China Driving Growth for Domestic and International Language Study

IST Students Win COMPETITION

School of Education students hit the city streets

Ashley Smith teaching at Stockton Specialty School, located in Chicago’s Uptown neighborhood, as part of the Urban Project.
MISSION STATEMENT
The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a global, diverse, rapidly changing, and increasingly technological society.

Choosing to live in Bloomington means you’ll see an incredible array of projects and people who have shaped education in Bloomington on Sept. 11. The trio of honorees represented years of achievement in the U.S. and the world that began with their education here. The night was enhanced because we were also able to present the honor for an outstanding alumnus of the Higher Education and Student Affairs (HESA) program as well as welcome a world-renowned researcher to an endowed chair in the school.

Making our presence felt
by Gerardo M. Gonzalez, Dean, School of Education

S
ince this publication is a product of our IU School of Education Alumni Association, it’s only appropriate that I start with a reflection on the most recent class of distinguished alumni, honored during a dinner in Bloomington on Sept. 11. The trio of honorees represented years of achievement in the U.S. and the world that began with their education here. The night was enhanced because we were also able to present the honor for an outstanding alumnus of the Higher Education and Student Affairs (HESA) program as well as welcome a world-renowned researcher to an endowed chair in the school.

The night offered a glimpse at what our graduates are capable of doing. You will see more about the awards in this issue (p. 3) and hear some of the honorees’ stories, but I’ll just share here that we had in our midst that night alumni who have shaped education for the better wherever they’ve been. Joseph Russell helped build the IU Department of Afro-American Affairs from the ground. Young Hwan Kim is making new ways of educating possible for people across South Korea and throughout Southeast Asia. H.A.R. Tilaar can truly be called one of the patriarchs of Indonesia’s educational system. If you conduct an Internet search on his name, you’ll find that the long-retired Jakarta University professor is highly active in the debates surrounding his country’s educational system today because of his wise and honored voice.

Additionally, we presented HESA’s highest alumni honor to IU Foundation President Gene Tempel, a truly outstanding leader still at our university. And we welcomed Erna Alant as the Ortling Chair in Special Education. Again, a Web search tells you quite a lot about Professor Alant. You’ll find she is not just respected in her native South Africa for the work she has done in special education, it is fair to say she is beloved. It is no wonder: a center she opened in Pretoria focuses on speech communications for the physically disabled, quite literally giving voice to those who had never spoken.

Honestly, I found myself become a little emotionally overwhelmed while introducing Professor Alant. I was thinking about my own daughter, a special education teacher, and her experiences working with people such as those Erna has committed her career to helping. Imagine what her work has meant: she has literally unlocked a door that was never opened. I am so proud that the IU School of Education Alumni Association, Joseph J. Russell, MS’48, EdD’70, Erna Alant, H.A.R. Tilaar, MA’56, EdD’92, Young Hwan Kim, PhD’94, Gene Tempel, Dean Gerardo Gonzalez. 
Faculty members publish, receive honors

Don Hossler

The Association for Institutional Research (AIR) has named Indiana University School of Education Executive Associate Dean Don Hossler as the Sidney Sisulow Award recipient for his distin-
guished scholarly contributions to insti-
tutional research. The award committee selects honorees for their cumulative and on-going scholarly efforts to keep institutional research on the cutting edge of research, practice, policies and procedures in higher education, according to the organization’s Web site.

Hossler is an internationally-recog-
nized expert on issues of college choice, student financial aid policy, enrollment management, and higher education finance. His nearly 50 articles in peer-reviewed academic journals are widely cited in other research. Hossler has au-
thored or co-authored six books, includ-
ing 1989’s Going to college: How social, economic, and educational factors influ-
ence the decisions students make.

Professor of Mathematics Education Diana Lambdin began a three-year term on the board of directors for the National Council of Teachers of Math-
ematics in April. Members elected her to the board last fall. “NCTM should en-
gage in political and public advocacy to clarify the mathematics knowledge and skills needed for active participation in our democracy,” Lambdin told the NCTM News, the newsletter published during last month’s annual meeting in Washington, D.C. “For example, quan-
titative literacy skills may be at least as important for informed citizenship as al-
gebra for all.”

The National Council of Teachers of English (NCTE) named Gerald Cam-
pano, associate professor in the De-
partment of Literacy, Culture, and Lan-
guage Education, as the 2009 recipient of the David H. Russell Award for Dis-
tinguished Research in the Teaching of English, one of the most distinguished awards in English language education. The organization selected Campano for his 2007 book Immigrant Students and Literacy: Reading, Writing, and Remem-
bering. The work chronicles his experi-
ence building a culturally responsive curriculum while teaching fifth grade in an urban California school where stu-
dents came from homes speaking more than 14 different languages.

“Campano’s book is an exception-
ally well-executed and well-presented example of practitioner research,” the NCTE wrote in a release about his se-
lection. “Campano has written about impossible and intriguing topics such as accountability, language and literacy curriculum highly attuned to refugee experiences, the problematic nature of ‘best practices’ and ‘research-based,’ and teaching as ethical practice. Cam-
pano’s writing on these weighty topics has benefited from a light — better, a poetic — hand, producing a graceful, accessible, and moving text.”

A new book by Curt Bonk, profes-
or of instructional systems, takes a comprehensive look at how Web technology is changing worldwide edu-
cation. The World is Open: How Web Technology is Revolutionizing Education documents the many ways in which he says innovations have made it possible so that “anyone can learn anything from anyone else at any time.”

The book is inspired by the best-sell-
 ing work of New York Times columnist Thomas Friedman, The World is Flat. In that 2005 book, Friedman documented 10 “flatteners” that have made econom-
ic globalization much easier.

Bonk’s book provides a framework for understanding the availability of edu-
cation through Web technology with his own list of 10. “With it, people can go down the list not of ‘flatteners’ as Friedman talks about, but of ‘openers,’ as in the doors becoming open for edu-
cation,” Bonk said. “By having that list of 10, it is a somewhat succinct list from the potentially hundreds that could be listed, so as not to overwhelm people with the possibilities.”

A School of Education professor has been named to provide the latest in computer technology to underserved youth. Assistant Professor of Learning Sciences Kylie Pepperell helped create the work Technology Clubhouse: Constructivism and Creativity in Youth Com-
 munities, published during the summer. Sales have been brisk for an academic title: it sold out in its first month on Amazon.com and has well exceeded sales expectations during its first three months on the market.

Computer Clubhouse has more than 100 chapters across the globe. Each chapter gives youth access to the latest in technology, which has resulted in in-
credibly creative projects, Pepperell said, noting that some members have even begun lucrative Web design businesses through their experience.

