various educational institutions.
3. Identify obstacles to be overcome and resources to support teaching listening

Keywords: listening education, university and college listening, primary and secondary listening

Return to [Program Index](#)

SESSION 16: SATURDAY 10:30 – 10:54

- **Room 3027 closed - Harp Set Up Time**

Return to [Program Index](#)

- **Room 3081 - Listening to Help Refugee School Children Succeed - [Donna Schiess](#)**

This presentation describes dissertation research results based on a set of applied listening interactions with school and other community leaders to identify Burmese refugee school-

childrens' strengths, needs, gaps in services, and projects in a midsize city in Kentucky. The framework for the study includes identification of neighborhood clusters and residential movement from 2008-2011 through GIS mapping and census data. An update will detail implementation of supportive programs in the community following the study.

Objectives:

1. Understand the role listening plays in the refugee experience
2. Recognize how listening can be a tool for bridging cultural barriers

Keywords: Education, primary, secondary, Burmese, civic, assimilation, housing, refugee

Return to [Program Index](#)

- **Room 3025 - Can You Hear Me Now? Assessing Critical Listening Skills in College Students**
- [Franca Ferrari-Bridgers](#) and [Rosanne Vogel](#) and [Sebastian Benjamin Murolo](#)

In this age of “fake news” and sound-bites, the ability to listen critically without pre-judgment is fundamental to communication. Listening without bias is a crucial component to discerning a speaker’s message as well as mining their message for accuracy and truthfulness. While many listening tools exist to assess content knowledge, few assess whether students display the critical listening skills necessary to interpret the quality of a speaker’s message at the college level. This talk is divided into three parts. The first part, more theoretical in nature, provides preliminary evidence for the internal consistency and factor structure of a tool, the Ferrari-Lynch-Vogel Listening Test (FLVLT), designed to assess critical listening in community college students. FLVLT data was collected from 915 students over three academic years at an urban community college. The findings of this research provide some initial evidence for the FLVLT’s effectiveness at measuring critical listening in community college students. The second part, provides a practical example of how the FLVLT can be applied to all college disciplines to measure critical listening skills across the curriculum. We will present the results of our last application of the FLVLT in a business course and compare with previous applications in math, speech and computer science (Ferrari-Bridgers et. al., 2016). In the last part of the talk, we will provide practical guidelines to the audience on how to build their own critical assessing tool using the FLVLT.

Objectives:

1. Explore a listening assessment tool
2. Provide examples of use
3. Consider practical application guidance

Keywords: education, adult instruction, listening, theory and research, frameworks, assessment

Return to [Program Index](#)

- **Room 3027 - Listening Lounge:** Jetlagged? Rest, relax and listen just for fun!
- **Room 3027 - Authors Area:** Invite your favorite ILA author for a photo op or book signing

Return to [Program Index](#)

SESSION 17: SATURDAY 11:00 - 12:12

- **Room 3051 - Making Harps: The Four Stages of Listening - Tomás MacUileagóid and Aisling Connolly**

Dublin harp maker and musician, Tomás MacUileagóid, will demonstrate the listening capacities he brings to the ancient tradition of harp making in Ireland. This program consists of four parts: 1. Listening to the tradition - how the tradition of harp making, and harp music informs my making; 2. Listening to the client - when I am making a harp, I am consciously making it for that person, it is not a generic harp; 3. Listening to the timber. Wood has a particular sound and I aim to demonstrate and allow the audience hear the 'tap-tone' from the soundboard of my harps; 4. Listening to the harp as it comes together with a view to imbuing it with its own soul.

Harpist Aisling Connolly will assist Tomás MacUileagóid with this presentation. A brief visit to view the Brian Boru harp has been arranged for those attending this session.

Objectives:

1. Raise awareness of the traditional and historical importance of the harp in Ireland's history.
2. Demonstrate how a modern harp maker uses listening to achieve an instrument of the highest caliber.

Keywords: listening to music, appreciative listening, instrument, luthier, leisure, harp

Return to [Program Index](#)

- **Room 3081 - I Know You're Listening, But Not Your Listening! - Michael Z Murphy and Daniel (Dan) R. Corey**

Those who teach listening may recognize that their own effective listening behaviors may fit themselves, but often do not enhance the listening of others. Because listening is both internal and idiosyncratic, it is difficult, during a communication event, to assess whether others are listening or not. In this session, participants are encouraged to contribute their own best listening habits and ideas to build an awareness of the diverse listening habits of various individuals. With this knowledge and understanding, we are better able to monitor and refine our own listening behaviors and cognitions, as well as recognize and respond to others' listening behaviors.

Objectives: Participants will:

1. separate the reality of listening from outward indicators of listening
2. identify their own indicators of listening
3. identify what indicators of listening they prefer in others
4. determine if these indicators are true indicators of listening

Keywords effectiveness, feedback, habits, instruction, teacher, trainer

Return to [Program Index](#)

- **Room 3025 - Council (Listening Circle) Workshop: From the Personal Story to the Collective Narrative - Avraham Natan (Avi) Kluger, and Eran Halevy and Nurit Halevy**

We invite you to experience deep listening in a group using the Council method, also known as a Listening Circle. You will learn simple principles to make listening more effective that can be applied to any kind of group, including business, academic, family, and social. We will create an atmosphere that will allow each willing participant the place and time to bring their truth to the center of the Circle, thus gathering collective wisdom. To make this happen, all participants will

be invited to listen from the heart without judgment or criticism, creating a bridge between individuals and a safe and respectful space. We will also share the results of empirical studies, some recently published and some under work, on the effectiveness of the Council.

Objectives:

1. Demonstrate how to create deep listening in a group.
2. Teach simple principles that makes listening in a group effective
3. Provide empirical evidence for the benefits of the Council

Keywords: Diverse applied settings, business, healthcare, education, theory, research

Return to [Program Index](#)

- **Room 3027 - Getting Published: A Facilitated Discussion for Listening Scholars, Educators, Practitioners, and Those In-Between - [Graham Bodie](#), and [Margaret Fitch-Hauser](#), and [Margarete Imhof](#), and [Debra Worthington](#)**

This session is for people interested in publishing their ideas about research on, and creative activity, around listening. With multiple options, some difficult to navigate, and others not readily apparent, one needs more than listening subject matter expertise. Moreover, the world of publishing is rapidly changing. Our facilitated discussion will focus on the various publishing options available, and where current trends seem to be pointing our future. While we do not pretend to have all the answers, the discussion facilitators have experience publishing academic articles, edited books, textbooks, and resources aimed at various audiences – training programs, classroom materials, newsletters, and the like. We hope to use our experiences to begin a discussion about the various options for publishing ‘knowledge about listening’ broadly construed. After brief comments, the facilitators will open the discussion to those in attendance with hopes that we can generate a set of guidelines for how to get published.

Objectives: After the discussion, attendees should:

1. Better understand the publishing landscape;
2. Be able to select available options that best suit the needs of current projects
3. Understand expectations for publishing in various venues.

Keywords: listening, education, primary, secondary, college, graduate, adult instruction, theory and research: paradigms, frameworks, methods, assessment, publishing.

Return to [Program Index](#)

SESSION 18: SATURDAY 12:18 – 1:00

- **Room 3051 - Inspiring a Listening Movement – Moderator [Helen Meldrum](#) with panellists [Michael Gingerich](#) and [Tom Kaden](#), and [Benjamin Mathes](#) and [Pearce Godwin](#)**

When the ILA was founded 39 years ago, few people or organizations thought much about listening. Now, the need for more listening has been heralded across boundaries of all kinds and from people of all backgrounds. From ‘Conversations Salons’ to facilitated public forms, it seems like listening has taken center stage. Are we on the verge of a worldwide listening movement?

Join our panelists and learn how their organizations have responded to the need for listening. Consider how you, your organization, and the ILA can foster more and better listening around the world.

Return to [Program Index](#)

- **Room 3081 - Synthesizing Learning: Making It Stick Before You Leave – Facilitator [Kathy O'Brien](#)**

How many times have you left a convention, intending to apply new knowledge and skill, only to get side-tracked by the demands of your daily routine? Instead of leaving it to chance, why not use this final session to reflect, synthesize and organize your convention learning and consider how you will leverage this experience. Invest an hour and return home with a deeper understanding of what you gained and how to maximize your convention investment.

Return to [Program Index](#)

- **Room 3025 - Connecting: International Day of Listening 2018 – Facilitator [Jean François Mathieu](#)**

Three months from now we will be celebrating the ILA International Day of Listening on September 20, 2018. Get a head start on planning how you will celebrate. Gather with others interested in creating an event, hosting a training event, doing a classroom exercise, facilitating a listening circle, or other activity. Share your ideas and plans, learn from others.

Return to [Program Index](#)

- **Room 3027 - Collaborating: Find Your Project Partners – Facilitator [Graham Bodie](#)**

This session is for those seeking partners for a collaboration. Perhaps you are an educator looking to design an international listening exercise with a fellow educator. Perhaps you are a researcher, seeking a partner with whom you can assess a new listening tool, training program or technology. Or maybe you are a student looking to join a research team that focuses on listening. This session seeks to draw those interested in defining their listening partnership interests and exploring how best to find a partner to collaborate in this way.

Return to [Program Index](#)

Presenter and Co-Author Biographical Information

Laura Ahva



Laura Ahva is a senior research fellow at the Institute for Advanced Social Research (IASR) and Faculty of Communication Sciences (COMS) at University of Tampere, Finland. Her expertise lies in journalism studies, and more particularly in citizen-oriented forms of journalism, such as public and participatory journalism.

