

## ENGAGING THE WORLD through Education



**IN ONE WAY OR ANOTHER,** all of the stories in this issue touch on *Engaging the World*—some of them regional and national, and some international. They bespeak a faculty and student body deeply involved in discovery through action.

Early this past summer, with the help of an SU alumni group in New York City, the School of Education organized a distinctive *Summer College in the City* program for 26 high school students from throughout Manhattan. To be considered for the program, students had to have at least an 85 grade point average through their junior year in high school and an interest in pursuing higher education. The students, along with their faculty, heard from Joel Klein, the chancellor of the New York City Public Schools, that when he was in high school his mother had him take summer school as well. You can read about the courses and their experiences in this issue.

Also in this issue is an announcement of our hiring three new and remarkable faculty. Timothy Eatman comes to the school as an assistant professor in higher education. He is research director for *Imagining America*, a coalition of universities and colleges that brings arts and humanities to the public. Stefan Keslacy joins the faculty in exercise science to pursue his research and to teach about certain inflammatory biological processes that affect the human airways. A native of France, and most recently a post-doc at the University of Pennsylvania Medical School, Keslacy expands the research agenda and teaching breadth of the faculty in exercise science. And, finally, James Haywood Rolling Jr. is our new chair of art education. He grew up in New York City and has a wealth of expe-

rience in working with urban youth and their teachers. He is a prolific writer and a leading scholar in qualitative inquiry in relation to art. I encourage you to read more about these recent additions to the faculty and the promise they hold for our school.

And perhaps most obvious, this issue of *Education Exchange* touches on some of the many ways students and faculty are engaged in the world—through SU Abroad, through cooperative projects with other nations, and in hosting international visitors. This fall, the School of Education hosted a team of disability studies researchers from Norway and Sweden and another scholar from Japan; this is typical of the ease with which academics envision their work on a global rather than just local scale. Increasingly it seems that all the fields of education and allied professions are global in nature, with researchers talking to each other digitally and at international conferences, and with faculty books being translated into multiple languages. As Visiting University Professor Cecil Abrahams remarks in the article about his work, education is widely seen as the most immediate way for a country to flourish; his work has been primarily with South Africa, but of course it could apply nearly anywhere.

This issue of *Education Exchange* is a potpourri of articles on engagement, ranging from accounts of instructional design work in Thailand, to a Spencer funded grant on parent education, to the second annual Landscape of Urban Education lecture series, and much more. It provides a glimpse into the richness of global engagement that characterizes the School of Education.

A handwritten signature in black ink that reads "Douglas Biklen". The signature is written in a cursive, flowing style.

DOUGLAS BIKLEN  
DEAN

## SCHOOL NEWS



## SUMMER COLLEGE IN THE CITY

### School of Education provides NYC high school students with a college experience

**THIS SUMMER SAW THE LAUNCH OF AN INNOVATIVE** educational partnership program between Syracuse University and the New York City Department of Education. The School of Education was deeply involved in establishing the program, SUMMER College in the City, which gives New York City public high school students a chance to experience college-level courses and earn college credit during the summer before their senior year.

The program lets city high school students earn six credits of college-level instruction in courses taught by professors from the School of Education and the College of Arts and Sciences. Instruction takes place at the High School for Leadership and Public Service (HSLPS) in lower Manhattan.

In addition to the credit-bearing courses, the program also includes a career-awareness program to encourage talented students to consider careers in the professions, including careers in education. Over the course of the program, students learned about

issues of youth, schooling, popular culture, and leadership. All programs were designed to improve literacy and to develop college-level learning skills. New York City Department of Education Chancellor Joel I. Klein joined Douglas Biklen, dean of the Syracuse University School of Education, and Horace Smith, associate vice president for undergraduate studies, at the program's kick-off event in July, underscoring Chancellor Nancy Cantor's enthusiastic support for the program, which exemplifies the University's Scholarship in Action initiatives.

Participants in this year's SUMMER College in the City program were selected from a field of applicants from New York's public high schools who completed the 11th grade with a cumulative average of 85 or better. While the immediate goal of the program is to give New York City high school students opportunities to experience and succeed in higher education, the program is also being developed as a pilot program to demonstrate how selective, private, research-oriented universities

can partner with public, urban secondary schools to improve education outcomes for all students.

"SUMMER College in the City allowed high school seniors to experience the intellectual rigor necessary for academic success as a first-year student at Syracuse University," says Jeffery Mangram, assistant professor of teaching and leadership and a SUMMER College in the City teacher. "In my course, Media Literacy: Media Education and Contemporary Culture, students wrote analytical pieces in which they had to combine theoretical frameworks to contemporary texts (movies, videos, etc.), analyzing how ideology was perpetuated and resisted within that text." Mangram's students also learned how to engage in dialectic discourse, critiquing and debating the language of a text, challenging each other around a range of issues. "This program has shown me what I might be looking for in a college," says Beacon High School senior Raina Ali.

"In my 19 years of teaching high school students, this group of 26 youngsters manifested a zeal to attain knowledge and a curiosity for ideas that was remarkable," Mangram says. "They worked extremely hard and grew intellectually as the course progressed."

HSLPS, a small, themed public high school, was co-founded by Syracuse University and the Department of Education more than a decade ago. The University has maintained a robust relationship with HSLPS through the Friends of Leadership, an influential New York City-based Syracuse University alumni club. "SUMMER College in the City is one way to help level the playing field for New York City kids with regard to getting a college education," says Jane Present, Friends of Leadership chair.

"This is an incredible partnership between Syracuse University and the High School for Leadership," says Frank Brancato, HSLPS principal. "The pro-

gram represents a new level of support of public education in New York City by an elite, private university."

"The Syracuse University School of Education is excited to have a leadership role in this important program," Biklen says. "The SUMMER College program gives us an opportunity to further develop our long-term relationship with the High School for Leadership and Public Service, and we hope that many of these scholars will come to Syracuse to pursue careers in education."

"SUMMER College in the City adds a new dimension to Syracuse University SUMMER College's 40-year history of introducing high school students to the realities and opportunities of higher education," Smith says. "It's exciting to see how students become more confident about their college choices in this type of pre-college experience, where the structure and resources can support and inform students' actions and decisions."

## A Year-Round Presence

**T**he School of Education's involvement with the High School for Leadership and Public Service (HSLPS) isn't confined to the summer months. This fall, four School of Education students are student teaching in lower Manhattan.

The students, English education seniors Linda Lee and Nicole Nguyen, and Heidi Ross, a pre-service graduate student, are being supervised on-site by reading education doctoral student Kathryn Bailey, who is also participating in an internship for the CAS program in educational leadership. Donna Mobley, in the social studies education program, is also student teaching at HSLPS this semester.

"Our partnership with HSLPS offers our pre-service teachers a rich opportunity to construct understandings of how complex urban districts work," says Kelly Chandler-Olcott, associate professor of reading and language arts. "I'm particularly excited about their exposure to students' linguistic diversity as a resource for their teaching, and I'm glad they can participate in professional conversations across the disciplines about how to raise literacy achievement for under-performing adolescents, as well as how to construct pedagogy school-wide that addresses a distinct theme and signature—in this case, leadership."

Having interned in New York City, the students may be inclined to pursue employment there after graduation, which could, in a small way, help to address the teacher shortages the district faces.

## SCHOOL NEWS

## Expanding THE VISION

## New Taishoff Center to focus on post-secondary inclusive education initiatives

## SYRACUSE UNIVERSITY AND THE SCHOOL OF

Education have a long history of leadership in the promotion of inclusive education. SU was the first research university to establish an inclusive teacher-training program in which students earn certification in both regular and special education. Former School of Education Dean Burton Blatt was a leader in exposing the horrors of mental retardation institutions, which resulted in the educational mainstreaming of many students. School of Education faculty members served as witnesses in the first national right-to-education litigation and in the lead deinstitutionalization cases.

The school continues this tradition as a leader in the community integration movement: Through its OnCampus program, SU was one of the first universities to establish a program to support college-age students with developmental disabilities, giving them opportunities to audit courses and participate in campus social and recreational activities where they can interact with non-disabled students.

This history of leadership in the inclusion movement was instrumental in the school being chosen as the recipient of a \$1 million seed grant from the Taishoff Foundation to establish the Lawrence B. Taishoff Center for Inclusive Higher Education, a national center dedicated to developing the role of inclusion in higher education.

The School of Education came to the attention of the Taishoff Foundation specifically because of the school's experience in creating higher education opportunities for students with developmental disabilities (e.g., Down syndrome, Rett syndrome, autism, cerebral palsy).

"My daughter has Down syndrome, so I'm interested and involved in programs that hopefully will benefit

mentally disabled folks," says Robert Taishoff, son of Lawrence Taishoff and a captain in the U.S. Navy. About four years ago, Taishoff saw an article in a Syracuse paper talking about SU's OnCampus program. "It intrigued me and I wanted more information," he says. "I ended up meeting with Doug Biklen a couple of years ago, and I was impressed with his interest in special education and the work he's done for various groups, including those with autism."