“I think that is the part of the model that gets forgotten a lot,” Pepperell said. “The kids really do produce fantastic and amazing things because they start to become peer mentors. They show each other tricks of the trade and really force each other to be cutting edge in the faculty.”

Pepperell first became involved with Computer Clubhouse in Los Angeles while she was at UCLA. The book out-
lines ways of setting up similar programs as well as giving examples of what stu-
dents create and comments from par-
ticipants.

One of the messages from the book, she said, is that the program shows what kids are capable of doing in a classroom or outside it. “A lot of times we don’t give them a chance to work on a project over a longer period of time,” she said. “It’s totally possible within classrooms.”

Assistant Professor Dionne Cross received a 2009 Ralph E. Powe Junior Faculty Enhancement Award from the Oak Ridge Associated Universities or-
nization. This prestigious award is intended to foster research and profes-
sional growth and lead to new funding opportunities during the early stages of the recipients’ careers. The ORAU award consists of unrestricted funds for research and is matched by the award-
ee’s home institution.

The three recipients of the 2009 Distinguished Alumni Award include education leaders in Korea and Indonesia as well as the former dean who helped build nation-
al recognition for what was then known as the IU Department of Afro-American Affairs. The 2009 awards, presented at a dinner September 11, honored those who hold an IU School of Education degree and have made a lasting impact through their work since leaving the school.

The honorees included Young Hwan Kim, Ph.D.’94, a professor in the Depart-
ment of Education and chair of the Educational Technology Division at Pusan National University in Korea. Kim was the planning director of Pusan National University Cyber University, and is now the president of the Institute of APEC Col-
laborative Education, which conducts international teacher training workshops on e-learning. In accepting the honor, he spoke of how his father saved money and constantly emphasized the need to study hard. Kim said his father long spoke of his son earning a PhD in the U.S. so that he could return to Korea and help poor people. “This honor is a part of my father’s dream,” Kim said.

Honoree Joseph J. Russell, M.S. ’68, Ed.D.’70, is now executive vice president and consultant of D&M Virginia Corporation Adult Residential Care Communities. He brought what then was called the IU Department of Afro-American Affairs to nation-
al prominence as its chair and dean. He retired as vice president of Ohio State Univer-
sity in 1994. IU honored him with a Distinguished Alumni Service Award last year.

“I am humbled and honored to receive this award,” Russell told the audience.

H.A.R. Tilia, M.A.G.S., Ed.D.’79, professor emeritus at the State University of Jakarta and a highly influential voice for education in Indonesia, cited a special con-
nection between the U.S. and his country as he accepted his award. “I will pres-
et this honor to strengthen the relationships between Indonesia and the United States,” Tilia said. “Not only because I studied here, receiving scholarships from USAID, but also because Mr. Obama studied in the only 70s era public school in Jakarta.” Tilia spent 25 years as an educational specialist for BAPPENAS, the Indonesian government’s central planning agency. He is the author of more than 200 articles and 40 books on Indonesian education, including the most compre-
hensive historical study to date.

The HESA department in the School of Education presented the Robert H. Shaffer Distinguished Alumni Award to Gene Tempel, MA’73, Ed.D’85, who studied under Shaffer. “To be a part of his legacy is an extraordinary, and much appreciated honor,” Tempel said. The award is to honor an alumnus who, according to the award guidelines, “demonstrates the commitment to excellence in admin-
istrative leadership, scholarship, service to the profession, and compassion and concern for students and colleagues, exemplified by the man for whom the award is named.” Tempel became IU Foundation president in September 2008 and holds a professorship in philanthropic studies and higher education. Dean Gerardo Gonzalez also recognized the new Otting Chair in Special Educa-
tion, Erna Alant. Alant joined the faculty to continue work focusing on the develop-
ment of relevant communication systems for people who have no or little speech and live in high poverty. Over a 30-year career based in South Africa, she’s earned numerous international honors, including an award from the American Associa-
tion for Intellectual and Developmental Disabilities in recognition of her contribu-
tions to the field.
New teacher prep, professional development programs

The U.S. Department of Education has awarded a $2.7 million grant to the Indiana University School of Education at IUPUI to fund a new teacher residency program that will build on the Woodrow Wilson Teaching Fellowship program. The program will lead to a master’s degree in education with grants awarded to teach both general and special education. The 5-year grant is one of just 28 the federal government supports as part of the “Teacher Quality Partnership” program aimed at improving instruction in struggling schools.

The new residency program is called the Urban Education Excellence Project, a partnership between Indianapolis Public Schools, the IU School of Education, and the Purdue School of Science.

Twenty students will be recruited in partnership with the Woodrow Wilson Foundation from undergraduate programs at universities that traditionally serve underrepresented groups. Students will be recruited to teach in the “STEM” disciplines — science, technology, engineering, and math. Each will receive a living stipend to go through a residency that includes completing coursework toward the master’s degree and dual licensure in special education while spending a year in an IPS partner school under the mentorship of a master teacher.

“I think one of the most unique features is that it will provide both the general education and the special education teacher certification,” said Pat Rogan, executive associate dean of the IU School of Education and the project’s director. “In addition to ensuring success, the program has a two-year follow-up induction program and professional development program. So we’ll be establishing a teacher collaborative to support those teachers and keep them connected and supported through those first years in the urban school.”

The Indiana Department of Correction (IDOC) is collaborating with the Center for Assessment, Forecasting, and Evaluation (CAFE) at the Indiana University School of Education on a four-year project to bring the best research practice into the state’s community corrections programs. The partnership has established the Indiana Center for Evidence-Based Practices in Community Corrections. The project combines ongoing research into best practices with in-field assistance and professional development for those conducting community corrections.

“Projects is to set up an independent evaluation and research institute,” said Tom Sexton, director of CAFS and professor of counseling and educational psychology, describing the collaborative center. “It works with the Department of Correction to evaluate and identify what they do at the level of communities, to make that evaluation and figure out what are the effective programs, help them figure out how to use that to make funding policy so that they can increasingly support those programs.”

More than 350 attended a full-day workshop on urban education held at the IUPUI Campus Center on October 22. The “Urban Community Activities for Equity and Achievement through Education” seminar brought speakers from across the country and educators, students, and others from around the region.

The speakers for the event included University of Illinois-Chicago Associate Professor of Educational Policy Studies David Stoval, who spoke on better serving diverse populations. Nilda Flores-Gonzalez, an associate professor of sociology at Illinois-Chicago shared strategies on engaging immigrant populations and participate politically and in civic life.