Link to program: [Helping People Listen Through Journalism: Introducing The Notion of 'Dialogic Public Listening'](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Sanna Ala-Kortesmaa



Dr. Sanna Ala-Kortesmaa is a university lecturer in speech communication at the University of Tampere and the Tampere University of Technology, Finland. She specializes in the role of listening in various relationships, leadership communication, and organizational communication. Sanna Ala-Kortesmaa received her Ph.D. in speech communication from the University of Tampere in 2015. In her dissertation, she both developed the theory of listening and examined listening as a professional communication competence in the organizational contexts of Finnish and American judicial systems. Her research interests cover leadership communication and phenomena related to listening. Currently she is involved in two projects: one focusing on the twitter communication of Finnish stock exchange companies' leaders, and the other examining the role of listening in giving online support. Sanna Ala-Kortesmaa lives in Finland.

Link to program: [The Role of Listening in Creating and Alleviating Experiences of Ostracism](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Graciela Arizmendi Gonzalez



Graciela Arizmendi Gonzalez studied for her BA degree in Languages at the Autonomous University of the State of Mexico (UAEM) in Toluca followed by a MA degree at the University of North Texas in the USA, together with a Major in teaching English as a second language at the UAEM. Currently, during her PhD at the University of Southampton (UoS), her interest continues in researching second language listening from a genre-based approach. This current listening research inspired her to participate in the Three Minute Thesis (3MT) competition in which she was the winner of the Humanities Faculty. Later on, she represented the Humanities Faculty in the 3MT Grand Final at the UoS in May 2017.

Link to program: [Beyond the Cognitive Dimension: Listening Through a Genre-Based Approach Using Narrative Texts](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Raquel Ark



Raquel Ark is an American living in Germany who has over 20 years' experience managing, coaching, facilitating and teaching in the communication field. She has a Master of Arts degree in Interpersonal and Organizational Communication and is a certified professional coach. Over the last few years, she has been researching and experimenting with listening, including interviews with experts, both researchers and professionals, implementing 'listeningLABS' and most recently prototyping a listening ambassador program with the dream to be a part of a listening movement. She is passionate about mastering the skill of listening and all its layers while helping others to do the same. As founder of listening ALCHEMY, Raquel is very curious about the conditions and capacities to hold a listening space that connects and inspires. She believes that listening is a skill to develop, an art to master and a gift of love. <https://www.listeningalchemy.com>

Link to program: [Listening Beyond Paraphrasing](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

John Backman



A spiritual director and associate of an Episcopal monastery, John Backman writes and speaks about contemplative spirituality and its surprising relevance for today's deepest issues. He authored [*Why Can't We Talk? Christian Wisdom on Dialogue as a Habit of the Heart*](#) (SkyLight Paths) and his articles have appeared in numerous faith-based publications, including Huffington Post Religion. He has presented at a range of conferences, including the Parliament of the World's Religions.

Link to program: [Lies, Memes and Scurrilous Rumors: How Can We Listen in a Post-Truth Age?](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Melissa L. Beall



Melissa Beall is a long-time member of ILA and has served on the Executive Board and on numerous committees. Among the awards she cherishes are ILA Hall of Fame, Central States Communication Association Hall of Fame, ILA Distinguished Educator, and the Don Yoder Distinguished Faculty Award from the Basic Course Division of the National Communication Association. She has presented listening workshops across the globe. Melissa is a professor at the University of Northern Iowa where she is Chair of the UNI Graduate Faculty and a member of the governing board of United Faculty - the UNI branch of AAUP. As she eases into retirement, she will continue to present listening and intercultural workshops wherever she can. She is a co-author of *Communication: Making Connections*, 10th edition, and regularly contributes intercultural listening pieces to a variety of publications.

Link to program: [So You Want to Teach a Stand Alone Listening Course at your College/University But You Don't Know How to Start? Moving Beyond Boundaries With Best Practices for Teaching Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Ulrike Behrens



Dr. Ulrike Behrens, studied Education and did her PhD in 2002 at the University of Hildesheim, Germany. Since 2005, she has been working in the field of language didactics in teacher education. Dr. Behrens is especially interested in the teaching and assessment of oral competencies in the classroom. She has also published in the field of writing.

Additional Information:

<https://www.uni-due.de/germanistik/behrens/person>

Link to program: [Stjm·mig: A New Kind of Item for Assessing Listening in Primary School](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Sheila Bentley



Sheila Bentley has over 30 years of experience in the business of listening with 30 years of consulting on a range of listening, communication, and leadership topics. Her clients include businesses such as IBM, Dell Computers, Nike, FedEx, Autozone, The Disney Store, International Paper, Methodist LeBonheur Healthcare, Entergy, Honeywell, Johnson & Johnson, The New York Times, Pfizer, Schering Plough, the U.S. Army, UT Medical Group, Bank of America, Wells Fargo, the U.S. Border Patrol, the IRS, and numerous other government, professional, and nonprofit agencies. Sheila also has served as adjunct faculty in the College of Education at Arizona State University for four years and at the University of Memphis for 20 years. She has been a member of the ILA for over 30 years, and is a Past President of the International Listening Association and of the Memphis chapter of the American Society for Training and Development. She has also chaired the ILA International Day of Listening for the past two years.

Link to program: [The Magic of Listening: Physical, Emotional, Cognitive, and Relational Effects of Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Graham Bodie



Graham Bodie is a scholar, an educator, and a consultant. Dr. Bodie received his B.A. and M.A. in Communication from Auburn University and his Ph.D. from Purdue University; he is currently on faculty in the Meek School of Journalism and New Media at The University of Mississippi. Dr. Bodie has published over 80 monographs, book chapters, and encyclopedia entries. His most recent project, *The Sourcebook of Listening Research* (Wiley-Blackwell, with Dr Debra Worthington), is a comprehensive resource that reviews and critiques current and potential approaches to measuring listening. Dr. Bodie's work has been funded by the National Science Foundation and featured in the *Wall Street Journal*, *Psychology Today*, and on National Public Radio. He currently sits on the Publications Board of the National Communication Association and has worked diligently to translate listening scholarship to various audiences including his most recent collaboration with the Listen First Project whose aim is to rebuild civil discourse one listen first conversation at a time.

Link to programs

- [The Business Case for Listening](#)
- [Getting Published: A Facilitated Discussion for Listening Scholars, Educators, Practitioners, and Those In-Between](#)
- [So You Want to Teach a Stand Alone Listening Course at your College/University But You Don't Know How to Start? Moving Beyond Boundaries With Best Practices for Teaching Listening](#)
- [Collaborating: Find Your Project Partners](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Sandra Bodin-Lerner



Sandra Bodin-Lerner is a Public Speaking Coach and Instructional Designer. She has been communicating with passion and credibility, engaging audiences for over 25 years. Her presentation style is conversational and interactive. As a public speaking coach, Sandra trains groups and individuals in communication and presentation techniques. Her clients have represented corporations, schools, and nonprofit organizations. Her training and work as an instructional designer and education consultant enable Sandra to develop and lead skill-gaining programs that are motivating and practical. She has

an MA in Instructional Media & Technology from New York University and a BA in Child Socialization from the State University of New York-Binghamton. Her unique combination of professional roles enables her to connect with audiences ranging from corporate groups, public officials, business leaders, educators, parents, young adults, and children. Sandra was a founder and director of Education & Exhibits of the Hudson Valley Children's Museum, Nyack, NY, and the coordinator of the Education department at the Museum of Television & Radio, NYC. Sandra has been an adjunct professor in the School of Communication, Media, & Journalism at Kean University, Union, NJ for 15 years where she was the first adjunct to be awarded the prestigious Quality First Initiative Grant to provide teacher in-service training. She launched Kean's first *Listening* course, which she has also been invited to teach at Montclair State University, Montclair, NJ. Sandra is a popular presenter at the New Jersey Educator Association convention and has been asked to present annually since 2005.

Link to program: [The Moth Project: Make Me Want to Listen](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Jerry Catt



A retired college instructor interested in listening research, Jerry is father of four sons and enjoys his 10 grandchildren. An active and lifetime member of the International Listening Association, his life's work is devoted to discovering how listening might change the world. Jerry adamantly claims that there is no communication apart from listening. And yet, listening is a complex process that we've barely begun to understand. His current interest in listening study involves the phenomenology of imagination and how imagination factors into listening. Jerry's dream is to establish a center for reverie and restoration where people can take time out from routines and distractions and learn to better understand the nature of listening and how to listen in a way that brings change to the world.

www.Listen4AChange.wordpress.com

Link to program: [“Checking Fit”: Assuring Caring for Another’s Meaning](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Carol Christy



Carol Christy is a professor of literacy and language education at Georgia College and State University. She has been exploring the intersection of listening and reading through assessment in different ways for years.

Link to program: [Listening to Assess Literacy](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Elena Coltea



Elena is currently completing a Professional Doctorate in Counselling Psychology at the University of East London. Her doctoral research explores the listening experience in the psychotherapeutic context. Elena has counselling and psychotherapy experience with primary and secondary care clients across different mental health settings in London (charities and within the National Health Service).

Link to program: [Being Listened to: No Place to Hide: Clients' Experience of Listening in Psychotherapy](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Aisling Connolly



Singer/Harpist and Music Therapist, Aisling Connolly has performed at weddings and functions throughout Ireland. Aisling participated in a summer sound healing/art therapy course in France with Daniel Perett and later went on to complete a Sound Healing course, elements of which she continues to use in her work. A qualified music therapist, with a particular interest in palliative and extended care work, Aisling

set up a pilot music therapy resource in Blackrock hospice as part of her studies to further develop her interest in palliative care work. For many years she taught voice and harp in St Patrick's Training College and in various schools in Dublin, as well as to her own private students. She is

passionate about radio, and is a qualified librarian, her MLIS thesis documents *The History of the RTE Sound Archives*, Ireland's national broadcaster. An article from this was later published for an international music/archival conference. She currently combines her career as a musician and music therapist in various nursing homes with that of health care assistant.

Link to program: [Making Harps: The Four Stages of Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Daniel (Dan) R. Corey



Daniel R. Corey, Ph.D. Creative Arts, and C.L.P. is a Life Member of the ILA. He has attended ILA conventions throughout North America and has presented numerous workshops with Michael Z Murphy. Dr. Corey is a retired educator having taught particularly at the university level for over 40 years. His areas of expertise include public speaking, acting, directing, and writing. Dr. Corey resides in New Jersey, U.S.A. with his wife. He enjoys spending time with his family and entertaining his grandsons with his humor and wit.