*The center will bring people together from across the country to develop a set of standards for inclusive post-secondary education programs for universities and colleges.*

—LAWRENCE B. TAISHOFF

Taishoff's interest in inclusive education extends beyond the young end of the education spectrum. "Preschool inclusion programs and elementary and secondary school programs

are already taken care of to some degree under the Individual Disabilities Education Act (IDEA), which requires school systems to provide as inclusive a program as possible for individuals with disabilities," he says. "Where it's lacking is in an area that's kind of new for people with disabilities, and that's post-secondary education." The intention of the Taishoff grant is to establish a national center of excellence through which the School of Education shares its expertise in post-secondary inclusive education and provide leadership for inclusive higher education.

## A CENTER OF EXCELLENCE

Although still in the planning stages, the scope of the new center's mission is broad and ambitious. Among its many objectives, it will demonstrate how to support students between the ages of 18 to 21, as well as students in their adult years, to participate in all aspects of university life, from academic classes to social and recreational opportunities.

The center's undergraduate and graduate students and faculty members will conduct research on

such topics as public policy, student growth/learning, transition (i.e., relating learning on campus to work and community living), economic models for inclusive higher education, and related issues. Center faculty members, graduate students, parents, and participants with developmental disabilities will provide technical assistance to programs across the United States and to international groups interested in replicating the models of inclusive higher education.

"There are little programs like OnCampus all over the country at various universities," Taishoff says. "They are usually tied to a school of education, and in many respects they're all trying to do a good thing, but there's no center of gravity pulling them together. The vision—and it's really Doug's vision—is to establish this center of excellence as a focus for these programs. The center will bring people together from across the country to develop a set of standards for inclusive post-secondary education programs for universities and colleges."

In addition to the direct support the center will provide students at the post-secondary level, it will help pave the way for additional support through legislation. "The center will give Madeline Will and her colleagues, who are trying to lobby for access to financial aid, a stronger foundation to work from," Taishoff says.

Will is the vice president of public policy for the Washington, D.C.-based National Down Syndrome Society (NDSS). "There are about 110 (post-secondary inclusive) programs across the country," she says. "However, most of those programs are exclusively for kids whose families have means, because there's not a way to make this affordable for families yet."

The current system was established at a time when the best people could hope for was that mentally disabled children would not be institutionalized. "Nobody ever anticipated these kids would go to post-secondary programs, or would work and live independently. That progress has really created the need for a different set of laws in the 21st century," Will says.

The NDSS has been working to include language in the pending Higher Education Act to give students with

intellectual disabilities access to work study funds, grants, and campus aid. It is also working to provide funding for post-secondary demonstration programs and a coordinating, national technical assistance center for university programs. A third objective is to provide funds for a project that would result in accreditation for post-secondary programs for students with intellectual disabilities.

According to Will, the Taishoff Center demonstrates many of the attributes that would be desirable in a national coordinating center. "We have a big stake in this, and I would not want to see some fly-by-night institution come in and take that center," Will says. "This is really hard work to do, and you need an institution of higher education with a very strong track record. That's why I'm thrilled with this."

## A MISSION TO COMMUNICATE

To spread the word about inclusive education, each year the center will sponsor a national conference for college and university staff, students with developmental disabilities and their families, policy makers, and university students interested in developing inclusive higher education programs for persons with developmental disabilities. The center also will produce short film/video documentaries that tell the stories of individual students as well as program models, for use in college and university classes, in parent association meetings, and for television broadcast. In addition, the center will establish a web site, and a variety of traditional and new technology publications.

The Taishoff Center will take full advantage of all the resources on the Syracuse campus. "Syracuse University as a whole is an extraordinary resource that the center can enlist to collaborate on research, for example, on public policy, financial aid, cost analysis, and model practice," Biklen says. "By making its resources available to inclusive programs across the country and beyond, the Taishoff Center will be an embodiment of Syracuse University's commitment to Scholarship in Action."



## Understanding DEHYDRATION

**THE EXERCISE SCIENCE DEPARTMENT IS CONDUCTING** a \$150,000 research study for the Department of Defense (Army) to evaluate muscle water and whole-body dehydration during exercise and heat exposure. In the study, researchers will induce dehydration in subjects by having them exercise on stationary bicycles in a heated environment.

One of the challenges facing researchers was how to simulate the conditions of heat exposure for year-round study. They solved the challenge by modifying a sauna into an exercise chamber and installing a cycle ergometer. The modified sauna has fans and a weather station to monitor the environmental conditions. Over the course of the study, the researchers will be evaluating the whole-body hydration of volunteers by tracking body weight, blood, and urine samples.

The researchers also have a new tool at their disposal—radar sensors developed by Intelligent Automation Inc. The radar sensors have the potential to revolutionize dehydration monitoring and treatment, which has implications for the military, athletics, emergency treatments, and clinical populations.

“Currently there are no other methods for rapid, non-invasive assessment of dehydration status, especially in an unconscious person,” says Lori Ploutz-Snyder, principal investigator, associate professor of exercise science, and department chair. “The sensors potentially could be used to monitor soldiers and athletes who exercise in the heat and are at risk of severe dehydration.” Clinical populations (for example, dialysis or emergency triage patients) also stand to benefit from the new sensors, which, through early detection, can help reduce the number of dehydration-related illnesses and deaths.

Ploutz-Snyder and team members Tim Fairchild, assistant professor of exercise science, and doctoral student Summer Cook also will evaluate muscle water using non-invasive magnetic resonance imaging (MRI) to determine if muscle water is a good surrogate measure for total body water and to validate the new sensors. “This study will allow us to better understand how fluid is lost from the body,” Ploutz-Snyder says. “For example, we’ll be able to determine how much of total body water loss comes from the muscles.”

## Promoting ACTIVE LEARNING

Rhode Island high schools use educational tools developed by SOE software team

**PUBLIC HIGH SCHOOLS IN RHODE ISLAND ARE USING** course management and portfolio tools and a goal-tagging system developed by Sean Keesler, Jim Pease, and Huan Yang of the Living SchoolBook (LSB) project in the School of Education.

Keesler and his team adapted the Sakai course management and portfolio tools and goal-tagging system to document students’ mastery of the Rhode Island learning standards. The portfolio tools are currently being used in a pilot program involving 18 school districts and 37 high schools in Rhode Island.

The portfolios replace the standardized tests used by the rest of Rhode Island’s high schools and other states to meet federal No Child Left Behind (NCLB) requirements.

To use the electronic portfolios, high school students upload the artifacts they believe best demonstrate their mastery of the state’s learning standards (and associated reflections) in graduation portfolios. The portfolios will be a requirement for graduation beginning next year.

“Working portfolios are collections of student assignments that their teachers have linked to particular learning standards,” Keesler says. “The assignments are submitted and archived via Sakai and tagged with LSB’s goal-aware tools.” According to Keesler, to date, Rhode Island is the only state in the nation that gives high school students and their teachers direct roles and a voice in the NCLB accountability process. “We have reason to be proud of the contributions SOE has made to these important developments,” he says.

Keesler and the LSB team have also been developing a local implementation of Sakai called SyrCLE (Syracuse Collaborative Learning Environment) to meet the following accountability requirements:

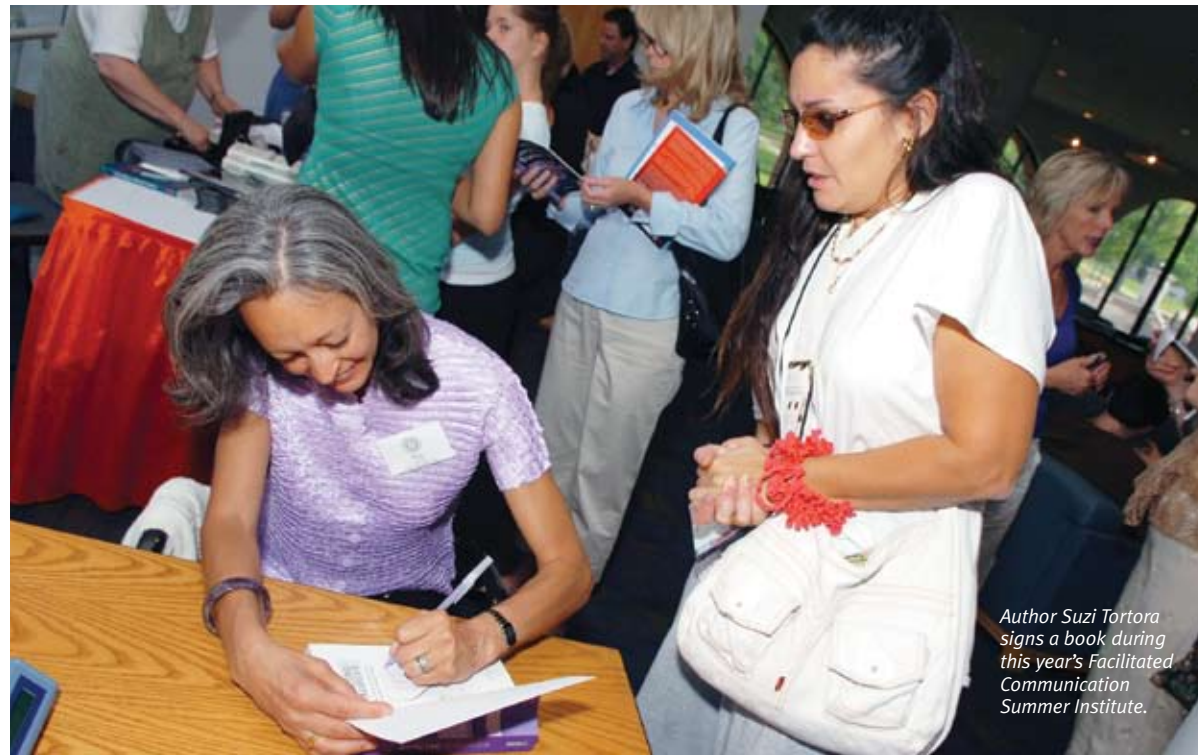
- To meet an institution’s accountability requirements to external agencies (NCATE, Spellings Commission, state education boards, etc.);
- To provide teachers with tools to collect and evaluate the performance data collected from their classes; and
- To allow students to communicate their unique learning goals to teachers and to take an active role in evaluating their own progress.

