

**Saturday, April 10**

8:00 - 9:15 AM **Research Papers Panel**

**Transforming Horizons Through Listening; Maria Consuelo Valbuena Martinez**

The CEA (learnability) Active Listening Center is a research and development center for listening at the Francisco de Vitoria University. The purpose of this center is to promote the culture of listening, improve proactive evaluation and optimize active and transformative listening through feedback and feedforward. The model and methodologies designed allow us to generate collective intelligence that offers a transformative opportunity to the uncertain horizons that open up to us

**Listening to the SONG OF LIFE: Conceptualizing and Measuring LSONG (Listening to Self, Others, Nature, and God--the divine); E. James Baesler**

L-SONG is a 15-item student assessment of listening. The multi-sensory conceptualization of listening in L-SONG significantly broadens the scope of what is traditionally taught as listening to others by including the contexts of listening to self, nature, and God (the divine). In this initial study, L-SONG's psychometric properties for each of the four subscales show good internal reliability, pre-post test predictive validity, and a degree of expert validity. Several ideas for future research are suggested.

9:30 - 10:45 AM **Creative Connection: Using Visual Art to Enhance Listening; Workshop; Alexandra Manion, Bryanna Fatigue, Mark Thomas**

Opportunities for shared art-making provide an outlet for creative self expression, connection, and perspective-taking. In the context of listening, how can engaging in a shared art-making activity enhance the listening experience? This is an interactive session, where participants will view and react to various artworks, create art of their own, and discuss their piece and the art-making process; participants will then reflect on how the art-making and -viewing changed the listening experience. Special attention will be given to the possibility of extending this approach when working with children, particularly those from vulnerable backgrounds or populations. Participants should plan to have simple drawing/art-making materials available during the session.

**Saturday, April 17**

8:30 - 9:45 AM **Research Papers; Panel**

**Listening to Political cartoons; Linda Hamilton-Korey, Gayle Pohl  
Listening as a Sensory Activity to Process Political Cartoons**

**Saturday, April 24, 2021**

**9:00 - 10:45 AM The LovePOEM: The Intersection of Listening & Allyship; Workshop; Cynthia E. Hazel, Audrey J. Ford, Elly Maras, E. Grace Ritchie, Caren Rhodes-Doudna**

The LovePOEM is a process created by Dr. Cynthia Hazel. This panel will review the LovePOEM as a tool to implement listening strategies in the act of allyship. This panel will provide four panelists who are focused on describing case studies and examples of the four different steps of the LovePOEM.

**11:00 - 12:15 AM Listening Connects With DEI in a 20-year Relationship; John Stewart, Lori Joubert**

ILA supports lifelong learning; we know that listening has not traditionally been studied or taught, and we seek to remedy this by working with all ages both within and outside our educational systems. Oppression is another important focus of lifelong learning. Globally, Black, Brown, and indigenous people of color (BIPOC) continue to suffer from white supremacy and, in the U.S., the legacies of indigenous genocide and chattel slavery. Diversity, equity, Inclusion (DEI) training attempts to dismantle oppressive systems, and listening-focused professionals are distinctively well-qualified to contribute to DEI work.

This session focuses on two connected instances of lifelong learning about listening and DEI that the session presenters have engaged in over the 20-year course of their personal and professional relationship. We plan to apply a version of the Story Corps process to invite convention participants into a conversation about listening and DEI work.

**Saturday, May 1**

**10:00 AM- Noon Swap Shop; Cynthia Hazel**

**Saturday, May 22**

**8:00 - 9:15 AM ILA Student Working Group Pilot project Report; Krishna Naineni, Taranjot Kaur, Gunjan Singhal, Anisha Agarwal, Chinmaya Sreya**

Medical students in India are working on several projects as a part of ILA's student working group project. This is pilot project and students will share their project report with ILA members.

**9:30 - 10:45 AM How Many Universities in the United States Offer a Standalone Course in Listening? Panel; Molly Stoltz, Teri Varner**

In this paper we present the findings of data conducted in the spring of 2019 and still collecting artifacts. Our primary goal is concerned with determining the number of postsecondary educational institutions in the United States offer a

standalone course in L1 listening. A total of N = artifacts, quantitative data, etc. Preliminary results suggest that X, Y, Z. Limitations of this study require mentioning. First, the scope of listening courses in an undergraduate academic setting. We offer future recommendations regarding educational statistics related to listening education. University offering undergraduate courses related to listening leading to a bachelor's degree.

**Listening Instruction in Medical Education ; Helen Meldrum , Rebekah Apple, (co-author)**

It is difficult to trace the history of listening instruction in the medical education literature. In fact, the leading textbook in this area, Teaching and Learning Communication Skills in Medicine (Kurtz & Draper, 2016), does not index the words "active listening" or even "listening." At the same time, recent research has reported that physicians listen to patients express their concerns for an average of 11 seconds prior to interrupting to present leading questions that encourage a quick "no" or "yes" response (Ospina, et al., 2019). Interruptions not only discourage patients from fully telling their story, but they cause patients to conclude that their opinions and feelings do not matter. When patients do not feel listened to, they are less likely to continue care, adhere to treatments, or trust the medical system.

Learning about listening in medical school is an indirect process at best. Medical educators suffer from the "silo effect" and are enmeshed in their own academic circles. Faculty would do well to consult with the experts who have assembled a considerable body of research on the pedagogy of listening in healthcare settings. Such interdisciplinary integration could inform the scholarship of empathic listening as it is taught to future doctors. Scholars and practitioners in the listening discipline have much to offer medical education. Effective empathic listening demonstrates to patients and their families that their concerns are shared and that true caring is present.

**11:00 AM - 12:15 PM Empathy & Social Media: Case Studies investigating how social media influences empathetic listening; Lisa Athearn**

In this session, we will explore how social media impacts relationship building through empathetic listening. In particular, we will explore how social technology both encourages and obstructs empathetic listening. Relevant information will be presented with case studies, probing questions, discussion and group engagement.

**12:30 - 1:45 PM Transforming Listening Pedagogy for Transformative Community Engagement; Panel; Keri Epps, Jennie L. Vaughn, Rowena "Rowie" Kirby-Straker**

These panelists will discuss methods of enhancing listening training inside and outside the classroom, as a way of better equipping students with the skills they need for community engaged work that engenders social change. The discussion will focus on the undergraduate curriculum in the Social Work, Writing, and Communication.