New York University Professor of Teaching and Learning Joseph McDonald spoke about “protocols of student-teacher interactions” as a basis for improving urban education.

New York University’s Joseph McDonald speaks to the large crowd at IUPUI’s urban education workshop on Oct. 22.

Professor of elementary and secondary education Lois Weiner discussed the ability of higher education institutions to take a leadership role in urban education.

“Student who learn mathematics through project-based learning subject matter through work on a project called “S-curve Consult- ing,” a model for improving performance for a fictional company presented as the client. The group of School of Education IST graduate students, Serdar Alaci, Sameem Farouk, Sung Pil Kang, and Simone Symonette, created a S-curve model for a case study. Team members had presented their plan over a period of a few months before presenting the case study during the Performance Improvement Conference in Orlando, Fla., in May.

Human performance technology, as described by the International Society for Performance Improvement (ISPI), is a systemic approach to improving productivity and competence using methods, procedures, and strategy to most cost-effectively influence human behavior and accomplishment.

A team of four students from the Instructional Systems Technology program in the IU School of Education took part in the International Society for Performance Improvement’s first-ever Human Performance Technology (HPT) case study competition. The team applied techniques and developed methods for a project called “S-Curve Consulting,” a model for improving performance for a fictional company presented as the client.

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The team members developed the plan over a period of a few months before presenting the case study during the Performance Improvement Conference in Orlando, Fla., in May.

“Acas faculty members, it’s heartening to see students consider, deliberate, and apply why they have learned to create solutions to problems in novel situations,” said Ray Haynes, assistant professor in IST. Haynes and Professor James Pearson teach organizational development and management courses. The ISPI case study competition provided students with an authentic learning experience. The team members developed consultation skills, client interaction skills, project management skills, and human performance technology.

The IST graduate students, Serdar Alaci, Sameen Farouk, Sung Pil Kang, and Simone Symonette, created an S-Curve Model for its case study. The team wrote that the model helped students “analyze the inconsistencies across business units’ performances, and the process used to select the appropriate intervention set to bridge the gap between high and low performance business units.” The model included an organizational, performance gap, and cause analysis. Followed by intervention selection, intervention process, and evaluation and feedback.

Members of the winning team also cited the real-world application as an invaluable part of the experience. “The case materials provided the team with a unique opportunity to stick our head out the ivory tower,” Symonette said. She said that the project sharpened her analytical skills as she balanced dealing with people. “I learned how to work against the clock,” Alaci said. The project itself was very labor-intensive. I learned the importance of hard working, responsible team members.”

The IU IST beat out case studies submitted by teams at four other universities. You can see the team’s “S-Curve Model” at http://education.indiana.edu/SCurveModel/tabid/12977/Default.aspx.

Plans for another round of Math Matters Workshops are underway.

More than 270 educators attended the first of what is likely to be an annual project-based learning workshop sponsored by IUPUI and other organization.

The three-day workshop at Ben Davis High School in Indianapolis was called “Learning by Doing: Project-based Learning (PBL)” Institute for Middle and High School Educators. It ran multiple tracks for different levels of learning PBL more advanced sessions for those already using it, and sessions for faculty learning to teach the method.

“The goal here is to get them in dialogue,” said Beth Berghoff, graduate chair and assistant professor of math education. “Pitch a lot of new information and start their questioning process so we can then feed back into that process.”

A team of four students from the Instructional Systems Technology program topped participants from across the country in the International Society for Performance Improvement’s first-ever Human Performance Technology (HPT) case study competition. The applied techniques and developed methods for a project called “S-Curve Consulting,” a model for improving performance for a fictional company presented as the client.

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Faculty member pursues lifetime passion for wondering how people learn

“Even at that age I was really able to see that there are different ways that people learn to approach information.”

— Melissa Gresalfi

The start wasn’t auspicious, but it was notable. Many years later, she remembers it well. It’s the moment Melissa Gresalfi can look upon now as the time when her destiny to study how people learn was sealed. At that time, the now counseling and educational psychology assistant professor was a seventh grader, attending religious classes associated with a church in suburban Detroit. She anticipated the many weeks of classes with the church pastor and vicar. “I’ve got some questions!” she recalls thinking then. For three weeks, she peppered the clergy with queries. “I asked all my questions,” Gresalfi said. “And I started to realize, ‘I’m still not making any friends.’” Concerned, she asked a classmate, who gave a blunt reply: “Well, we all kind of think you’re a big dork.” Gresalfi recalled the classmate as saying.

It turns out, in at least this religious class associated with a church in suburban Detroit, the other kids weren’t viewing her questions in quite the free-thinking spirit Gresalfi imagined. Classmates thought the continuous discussion she spurred was an attempt to get on the good side of the church staff. “They thought I was sucking up to the vicar, I was trying to win favors or something, making up my questions and feigning my interest,” she said. “I was like, ‘No, don’t you have questions about these things? No, they didn’t. I remember coming home and saying to my parents, ‘I think these kids don’t know how to think, because they’re just listening and they’re not getting mad and they’re not challenging.’”

Even at that age, she was really able to see that there are different ways that people learn to approach information,” she said. Upon that base, Gresalfi has fashioned her career. Originally, she dreamed that she might establish her own school where students could learn to think and challenge.

Instead, she pursued a path from Michigan to an undergraduate degree in psychology and French at Franklin and Marshall College in Lancaster, Pa., then an MA in education, then a PhD in educational psychology at Stanford University. Gresalfi became assistant professor of Learning Sciences at the IU School of Education in 2006 and assistant director for the Center for Research on Learning and Technology (CRLT) in 2008.

In this early stage in her career, she’s already earned accolades for her work studying how people learn. Earlier this year, the Spencer Foundation named Gresalfi a 2009-2010 Spencer Postdoctoral Fellow, a prestigious honor that will allow her to pursue a specific project on improving how young students learn math. Her project, “Designing for Consequential Engagement: The Role of ‘Push Back’ on Student Thinking,” examines how students can become better engaged in learning math through video games. Gresalfi expects students will better master the subject because they will be making decisions that have consequences in the game.

“One hypothesis about why students are so disengaged from mathematics in general is that they are actually asked to make very few choices and mostly just follow a lot of directions,” Gresalfi said. “Her role with CRLT has taken her directly into a world she didn’t expect to enter — the virtual world of education gaming. While she says she is not a “gamer,” she is co-investigator on a grant from the MacArthur Foundation to expand the impact and reach of Quest Atlantis, an online, multiplayer videogame designed to immerse students between ages 9-12 in educational experiences. She has built a math unit for the game used across the world. Gresalfi and her partner on the MacArthur grant (Quest Atlantis creator Sasha Barab, professor and Jacobs Chair in Learning Sciences and Instructional Systems Technol- ogy as well as Director of CRLT) anticipate Quest Atlantis users will grow into the hundreds of thousands worldwide by the end of their study.