Keesler and the LSB have collaborated with a consortium of educators and systems experts at other colleges and universities over the last two years through the Sakai and Open Source Portfolio community while developing these tools. However, they have maintained a unique focus. “We have a very different approach to the development of these tools than many of the other schools in the consortium because of the interest we have in representing the interests of both students and teachers in the software,” Keesler says. He will present LSB’s approach and recent software advances at the next Open Source conference in June.

The Living SchoolBook is a research and development unit of Syracuse University’s School of Education that serves as an incubator of creative approaches to the integration of technology in teaching and learning, through the collaborative efforts of university faculty, K-12 educators, university and K-12 students, community agencies, and members of LSB’s technical staff. LSB’s primary focus is on developing technology that promotes the active engagement of all students in learning.

For more information, visit [lsb.syr.edu](http://lsb.syr.edu) or [sakaiproject.org](http://sakaiproject.org).

## SCHOOL NEWS



Author Suzi Tortora signs a book during this year's Facilitated Communication Summer Institute.

## COMMUNICATION through the Arts

**THEMED "COMMUNICATION THROUGH THE ARTS," THIS YEAR'S FACILITATED COMMUNICATION** Summer Institute focused on the use of creative activity to enhance learning and community building. At the conference, which took place in July, people with disabilities were central participants on every topic.

"Communication through the Arts" acknowledges that communication involves more than just speaking: The use of visual art, movement, music, and writing/typing enable many people to express their thoughts, feelings, and dreams more effectively than speech. In addition to the many presenters with disabilities who have been active in the fight for communication and disability rights, the event also included researchers, leading practitioners, writers, artists, and family and friends of people with disabilities.

The event also included demonstrations of a number of specialized communication devices acquired through an \$8,000 grant secured last year by New York State Senator John DeFrancisco. The devices are used by students and families participating in the Facilitated Communication Institute's Saturday Clinic Program, which provides ongoing support to families in Central New York in the areas of augmentative and alternative communication (AAC) and facilitated communication (FC).

One of this year's highlights was a book-signing event in the Schine Student Center's Panasci Lounge, where authors Douglas Biklen, Sue Rubin, Jamie Burke, Ralph Savarese, Rosemary Crossley, Sharon Rosenbloom, Lincoln Grigsby, Suzi Tortora, and Thomas Page were on hand to meet and autograph books for conference attendees.

## Shaping FUTURE RESEARCH

### Math education proposal wins National Science Foundation grant

A RECENT PROPOSAL FOR A PROGRAM TO BETTER understand how mathematics teachers can improve their teaching over time has received a \$200,000 National Science Foundation grant. The program is co-sponsored by the School of Education math education program.

Helen Doerr, professor of teaching and leadership and math education, is principal investigator for the project, which will provide an accounting of the developments in the field, synthesizing the evidence about the kinds of experiences that promote and sustain the development of teachers. The project will involve a strategic review of literature in mathematics education, while drawing on related theories of motivation, self-regulation, identity, and efficacy from the disciplines of psychology, cognitive science, and sociology. The review is guided by a conceptual framework that characterizes different domains that constitute the environment of teachers' professional growth.

"The question about how (and what) teachers learn 'on the job' lies at the crux of any effort to provide high-quality teachers for U.S. students," Doerr says. "Over the past 25 years, substantial literature on mathematics teachers' knowledge has accumulated, including research on teacher beliefs, teacher knowl-



edge, teacher change, teacher decision-making, and teacher self-efficacy and identity."

The project's goal is to help shape the agenda for future research by identifying those aspects of teacher learning that the field has firmly established, those aspects that bear further investigation, and those aspects about which little is currently known, but are likely to be important for developing a full picture of teachers' on-the-job learning.

The two-year grant is being conducted in collaboration with Lynn Goldsmith at the Educational Development Center Inc. and Catherine Lewis at Mills College.

## SCHOOL NEWS



## A Place FOR DISCOVERY

**TWENTY MIDDLE-SCHOOL STUDENTS FROM THE** Syracuse City School District participated this summer in an all-day program that included English language arts, math, leadership development, Yoga for Kids, and Peaceful Schools sessions.

The program, called “How I Fit Into My Community,” was sponsored by the Syracuse University Liberty Partnerships’ Summer Leadership Institute. The goal of the summer program was to provide students with a nurturing and safe learning environment where they could further discover their talents and capabilities and set future goals. The academic component helped students prepare for their upcoming grade level. Students also explored career options, such as law, broadcast journalism, engineering, and the arts.

In addition to developing academic and leadership skills, students dined with college students and had an opportunity to meet community leaders from a variety of professional fields.

The Liberty Partnerships Program (LPP) is funded by the New York State Education Department, Pre-

Collegiate Unit through SU’s School of Education. LPP’s mission is to develop and implement methods to help students who are at risk for dropping out of school. The program provides leadership and resources to help students achieve academic and personal excellence, graduate from high school, enter higher education, and enter the work force as competent young adults.



## SUPPORTING Rehabilitation Training

**THE SCHOOL OF EDUCATION HAS BEEN AWARDED A \$750,000 FEDERAL** grant from the National Institute on Disability and Rehabilitation Research. The grant, written by James Bellini, associate professor of counseling and human services, and Steven Taylor, professor of cultural foundations of education and co-director of the Center on Human Policy, Law, and Disability Studies, provides \$150,000 per year for five years in support of advanced rehabilitation research training for post-doctoral fellows.

The project will integrate rehabilitation research with disability studies and policy research, with a focus on participation of people with disabilities in their communities. Over the course of the five years, the project will train three one-year fellows and two two-year fellows. Bellini is the project’s principal investigator. He and Taylor will serve as co-directors of training.

The grant and fellows will be associated with the University’s Center on Human Policy, Law, and Disability Studies.

## Off to a Great Start

**THREE SPRING GRADUATES** of the instructional design, development, and evaluation program are already up and running in the next phases of their careers.

▶▶ **Deniz Eseryl** has signed on as an assistant professor at the University of Oklahoma.

▶▶ **Sara Tarr** has taken a position as an instructional designer at Concurrent Technologies Corporation in Washington.

▶▶ **Maria Ciliberto** (a School of Education Master’s Prize winner) has opened her own consulting business.

## The Landscape of URBAN EDUCATION

THREE INFLUENTIAL THINKERS IN THE FIELD OF EDUCATION WERE INVITED AS FEATURED speakers in this year's Landscape of Urban Education Lecture Series. These "thought leaders" have not only anticipated the challenges facing education today, but are working to identify solutions with a special emphasis on improving literacy and inclusion in public schools. Each of this season's speakers is committed to revitalizing public education. The School of Education encourages you to experience firsthand these remarkable individuals as they share their insights.

### What Knowledge is of the Most Worth: Implications of Globalization for Education



**PROFESSOR YONG ZHAO**  
Michigan State University  
Public Events Room  
220 Eggers Hall  
October 4, 2007  
4 p.m.

Both China and the United States introduced policies in 2002 that called for different approaches to assessment and evaluation. However, closer examination of developments in these and other countries reveals that movement in school reform is in different directions as new balances are struck in different settings between more or less content, autonomy, tradition, and depth. It is clear that different strategies are being pursued to achieve transformation in education. **Professor Yong Zhao** reports data in the Trends in Mathematics and Science Study that show the relatively poor perfor-

mance of the United States. On the other hand, the United States does well when it comes to innovation, as indicated by the number of patents issued.

Zhao demonstrates growth in the number of patents taken out in places like China, Chinese Taipei (Taiwan), India, and Korea, but there is also steady growth in the number taken out in the United States, which remains the most innovative nation on this indicator.