Link to program: [I Know You're Listening, But Not Your Listening!](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Linda Diaconis



Dr. Linda Diaconis is a nurse educator with 25 years' teaching experience in undergraduate and graduate nursing education. Dr. Diaconis has developed course and program curricula and has taught courses in curriculum development, teaching strategies, organizational leadership, and health care administration. She is an Assistant Professor of Nursing in the Department of Organizational Systems and Adult Health at the University of Maryland School of Nursing. An active chapter leader and member of Sigma Theta Tau International Honor Society of Nursing, Dr. Diaconis serves as a Member of the Board of Governors of the Living Legacy Foundation of Maryland. Dr. Diaconis earned a PhD in Education with a concentration in Curriculum Theory and Development from University of Maryland, College Park. She obtained a

MS in Nursing Service Administration from University of Maryland School of Nursing and a BSN from University of Maryland School of Nursing. Dr. Diaconis believes that a pedagogy of hospitality promotes a positive learning environment in which curriculum may be enacted. She views online teaching as an opportunity to create a space for students to join a community of learners.

Link to program: [Ontological Listening in Different Spaces](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Dana Dupuis



With over 15 years of experience in management consulting, leadership communication, business development and coaching, Dana Dupuis knows the importance of communication. After realizing early in her career that the very key component of listening was missing from the equation in most leadership communication training, Dana developed a passion for bringing better communication to the world of business management specifically *through* listening. Dana is the co-creator of a proprietary tool called the ECHO Listening Profile (ECHO = Effective Communication for Healthy Organizations), which has been key in positively evolving countless company cultures, teams and individuals. Her approach combines this listening assessment with strategic consulting to help identify an individual's personal listening habits in a work setting. By understanding that different people listen "to" and "for" different kinds of information, individuals can greatly enhance their ability to communicate and collaborate effectively. It is upon this concept that Dana's work is based. Her work cultivating Listening Intelligence has been instrumental in reshaping communication with executive teams, within teams and across full company culture shifts and extends over a broad range of industries. She has worked with a wide variety of companies including Humana, Lockheed Martin and The Coca-Cola Company. Dana lives in Boulder, Colorado with her husband and two children.

Link to program: [The Business Case for Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Franca Ferrari-Bridgers



Dr. Franca Ferrari-Bridgers was born in Milan, Italy. She holds a Master's degree in Hispano-American languages and literatures from the Università Statale, Milan, Italy, and a Master's degree in Linguistics (1998) from the Freie Universitaet, Berlin, Germany. In 1998 she moved to the Unites States and in 2005 she received a Ph.D. in Theoretical Linguistics from New York University and in 2016 she completed a Master's degree in Experimental Psychology at Brooklyn College CUNY.

Dr. Ferrari-Bridgers' research interests are in the field of linguistics, psycholinguistics, listening assessments, pedagogical research in high impact practices and in higher education in prison.

Link to program: [Can You Hear Me Now? Assessing Critical Listening Skills in College Students](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Margaret Fitch-Hauser



Margaret Fitch-Hauser, Ph.D. has 35 + years' experience as an educator, consultant, trainer and coach. She is a published scholar in the fields of listening, information processing and public relations education. She has served as an expert witness in several fraud litigations. Margaret's education includes a BA and MA in Speech Communication from Stephen F. Austin State University in Texas. Her Ph.D. is in Interpersonal Communication from the University of Oklahoma. For eight years, she served on the faculty of the College of Business at the University of Oklahoma working with their consulting services and teaching Business Communication. Margaret is retired

from Auburn University where she served on the faculty for 27 years. Nine of those years she was a Department Chair.

Link to program:

- [Getting Published: A Facilitated Discussion for Listening Scholars, Educators, Practitioners, and Those In-Between](#)
- [Listening, Literature and Libations](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Donna Fogelsong



Dr. Donna Fogelsong completed her doctoral research on listening literacies at Virginia Tech, Blacksburg, Virginia, in the fall of 2016. As an adjunct instructor at Radford University and Virginia Tech, over the past six years she has worked with pre-service teachers during their field work and in their courses. A former primary grade and reading teacher with 15 years' experience; as well as a Masters in Reading and Educational Leadership, she continues to focus on improving literacy instruction in not only reading but in listening as well. Listening is a core literacy skill essential in all walks of life and she continues to work on bringing attention to the need for more research and practical methods for including listening instruction in the curriculum.

Link to program: [Literacy Learning: Explicit Instruction of Listening Skills in Interactive Read-Alouds](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Barbara Fowler



Dr. Barbara Fowler is a nurse educator with a clinical background in mental health/psychiatric nursing. Throughout her nursing career she has volunteered in various community outreach programs to develop and facilitate support groups for stepfamilies, families experiencing suicidal loss, and parent education programs for domestic violence prevention. Dr. Fowler served as an Associate Professor of Nursing at Stevenson University, retiring in 2013. Since her retirement she has focused on parish education, facilitating workshops on end of life discussions and developing the Grief and Mourning Ministry at St. John Evangelist Catholic Church in Columbia, MD. She serves as a Member of the Board of Governors of the Living Legacy Foundation of Maryland. Dr. Fowler earned a PhD in Education with a concentration in Curriculum Theory and Development from the University of

Maryland, College Park. She obtained a MSN from UCLA School of Nursing and a BSN from Georgetown University.

Link to program: [Ontological Listening in Different Spaces](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Maija Gerlander



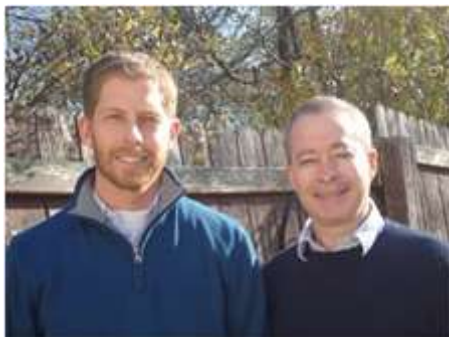
Maija Gerlander is a university teacher in the Language Centre of University of Jyväskylä. Her academic interests relate to the nature and dynamics of communication in professional and institutional relationships especially in the fields of education (e.g. advising relationships in higher education) and health care (e.g. communication between providers and patients as well in counselling).

Link to program: [Helping People Listen Through Journalism: Introducing The Notion of 'Dialogic Public Listening'](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Michael Gingerich and Tom Kaden



Michael Gingerich, M.Div. and Tom Kaden, M.Div. are the co-founders and co-CEOs of Someone To Tell It To, a not-for-profit organization with the mission of cultivating meaningful relationships through compassionate listening, and training others to do the same. Michael and Tom have authored and published two books together – *Someone To Tell It To: Sharing Life's Journey* and *Someone To Tell It To: Moved with Compassion*. They are currently working on

their third book, on the common human experience of loss and grief. Michael is a graduate of Lancaster Theological Seminary and Indiana University of Pennsylvania. He has served his career as a pastor in churches and as a leader and as a compassionate listener in the non-profit world. In addition, he has authored other books and essays for various publications. He is married to Katherine Walton Gingerich, They are the parents of three and the grandparents of five. They

live in Hershey, PA. Tom graduated from Asbury Theological Seminary and Messiah College. Professionally, he has been actively involved in the church for several years as a lay leader, a staff youth minister and associate pastor. He has a special heart for listening beyond the surface and connecting with others on deeper levels. Tom has been previously published in several books. Tom is married to Sarah Carr Kaden. They have four children. They live in Mt. Holly Springs, PA., USA.

Link to program:

- [At the Table: Paired Listening Across Time and Place](#)
- [Inspiring a Listening Movement](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Pearce Godwin



Pearce Godwin is Founder & CEO of Listen First Project and the Listen First Coalition of 50+ partner organizations. He leads the Listen First movement to mend the frayed fabric of America by bridging divides one conversation at a time. Pearce studied public policy, economics and business at Duke University and is currently pursuing an MBA at UNC-Chapel Hill. He spent five years working in Washington, DC—in the U.S. Senate and as a national political consultant conducting voter market and messaging analysis for presidential and statewide campaigns. Before moving home to North Carolina in 2013, Pearce spent six months in Uganda, Africa where he wrote *It's Time to Listen*. That message—printed in dozens of papers across the United States—launched Listen First Project and led thousands to sign the Listen First Pledge. In August 2017, as division turned to violence across the country, Pearce left his marketing job, fully committing to turn the tide of rising rancor and deepening division with the Listen First message. Pearce is now focused on leading a culture-changing Listen First movement with major events, local engagements, and the first National Week of Conversation. <http://www.listenfirstproject.org/pearce-godwin/>

Link to program:

- [Championing a Listen First Movement](#)
- [Practicing Listen First Conversations on Polarized Issues](#)
- [Inspiring a Listening Movement](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Irene Göttgens



Irene Göttgens is a health scientist, researcher, social design thinker, narrative healthcare scholar and unwavering optimist dedicated to connecting stories in healthcare. In studying the fields of design thinking and narrative in healthcare, Irene is drawn to the connecting concepts of understanding and transforming narratives with creative and reflective skills. Seeing design as a social art, she sees the power of the design process and the narrative practice as instruments to improve our organisation of care and human well-being.

Irene is a PhD Researcher at Primary & Community Care department – Radboudumc, Co-founder Narrative Healthcare Network. Email: irene@narrativehealthcarenetwork.com Phone: 0031611290083

Link to program: [Close Listening to Stories of Health and Illness \(Pre-Convention Presentation\)](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Jennifer (Jennie) Grau



For the past two years, Jennifer (Jennie) Grau has served as the International Listening Association's Convention Planner for the *39th Annual Convention, Listening Beyond Boundaries*. For more than twenty years, Jennie's work as a consultant, trainer, coach, facilitator, and presenter, has changed the way people work by changing the way they listen, speak, and resolve conflict. Her creative and interactive programs develop leaders, strengthen teams, build capacity, support organizations, and drive innovation.