“I’ve been to China, Singapore, and Italy; Sasha’s been to Uganda, Turkey, Israel, and South Africa,” she said. “We’ve been working with teachers in those countries, trying to see how the cultural contexts shape the way the kids play the game in general, then the way they’re actually learning particular content informa- tion.”

What she’s learned is that how students engage a subject. “You can get kids to do much more interesting and much more rigorous things with content if you teach them to do it,” Gresalfi said. Amid continuous debate about how to reengage US students, she offers a different take. “I think we teach people to be lazy,” she said. “People are just effi- cient about figuring out what they have to do to act in a particular envi- ronment. If you don’t ask someone to think, unless there’s some personal reason to do so, they won’t.” She hopes to build on this conclusion — that educators do have some control over how much students learn — through a coming project to deter- mine ways to support students to begin to see and interpret the world using the lens of systems thinking. Perhaps, Gresalfi knows that one of these students out there could be exactly like she was, asking ques- tions, seeking answers — simply curious by nature. She knows that it’s possible some will know exactly what they want to be as an adult. Perhaps some just need some guidance to realize a calling for a career. “I didn’t know what the field would be called,” Gresalfi remarked of her grade school days. “But I knew I wanted to be a professor and I wanted to study how people learn.”
NATIONAL HONORS FOR ALUMNI

Christine Snow, Ind., and Martin, gifted and talented teacher at Thorpe teacher at Raymond Park Middle School ment office in the School of Liberal Arts. "To narrow into what excites me the most, I decided to focus on broad interest, I decided to focus on the future of institutions," Shaker said minds now and also are relevant to those things that are on people's 'hot topics' in higher ed — that is universities."

"And to the dedicated educators with whom I've shared ideas and problem- solved. I'm grateful for the honor of the Presidential Award and determined to strive for the level of excellence that it represents," Mustapha, a science teacher at Fort Wayne Snider High School. The IU School of Education honored him with the Distinguished Alumni Award in 1994. Originally from Sierra Leone, he has also worked to prepare teachers in that country as well as Liberia since earning his IU degrees.

The NCTOY presented the first Chasing Rainbows Award to Dolly Parton in 2002 in recognition of the her love of children and her desire that all children across the country have books in their homes, become better readers and expand their imaginations. Since then, NCTOY has selected one teacher annually to receive the Chasing Rainbows Teacher of the Year Award. The award is given to a teacher who overcomes obstacles to become an exemplary teacher.

Amy Knerr, MS'03, from the IU School of Education at IUPUI, is one of the winners of a Presidential Award for Excellence in teaching science, math, and engineering. Knerr, a math teacher at Clay Middle School in Carmel, Ind., is one of the teachers named for the Award for Excellence in Science, Mathemats and Engineering Mentoring. Knerr has been recognized for her outstanding teaching of mathematics and science, her dedication to her students, and her willingness to work cooperatively with colleagues.

She received the award in November at the 2009 ASHE conference in Van- couver. Shaker works in the development office in the School of Liberal Arts at IUPUI. Three alumni from the IU School of Education at IUPUI were finalists for Indiana's 2010 Teacher of the Year. Tonya Martin, MS'00, language arts enrichment and research and library sciences teacher at Raymond Park Middle School in Indianapolis, Agnes Pugel, BS'91, gifted and talented teacher at Thrope Creek Elementary School in Fishers, Ind., and Christine Snow, BS'94, a multi-age teacher at the Center for Inquiry in Indianapolis were among the 10 in the running for the award. According to the Indiana Department of Education, finalists were chosen "based on criteria that include concern for students, the ability to inspire learning and willingness to work cooperatively with colleagues."

Amy Knerr, MS'03, from the IU School of Education at IUPUI, is one of the winners of a Presidential Award for Excellence in teaching science, math, and engineering. Knerr, a math teacher at Clay Middle School in Carmel, Ind., is one of the teachers named for the Award for Excellence in Science, Mathematics and Engineering Mentoring. A colleague nominated her last year. Knerr has an undergraduate degree in elementary education and is endorsed for teaching language arts and mathematics. In addition to receiving the award in a White House ceremony, Knerr receives $10,000 to advance mentoring efforts.

She said her goal is to assess and respond to the unique learning needs of each of her students. Her classes have improved grades and students have improved achievement. Four of the top five site winners in pre-algebra at the 2008 Indiana Council of Teachers of Mathematics state mathematics contest were Knerr's students.

"This award is a tremendous 'thank you' to the teachers whose talents I admire as a student," Knerr said in a statement on the program's Web site. "And to the dedicated educators with whom I've shared ideas and problem-solved. I'm grateful for the honor of the Presidential Award and determined to strive for the level of excellence that it represents."
Back in 1987, the Secretary of Education at the time, William Bennett, said that Goudy School was the worst school in America,” said Pamela Brandt.

Bennett pointed to Goudy, tucked in a largely immigrant neighborhood, as the worst school in Chicago, which he declared the nation’s worst district at the time. “You’ve got close to educational meltdown here,” The New York Times quoted Bennett as saying.

Since then, Goudy’s been on a decided upward trajectory. As documented by William G. Ouchi in his 2003 book Making Schools Work, scores on the Iowa Test of Basic Skills used across Chicago Public Schools have jumped at Goudy: from below the 15th percentile in reading to 56th in recent years. Math scores were below the 25th percentile but rose to the 63rd.

It’s an attitude as much as anything that has changed how Goudy students learn, Brandt said. “We love our students and respect them and work together to create an atmosphere where they feel safe and they can take risks and there’s academic rigor,” she said. “Even though we have a 95 percent poverty level and 23 different languages, we all succeed because we all work together.”

And students from the Indiana University School of Education in Bloomington are playing an integral part in the continued turnaround. Goudy is one of the Chicago schools where a new program is allowing IU students to gain valuable student teaching experience. In fall 2008, the first cohort of students headed to the Windy City to take part in the first Urban Project, each cohort member spending 16 weeks as a student teacher.

It’s a new domestic dimension to the award-winning Cultural Immersion Projects at IU, which place students in 15 countries (around the world), on the Navajo Indian Reservations in Arizona, New Mexico, and Utah, as well as Chicago Public Schools (CPS). The program earned the American Association of Colleges for Teacher Education Best Practice in International and Global Teacher Education Award in 2001. Goldman-Sachs made it a co-recipient of the Best in International Education Award in 2005.