Reference is made to stereotypes organized around questions such as "Why cannot Asians think?" and "Why cannot Johnny add?" Approaches in the East tend to be more knowledge-centered, centralized, discipline-based, and outcomes-oriented, while those in the West are often characterized as more child-centered, decentralized, activity-based, and process oriented. Despite these stereotypes, differences, and paradoxes, there are important common challenges, especially around globalization and the digital revolution.

### Will the Stories We Tell Set Them Free?



**PROFESSOR LORENE CARY**  
University of Philadelphia  
Public Events Room  
220 Eggers Hall  
January 17, 2008  
4 p.m.

**Professor Lorene Cary** was born November 29, 1956 in Philadelphia, Pennsylvania. Her parents were John and Carole (Hamilton) Cary. As a young African American woman, Cary, guided by her mother, enrolled in the formerly all-white, all-male St. Paul's preparatory school in New Hampshire. There, beginning in 1972, Cary confronted the inner conflict that eventually inspired her bestseller *Black Ice*, and remained a continuous theme in her subsequent works, *The Price of a Child* and *Pride*.

Cary teaches English at her alma mater, the University of Pennsylvania. She also visits universities and colleges around the world to speak on the themes illustrated in her books, specifically those based in personal experience. In her memoir *Black Ice*, Cary summarized this personal theme that appears in all of her work. She wrote, "I learned to hold myself to standards that were always just beyond my reach."

### Content Matters: How Urban Schools Can Respond To and Draw Resources From the Communities They Serve



**PROFESSOR PEDRO NOGUERA**  
New York University  
Public Events Room  
220 Eggers Hall  
April 3, 2008  
4 p.m.

**Professor Pedro Noguera** argues that higher standards and more tests, by themselves, will not make low-income urban students any smarter and the schools they attend more successful without substantial investment in the communities in which they live. Drawing on extensive research performed in San Francisco, Oakland, Berkeley, and Richmond, Noguera demonstrates how school and student achievement are influenced by social forces, including demographic change, poverty, drug trafficking, violence, and social inequity. Readers get a detailed glimpse into the lives of teachers and students working "against the odds" to succeed. Noguera sends a strong message to those who would have urban schools "shape up or shut down": Invest in the future of these students and schools, and we can reach the kind of achievement and success that typify only more privileged communities.

Public schools are the last best hope for many poor families living in cities across the nation. Noguera gives politicians, policymakers, and the public its own standard to achieve: Provide the basic economic and social support so that teachers and students can get the job done.

## COVER STORY

# Engaging THE World

## SHARING THE UNIVERSITY'S VISION

Recognizing the increasing importance of global interdependence, the School of Education continues to develop an international presence by welcoming scholars to our campus from all corners of the world and by creating opportunities for our students and faculty members to study in Africa, Asia, Australia, Europe, and throughout the Americas to share ideas and to learn from their overseas counterparts.



## Bridging DIFFERENCES: A study of a rural primary school in China

BY LIFANG WANG

*This summer, Lifang Wang, a doctoral student in the Cultural Foundations of Education program, spent several weeks at a primary school in rural China. The following is her account of that experience.*

In June 2007, I paid a visit to Wandu Primary School\*, a rural public primary school located in Wandu, a moderately developed village in Northern China. My first sight of the spacious campus surprised me: The kindergarten playground was equipped with a merry-go-around, a ladder-slide, and swing sets; the classrooms were bright and neat; and the walls around the playground were painted with a great variety of fruits, flowers, and images of children playing together and fairytale animals. I was amazed at how much progress China has made in support of basic education compared to 20 years ago, when I received my education in a rural primary school in a village whose economic development is similar to Wandu.

Typical of rural public primary schools, the Wandu school has six elementary and two kindergarten classes under the supervision of a principal. Fourteen teachers—three male and 11 female—support 160 students. Because the school is located in a relatively large village of about 3,800 people, it has escaped the fate of many similar but smaller schools, including my home village primary school, which, because of declining student population due to the one-child policy and the migration of people to the cities, had to close. Although the Wandu school remains

open, its enrollment has decreased from 700 students 10 years ago.

### SELF-DISCIPLINE OF STUDENTS

What impressed me most about the school was the strong self-discipline for learning demonstrated by the students. While I visited the fourth grade class of Ms. Liu, a mathematics teacher, she assigned nine exercises for her students. After completing the assigned exercises, most of the students went on to do several more. Even after Ms. Liu announced it was break time, about half of her 20 students remained buried in their work until she urged them to play outside the classroom, saying, “It’s break time! Go relax and come back to the exercises later!”

When I talked to Ms. Liu after the class, she expressed pride and contentment with her students, saying they were all obedient (tinghua) and studious (haoxue). When I asked her how she was able to achieve those results, she said it’s because of the cooperation of the parents. The parents’ commitment can be attributed to the fact that most parents in China have great expectations for the education of their only child, which, to a great extent, determines the future prospects of both the parents and their child.



## COVER STORY

**TEACHER SUPERVISION**

While I discussed the supervision of students with the teachers, Mr. Li, who teaches Chinese in the same classroom as Ms. Liu, gave me examples of how two problem students were disciplined to improve their performance in school. Before transferring to the Wandu school, the two students went to elementary schools in cities where their parents were migrant workers. According to Mr. Li, the parents of these students enrolled their children in Ms. Liu's class because she has a reputation for being an excellent teacher with a strong sense of responsibility and exceptional supervisory skills.

At first, the two students were hard to discipline and never did their homework.

Eventually, thanks to Ms. Liu's patience and outstanding teaching skills, both students were able to catch up with the other students in class. Hearing Mr. Li say this, Ms. Liu smiled and added that the good learning environment in class and the trust of the students' parents in her teaching and management skills also helped. Ms. Liu said the students' parents are very grateful to her for saving (jiu) their children. At this, Mr. Li commented, "It's all because of the spoiling of children. Nowadays it's forbidden for teachers to strictly discipline students, especially in the cities, so the students who were once studying there become very difficult to supervise."

**CENTRALIZATION VS. DECENTRALIZATION**

While sharing my experience of studying education in the United States, the teachers in this school were amazed to hear that elementary education in the United States is not centralized nationwide, but that each community decides its own curriculum, class schedule, which textbooks to use, and so on. The teachers said that if they had that kind of flexibility, they would be better able to inspire students' passion for learning. For example, the Wandu primary school now only teaches mathematics and Chinese; children have to wait until grade five before they can be taught natural science. Under the current system, students have no study options and are sometimes bored. I asked the teachers if the school could make some adjustments by adding physical education, music, or fine arts. Ms. Liu said that would not work, because other schools teach only mathematics and Chinese.

At the end of every semester, the education authority in every township evaluates the schools by the students' scores. The teachers whose students get the lowest scores in each township have to pay 1,000 yuan to study in the county education agency. To stay away from this costly shame, all teachers work hard to avoid getting the lowest score. To make time to prepare for the tested subjects, most schools cancelled physical education, music, and fine arts. (Though listed as a subject in the class schedule, English is seldom taught because the school cannot find anyone to teach it.)

The question of centralization versus decentralization is an issue in both the United States and China. While too much centralization may homogenize students' thinking and learning skills and stifle their

autonomy and creativity, decentralization can result in unruly students who are hard to supervise and therefore fall behind in their learning. As China and the United States come at this issue from opposite ends of the spectrum, there is perhaps an opportunity for both countries to learn from each other.

Because of differences in cultures and political systems, there are great differences between the United States and China in terms of curriculum design, classroom pedagogy, students' learning attitudes, attitudes of parents as well as those of teachers toward the performance of the students. These differences are likely to decrease, however, as globalization moves forward.

For example, as China is in the process of decentralizing its education system by promulgating its "Decision to Deepen Education Reform and Comprehensively Promote Quality Education" to autonomize each district for elementary and secondary graduation tests, the United States is becoming more centralizing as "No Child Left Behind" and similar programs promote standardized testing. The common question for both countries is: How and to what extent can schools be accountable for students and parents? Since the United States and China are on opposite ends of the centralization vs. decentralization scale and both have their limitations and strengths, the next step is to explore what they can learn from each other and if one's limitations can be complemented by the other's strengths. To make this happen, more communication and exchanges of education officials, principals, researchers, teachers, students, and even parents between the United States and China are needed. ■

*\*The names of the school, the teachers, and the village have been changed in the interest of privacy.*

While too much centralization may homogenize students' thinking and learning skills and stifle their autonomy and creativity, decentralization can result in unruly students who are hard to supervise and therefore fall behind in their learning.