Jennie is President of Grau Interpersonal Communication whose clients include Fortune 500 corporations, non-profit organizations, educational institutions, and government entities. Her work catalyzes change in organizations. Her public speaking brings her before a wide range of people, in a variety of contexts: legislative bodies, banking and business associations, community and service groups. Jennie has made both television and radio appearances. Her work has been noted in the Wall Street Journal, US News & World Reports and Lansing State Journal. In 2011, she received the International Listening Association's Listening in the Business Sector Award, in 2014 co-organized the first European Listening and Healthcare Conference in Nijmegen, The Netherlands, and in 2016 was inducted into the Listening Hall of Fame. Jennie earned a B.A. in

Interpersonal Communication from Oberlin College and an M.A. in Organizational Communication from Michigan State University. Jennie is also a Certified Listening Professional (CLP). Additional information at www.grauic.com and www.linkedin.com/in/jenniegrau/

Link to program: [Welcome: Exciting Things Are Awaiting You: how this ILA convention is different](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Nurit Halevy (left) Eran Halevy (right)



Nurit and Eran Halevy are internationally trained and certified council trainers by The Ojai Foundation, part of *Maagal hakshava* NGO in Israel and have extensive experience in directing workshops in different sectors. A brief description in English can be found here:

<http://www.urielcenter.co.il/document/50,124,74.aspx>

Additional information on Eran Halevy can be found at

<https://www.linkedin.com/in/eran-halevi-841a0673/>

Link to program: [Council \(Listening Circle\) Workshop: From the Personal Story to the Collective Narrative](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Richard (Dick) Halley



Past President of ILA, Initial Lead Facilitator of the Certified Listening Professional Program, Member of the Listening Hall of Fame, Emeritus Professor of Communication, Author of three books on listening.

Link to program:

- [“Checking Fit”: Assuring Caring for Another’s Meaning](#)
- [Preparing for an Emotionally Difficult Listening Event](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Laura Hargraves



Laura Hargraves is an ASHA certified speech language pathologist with an extensive background in the rehabilitation and healthcare field. After receiving her Master of Science in Communication Disorders, Laura worked for various rehabilitation and healthcare centers. Laura's diversified career has included the following roles: Speech Language Pathologist, Regional Rehabilitation Coordinator, Senior Rehabilitation Coordinator, and Regional Vice President. She has also worked in various public school settings. In these positions, Laura's responsibilities included, but were not limited to, providing direct support and education to facilities, overseeing rehabilitation coordinators and guiding them to develop and maintain appropriate caseloads. Additional responsibilities included ensuring adherence to Medicare, State and Federal guidelines and transitioning therapists from in house rehabilitation to contract therapy services and vice versa. Laura was responsible for rolling out a specialized program for dementia residents, implementing training for wound care between nursing and rehabilitation staff and conducting contract negotiations and renegotiations. She completed compliance audits for documentation and billing for all payer sources and guided and consulted with facility administrators in streamlining operations to increase efficacy of internal processes.

Link to program: [Layers of Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Mikko Hautakangas



Mikko Hautakangas is a researcher in the Faculty of Communication Sciences (COMS) at University of Tampere, in the Tampere Research Centre for Journalism, Media and Communication COMET. His research interests include participatory media practices and online communities, both in fields of popular media (such as reality television, fan cultures) and journalism.

Link to program: [Helping People Listen Through Journalism: Introducing The Notion of 'Dialogic Public Listening'](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Lisa Hawthornthwaite



Lisa Hawthornthwaite has a rewarding career in health care spanning over twenty-five years. She began her career as a Certified Child Life Specialist, supporting paediatric patients and their families with the stress and anxiety of illness and hospitalization. Years at the frontline in a hospital, providing psychosocial care prepared her well for a Family Centred Care Specialist role in a Children’s Hospital and as a Senior Patient Experience Specialist with one of Canada's largest acute care teaching hospitals. Working closely with leaders, staff teams, and many patient and family advisors Lisa has brought forward a better understanding of the patient and family experience and made significant changes towards patient and family-centred care across the hospital. Lisa is most proud of her Fellowship work with Associated Medical Services: Bringing Compassion to Healthcare Phoenix Project. A prestigious award targeted at individuals with strong leadership abilities who are committed to devoting time to further understanding new approaches to educational and clinical practice to advance humane, compassionate, person-centred care. As a Fellow, Lisa co-developed an in-depth patient experience curriculum centered on using a cadre of patient storytellers to engage health care providers in self-reflection about the centrality of compassion to effective patient and family-centred care (PFCC). This work has been presented internationally and nationally, and is currently in press to be published. She is a co-author of two research articles “Three Sides to every story: preparing patient and family storytellers, facilitators and audiences” and, “Beyond Catharsis: the nuanced emotion of patient storytellers in an educational role”.

Link to program: [Fostering a Culture of Patient-Centered Care: A Patient Storytelling Curriculum Motivating Listeners to Reflect on Practice with Interactive Dialogue \(Pre-Convention Presentation\)](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Cynthia Hazel



Dr. Cynthia Hazel is the Chair of the Teaching and Learning Sciences Department and Professor in the Child, Family, and School Psychology Program, Morgridge College of Education, at the University of Denver. Dr. Hazel has consulted extensively with secondary schools and districts interested in enhancing student outcomes and learning. Dr. Hazel's research interests include multi-tiered system of supports, positive youth development, student voice, listening, consultation, and student school engagement. All of her work is grounded in the Convention on the Rights of the Child, social justice, and striving for zero correlation between a student's demographic characteristics and educational outcomes. She has authored two books (the most recent, 'Empowered Learning in Secondary Schools: Promoting Positive Youth Development through a Multi-Tiered System of Supports', published by the American Psychological Association), numerous articles, and presents nationally and internationally to promote equity and wellness for children, families, and school communities. When not working to create equitable student outcomes and engaging learning communities, Dr. Hazel mountain bikes, skies, and teaches whitewater kayaking. For additional information on Cynthia Hazel see: <http://portfolio.du.edu/chazel>

Link to program: [Supporting Adults in Listening to Children and Adolescents: the Ecodevelopmental Listening Model](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Sasja Huijts



Sasja Huijts, Principal of PPM Consulting LLC, has 20 years of work experience in project management and specializes in leading large and complex program and project efforts, in leveraging project and change management practices to seek strategic alignment, drive informed decision and implement technology solutions in highly diverse and decentralized organizations. She is currently working with Washington University in St. Louis as Project Director where she is the Danforth Campus Liaison for the University's administrative systems upgrade program. Prior to that she worked at Cornell University where she led the central infrastructure and network services support organization, and implemented the first IT planning office, introduced IT capital planning and governance

processes, portfolio management, and a very successful business analysis and project management practice.

Sasja graduated from the University of Amsterdam with a thesis on the future of the academic library in the digital age. She has a bachelor's degree in English Language and Literature, a Master's degree in Communications Science (University of Amsterdam), and has completed several leadership programs with Educause and Cornell University. She is a PMP-certified project management professional (PMI) and holds certifications in Change Management (Prosci) and Balanced Scorecard (Balanced Scorecard Institute). Sasja Huijts, PMP, Prosci, BSP www.ppmconsulting.us

Link to program: [Listen Your Way to Project Success: how project management and listening skills work together to deliver project results](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Francine Hultgren



Dr. Francine Hultgren is Professor and Chair of the Department of Teaching and Learning, Policy and Leadership, College of Education at the University of Maryland. She is a phenomenologist who grounds her approach as a researcher and teacher in the lived realities of educational experiences and students' lives. She teaches courses in curriculum theory, story and narrative in understanding curriculum text, curriculum and communication, research methods and hermeneutic-phenomenological inquiry. As a researcher her interest is decidedly pedagogic, drawing upon the foundations of phenomenology and hermeneutics to make interpretive sense of the lifeworlds of teachers and students and the broader educational community. Dr. Hultgren received her Ph.D. from The Pennsylvania State University in Curriculum Studies, M.S. from North Dakota State University and B.S. from the University of Minnesota. Two of her most significant publications are the following books: "Toward Curriculum for Being: Voices of Educators" and "Being Called to Care."

Link to program: [Ontological Listening in Different Spaces](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Margarete Imhof



Margarete Imhof is full Professor of Psychology in Education at the Johannes Gutenberg University in Mainz, Germany. Her primary research interest is in listening in educational contexts, such as instruction and teacher training. She has published her work in the International Journal of Listening and in the Journal of Nonverbal Behavior among others. She has been the editor of the International Journal of Listening since 2012.

Link to program:

- [Ingredients for Evaluative Listening](#)
- [Getting Published: A Facilitated Discussion for Listening Scholars, Educators, Practitioners, and Those In-Between](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Pekka Isotalus



Pekka Isotalus is a Professor of Speech Communication at the Faculty of Communication Sciences at the University of Tampere, Finland. He has specialized in the study of political communication, professional communication, and interaction in social media. He has published and edited several books and his work has appeared in many journals in the field of communication and media.

Link to program: [Tensions in Professional/Patient Relationship in the Context of Type 2 Diabetes Care](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Corine Jansen



Corine Jansen is bent on humanizing healthcare, and convinced that listening is an enormously powerful art. She sees “live care” as embodying the quality of being human, and listening as a key means of fortifying that sense of humanness—something that often seems under attack in 21 st century medicine. She says “Real contact is about listening to the other person; seeing this person as a person – who happens to be ill but is still 'a person'". Her work has been noted in Trouw, Zorgvisie, Zorg en Welzijn and in the

British Medical Journal. In 2017 Corine received the Business of the Year Award from the International Listening Association. Corine Jansen is co-founder of the Narrative Healthcare Network, a platform that explores and cultivates the application of narrative practices within healthcare. A narrative practice within healthcare promotes a critical and skilled attention to people’s narratives in the healthcare setting and encourages creativity and reflection. She was Chief Listening Officer for Radboud University Nijmegen Medical Center in the Netherlands for five years. She listened closely to patients and their caregivers; gave them the sense that their concerns, their questions matter, because they really do. She sees each patient as a human being and not only as patient. She sees them as having different needs and different knowledge. In 2013 she became a Certified Listening Professional (CLP™) with the curiosity to explore and cultivate the narrative and listening process within (health) care. Corine is member of the International Listening Association and won The ILA Business Person of the Year Award 2017.