For Brandt and Goudy Elementary, the students are vital. “They’ve really become part of the Goudy family and I don’t want any of them to leave,” she said. “I tear up when I think about them leaving.”

Even though Goudy’s made great strides, it’s not as if the challenges of the school’s location are much different than when Bennett declared it the worst of the worst. “We have students who are homeless,” said Lindsay Wymer, who taught in a first and second grade combined class. “Some live in shelters. We have students in foster care. We have students living with grandparents because parents for whatever reason couldn’t keep them.”

That’s why the Urban Project — like all the Cultural Immersion Projects — doesn’t simply drop student teachers in a school. For the semester before they go to their teaching assignments, the successful IU students learn to appreciate why they are important to the success of a school like Goudy.

“When you have kids who want to

Ashley Smith teaching at Stockton Specialty School, located in Chicago’s Uptown neighborhood, as part of the Urban Projects
Kinder’s work took him to China, Guatemala, Nicaragua, and other countries where he said such truth became self-evident. He saw that, in areas where poverty was a crushing factor, education suffered, making it virtually impossible for those there to hope for escape. Kinder said the poverty that affects struggling school students in large cities reminded him of what he saw abroad.

“It prepares you to teach anywhere. I feel that I could be put in a charter school, a magnet school, a city school, a rural school, I feel after this I’m absolutely prepared to teach any kids anywhere.” – Kristina Standley, Urban Project Teacher

Kinder and his wife Colleen have contributed to the IU School of Education Urban Project which sends students to conduct their student teaching for 16 weeks in inner-city Chicago. Proctor and Gamble is matching the donation. “We thought it would pay big dividends further down the road in terms of helping someone develop the kind of teaching skills that are needed to reach many of our children in inner cities,” he said.

“A career of traveling the globe convinced this recently-retired business executive of one thing: education is more important than ever here at home. “I have worked all over the world,” said Tom Kinder, who retired as vice president of sales for Proctor and Gamble in June 2008. “The one thing that I’ve always been aware of is the fact that those people who lack a quality education, in many cases, lose the right to govern themselves.”

The support is also a measure of appreciation for what Indiana University and the School of Education have meant to his family. While Kinder himself isn’t an alumnus, his daughter Katherine earned a bachelor’s in elementary education in 2004 from IU Bloomington. His son, Thomas, earned a public affairs degree from the School of Public and Environmental Affairs in 2008.

“Both my wife and I had been involved at IU through Dean McKaig’s Parents Advisory Board,” Kinder said. “We’ve gotten to know IU very well. As a result, we’re always looking for ways to help the university over and above what parents usually do.”

Making the bold move shouldn’t be a surprise to anyone who knows Kinder. Investigating the best use for his philanthropy is just one of the interests that keep him busy, now a year and a half into retirement. Kinder is a public address announcer for the NFL’s Cincinnati Bengals home games at Paul Brown Stadium (his father, Tom Kinder Sr., was the Bengals announcer for 37 years until his death in 2005).

He also has a small stake in a NASCAR racing team. And he and some friends are working on starting a fly-reel manufacturing business.

“Our belief is that when you tap into pre-service teachers, you give them an opportunity to really experience what the Chicago Public Schools are like from a novice level,” said Dameka Redic, the Recruitment Program Manager for CPS. “You have an opportunity to train them, you have an opportunity to expose them to what the district really needs in an effective educator, versus an individual who has not had any previous teaching in our district.”

“The support is also a measure of appreciation for what Indiana University and the School of Education have meant to his family. While Kinder himself isn’t an alumnus, his daughter Katherine earned a bachelor’s in elementary education in 2004 from IU Bloomington. His son, Thomas, earned a public affairs degree from the School of Public and Environmental Affairs in 2008.”

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Kinder’s family and his corporation have taken action. He’d like to see more U.S. business make their own bold moves by giving to initiatives like the urban project. Kinder said ultimately it is business that will rise or fall based on how well America’s students are educated.

“Some reports indicate 31 percent of elementary and secondary pupils attend school in the nation’s 226 largest urban districts,” said Laura Stachowski, director of the cultural immersion projects. “Yet attracting and keeping qualified teachers is a problem urban school districts face across the nation. The Urban Project prepares student teachers for placements in city schools and neighborhoods, providing them with the on-site supports that will contribute to their long-term success in those settings.”

Like other immersion proj-
Chalkboard

“The one thing I didn’t know about student teaching is that you are literally going to FALL IN LOVE with your kids.”

– Kristina Standley, Urban Project Teacher

IU student teacher Lindsay Weimer works in a 1st and 2nd grade combined class at Goudy Elementary in Chicago.

“Text of the students they teach on a daily basis,” said Diana Johnson, the director of the CPS Teaching Housing Resource Center. “The alternative context we’ve seen a lot — where we have students who may have relatives or may actually have grown up in a Chicago suburb. Living in a suburban context and commuting into a Chicago public school every day, then once your classroom goes home you commute back out. You are really in an artificial environment, very different from your students.”

Johnson said the experience of seeing what their students see on nights and weekends makes a big difference for new teachers. But it also makes a difference for the families they serve.

“I heard a story of some student teachers standing at a bus stop and waiting with some people from the community there and they said, ‘oh, are you from that teacher house?’” she said. “So they really recognize and appreciate the role of the student teacher living in their community as opposed to a stranger teacher who comes in and leaves in the afternoon.”

It is an atypical bonding and growing experience for these new teachers as well. Unlike many student-teaching experiences, they can immediately commiserate with colleagues to discuss what they’re experiencing, then spend time exploring their surroundings at other times.

“At the end of the day, sometimes we just crash or grade papers together,” said Susan Stopke, who taught in the second grade gifted class at Walt Disney Magnet School. “We talk about all the experiences we’ve had in the classrooms. And the best part is, on the weekends, we go to the museums.”

As the student teachers become a tight-knit group, over the course of a 16-week placement—most student-teaching placements are 12-15 weeks—they also become very close to their students.

“I have a big class here—31 students,” said Bryan Townsend, also at Goudy. “But I feel that I’ve really gotten to know each and every one of these kids and that’s just been an amazing experience for me.”

A.J. did or what so-and-so did today in school. I just feel that having this longer placement allows you to get much more attached to your kids than anywhere else.”

The IU student teachers uniformly said the longer placement, the welcoming faculty and staff at the CPS schools, and the preparation for their experience made it something special. Most said they planned to submit an application to find a permanent position in CPS. All said the experience has given them an advantage over peers looking for jobs.