## DESIGNING an Island School



Right, construction of the expanded playground area; the finished Laurie Mezzalingua Resource Center, opposite page

*Opportunities to “Engage the World” sometimes come when least expected from places you might have never heard of. Such was the case this summer when George Theoharis, assistant professor of teaching and leadership, was invited to have his class get involved in a project to design a new school from the foundation up on the tiny Caribbean island of St. Kitts.*

The St. Kitts connection started when Syracuse businessman Tom Baker and Lisa Pistana, principal of St. Theresa’s Convent School in Basseterre, St. Kitts, visited School of Education dean Douglas Biklen to seek guidance for expanding two parochial schools on the island. Biklen referred them to assistant dean Sandy Trento, director of the school’s Center for Continuing Education and Global Outreach, who brought in East Syracuse-Minoa (ESM) Central School District superintendent Donna DeSiato. “I knew Donna had the depth of experience they were looking for, was always willing to help, and had just gone through some of the building projects they were proposing,” Trento says.

After preliminary consultations with Baker and SU trustee Dan Mezzalingua (both executives with Syracuse-based FTO Inc.) to provide educational support and guidance to two parochial schools on St. Kitts, DeSiato requested a meeting with a program design expert in the teaching and leadership program. “Sandy arranged a meeting with Tom Baker, Jill Fudo—the architect for the project, Donna DeSiato, and me to talk about the project,” Theoharis says. “They wanted to start a school from scratch by combining two small existing schools into

one for grades K-11. They wanted ideas on how to use space, and they wanted ideas on what a good U.S. school would have in that space.”

“Part of it was nitty-gritty,” Theoharis says. “What would you have in a kindergarten? Blocks and easels? How would you imagine different ways of arranging this school? So from our conversation, I thought this would be a great project for my summer class in educational leadership and principalship.” Theoharis gave his seven students the option to design either the elementary or secondary portion of the new school.

“The class spent a lot of time talking about developing personal beliefs and philosophies and developing a school culture,” he says. “We talked about how to lay it out, what their vision would be for the school in terms of philosophy, and what would be needed to run it in terms of equipment in the elementary school or the secondary school.” Theoharis saw the project as an opportunity to match a dynamic vision about what a school should be with the curriculum and technology needed to make it real.

The students met with colleagues within their programs and across the Syracuse campus, informally gathering a variety of perspectives that were used to produce detailed drawings for the project. “The groups ended up doing their projects together,” Theoharis says. “The secondary group and the elementary group each submitted one proposal, so we ended up with one, more complete proposal from each group.”

### THE ST. KITTS-CENTRAL NEW YORK CONNECTION

This spring, the secondary principal from St. Kitts and Baker visited ESM’s middle school and high school. “They spent a day meeting with our administrators and toured several buildings in order to have a better understanding of the educational context here at ESM,” DeSiato says. Judy Morgan, ESM’s executive director for curriculum, instruction, and accountability, provided advisement in the development of curriculum and instructional programming as the secondary prin-

cipal and Baker toured the schools. “They asked lots of great questions and were interested in learning more.” In turn, the ESM administrators were invited to visit St. Kitts so they could see the physical layout of the schools firsthand.

“We did that in July, and during that time, we learned that leadership development opportunities for the administrators of the school were limited,” DeSiato says. “We extended an offer for them to participate in our summer leadership institute, which they did. They joined us for an entire week and were able to work alongside our elementary and secondary principals on the topics of change and instructional leadership. I think they benefited greatly, and we certainly benefited from the questions they asked us, and the experiences they shared with us.”

“For the island, this will be different than anything they have down there,” Baker says. “We’re trying to include air conditioning for them while making it a green school with solar power and self-contained water systems, so there’s a lot of that going into it.”

Meanwhile, the proposals produced in George Theoharis’s class are being put to good use helping educators in tiny St. Kitts realize the ideal Kittitian school. ■



## COVER STORY

From left: Archbishop Desmond Tutu and South Africa President Nelson Mandela with Cecil Abrahams during his investiture as rector and vice chancellor of the University of the Western Cape, April 1996



## HEALING What Divides Us

For Visiting University Professor Cecil Abrahams, diversity is more than just a concept

*“Engaging the World” also means inviting world-class scholars to take up residence on campus to share their experience with the campus community. Cecil Abrahams is just such a scholar.*

Cecil Abrahams was invited to Syracuse while he was still president of the University of Western Cape in South Africa. The invitation was extended by Howard Johnson, who at the time was an associate provost. “He happened to be at the same conference with me at the university I was president at in South Africa and said that Syracuse would very much like me to come. I was coming to the end of my time as president, and I wanted to return to the classroom,” Abrahams says.

Although Abrahams is recognized as an expert in African studies and African literature, his doctorate is in English literature—English romantic poetry, to be specific. An exile from the apartheid system, Abrahams went to Canada to complete his post-graduate work and begin teaching. “We were in exile for years,” Abrahams says. “We were banned by the South African government, and Nelson Mandela, the leader, was in jail. But we worked very hard outside the country to inform people about what was happening in South Africa, to seek their sympathy and assistance.”

At this time, Abrahams became one of the first African studies scholars. “I guess because African literature was just beginning to take off slowly, and most people didn’t know much about it, they would look to people like me who would perhaps introduce it and then write about it, so my interest then in the formal looking at African studies came through that,” he says. “I know many African writers personally, and I’ve published a fair amount on African literature, lots of general articles.”

While in Canada, Abrahams, in addition to teaching, moved into academic administration as a dean and a provost. When Mandela was released from jail, Abrahams was one of the professionals he called back to South Africa

to help develop a new, post-apartheid society. “That was one of the reasons why I went back,” Abrahams says. “I’ve known Nelson Mandela since when I was in my short pants. When I was still a kid at school, Mandela then used to organize in Johannesburg, where I lived. Early on, I became active organizing against injustice and racism and so on, and I’ve been a member of the African National Congress for most of my life.

“I had a duty to go and give assistance during the transition period to ensure the peace

*“We should stop looking at people by color and see them instead as human beings. Humanity is far more important.”*

—CECIL ABRAHAMS

Nelson Mandela was able to establish in the changeover could be sustained,” Abrahams says. “Education, for South Africans, is the most important way to sustain the future of the country—its civilization, its economy, the living standards for people and, most of all, its democracy. If you have an educated population, they will appreciate all these things. That’s why I went to work in higher education.”

Abrahams served his country in many capacities—not just as president of the University of Western Cape, but also as chair of the South African university presidents association. “I had a very active relationship with Mandela, with government ministers, and the bureaucracy and so on,” he says. “In fact, the chancellor of my university was Archbishop Tutu.”

As a University Professor at Syracuse, Abrahams brings all this experience to the classroom—he teaches in the School of

Education and in the College of Arts and Sciences. “I teach an undergraduate course in the English department on African literature, and I teach here looking at higher education systems internationally, and how those systems compare to the United States. I always seem to attract students from Asia, from Africa, and also from the United States, and it gives us a chance to look at how these higher education institutions are set up, how they are governed, how they are financed, what the faculty look like, what the student body looks like, and so on.”

Meanwhile, Abrahams has been conducting his own research. In a new book, soon to be published, he compares historically black South African universities with historically black U.S. institutions. “There are about 109 or so public and private black colleges in this country, and I only wanted to look at about 10,” he says, “choosing a strong one—Howard University, a few small ones, and one of the weaker ones, and see how they deal with issues common to black institutions in both countries.”

In another project, Abrahams is exploring diversity on Reunion Island. “Reunion Island is a department of France—one of the places France colonized. It’s just off the east coast of Africa, which is interesting. To get to Paris from Reunion takes 11 hours by plane, but it’s a French territory just like Martinique and Guadeloupe.”

Abrahams is fascinated by the diversity he finds on Reunion. “I’ve always been struck by how diversity works there,” he says. “They have a very large Creole population, a mixed population, and obviously lots of French people live there from the colonial days, but many

were born there and stayed on and married into a people.”

By studying Reunion, Abrahams says he hopes to help South Africa deal with its legacy of racism and find ways to overcome it. “I’m working with people at Howard University, people in Reunion, and people in South Africa to put together a study of these three societies and see what we can learn from them and why one is more progressive than the others,” Abrahams says. “At Reunion, they seem to have solved the problem; so what can we—South Africa with its 45 million and the United States with 300 million—learn from a small island with a few million people?”

Abrahams wonders if the term “diversity” is used too loosely today. “On campus, I think it’s used too often—every course promises diversity. I don’t know what it means anymore. I think we need to go beyond the word. We need to go to our practices. What are the things that first create our divisions, and what are the things that can bring us together so we can finally be diverse and stop repeating the race issue. That’s what we’re trying to do in South Africa.”

When he does visit South Africa, Abrahams is encouraged by what he sees. “The one thing that gives you so much pleasure is to see the mingling of the people,” he says. “They don’t pay attention to your color. It’s irrelevant, and that’s what the world can come to. We should stop looking at people by color and see them instead as human beings. Humanity is far more important. When I fought against apartheid, it wasn’t the race issue per se: I wanted South Africa to become humane, where we could all live as human beings with our talents, whatever your talent is to bring it to the table.” ■



## INTERNATIONAL Perspectives

### Students from Japan’s Aichi University take a close look at Syracuse

Earlier this year, Satoshi Tsukamoto (G ’01, Ph.D. Cultural Foundations of Education) brought a group of college students from Aichi University, Nagoya, Japan, to spend a week getting to know Syracuse University and Central New York.