Link to program:

- Close Listening to Stories of Health and Illness (Pre-Convention Presentation)
- [Listening: For and Against: From the Perspectives of a Listening Practitioner and a Listening Researcher](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Laura Janusik



Dr. Laura Janusik is a dynamic professor, trainer, researcher, speaker, and business consultant. She is Professor, and the McGee Chair of Communication at Rockhurst University. Dr. Janusik has won numerous research and teaching awards from different professional and academic associations. All of Dr. Janusik's work is supported by the most current research, which she shares and applies in training, coaching, and consulting. Laura is a Past President of the International Listening Association (2010-2011), and is published both nationally and internationally. She holds a PhD in Communication from the University of Maryland at College Park and an MBA from Rockhurst University in Kansas City, MO., USA.

Additional information about Laura can be found at:

<https://www.linkedin.com/in/laurajanusikphd/>

<http://www.ListeningtoChange.com>

Link to program:

- [A Qualitative Look at Metacognitive Listening Strategies: What Do Students Say They Do?](#)
- [Metacognitive Listening Instruction: Crossing Motivation and Listening Proficiency Boundaries with a Metacognitive Pedagogical Sequence](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Avraham Natan (Avi) Kluger



Avraham Natan (Avi) Kluger is the first born of parents who both survived the Holocaust. Today he is Professor of Organizational Behavior at the Jerusalem School of Business Administration at the Hebrew University of Jerusalem, in Israel. In his research, Prof. Kluger has demonstrated that feedback, even positive feedback, can be detrimental to performance. This research (with Angelo DeNisi) was recognized in 1996 as the Outstanding Paper in Organizational Behavior by the Academy of Management, and received the first William A. Owens Scholarly Achievement Award for the best publication (1996) by the Society for

Industrial and Organizational Psychology.

Further, his research on feedback signs (with Dina Van-Dijk) received the 2009 Award for Best Competitive Paper by the Organizational Behavior Division of the Academy of Management. Given the dangers of feedback, which he defines as telling others something about their performance or behavior, he has become very interested in what happens when people choose to listen to others instead. He has developed several listening tools including "Feedforward" (with Dina Nir), and now pursues questions about effective listening both academically and as a trainer, teaching people from diverse cultures to listen to one another. In this published research on listening, he has shown that listening reduces attitude extremity (with Guy Itzchakov), but that individual differences can prevent both speakers (with Dotan Castro) from listening. He is planning to complete a meta-analytical review of the listening literature in 2018. In these analyses of over 900 listening effects, he is finding that the benefits of listening (e.g. being liked by others), for both listener and speaker (e.g. experiencing high job-satisfaction, less depression, more trust) are much stronger than the average effects known in social science; for example, supervisor listening predicts subordinate's overall job satisfaction much better than pay. He finds his work on listening to be a response to the atrocities his family experienced, as well as contributing to his own healing process. For additional information on Avraham Natan (Avi) Kluger see: <http://avikluger.wixsite.com/avi-kluger>

Link to:

- [Listening Beyond Paraphrasing](#)
- [Council \(Listening Circle\) Workshop: From the Personal Story to the Collective Narrative](#)
- [Listening: For and Against: From the Perspectives of a Listening Practitioner and a Listening Researcher](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Mary Lahman



Dr. Mary Lahman incorporates appreciative inquiry and diversity-affirming ethics into her teaching of intercultural communication, listening, and general semantics. She encourages students to give voice to and make sense of their experiences in light of applied communication theories. Mary won The Sanford I. Berman Award for Excellence in Teaching General Semantics in 2014. Her publications include scholarly articles in *Health Communication*, *Family Communication*, *ETC: A Review of General Semantics*, *Listening Education*, and *Communication Teacher*, in addition to two textbooks: *Action & Awareness: A General Semantics Approach to Effective Language Behavior* (a free

download on the Institute of General Semantics website) and *Communication Across Contexts: A Listening-centered Approach* (Kendall Hunt, 2014).

Link to program:

- [Metacognitive Listening Instruction: Crossing Motivation and Listening Proficiency Boundaries with a Metacognitive Pedagogical Sequence](#)
- [So You Want to Teach a Stand Alone Listening Course at your College/University But You Don't Know How to Start? Moving Beyond Boundaries With Best Practices for Teaching Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Lauren Lee



Lauren Lee obtained her Master's degree in Journalism from University of Western Ontario and has been recognized nationally and internationally with awards relating to her career as a magazine feature writer. She worked for 10 years with *The Canadian Sportsman*, Canada's oldest magazine, until its closing in 2014. She is an experienced copy writer, reporter and editor who continues to enjoy her work on freelance projects in the fields of sport and law. Lauren has combined her professional background with her personal experience as a cancer survivor to help expand and support healthcare patient storytelling programs and workshops. She has written about her cancer experience for *Chatelaine*, a magazine of women's lifestyles and the number one magazine in Canada in paid circulation. In her patient advisor role Lauren shares her story with a variety of audiences in service of a patient experience curriculum, including hospital Board of Directors presentations, university lectures on global health, patient safety conferences, Canadian Foundation of Healthcare Improvement webinar, and Surgical Grand Rounds. She is co-author of two published research articles on the impact of patient and family storytelling and provides coaching to other patient storytellers.

Link to program: *Fostering a Culture of Patient-Centered Care: A Patient Storytelling Curriculum Motivating Listeners to Reflect on Practice with Interactive Dialogue* (Pre-Convention Presentation)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Deborah Leiter



Deborah Leiter, PhD, is a Lecturer in Speech Communication at the University of Wisconsin-Platteville and the co-chair of the Mystery and Detective Fiction area of the Popular Culture Association. Her most recent research focuses on many of the intersections between stress, trauma, communication and author-audience relationships.

Link to program: [Detecting Threat: Listening Beyond the Boundaries of Perceived Safety](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Juliana León Suárez



Juliana León Suárez is a PhD student in Education at the Universidad Distrital Francisco José de Caldas in Bogotá, Colombia. Her thesis is entitled: 'Didactic of listening for teacher training' (Didactic configurations necessary for the development of listening in diverse contexts). Her Masters in Social Research is entitled: 'Towards a hermeneutic of listening that reveals subjectivities' (2010). Publication in Spanish: "Hacia una hermenéutica de la escucha, una propuesta de investigación interdisciplinar" (2010) (Towards a hermeneutic of listening, an interdisciplinary research proposal):

<http://www.elibrototal.com/ltotal/ficha.jsp?idLibro=5326>

Professor of Spanish and Research, Universidad Distrital Francisco José de Caldas, Bogotá, Colombia, South America. To know more about my research project (the page has the option of English language) http://die.udistrital.edu.co/comunidad/juliana_patricia_leon_suarez

Link to program: [The Great Ear: Research on Listening in Education 1982-2017](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Julie Lynch



Julie Lynch, Instructor of Communication and First Year Seminar began teaching at The College of St. Benedict/St. John's University in 2008. Her primary teaching focus is public speaking and rhetoric. In 2004, Julie completed a licensure at the St. Benedict Monastery in Spiritual Direction. The four-year program included two years of non-denominational theory and the two-year internship provided experiential practice in a non-denominational practice of empathic listening/contemplative listening with individuals who wish to deepen their relationship with the divine or to expand their own spirituality. In 2006, Julie led the Religion/Spirituality division of the International Listening Association with Dr. Maria Roca. A contemplative listening research focus continued and resulted in International Listening Association presentations on Mindfulness/Contemplative Listening in 2009, 2010, 2014, and 2015. The 2015 presentation with psychology professor, Linda Tennison became a publication in *Mindfulness Journal*, "Mindfulness and the College Transition: The Efficacy of an Adapted Mindfulness-Based Stress Reduction Intervention in Fostering Adjustment among First-Year Students (Ramler, Tennison, Lynch, Murphy). Most recently, Julie became certified with extensive training in Restorative Practice and Circles of Understanding.

Link to program: [Engaging in Difficult Conversations: A Mindful Approach to a Discipline of Empathic Listening in Restorative Practice](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Jim Macnamara



Jim Macnamara PhD, FAMI, CPM, FAMEC is Professor of Public Communication at the University of Technology, Sydney and Visiting Professor at the London School of Economics and Political Science, Media and Communications Department. He is internationally recognised for his research into the evaluation of public communication and for his work on organisational listening, receiving the 2017 Don Bartholomew Award from the London-based International Association for Measurement and Evaluation of Communication (AMEC) for his contribution to the industry and the 2017 Pathfinder Award from the Institute for Public Relations (IPR) in the US, its highest academic honour for research in the field. Professor Macnamara is the author of 16 books including *Organizational*

Listening: The Missing Essential in Public Communication (Peter Lang, New York, 2016) and *Evaluating Public Communication: Exploring New Models, Standards, and Best Practice* (Routledge, 2017).