“It prepares you to teach anywhere,” Standley said. “I feel that I could be put in a charter school, a magnet school, a city school, a rural school. I feel after this I’m absolutely prepared to teach any kids anywhere.”
China driving growth for domestic and international language study

As China’s power grows, U.S. and China making more effect to speak the other’s tongue

During the summer at Indiana University’s Bradford Woods outdoor center in Morgan County, Ind., a group of teachers provided a good illustration of the demand for Chinese language teaching skills.

Twenty from several states including Florida, Iowa, and Ohio, spent a week at the secluded facility before moving to the IU Bloomington campus for another week and a half, engaging in intensive study on teaching techniques. The third annual Chinese Pedagogy Institute, a project of the Center for Chinese Language Pedagogy (CCLP) within the College of Arts and Sciences, teachers earned four to five graduate credits through the IU School of Education and director of the East Asian Studies Center at IU. “Even in an economic downturn, there are large numbers of students we anticipate will want to take on the study of Chinese.”

Ross said that in recent months she has noticed the up tick in requests for information about how to become a certified as a Chinese language teacher. The School of Education offers three routes to Chinese language teaching certification — through the “Transition to Teaching” program, the secondary graduate certification program, or “Community of Teachers.”

Recognizing the demand for teaching Chinese language in Indiana’s schools, Ross said an effort began across the IU campus to build up Chinese language instruction. “We want to help Indiana build a pipeline for Chinese language expertise,” Ross said.

To that end, Ross said IU’s Chinese language faculty has encouraged students to begin study as early as primary school. The School of Education has created a system to attract and prepare the best teachers for the language classes, in conjunction with the East Asian Languages and Culture Department. Through her role in IU’s prestigious Chinese Flagship program Liu has been central in developing an accelerated Chinese language curriculum that emphasizes best practices for teaching the Chinese language. “What IU does well is collaborate across units to make this happen,” Ross said. “The College works with the School of Education, and the school works with the Pedagogy Institute and the East Asian Studies Center. That kind of partnership is relatively unusual.”

“Indiana University is the site of national reform in Chinese language teaching for the public schools as well as colleges and universities,” Ross said.

Chinese language instruction in the public schools in Indiana is the fastest growing world language — as it is in a number of states,” said Heidi Ross, professor of educational policy studies in the School of Education and director of the East Asian Studies Center at IU.

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And as much as the school may be doing for teaching the Chinese language in the U.S., it is also involved in helping teach English in China. Last spring, Faridah Pawan, associate professor in the Department of Literacy, Culture, and Language Education, and director of TACTIC — a program to prepare more English as a Second Language (ESL) instructors — spent a month in China visiting and working with teachers of English as a Foreign Language (EFL). A School of Education grant funded her work to research China’s efforts to reform its English language instruction. China’s government has initiated “The Dragon Project,” an effort to teach language through content that is a change from the previous method of teaching English in China. “In the past it’s been grammar translation,” Pawan said. “But now, they’re trying to inject more of the idea that language is also for learning and for thinking, not just for grammar translation.”

Estimates vary greatly about how many Chinese actually can use or speak English. Some reports indicate more than 200 million may have some use of the language, while 10 million may actually speak it. Recent surveys have found little enthusiasm among China’s students to learn English. China’s Federation of Youth Groups polled 519 students in secondary schools and universities and found few speak with native English speakers frequently. Just under a quarter of the students said they never read English newspapers and magazines. Just over a fifth said they did not browse English Web sites.

Chinese leaders are calling for reform as the nation continues to advance in trade and global power. “All of this was initiated by the vice-premier of China, who said that English Language Teaching uses a lot of resources,” Pawan said. “But it’s very ineffective, because kids are not using English to communicate, and they’re having trouble with English exams. So that’s been their concern.”

Prior to her visit, Pawan hosted Wenchang Fan, professor in the Department of Foreign Languages at Tsinghua University in Beijing, whom the government has selected to head the massive English-teaching reform effort. Fan toured several Bloomington schools during a two-week stay. She observed how United States English as a Second Language (ESL) teachers taught English to non-native speakers by using English. “Here all the teachers are native speakers of English,” Fan said. “Our teachers, most of them don’t have a high degree (of fluency), even as English majors.”

The purpose of Fan’s visit was to help her understand how U.S. teachers approach teaching English to non-native speakers who are trying to gain fluency. “The goal is to have the teachers understand the context of instruction, the types of ESL students that we have,” the types of teachers that we have and the back-
is what always makes the difference. This means that teachers should “take ownership of their classrooms. That ownership is based on their knowledge of the local contexts, students’ abilities and interests, and part of their confidence and their expertise as teachers,” Pawan said. “We pride teachers in the sense that our teachers can do that. The classroom is their own.”

But it was clear that Pawan wanted to change China’s classroom English instruction would require some significant modifications to meet the U.S. model. She noted ownership in Jenny Noble-Kuchera’s class at Bloomington West, where students’ ownership meant a lot of personal interaction with each of her 10 students. “Teachers do take ownership of students one-on-one, individually,” she said of her observation. “That’s a very special phenomenon. In China, we have very big classes. It’s not possible to deal with one, one-on-one.”

Before retiring in 2007, Gay Glasscott, BS’66, spent 38 years as a teacher and guidance counselor. She has two daughters, Kate Glasscott, a business attorney, and Jennifer Glasscott, BA’93, a pediatric occupational therapist, who lives in Dallas. After attending daughter Kate’s wedding to her partner, Glasscott decided to become a celebrant and pursued training through the Celebrant Foundation in Montana, N.J. The graduation includes training on every aspect of marriage and, through her business, Tri-State Unique Ceremonies, now performs weddings, commitment ceremonies, civil unions, vow renewals, and life celebrations in Ohio, Indiana, and Kentucky. As part of her training, Glasscott, who lives in Cincinnati, is also licensed as an interfaith minister. She runs a Web site at www.tristateuniqueceremonies.com and can be reached at gaybeecat@aol.com.

**William J. “Joe” McFarland, EdD’66, is president emeritus of Geneva College, a private liberal arts college located in Beaver Falls, Pa. His autobiography, My Time on the Clock: The Shaping of a College President, was published by Outlook’s Press in 2008. The book outlines McFarland’s experiences growing up during the depression as a minister’s son in Western Kansas; his military service as a cryptographer in Korea; a 40-year career in education; and 50 years of officiating high school and college football. McFarland lives in Topka, Kan., and can be reached at joe@mcfarland.net.