The visit, part of Tsukamoto’s international fieldwork course at Aichi University—the second in as many years—was designed to help the visiting students get a better understanding of American culture while at the same time giving their SU hosts an opportunity to see their own culture through the eyes of others.

Tsukamoto and his group of eight undergraduate students and one graduate assistant arrived in Syracuse in February for a nine-day stay. The visit, arranged with the assistance of the Training Systems Institute, a professional extension of the Instructional, Design, Development, and Evaluation (IDDE) program, kept the Japanese contingent busy for the duration of their visit, although there was time for socializing in the evenings.

The role of host fell to IDDE students and faculty members. In the spirit of Scholarship in Action, the IDDE students engaged their Japanese counterparts in round table discussions and other activities,

which helped give the SU students insight into how their guests perceived American media and culture. The visiting students benefited from experiencing American student life first hand.

And that was precisely what Tsukamoto’s program was designed to do. The international fieldwork program is designed to promote cultural enlightenment by helping students form new impressions about different aspects of the American culture. The program also helps students explore and gain a better understanding of American education (K-12 and higher education). By interacting with a variety of Americans through group discussions, interviews, social activities and presentations, the Aichi University students gained a deep and personal understanding about the nature and workings of private and public sector American institutions.

“I loved spending time with the Japanese students,” says Deniz Eseryel, a post-doctoral IDDE research associate. “They had fresh eyes about everything. They helped me to appreciate the opportunities we at SU take for granted. For them, everything was fascinating.”

“They were excited about every activity,” says Linda Kurdziel, an IDDE graduate assistant who helped coordinate the visit. “Even the concepts of student housing and sororities were unfamiliar to them.” Kurdziel says the students were impressed with the Syracuse schools they visited. “We went to Fowler (High School) for five hours, working with a very diverse group of students. I was impressed by how immediately the Aichi students connected with the Fowler kids.”

It’s no accident that Tsukamoto chose Syracuse and Syracuse University for his field work program: He earned his Ph.D. Degree in cultural foundations in 2001. Building on the success of last year’s visit—the first conducted by Tsukamoto as part of his course, this year’s visit was expanded to include a brief stay in New York City. (Information about the visit can be found on the TSI web site at [tsi.syr.edu/ProjectDesc/AICHI.htm](http://tsi.syr.edu/ProjectDesc/AICHI.htm).) ■

## COVER STORY

## Five Months and Five-Thousand Miles: THE QUEST FOR DISSERTATION SUCCESS | BY PHILIP DOUGHTY



University of Jakarta doctoral student Darmahusni visits Clinton Square in downtown Syracuse.

Challenged by the demands of their day jobs, higher education faculty members and administrators with pending dissertations often find completing their study an interminable chore. While this conundrum exists in countries around the world, officials in the Indonesian Ministry of Higher Education and the State University of Jakarta turned to the School of Education to see what could be done to speed up the process for a group of specially selected doctoral students.

Preliminary conversations between the Indonesian officials and School of Education experts in the instructional design, development, and evaluation

(IDDE) department centered on the many reasons for the lack of progress toward the completion of dissertations. Those discussions were followed by interviews with 15 prospective candidates, all faculty members or administrators seeking to complete their doctoral studies at Jakarta. Three would be chosen to come to Syracuse as interns.

To develop an internship program for the Indonesians, School of Education faculty members met with recent doctoral graduates and students nearing completion of their dissertations to identify the conditions and support ventures that helped them complete their studies. Not surprisingly, one of the most important factors was determined to be the need for dedicated study time removed from such distractions as work, family, and social obligations. Other support mechanisms identified by the SU doctoral students and heartily endorsed by the Indonesian education officials included access to new and relevant resources, opportunities to revisit research methods, and mentoring with a faculty member experienced in the dissertation topic. Also identified were such basic needs as space to organize and leave research and writing materials, and access to the Internet. To keep study focused and on time, the planners recognized the need for periodic reviews (to discuss study plans, proposals, etc.) and a fixed timeline for completion of the first three chapters of the dissertation.

The selection process ultimately identified three State University of Jakarta faculty members—all matriculated doctoral students in a variety of programs with tentative dissertation topics and established doctoral committees—who were far enough along with their coursework to benefit significantly from the doctoral internship. Each had considerable experience in college teaching, leadership, and administration, as well as high expectations for long-term careers at the university. At the same time, the Syracuse team recruited faculty mentors, identified refresher courses

in research methods, and found living and work space for the visiting scholars.

The three scholars chosen for the five-month doctoral internship were Darmahusni, lecturer in English language education; Tjipto Sumadi, lecturer in politics and political science; and R. A. Hirmana Wargahadibrata, lecturer in education technology. Each of the students was assigned a dedicated School of Education faculty mentor: Gail Ensher, professor of teaching and leadership, worked with Tjipto on his early childhood-focused study; Jerry Mager, associate dean and Meredith Professor in Teaching and Leadership, helped Hirmana focus his work on community-school collaboration; and Zaline Roy-Campbell, associate professor of reading and language arts, guided Darma's English-as-a-second-language study.

Nick Smith, professor of instructional design, development, and evaluation, and Sari Biklen, Meredith Professor for Teaching Excellence and chair of cultural foundations of education, worked with the students on survey and qualitative methods. Urmila Sharma, associate librarian at Bird Library, facilitated access to relevant print and electronic sources, which contributed significantly to the program's success.

General day-to-day support was provided by IDDE staff members Firouz Rahmazadeh, Deniz Eseryel,

Linda Kurdziel, and Linda Tucker, who met daily with the visitors to encourage, schedule, review, nudge, and frequently dine on great Indonesian food. Staff members from the Jowonio School and University College's English Language Institute also shared wisdom, experiences, processes, and lessons learned.

The Indonesian students returned to Jakarta late this summer after five months of intensive research, review, observation, drafting, and revision of their dissertation study plans. Their next challenge will be to formally reconnect with their doctoral committees to address their plans—a transition that should go relatively smoothly thanks to the ongoing electronic communication between the students and their committees during their stay in Syracuse. The ultimate test of how well this doctoral internship program works will be determined when Darma, Tjipto, and Hirmana are called on to defend their dissertations. Good food, worthwhile site visits, valuable methods guidance, access to research information, and feedback on chapter drafts are all good proxies for a successful venture. We wait for news on the defense dates. ■

*Philip Doughty is associate professor emeritus in instructional design, development, and evaluation*

### Engaging the World with Words

Sometimes ideas need to be translated to be shared—literally...

**Harold Hackney**, professor emeritus of counseling and human services, was recently informed that the latest edition of his text, *The Professional Counselor* (Allyn & Bacon), will be translated into Turkish. This book is also published in Korean. Hackney's international portfolio also includes *Counseling Strategies and Interventions* (Allyn & Bacon), which is published in Portuguese and German in addition to English.

**Jeanine Bernard**, professor of counseling and human services and department chair, was informed that her book, *Fundamentals of Clinical Supervision* (Allyn & Bacon), will be published in Korean in spring 2008. The book may also be published in Chinese at a date yet to be determined.

## TECHNOLOGY INTEGRATION in Thailand



This summer Tiffany A. Koszalka, associate professor of instructional design, development and evaluation, made a return trip to Bangkok, Thailand, for the grand opening of Assumption College's new library. "I was there when they started building it two years ago," Koszalka says. Since then, she has been working with the Brothers of St. Gabriel and in particular Brother Anant Prichavudhi G'88, G'89, the headmaster, to make sure the school gets the most out of its new facility.

"During this visit, they opened the new library/digital technology center," Koszalka says. Her trip was in part to follow up on workshops she gave two years ago on technology integration. In addition to attending the library's grand opening, Koszalka was also invited to conduct a series of workshops for more than 100 teachers. "They wanted me to see some of the other schools in their network, so I traveled around Thailand visiting schools."

The Brothers of St. Gabriel operate a 19-school system in Thailand, including a couple of universities. Assumption College, located in the heart of Bangkok, enrolls about 6,500 students. (In Thailand, K-12 schools are called "colleges.") The Assumption Schools are known as one of the best school systems in Asia.

The brothers have big plans for the new library and its cutting-edge technology. "One of the things they want to do with the technology is to integrate it into all their schools throughout Thailand so they can communicate and collaborate electronically with each other," she says.

As head of Assumption College-Bangkok, Brother Anant has three goals. First, now that the library is built, he wants to enhance the new facility. "That means growing the resources, getting the teachers and the students engaged, and potentially the public, too," Koszalka says. "It's a huge center—a seven-story build-

ing with three floors devoted to the library and digital media center."

His second goal is to create a strong culture of technology integration throughout this school system. "We will help develop strategies to make that happen," Koszalka says.

The third goal is to develop a prototype teacher quality evaluation system for the schools. "He's looking for help to figure out how to measure teacher quality," Koszalka says. "We have talked about technology-pedagogical content knowledge measure as the foundation. He wants to demonstrate that the college has high-quality teachers who engage with the available technology resources in effective ways, which in turn will attract more students and outstanding teachers to the school." Once the prototype is working, it will be migrated to the other schools in the system.