Link to program:

- Listening: A key to a Healthy Society (Pre-Convention Presentation)
- [Why and How Organizations Need to Listen: The Organizational Listening Project. Keynote Speaker](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Tomás MacUileagóid



Tomás MacUileagóid is a Deputy Principal in an All-Irish speaking primary school. He has been playing traditional Irish music on a variety of instruments for over 35 years. He first studied violin making on a part-time basis and in that journey met Harpmaker, Colm Ó Meachair. Colm pioneered the modern Irish harp and developed its design and capacity over nearly 40 years. Colm taught the craft to Tomás and Tomás

has been making harps for the past 14 years. Colm passed away over 3 years ago and Tomás services all Colm's harps as well as making his own harps, Eala Harps. For additional information on Tomás MacUileagóid see <https://www.facebook.com/Eala-Harps-605239709621205/>

Link to program: [Making Harps: The Four Stages of Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Benjamin Mathes



Benjamin Mathes is the founder of Urban Confessional: A Free Listening Project. Currently in over 75 countries, their volunteers stand on street corners with signs that say "Free Listening" and provide compassionate, non-judgmental listening for anyone who needs to talk. Their work has been featured in over 40 national publications including the Huffington Post, The Atlantic, Fast Company, and The Big Think,

as well as in over 30 international publications across 15 languages. He has been an actor for over 20 years. He has worked with artists such as Clint Eastwood, Alan Arkin, Sam Raimi, Bradley Cooper, Andy Garcia, and Chris Rock. He received his MFA in Acting from the University of California-Irvine. As a producer, his films 'Murder of a Cat' (starring Greg Kinnear, JK Simmons), and the biopic, 'Pele' (in partnership with Brian Grazer and Ron Howard's Imagine Entertainment) both premiered at the Tribeca Film Festival. As an instructor, he has taught at Auburn University, Cal State Northridge, University of San Diego, University of Lima, Peru, Catholic University of Lima, Theatre of Arts in Hollywood, UC-Irvine, and the Lincoln Center Director's Lab. His students have been nominated or awarded Tony, Emmy, Grammy, and Ovation Awards, and have appeared on Broadway, and in major motion pictures. As an executive coach, he draws upon his 15 years of creative development, artistic leadership, and social entrepreneurship to help senior executives, management, and sales teams increase their creative capital in business leadership and team building, individual productivity, and presentation acumen. He is the author of two books detailing and investigating the creative process. The first, 'Thought Lozenges for Artists', is a daringly optimistic, "open-where-you-want" look into the creative process, and the second, 'Crash: Unstuck Yourself', is a guided journal designed to directly combat the blocks holding us back from our creative potential.

Link to program

- [The Art of Availability: Free Listening in a Broken World](#)
- [Talk Is Cheap, But Listening Is Free: Free Listening with Urban Confessional](#)
- [Inspiring a Listening Movement](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Jean François Mathieu



Jean François Mathieu is a music composer and arranger, for small ensembles or large orchestras, of music for shows, concerts, films, and jingles. He is also a live musician, song-writer, improviser, and teacher. In addition, he is Founding Partner and Listening Culture Designer of Leaders Today, Founder and CEO of La Diamanterie Productions and Blueschool, a civil engineer and Vice-President of Coach for Peace. Today he dedicates his time to researching and teaching Listening within organizations, with a passion to make a difference in people's lives by helping them improve the quality of communication in their personal and professional lives. In his own words: "My goal is to (re)awaken the Listener in everyone so that they can understand themselves and the world better." "Ears can go

where eyes can't see.” For additional information on Jean François Mathieu CE, Music Composer see: www.leaderstoday.co and www.jfmathieu.com

Link to program:

- [When You Speak, You Sing!](#)
- [Connecting: International Day of Listening 2018](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Janet McCormick



During her 30 year global teaching career, Dr. McCormick has served as the primary instructor of 42 different Communication courses in on-ground, online, accelerated and weekend formats at graduate and undergraduate levels. She earned her Bachelor and Masters degrees in Speech Communication from Eastern Illinois University and her Ph.D. in Communication from Southern Illinois University at Carbondale. She taught at Spalding University in Louisville, Kentucky before spending 7 years teaching in London, Buenos Aires, and Singapore. Dr. McCormick joined Middle Tennessee State University (MTSU) in 2002 as an Intercultural Communication Specialist and became highly invested in growing the Organizational Communication degree program, the Experiential Learning Scholars program, and more recently the Liberal Studies degree in Applied Leadership and the Masters in Liberal Arts. She was recently nominated for the ATHENA International Leadership Award. She is known internationally as the inaugural Chair of the Global Communication Certification Council launched by IABC (International Association of Business Communicators) in 2013 and recently received the Rae Hamlin Global Leadership Award for this work. She is Co-creator of the MTSU Non-Profit and Social Innovation Student Summit, Co-founder of the MTSU Institute of Experiential Learning and is active with her students in numerous professional organizations including: IABC, AOM, NCA, TCA (recent Past President), NSEE, AAUW and BPW.

Link to program: [High Impact Listening Education at Middle Tennessee University](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Tim McKenna-Buchanan



Tim McKenna-Buchanan teaches courses in organizational communication, public relations and ethics. He strives to create learning environments that guide, develop and challenge students to recognize the value and importance of communication in, and out of, the workplace. His research interests influence his teaching, and also explore the intersection of difference (or diversity) and organizational life, with an emphasis on the ways narratives empower differences and the stories that create, maintain and change individuals' lived experience. His research has been published in journals such as *Communication Education*, *Communication Teacher*, and *Health Communication*, as well as several book chapters. For additional information on Tim McKenna-Buchanan see: tpmckenna-buchanan@manchester.edu

Link to program: [Metacognitive Listening Instruction: Crossing Motivation and Listening Proficiency Boundaries with a Metacognitive Pedagogical Sequence](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Helen Meldrum



Dr. Helen Meldrum, is an associate Professor of Psychology at Bentley University in Waltham, Massachusetts. Prior to joining the Bentley faculty, she was an associate Professor of Psychology and Communication at the Massachusetts College of Pharmacy and Health Sciences. Dr. Meldrum has a particular strength in teaching “teaching skills,” having facilitated many train-the-trainer programs in the U.S., Canada, Europe and Israel. Her articles, interviews, editorials and reviews have appeared in a wide variety of publications. Her newest book is titled ‘Characteristics of Compassion: Portraits of Exemplary Physicians’. Active as a consultant, clients have included: Vanda Pharmaceuticals, The Pharmaceutical Society of Australia, Florida Association of Family Physicians, Blue Cross, Walter Reed Medical Center, Saatchi & Saatchi, Aetna, Academy of Oncology Nurse & Patient Navigators and Pfizer. Dr. Meldrum received her doctorate from The Hiatt School of Psychology and Education at Clark University in Worcester, Massachusetts. She holds a Master’s in Counseling and Consulting Psychology from Harvard University, where she also did advanced graduate work in human development. Her B.S. is from Emerson College in Boston, where she concentrated in

Communication Education and Psychology. For additional information on Helen Meldrum see [Helen Meldrum - Faculty Profiles @ Bentley University](#)

Link to program:

- Lessons Learned about Listening Instruction: Teaching Effective Response Skills to Clinicians (Pre-Convention Presentation)
- [Inspiring a Listening Movement](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Roxanne Moran



Dr. Moran has been in nursing practice for most of her professional career and has been a nursing educator for over 40 years working with students in undergraduate and graduate education. As a part of her pedagogical practices, she uses the principles of The Circle Way (Baldwin & Linea, 2010) which brings forth the voices of each person. Leadership potential is developed as students and faculty become one in scholarly discussions. Dr. Moran has also researched the concept of resilience within the newly graduated nurse population. In her educational practice she has cultivated new ways

of listening and being with students in online course work.

Link to program: [Ontological Listening in Different Spaces](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Sebastian Benjamin Murolo



Originally from Flushing, N.Y., Ben Murolo holds a Bachelor of Arts degree in Accounting and Information Systems from Queens College of the City University of New York. After graduating, he became a Certified Public Accountant and earned an MBA from New York Institute of Technology. Since August 2009 he has been an Assistant Professor at Queensborough Community College. He is an active practitioner of Service Learning at the College and created and continues to provide students with financial analysis techniques relevant to the entertainment business through hands-on work with the Queensborough Performing Arts Center (QPAC). Additionally, Ben speaks at local venues to support the College community, providing financial literacy to all. Most recently he presented at the Frank Egan Memorial Lecture Series at Queensborough Community College to enhance the financial knowledge of students embarking on new business ventures.

Link to program: [Can You Hear Me Now? Assessing Critical Listening Skills in College Students](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Michael Z Murphy



Michael Z Murphy, ILA Life Member, C.L.P., and proud alumnus of Montclair State College (now University), began teaching back in the mid-70s when most schools were a bench under an olive tree, and now he actually uses a computer. He is retired from Career #1, 26 years in middle and secondary classrooms including two years in an alternative school. Most of this was in the urban setting. He is currently in Career #2 teaching in the college classroom. He has taught under the broad umbrella of “Speech Arts and Drama”. The subjects range from Technical Theater and Acting to English and Public Speaking. He is a poet and playwright who still occasionally works as an actor and stage

manager. For additional information on Michael Z Murphy see:

<https://unioncc.instructure.com/courses/950>

Link to program:

- [I Know You're Listening, But Not Your Listening!](#)
- [Talk the Way They Listen](#)

- [Listening, Literature and Libations](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Nóirín Ní Riain



Nóirín Ní Riain began singing lessons at seven years of age. She later studied music at University College Cork (UCC), specializing in religious music for post-graduate work. She developed as a performer, focusing particularly on religious, Irish traditional, and international religious music. She has performed extensively worldwide - notable events include: the International Peace Gathering at Costa Rica to introduce the XIV Dalai Lama in 1989, The United Nations summit at Rio de Janeiro 1992, the European Cultural Month at Kraków, Poland 1992, the UN Earth summit in Copenhagen 1995, and the World Women summit in Beijing 1995. She has performed in the Royal Festival Hall with Sinéad O'Connor, with the American composer John Cage, with the sons of Karlheinz Stockhausen - Markus and Simon, with Paul Winter at summer and winter solstice concerts in the Cathedral of St John the Divine in New York, and with the Scola Gregoriana of Notre Dame University, Indiana, where she performed the leading role in *Anima*, by Hildegard von Bingen. She sang several times in India as a delegate of the Irish government, and performed in war-torn Sarajevo. The Cork singer and teacher at UCC, Pilib Ó Laoghaire (1910–1976), was a great influence. He persuaded her to become a singer instead of studying law, and taught her Irish traditional sean-nós singing. In UCC she studied under Aloys Fleischmann and Seán Ó Riada.