The Center for Women and Families in Louisville, Ky., has chosen Kathleen Wallace Smith-Andrew, BS’65, as one of five 2009 U of L Distinguished Alumni. The center was formed to address the elimination of domestic violence, sexual violence, and economic hardship through prevention, education, and advocacy. Smith-Andrew, who lives in Nineveh, Ind., is the associate director for state relations with the U of L Office of Public Affairs and Governmental Relations. Smith-Andrew cut her teeth at the Citizens’ Action Center during the civil rights movement in Bloomington. She was honored at a special reception and dinner in Louisville in February 2010. In 2009, the National Women’s Law Center awarded Smith-Andrew the National Women’s Law Center’s Advocacy award for her work on behalf of child and family services. In 2003, she was awarded the Robin F. Garland Educator Award from the Indiana Department of Education. Smith-Andrew is a graduate of Bloomington Central High School and lives in Nineveh, Ind. Smith-Andrew is the wife of Thomas Andrew, BS’59, and the mother of ten children.

Rogers said the exchange has a lot of potential for both sides. “Sun Yat-sen University is interested in sending students to become Chinese teachers. There is a growing need for Chinese teachers in Indianapols and the U.S.,” she said. “We’re also working on joint graduate degree programs.”

An administrator from Sun Yat-sen also sees benefits for Chinese grade school teachers. “In China, all the students study English from kindergarten,” said Huang Wei, director of Literacy, Culture, and Language Education, Yat-sen University. “Many students there are not fluent in English, so we want to send them to U.S. Department of Defense schools that don’t speak the language can only help. But she plans to return home to Indiana, where she thinks she will teach English and American culture,” Hall said. “She’s going to be either in a kindergarten or first grade classroom. While Hall said she doesn’t speak Chinese and her students there are not fluent in English, she said that’s part of the point. “The Chinese believe that immersion and having a native speaker is the best way for their students to learn English,” she said.

The School of Education partnerships continue a strategic partnership between IUPUI and Sun Yat-sen University established in 2007. Executive Associate Dean Pat Roqan and Dr. Chris Leland, a faculty member in the department of Literacy, Culture, and Language Education, traveled to Guangzhou in September to firm arrangements for Hall’s visit.

Jennifer Wright, BS’66, wrote, “I am doing industrial hygiene and safety teaching on the IU Bloomington campus.” He and his wife, Elizabeth (Herre), IV’66, live in Ellettsville, Ind. Clyde I. Payne, MA’64, EdD’79, is dean of the School of Education at Indiana University in Oaky, N.Y., where he lives.
at its national convention in Las Vegas, Nev., June 4. The award was given for outstanding service as a photojournalism educator. In April, Adrienne Arp was honored in the fourth annual International Magazine Hall of Fame Hall. She was named a “Disting- guished Hoosier” by Governor Mitch Daniels and the state’s Department of Education.

Carrington also received numerous other awards during his long career as a photojournalist and teacher. His most recent book, Long, Long a Tale: Life and Art Around the USA.” Hinman lives in Washington, D.C.

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**Randy C. Barrett, BA’71, MS’79, its district IV board representative. The NAEP’s membership con- sists of teachers and education policy-makers.

Karen Barlow, M.D., had been named a fellow of the American College of Physicians. Barlow lives in Fort Wayne, Ind.

**Edward A. Poole, EdD’71, an author, storyteller and past president of the Mississippi Valley Storytelling Guild, is the founder and president of Lessons For Life, a nonprofit education organization. Poole lives in Boone, Ind.

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John Schurr, is retired as head of the department of Archives and Special Collections at IU South Bend and a past president of the West-clermont (Ohio) High School Girls’ coach of the year and has been named national chair of Influencing State Policy, a collaboration of social-work educators and researchers aimed at creating a pipeline of social-work practitioners ready to take on greater roles in their communities.

**Robert B. Cummins, BA’76, EdS’84, EdD’91, is in his 23rd year as superintendent of schools for the West-clermont (Ohio) School Corp. in Winnsboro, Ind., where he lives.

**Connie J. Koch, BS’89, MEd’94, is a sec- ond-grade teacher at Shawswick Elementary School in Bedford, Ind., where she lives. She serves on the board of trustees of Bedford Public Schools.

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**Robert J. Klitzman, EdD’84, EdD’91, is the 2008 chair of the National Association of Education Proceedings. He is a professor of psychology at Indiana State University, received his EdD in 1991 and is a fellow in psychology at the National Institute of Mental Health.

**Brian F. White, B.S., is a freelance book and journal manu- script editor for 15 years and has completed three novels, one of which (Ring Out Wild Bells) was the co-author of the Matty trescott young adult tech- nology at Indiana State University, received his PhD in 2003 and has been editor of the Orlando Sentinel and the Indianapolis Star.

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Karen Barlow, M.D., had been named a fellow of the American College of Physicians. Barlow lives in Fort Wayne, Ind.
Leah Cece Burger, BA’04, MS’06, is a counselor for Eastern Greene (Ind.) Schools. She writes, “I am working in a grant position to help people to succeed. It is a three-year, federal-grant position in Greene County that places a counselor in each of the schools. I work with students who have abuse, binge drinking, and change parent and community perception of these. I work with the parents, kids, and law enforcement. It definitely keeps me busy!” Burger’s husband,开业, is an attorney and practicing law from Burger & Robertson in Bloomington, practicing in the areas of real estate, civil litigation, and general practice. The couple lives in Bloomington.

Brian A. Estreda, MS’04, is a senior assistant director of admissions for Dartmouth College in Hanover, N.H. He lives in West Lebanon, N.H.

Dawn M. Smith, BS’04, is a kindergarten teacher at Greenbriar Elementary School in Indianapolis.

Steve G. Girnistein, BS’05, of Kokomo, Ind., writes that she married Jared Girnistein in June 2008 and began working on a master of education degree in counseling psychology and an MBA. She was working as a teacher in Kokomo in 2008. She is a first-grade teacher at Western Primary School in Russiaville, Ind.

Ashley L. Staiger, BA’01, MS’03, writes, “I have just been hired as a program trainer in the Posse Foundation’s Boston office. I was selected as one of the Year of Fellowship scholar with the Posse Foundation. It will allow me to assist Posse students with achieving their degree and leadership development, and actively engage them in Posse culture and make a lasting impact on their college experience.” Founded in 1989, Posse partners with colleges and universities to provide talented public school students for students with outstanding academic and leadership potential who may be overlooked by selective college admissions processes. Marisol-Reguera’s husband, Adam, works for radio station WBUR, Boston’s NPR affiliate, and he is the artistic producer of the show, Radio Boston. He pursued graduate work in composition at the IU Jacobs School of Music in the fall of 2009. They reside in Allston, Mass.