This fall, Brother Anant and a contingent of teachers and administrators from Assumption College-Bangkok will be coming to the States. Their itinerary includes a week-long stop in Syracuse, where they will be looking for new ideas about library sciences and technology integration. During their stay here, Koszalka will introduce them to Ruth Small, professor of library science in the School of Information Studies, and members of the SU library system. ■



Associate professor Tiffany A. Koszalka (center) with Assumption College-Bangkok faculty members

## Future Educators Study Abroad

AT THE SCHOOL OF EDUCATION, "ENGAGING THE WORLD" MEANS MORE THAN JUST LEARNING ABOUT other countries and cultures from books. The school strongly encourages its students to seek out opportunities to study abroad, and each year, more and more students do just that. Listed below are the names of our students who studied abroad last spring and the far-flung centers that welcomed them.

### SU London Center, England

Samantha Drucker  
Caitlin Hill

### SU Strasbourg Center, France

\*Alyssa Bell  
\*Elizabeth Charron  
\*Kristen LaMore  
Melanie Mahanna

*\*In the Music Performance Program, with some course work in the Conservatoire National de Region de Strasbourg*

### SU Florence Center, Italy

Sarah Lent  
Susannah Schantz  
Julia Snider

### SU Madrid Center, Spain

Lisamarie Barbosa  
Nicole Deluca  
Lauren Wenrich  
Joy Wilson

### University of Queensland, Brisbane, Australia—World Partner Program (direct enrollment in UQ)

Jaclyn Aptekar  
Jessica Brady

### Yonsei University, Seoul, South Korea—World Partner Program (direct enrollment in YU)

Doona Kim

## FACULTY NEWS

## THREE SCHOLARS Join Faculty

This fall, the School of Education welcomed to its faculty three educators, all distinguished scholars in their disciplines.



**TIMOTHY K. EATMAN**, assistant professor of higher education, is research director for Imagining America, providing oversight and direction for the program's Tenure Team Initiative and the American Council for Learned Societies survey project.

The most prominent strands of Eatman's current research agenda center on students from groups that are traditionally underrepresented in higher education, both with respect to their participation in research opportunity programs and pre-med attrition. Employing a sociological theoretical orientation and using survey research as his primary methodology, Eatman conducts research that examines the relationship between institutional policies, programs, and college student development.

Eatman's eclectic interests have been nurtured by several engaging posts inside and outside of academe. He served as program coordinator for the Committee on Institutional Cooperation (CIC) Learning Technology Initiative, providing leadership for the implementation of an agenda focused on the uses of advanced technologies in higher education teaching and learning among the member institutions. He is a member of the Board of Directors of the Mt. Pleasant Christian Academy, a private (K-12) educational institution in Harlem, New York, and Michigan Reach Out, a nonprofit K-16 campus-community mentoring initiative based in Ann Arbor. Eatman also has worked with the Kellogg Forum on Higher Education for the Public Good on special projects focused on higher education amelioration.

As budget director for the Brothers of the Academy Research Institute, Eatman has worked with scholars from across the nation to promote healthy interaction and collaboration between researchers in academe and community leaders around issues of equity in education.

At the School of Education, Eatman will work within the higher education program, teaching courses related to higher education administration and organization, organizational and institutional change, and curriculum. He also will advise students and serve on program committees.

Eatman has published in various venues, including the *Journal of Educational Finance*, *Readings on Equal Education*, and other book chapters and reports.



**STEFAN KESLACY**, assistant professor of exercise science, comes to the School of Education from the University of Pennsylvania School of Medicine, where he conducted postdoctoral research in pulmonary, allergy, and critical care. Keslacy's study focused on the analysis of inflammatory biological processes in human airway smooth muscle cells, the expression of inflammatory genes, and gene transcription and chromatin remodeling.

Keslacy will continue his research at Syracuse in laboratory space at the Institute of Sensory Research on South Campus, where he will study the effect of exercise on the inflammatory cascade (the NF-kB pathway). He also plans on setting up a model of exercise to

assess inflammation and looks forward to contributing to other faculty member's research projects.

A native of France, Keslacy studied at the University of Montpellier School of Medicine (France), earning a B.S. degree in science, an M.S. degree in research and sciences, and a Ph.D. degree in physiology and biology. Keslacy also served as course instructor and lecturer at Montpellier from 2000 to 2005.

Keslacy has received a number of academic awards and honors, including an National Institutes of Health Postdoctoral Fellowship, a Department of Medicine Fellowship (Montpellier), and a Montpellier City Research Fellowship. He has published widely about his research in such publications as *Molecular Pharmacology*, the *Journal of Applied Physiology*, and the *Journal of Allergy and Clinical Immunology*.

**JAMES HAYWOOD ROLLING JR.** joins the School of Education and the College of Visual and Performing Arts as a dual associate professor in art education and teaching and leadership.

Rolling earned his Ed.D. and Ed.M. degrees in art education at Teachers College, Columbia University. He holds an M.F.A. degree in studio arts research, which he earned as a graduate fellow in Syracuse University's African American studies department, and a B.F.A. degree in visual arts with a minor in creative writing from the Cooper Union School of Art.

While a doctoral student, Rolling served as the director of academic administration in the Department of Curriculum and Teaching at Teachers College from 1999 to 2003. After completing his doctoral studies, he served as a visual arts teacher and curriculum designer for grades K, 2, 3, and 4 at The School at Columbia University, a new elementary school based on a fully integrated curriculum, and was an adjunct faculty member at New York University and Teachers College.

In 2005, Rolling became an assistant professor of art education at Penn State. In 2006, he was awarded the Narrative and Research Special Interest Group Outstanding Dissertation Award from the American Education Research Association for his doctoral dissertation, *Un-Naming the Story: The Poststructuralist Repositioning of African-American Identity in Western Visual Culture*.

Rolling has published articles, essays, and book reviews in peer-reviewed journals such as *Qualitative Inquiry*, *Studies in Art Education*, the *Journal of Aesthetic Education*, the *Journal of Curriculum Studies*, and the *Journal of Curriculum & Pedagogy*. He received the 2006 Roy C. Buck Award from Penn State's College of Arts and Architecture for the best refereed article in a scholarly journal.

Rolling serves on the review panel of *Art Education*, the journal of the National Art Education Association, and is an associate editor of the upcoming *SAGE Encyclopedia of Identity*. A founding member of the International Congress of Qualitative Inquiry, Rolling's research interests include arts-based research, the studio arts as research practice, visual culture and identity politics, curriculum theory, autoethnography, social justice, and narrative inquiry in qualitative research.



## FACULTY NEWS



## Enhancing COMMUNICATION

Dotger receives Spencer grant for program to improve teacher communication skills

**BENJAMIN DOTGER, ASSISTANT PROFESSOR IN** teaching and leadership, is the recipient of a prestigious Spencer Foundation grant of \$31,100 to design and implement a “Standardized Parent” Conferencing Model (SPCM) to help teacher candidates communicate more effectively with parents from varied racial, ethnic, and economic groups.

Dotger is developing the SPCM in response to a call from pre-service teachers enrolled in teacher education programs for more deliberate training in communication and parent conferencing skill sets, a need made acute by the fact that the population of K-12 students

is becoming increasingly diverse while teachers preparing to enter the profession continue to reflect the majority culture. The model is designed to include all individuals in the education process.

The SPCM approach to preparing pre-service teachers is inspired by the medical school practice of using “standardized patients” as clinical training tools. Dotger is collaborating with Carol Recker Hughes, the director for clinical education, and Steven Harris, the director for standardized patients and clinical assessments, at SUNY Upstate Medical University in delineating connections between the medical “standardized patient” protocols and procedures and the introduction of a clinical “standardized parent” model within the School of Education. Through the SPCM, teacher candidates will develop communication and conferencing skills by working with trained parent volunteers who present a series of diverse scholastic cases through simulated conference formats.

Dotger joined the faculty of the School of Education in 2006 after completing his doctorate in the curriculum and instruction department at North Carolina State University. He taught for four years as an English teacher at Mt. Pleasant (North Carolina) High School before moving to Raleigh to continue his graduate education. His current research interests include teacher mentoring and novice teacher induction and retention. He has a B.A. degree in English education from Elon University and an M.A. degree in English education from the University of North Carolina, Charlotte.

Since 1971, the Spencer Foundation has made grants totaling more than \$250 million. The foundation is intended to investigate ways in which education, broadly conceived, can be improved around the world. The foundation is dedicated to the belief that research is necessary to the improvement of education and therefore is committed to supporting high-quality investigation of education through its research programs and to strengthening and renewing the educational research community through its fellowship and training programs and related activities.

## Visiting SCHOLAR

**VINCENT TINTO, DISTINGUISHED UNIVERSITY PROFESSOR OF EDUCATION, HAS BEEN NAMED** a visiting scholar at the Carnegie Commission for the Advancement of Teaching, a Carnegie Foundation program, for spring 2008. Tinto is one of a select group of distinguished scholars invited to work on their own research projects while in residence at the Foundation’s Palo Alto campus.