Link to program: [Listening Beyond the Boundaries of the Mundane: Theosony - Listening with the Ear of the Heart \(St. Benedict 5th century\)](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Mícheál (Moley) Ó Súilleabháin (far right in photo)



Mícheál 'Moley' Ó Súilleabháin is a Dublin based singer and curator of artistic experiences. He works regularly with his brother Owen and mother Nóirín Ní Riain. All three will perform for the ILA.

You can find more information at [Owen & Moley Ó Súilleabháin - Owen & Moley Ó Súilleabháin](#).

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Owen Ó Súilleabháin



Owen Ó Súilleabháin is a singer, composer, and teacher, and believes in the power of art to awaken our most dynamic and creative forms into being. He has worked with some of the greatest artists in the world such as director Steven Spielberg, actor Russell Crowe, violinist Nigel Kennedy, The Chieftains and poet David Whyte. In 2018, Owen co-founded The Studio, a business that inspires leadership, innovation and culture-change through the experience and the inspiration of artistry. Owen Ó Súilleabháin draws on his experience in performance and on his academic background in philosophy, Greek and Roman civilizations, and peace studies as well as the wisdom of Celtic culture to liberate creativity in individuals and organizations. He holds a Masters degree in Peace and Development Studies from the University of Limerick, specializing in national and local hospitality to asylum-seekers in Ireland. His performance repertoire spans thousands of years - from Ireland's oldest tradition, Celtic *Sean Nós*; Medieval Gregorian Chant from the Monastic Period; Irish folk songs in English and Gaelic, along with self-composed, inspirational song and music. Along with his brother Mícheál 'Moley', Owen has recorded Celtic song and Gregorian chant and performed internationally with their mother, singer and theologian Nóirín Ní Riain, in a trio called AMEN. He has also collaborated on many projects with his father, Mícheál Ó Súilleabháin, a renowned national composer, musicologist, pianist and founder-director of the Irish World Academy of Music and Dance.

For additional information see Leadership - www.studioleadership.com

Tour of Ireland - www.turasdanam.com

Performance - www.oweandmoley.com

Link to program: [Gang Violence Intervention and Listening – Lessons Learned Establishing a Listening Training Curriculum at Natividad Medical Center, Salinas, California](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Kathy O'Brien



Kathy O'Brien is a communications coach with 30 years of experience. She is Founder and Managing Director of Red Shoe Communications, a training and coaching company that works with multinationals throughout Asia. She is the first person in Singapore to become a Certified Listening Professional (CLP™), and she was cited for “Notable Achievement in Advancing Listening in the Business Sector” by the ILA in 2016. Her other awards include Outstanding PR Mentor by the Institute of Public Relations of Singapore. Kathy is also a Visiting Professor at the Sasin Graduate Institute of Business Administration, Chulalongkorn University, teaching negotiation to MBA and EMBA students.

For additional information see: <https://www.redshoe.com.sg/team>

Link to program:

- [Bouncing Over Boundaries: A Workshop to Become a Better Listener](#)
- [Synthesizing Learning: Making It Stick Before You Leave](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Danielle Ofri



Danielle Ofri, MD, PhD is an Associate Professor of Medicine at New York University School of Medicine but her clinical home is at Bellevue Hospital, the oldest public hospital in the USA. She is a founder and Editor-in-Chief of the Bellevue Literary Review. Her newest book is ‘What Patients Say; What Doctors Hear’, an exploration of doctor-patient communication and how refocusing the conversation between doctors and patients can improve health outcomes. Danielle Ofri has authored four other books about life in medicine and is editor of the medical textbook - The Bellevue Guide to Outpatient Medicine - which won a Best Medical Textbook Award. Danielle Ofri writes regularly for the New York Times and Slate Magazine about medicine and the doctor-patient relationship. Her essays have also appeared in the Los Angeles Times, the Washington Post, the Atlantic, the New England Journal of Medicine, the Lancet, CNN and on National Public Radio. Her essays have been selected twice for Best American Essays and also for Best American Science Writing. She is the recipient of the McGovern Award from the American Medical Writers Association for “preeminent contributions to medical communication.” She has given TED talks on ‘Deconstructing Perfection and Fear: A Necessary Emotion for Doctors’ and has also performed stories for the Moth. She is featured in the upcoming documentary: “Why Doctors Write.” Danielle Ofri lives with several unfinished novels in various states of disrepair under her bed, three kids and a husband, and the forever challenges of the cello in a singularly intimate Manhattan-sized apartment. For additional information see: <https://danielleofri.com/about/>

Link to program:

- What Patients Say, What Doctors Hear (Pre-Convention Presentation)
- [Listening to Stories in Medicine: The Passion and The Peril](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Elaine O'Mullane



Elaine O'Mullane is a member of the Discipline of Paediatrics, Trinity College, Dublin whose role involves working in many different areas. She works as a clinical trial coordinator and research assistant on several paediatric research projects in the Tallaght University Hospital, AMNCH, Tallaght, Dublin. Within the discipline of Paediatrics she is a clinical lecturer for the undergraduate medical students and a facilitator on the 4th Year medical student Professionalism and Scientific Module. One of her main areas of interest is the subject of listening. This includes regular acts of listening, research in several aspects of listening and education on the subject of listening.

Currently Elaine is a member of the International Listening Association (ILA) and Chair of the Association's Healthcare Committee. Elaine is also an ambassador for the Narrative Healthcare Network (<http://narrativehealthcarenetwork.com>). The Narrative Healthcare Network is a platform that explores and cultivates the application of narrative practices within healthcare. A narrative practice within healthcare promotes a critical and skilled attention to people's narratives in the healthcare setting and encourages creativity and reflection. The aim of the network is to investigate and connect the fields of the humanities and science and to reinforce the application of narrative competencies in the way healthcare is delivered and how to support healing. For additional information on Elaine O'Mullane, RGN, RM PG Dip Adv HCP (Open), MSc Adv HCP (Open) see LinkedIn: [ie.linkedin.com/i/elaine-o-mullane-359a2282](https://www.linkedin.com/in/elaine-o-mullane-359a2282)

Link to program: [Care Don't Carry: The Art of Responsible Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Maija Peltola



Maija Peltola is a PhD student of Speech Communication at the Faculty of Communication Sciences at University of Tampere, Finland. She has specialized in the study of professional-patient communication in the context of chronic illness care.

Link to program: [Tensions in Professional/Patient Relationship in the Context of Type 2 Diabetes Care](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Annie Rappeport



Annie Rappeport is a second year PhD student in International Peace Education and Policy at the University of Maryland. Her work in phenomenology has led to researching the lived experience of chronic illness. Her work in peace studies focuses heavily on dialogue and how to help facilitate listening across differences and listening to our own bodies as a key part of healing. Prior to beginning the Ph.D. program in 2016, Annie worked for over 5 years with the education abroad program Semester at Sea and assisted with interfaith and cross-cultural dialogues and programs. She earned her MEd. from the University of Virginia in 2011.

Link to program: [Gaining a “Sick Sense”: Learning to Listen to Ourselves and Others in the Chronic Illness Journey](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Roberta Ray



Roberta Ray is a professor of Communication in the Liberal Studies Department at Montana Tech. She recently published a book about one of the largest and most challenging dog rescues in the U.S. undertaken by volunteers from all walks of life in brutal winter conditions. The book tells the individual stories of 80 of the rescued dogs and the individuals and families who volunteered and/or adopted a dog during the winter of 2008-2009. Most recently, three major newspapers in Montana published her feature story about a critically ill student and the puppy who saved her. Roberta’s other interests include rhetorical theory, empathic listening and environmental activism.

Link to program: [The High Cost of Empathic Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Donna Schiess



Donna Schiess, Ed.D., is an instructor in Public Speaking and Listening at Western Kentucky University. She began teaching full time in 2002. Previously, she worked in refugee resettlements in Bowling Green, Kentucky and surrounding areas. Dr. Schiess became a member of the ILA in 2006 and has served on the Executive Board, and as Chair of the ILA Certification Committee. For additional information see Donna's [Curriculum Vitae](#).

Link to program: [Listening to Help Refugee School Children Succeed](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Myriam Schlag



Myriam Schlag (PhD) is research assistant in the Department of Psychology in Education at the Johannes Gutenberg University in Mainz, Germany, and she is currently working on her degree in science communication. Her research centers around the investigation of knowledge acquisition, the role of science in society, and epistemological beliefs.

Link to program: [Ingredients for Evaluative Listening](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Shannon Sickels/Yee



Shannon Sickels/Yee (Writer & Producer) is an award-winning playwright and producer, based in Northern Ireland. Her *Reassembled, Slightly Askew* immerses audiences in her first-hand experience of nearly dying and her subsequent acquired brain injury.

Reassembled... www.reassembled.co.uk has received numerous accolades (5 stars, The Stage; 4 stars, The Guardian, Evening Standard, The Arts Review, Time Out London, Now Toronto; Dublin Fringe Festival Nominee—Judges' Choice, Best Design, First Fortnight; Contra Guys Award for New Performance Text) and has been touring the UK, Ireland, USA and Canada since its premiere at the MAC

(Belfast) in 2015. Shannon continues to create interdisciplinary work to challenge herself, the field, and audiences. www.s-yeo.co.uk

Link to program: Reassembled, *Slightly Askew*: Post-Traumatic Brain Injury Experience and Implications for Medical Practitioners (Pre-Convention Presentation)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Luis Sotelo Castro



Luis C. Sotelo Castro is Canada Research Chair in Oral History Performance and Associate Professor in the Department of Theatre at Concordia University, Montreal (Quebec, Canada). In his current creation-research he investigates modes of listening in the context of oral history performance and more broadly, in the context of performances of memory. Since 2002, he has done work with, and for, internally displaced people, indigenous communities, migrants, and elderly people both in Latin America and in the United Kingdom, and more recently in Canada. With support from the Canada Foundation for Innovation, he is establishing a Performing Listening Lab at Concordia University's Centre for Oral History and Digital Storytelling. The aim of the Lab is to support the production, standardized collection, storage, classification, and analysis of data on listening in the context of participatory Oral History Performance events. The aim of the research project is to position listening in the context of the transformative power of Oral History Performance as a subject of study. It will pay particular attention to listening in the context of projects addressing oral histories in post-conflict contexts across the Americas, and in the context of migration. His creative work has been commissioned by civil society and academic organizations such as the International Association for the Study of Forced Migration. His publications explore the interconnections between cartography, presentation of self, memory, walking, and performance. Forthcoming publications are concerned with listening in the context of performances of memory.