A. Sturgis, BS’08, is in her second year as a grades K–2 special education teacher at Orchard Park Elementary School in Cambridge, Mass. She and her husband, Patrick, cheerleading at Indiana Elite All Stars in Nobeleville, Ind., and coaches the junior varsity football team for New York High School in Fishers, Ind., where she lives.

Paul E. York, BA’06, MS’16, is residential advisor at Colorado College in Colorado Springs, where he lives. He writes, “I get to enjoy incredible views, hiking, skiing, and more than a few amazing places.”

The editors gratefully acknowledge the assistance of the Indiana University Alumni Association in compiling class notes.

To submit information:

Write to the Alumni Association at 1000 E. 17th St., Bloomington, IN 47408, or visit the IUAA on the Web at www.alumni.indiana.edu.
Indiana University School of Education Honor Roll of Donors July 1, 2008 to June 30, 2009

Charitable contributions from alumni and friends provide the critical funding necessary to purchase state-of-the-art educational technology, fund new initiatives, and enhance curriculum, as well as award students with scholarships and fellowships to encourage their excellence.

The School of Education gratefully acknowledges individuals and corporations that made gifts during the past fiscal year. Following is a State of the School’s Honor Roll to those donors who generously gave more than $100. Although limited space does not allow us to include the names of the many generous contributors who provided contributions of less than $100, we thank them for helping further our mission.

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Honor Roll

Honor Roll

Honor Roll
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- The IU School of Education on the IU Podcast page: podcast.iu.edu

You can now see and hear more of what is going on at the School of Education. Short video features are available on the IU School of Education homepage, along with listings of events and news highlights. A comprehensive list of currently featured videos is available through the new IU Podcast page. And we're also on YouTube.

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Many companies invest in the future of education by making contributions that have significantly increased the value of the gifts we have received from their employees. We also thank the individuals who took the initiative to secure their employers’ matching gift gifts. These individuals are recognized in the Honor Roll with an asterisk preceding their name.

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Arbutus Society

Through a bequest or other planned gift arrangement, alumni and friends invest in the future of Indiana University. The Arbutus Society recognizes those who have made a provision to support tomorrow's students and faculty.

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Larry & Sandra C. D让用户自己来判断这是一段关于什么的文本。
History, Education faculty improve teacher content knowledge through programs in two states

New program underway this fall in Indiana, continuing collaboration in Alabama

Faculty members from the Indiana University School of Education and the College of Arts and Sciences are beginning newly-funded projects to enhance the teaching of U.S. history in schools thanks to grants from the U.S. Department of Education. The grants are each from the "Teaching American History" program, which the department describes as a program designed "to raise student achievement by improving teachers' knowledge and understanding of and appreciation for traditional U.S. History."

The grants go directly to school districts around the country.

The Monroe County Community School Corporation (MCCSC) received a $497,917 grant over three years. Marilyn Boyle-Baise, professor of curriculum and instruction, James Madison, professor of history, and Pat Wilson, social studies chair at Bloomington High School North are co-directors of the project. The effort, called the "History Educators Project," brings together faculty from the College of Arts and Sciences and the School of Education, and a representative from the Monroe County Historical Society to work with a group of selected 30 MCCSC teachers over three years. "There are 3 goals," Boyle-Baise said. "To enhance the teaching of traditional U.S. history, to promote innovative teaching practices, and eventually to raise student achievement."

"The heart of the grant and what we will be doing with the half-million is putting a dozen IUB historians in workshops with local school history teachers over the next three years," Madison said. An important aspect of the grant is the translation of historical knowledge into engaging teaching practices.

The collaboration builds on a history of partnerships between the School of Education and the College of Arts and Sciences, including the 21st Century Teachers Project, which focuses College and School of Education faculty on teaching courses to help K-12 teachers better deliver content to their students.

"This innovative three-year professional staff development model is a dream come true," Wilson said. "Providing teachers with the additional tools and knowledge to promote conceptual thinking, inquiry, and venues for supporting civic action is the foundation to enhancing a vibrant country that embraces democracy." MCCSC teachers are developing three lesson plans throughout the year. Last weekend they held a retreat at historic New Harmony, Indiana. Two more retreats as well as discussion sessions with historians are part of the schedule through the spring. Resources and lesson plans will be placed for any teacher to access at the projects website, www.tahindiana.org.

Boyle-Baise said the MCCSC project came about also because of a strong collaboration between the school corporation, the IU School of Education, and Department of History, the Monroe County Historical Society, and Bloomington-based nonprofit Agency for Instructional Technology. "This is a community effort," she said. She added that the grant is especially important since social studies programs are often subject to program cuts in schools. "Many of us just feel that this is a perilous situation," Boyle-Baise said. "We're fighting back to preserve and enhance democracy education for kids in elementary through high school!"

Continuing an ongoing relationship on a history teaching project with Auburn University in Alabama, Associate Dean for Teacher Education Tom Brush, also an associate professor in the Instructional Systems Technology department, is heading an IU School of Education effort that is part of a more than $1.7 million dollar Teaching American History grant. The federal government awarded $1,723,761 over 5 years to Lee County, Alabama schools for a project headed by John Saye, alumni professor of secondary social sciences in the Auburn University College of Education. Brush is developing online learning and instructional tools as part of the project called "Plowing Freedom's Ground."

The collaboration expands Saye and Brush's longtime work on the "Persistent Issues in History Network," an Auburn and IU partnership that has produced a set of web-based tools and resources designed to support history teachers interested in implementing problem-based inquiry strategies in the classroom (online at pihnet.org).

"It's a wonderful collaboration between two universities that really are committed to providing quality programs for practicing teachers," Brush said. "Particularly ones in areas where it may be difficult for them to receive these professional development programs without projects like this."

The Alabama grant will provide teachers from 4th grade through high school with enhanced knowledge, inquiry strategies, and interactive online tools to help teach about five periods of U.S. history: the Revolution and the birth of the nation, the expansion period, the Civil War and Reconstruction, the development of modern America, and contemporary America. Brush will be examining how to best deliver the teacher professional development using technology. "So that we won't always have to be meeting face-to-face to do professional development activities, to do collaboration with teachers and faculty at Auburn and Indiana," Brush said.
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Indiana University Alumni Association: http://www.alumni.indiana.edu
Chalkboard: http://education.indiana.edu/~educalum/chalkboard.html

Snapshot

Instructional Systems Technology Studio

PhD student Jesse Strycker tries out the Organic Motion software in the School of Education’s Instructional Systems Technology studio. The new software allows IST students to create “serious games” used for educational purposes using a motion capture system that requires no special “tracking” suits or additional specialized equipment. The program adds to the recently-renovated studio space in the Wright Education Building in Bloomington.