Link to program: [Walking-With, While Listening- To: Toward A Performative Perspective on Listening](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Lyman (Manny) Steil (pictured with his wife Dee Steil)



Dr. Lyman K. “Manny” Steil, is ILA’s founding member #1, Past President, Past Executive Director, Lifetime Member, Listening Hall of Fame inductee, Certified Listening Professional, a recipient of ILA’s Lifetime Achievement Award, and a presenter at 38 annual ILA Conventions. Dr. Steil is the CEO and President of Communication Development, Inc. and the International Listening Leadership Institute. He is the author and co-author of 5 books including *Listening Leaders: The Ten*

Golden Rules to Listen, Lead & Succeed. Over the last 53 years he has spoken to enhance and advance Listening to organizations throughout 25 countries.

Link to program: [Listening Beyond Emotional Boundaries](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Philip C. Tirpak



Philip C. Tirpak is an Instructor of Communication Studies at the Annandale Campus of Northern Virginia Community College (NOVA), one of the largest Community Colleges in the United States. He was President of the International Listening Association, (2015-2016) and is the Technical Director of the ILA Webinar Series. Philip is the recipient of the President's Sabbatical Award at NOVA for his proposal to develop a listening assessment program that focuses on student success. A Virginia Master Teacher, Philip Tirpak was a

co-developer of the oral communication competency assessment that was adopted by the Virginia Community College System in 2014. He was a guest on the Australian Broadcasting Company Radio Network Program Future Tense in 2016 and was also featured in an article in Scientific American Mind in 2015. He has 17 years teaching experience at NOVA.

Link to program: [So You Want to Teach a Stand Alone Listening Course at your College/University But You Don't Know How to Start? Moving Beyond Boundaries With Best Practices for Teaching Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Aneta D. Tunariu



Dr Aneta D. Tunariu (CPsychol AFBPsS) is the Head of the School of Psychology at the University of East London. Chartered Psychologist with the British Psychological Society, Dr Tunariu is the author of numerous psychological interventions commissioned by stakeholders within private and public sectors in national and international settings. Her academic expertise, research and applied practice centre on the Psychology of Relating, closely informed by concepts from social psychology, existential positive psychology, coaching psychology, existential counselling and psychodynamic principles. Dr Tunariu is particularly interested in the application of psychological knowledge to help scaffold psycho-social education as transformative within, outside and beyond the university campus. For additional information email: a.tunariu@uel.ac.uk.

Link to program: [Being Listened to: No Place to Hide: Clients' Experience of Listening in Psychotherapy](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Tuula-Riitta Välikoski



Tuula-Riitta Välikoski, PhD. (Communication), Master of Admin., Adjunct Professor of Legal Communication at the University of Eastern Finland, Assistant Professor of Communication in the Faculty of Communication Sciences, at the University of Tampere, Finland. Her research focuses on listening and legal communication and she has published in both national and international journals (cf. the *Empedocles*, *Mobile*, *Media and Communication*). Her recent articles in the field of legal communication are entitled the 'Principle of orality in a trial from the perspective of communication' (*Oikeus/the Justice* 2014) and 'The experience of justice from the point of view of witness' (*Oikeus/the Justice* 2017). Besides her academic career, she has trained Finnish prosecutors and judges in communication skills for over 20 years. http://www.uta.fi/cmt/en/contact/staff/tuula-riitta_valikoski/index.html

Link to program: [Professional Listening in a Consent-Objection Negotiation in Child Welfare Decision-Making](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Teri Varner



Teri L. Varner was one of the first African American women in the nation to lead a Department of Communication and holds a Ph.D. in Communication from the University of Texas at Austin. Her ethnographic qualitative research interests range from women of color in American higher education to hair/body politics to increasing the amount of classroom instruction devoted to teaching students how to actively listen in the 21st century at St. Edward's University (SEU). Her most current collaborative research with Laura Janusik, Ph.D. in Rockhurst University involves the qualitative examination of metacognitive strategies used by students. One of Dr. Varner's most notable accomplishments includes creating COMM 2357 Active Listening a (3) credit hour undergraduate course which takes a comprehensive approach to listening competence.

Link to program:

- [A Qualitative Look at Metacognitive Listening Strategies: What Do Students Say They Do?](#)
- [So You Want to Teach a Stand Alone Listening Course at your College/University But You Don't Know How to Start? Moving Beyond Boundaries With Best Practices for Teaching Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Anu Viljanmaa



Anu Viljanmaa holds an M.A. in Translation Studies from the University of Tampere (Finland). She has been teaching German and English interpreting at her alma mater since autumn 2009 and has been a full-time staff member of the study program German Language, Culture, and Translation since 2013. She is an active, certified interpreter (EMCI) working actively in both the conference and community interpretation settings. Her research interests focus on the role of listening in dialogue and community interpreting, interpreter training, and students' internalization of the interpersonal skills needed in interpreting. Her Ph.D. project focuses on the scope and dimensions of the professional listening competence of dialogue interpreters. For additional information about Anu Viljanmaa see <https://www.linkedin.com/in/anu-viljanmaa-7b5b302/>

Link to program: [Active Listening on Demand: In Search of Professional Listening Competence of Dialogue Interpreters](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Rosanne Vogel



Rosanne Vogel has been a full-time Lecturer at Queensborough Community College Department of Speech Communication and Theater Arts since January 2010. Prior to that she was an Adjunct Lecturer from January 1996-2010. She earned a Master of Arts degree from Teachers College, Columbia University in the Teaching of English and also fulfilled all requirements for a Master of Arts in Communication. She earned her Bachelor of Arts degree in General Speech from St. John's University, New York. She holds New York State Permanent Certification in English Grades 7-12, Speech Grades 7-12 and TESOL Grades K -12. Rosanne's areas of interest are Assessment, Learning Communities, Listening, ESL, and Service Learning. She is a Lifetime Member of the International Listening Association and is a Certified Listening Professional.

Link to program: [Can You Hear Me Now? Assessing Critical Listening Skills in College Students](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Helena Walsh



Helena Walsh is European Director of The Fitzmaurice Voicework Institute and an Associate Teacher of Fitzmaurice Voicework®, from The Royal Central School of Speech and Drama at the University of London. She holds a certificate in Roy Hart Training. She is the Artistic Director and founder of the Helena Walsh Voice Studio in Temple Bar, London, an international voice studio where teachers and students come from all over the world. The Studio acts as a center for cutting edge research into an interdisciplinary approach to educating a truly empowered and embodied actor and individual. She is currently co-directing the Fifth International Freedom & Focus Fitzmaurice Voicework Conference 2018 in London. She teaches Voice at Bow Street Film School and Voice and Dialect at The Irish Film Academy. She is the festival director of an International Festival of Voice & Acting Workshops, which runs yearly during the summer in Cork and Dublin. She hosts a “Free Listening” project, in Dublin City Centre, which runs every Friday throughout the year. This project is connected to Benjamin Mathes “Urban Confessionals” project in Los Angeles.

For additional information about Helena Walsh: <https://youtu.be/FCHvjtnLdtY>

Link to program: [Fitzmaurice Voicework Workshop](#)

Return to [Presenter and Co-Author Biographical Information](#)

Return to [Program Index](#)

Sherry Wien



Dr. Sherry Wien is an Associate Professor of Communication at Monmouth University in New Jersey USA. Similar in location to Trinity College in Dublin, Monmouth is in the Jersey Shore coastal town of West Long Branch. For over 24 years, Dr. Wien has taught Organizational Communication, Interpersonal Communication, Communication Theory, Critical Discourse, Television Production, Media Literacy, and Business and Professional Communication. She remains a viewer fan of *Mad Men* that aired on AMC from 2007 until 2015. Her favorite *Mad Men* cocktail is an Old Fashioned. She became a member of the International Listening Association in 2016. She has started a research agenda on listening in the workplace and recently developed an undergraduate course in Listening that was approved by Monmouth University to start Fall 2019.

For additional information see www.linkedin.com/in/sherrywien

Link to program: [Drinking and Listening at Work: Refining Content Analysis of Listening Behaviors in Work Conversations between Don and Roger throughout the *Mad Men* Series](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)

Debra Worthington



Dr. Debra Worthington is Professor and Associate Director of Communication in the School of Communication and Journalism at Auburn University. Her early research focused on psychosocial issues affecting juror and courtroom communication. This interest eventually led to an examination of factors affecting juror listening. Since then, she has published numerous articles related to listening, particularly in the areas of measurement and assessment. Recent book publications include 'The Sourcebook of Listening' and 'Listening: Processes, Functions, and Competency'. She has received multiple top paper and panel awards, including the Ralph G. Nichols Listening Award and the Burton Award for Legal Achievement. Her research has been recognized by organizations such as the American Society of Trial Consultants, the European Communication Research and Education Association, and the International Listening Association, as well as by multiple divisions of the National Communication Association, the Eastern Communication Association, and the Southern Communication Association. She has received multiple research contracts and grants from public and private organizations and is Past President of the International Listening Association.

Link to program:

- [Getting Published: A Facilitated Discussion for Listening Scholars, Educators, Practitioners, and Those In-Between](#)
- [So You Want to Teach a Stand Alone Listening Course at your College/University But You Don't Know How to Start? Moving Beyond Boundaries With Best Practices for Teaching Listening](#)

[Return to Presenter and Co-Author Biographical Information](#)

[Return to Program Index](#)