“I will use the time to complete a book,” Tinto says. “I will also participate in a variety of commission conversations, in particular, those that involve the commission’s initiatives on the improvement of community college teaching and learning.” Tinto says he also may be asked to lead seminars on the research that he and Cathy Engstrom, associate professor of higher education and chair of the higher education department, are conducting for the Lumina Foundation for Education and the William and Flora Hewlett Foundation.

Tinto studies social inequality in higher education and the character and causes of student attrition in colleges and universities. He has written more than 50 publications and has lectured across the United States, Europe, the Middle East, and Australia. From 1990 to 1996, Tinto was associate director of the National Center for Teaching, Learning, and Assessment.

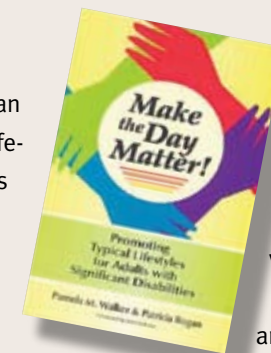
Founded by Andrew Carnegie in 1905, the Carnegie Foundation for the Advancement of Teaching is an independent policy and research center charged with promoting the teaching profession and the cause of higher education.



## Improving Life for Adults with Disabilities

**A NEW BOOK BY PAMELA WALKER OF SYRACUSE** University’s Center on Human Policy and Indiana University education professor Patricia Rogan offers an in-depth guide to promoting active and meaningful lifestyles for adults with disabilities. Tackling such issues as employment, transition from school to adult life, postsecondary education, and social relationships, *Make the Day Matter!: Promoting Typical Lifestyles for Adults with Significant Disabilities* (Brookes, 2007) is intended as a resource for service providers working with adults with significant disabilities.

Walker says there has been a gap in the literature. “Many people with developmental disabilities live in the community today, rather than in institutional facilities,” she says. “Even so, a large number have little choice and control with regard to pur-



suit of meaningful work and other engagements and spend their daytimes in segregated facilities, performing work that is meaningless to them or sitting at home with nothing to do.” The book maintains that this issue needs further attention and must be addressed through collaboration across service systems.

Walker has written extensively on community living and inclusive recreation, and has received an award from the American Camping Association for one of those papers. Her doctoral dissertation focused on the community participation and social networks of people with disabilities, and an article based on this was published in *JASH*.

For more information, visit [www.brookespublishing.com/store/books/walker-67137/index.htm](http://www.brookespublishing.com/store/books/walker-67137/index.htm).

## FACULTY Publications

*School of Education faculty members have recently published a number of books and articles on a range of education-related topics.*

- ▶▶ **Doug Biklen**, dean and professor of cultural foundations of education and inclusive elementary and special education, recently published “Enacting Literacy: Local Understanding, Significant Disability, and a New Frame for Educational Opportunity” in the *Teachers College Record* (volume 109, number 12). In the article, Biklen and co-author Chris Kliewer describe local understanding as a framework that fosters citizenship in the *literate* community for individuals commonly acted upon as hopelessly *aliterate*, *subliterate*, or *illiterate* due to assumptions surrounding their degree of disability. The authors contrast that approach with U.S. education policy that mandates a singular, narrow, and rigid approach to early or initial written language instruction, which is counter to the stated goal of an increasingly *literate* society.
- ▶▶ **Julie Causton-Theoharis**, assistant professor of teaching and leadership and inclusive elementary and special education, recently co-authored an article in *TEACHING Exceptional Children* (volume 40, number 1, pp. 56-62), the journal of the Council for Exceptional Children. The article, titled “Paraprofessionals: The ‘Sous-Chefs’ of Literacy Instruction,” outlines circumstances in which classroom paraprofessionals were used successfully to improve the reading skills of students.
- ▶▶ **Timothy Fairchild**, assistant professor of exercise science, co-authored an article in *ChemMedChem* (DOI: 10.1002/cmdc.200700239) titled “Vitamin B12 as a Carrier for the Oral Delivery of Insulin,” which describes the use of vitamin B12 as a non-invasive method for delivering insulin. The improved ease of insulin administration is considered important for attaining tighter glycemic control and better long-term clinical outcomes for people with diabetes mellitus (DM). *ChemMedChem* is a journal for the field of medicinal and pharmaceutical sciences.
- ▶▶ **Jing Lei**, assistant professor of instructional design, development, and evaluation, just published her first book, *The Digital Pencil: One-to-One Computing for Children* (Lawrence Erlbaum). In the book, Lei and co-authors Paul Conway and Yong Zhao offer a serious historical and international look at the “digital pencil” movement to equip every student with a computing device with wireless connection. The authors analyze existing data with the goal of gaining insights and making suggestions and recommendations for policy makers, teachers, and parents.

## OPENING THE WORLD for our Students



For more information, contact  
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315-443-7773  
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TO PARAPHRASE A WELL-KNOWN QUOTE, EDUCATION'S PURPOSE IS TO replace a person's small world with a wide open one. Presenting a global outlook to education broadens our students' horizons and helps them better understand their role in a multicultural and multilingual classroom and in their increasingly diverse communities.

As you have read in this issue, we are building bridges to bring the world to our students. There is great value to us all when we enable them to explore that world firsthand. We need your help to send more of our future teachers and counselors back over the bridge to experience other cultures.

Not all of our students can afford to study abroad. To remedy that, we're developing placements for our students as teachers of English as a foreign language in China, as well as other interesting work-study opportunities for our students who go abroad; however, such opportunities do not always close the gap for students who are financially disadvantaged. Please help us open the world for them as well.

With your help, the School of Education will be the model of diversity among all schools on campus by enabling an economically diverse student body to study and work abroad. Your contributions to underwrite School of Education students who wish to study abroad will make a world of difference. Thank you for all your support.

Yours truly,

Victoria F. Kohl

## Newly Established Funds

- ▶▶ Counseling and Human Services Future Counselor Educator Fund
- ▶▶ Bridge to the City Endowed Program Fund
- ▶▶ Sarno & DeVoe Scholarship Fund
- ▶▶ Joan Burstyn Endowed Fund for Collaborative Research in Education

For a detailed description of these and all School of Education and information on how you can the support of the School of Education, its students and faculty members, please visit [soe.syr.edu/Alumni/Giving/](http://soe.syr.edu/Alumni/Giving/).

ALUMNI EXCHANGE



Marie Sarno with husband, Christopher DeVoe and daughter, Allison DeVoe

## Staff Member SUPPORTS SCHOOL

**MARIE ROSE SARNO—PROGRAM SPECIALIST IN THE** School of Education’s teaching and leadership department—and husband Christopher H. DeVoe are true champions of education. The scholarship fund they established in the School of Education helps attract a diverse pool of elementary education teachers by providing financial assistance for graduate students enrolled in the elementary education program. Their recent gift to the Marie Rose and Christopher H. DeVoe Scholarship Fund has increased their existing endowment to \$75,000.

### Donation Form

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For more information, call 315-443-7773 or e-mail [vfkohl@syr.edu](mailto:vfkohl@syr.edu).

## Class NOTES

### '50s

**Peter C. McCabe Sr. '51** (B.A., education), '52 (M.S., biological education), a Clinton (N.Y.) High School Hall of Fame member, remains the school’s undefeated record holder in 100- and 220-yard sprints. He taught in Webster, N.Y., for 22 years. Before that, he was a representative for Pfizer-Bristol.

**Edith Lang Willoughby '51** (M.A., education) wrote *Overbrook School for the Blind* (Arcadia Publishing, 2007), a history of the famous Philadelphia-based school, which since 1832 has been a leader in providing education programs to children and young people who are blind and visually impaired. Willoughby, a former librarian, is archivist at Overbrook. She compiled this history by reviewing the school’s extensive archives and researching the backgrounds of the early founders.

**Bessie Cooper Noble '53** (Ed.D.) still charms students and teachers with her wit and knowledge of history and obscure facts. She is an active participant in her Syracuse and Cocoa, Fla.,

communities and is available as an inspirational speaker.

**Georgie B. Heizer '54** (B.A., student personnel) retired from a career in education and recently moved to Savannah, Ga., where she is looking for volunteer opportunities.

**Joseph S. Gervase '56** (M.A., school administration) was principal of Strong Vincent High School, Erie, Pa., for 17 years. His graduate studies at the Maxwell School focused on urban renewal. Gervase served for 33 years as board member and chair of the Erie Redevelopment Authority. He is retired and winters in Florida.

### '60s

**Thomas C. Brennan '60** (B.A., health), '62 (M.S., physical education) played golf for SU from 1956 to 1958. He taught health and physical education at SUNY Oswego and was director of intramurals and golf coach there from 1962 to 1989. He was inducted into the SUNY Oswego Hall of Fame in 2003. Brennan coached Division I golf at Coastal Carolina from 1989 to 1999 and was inducted into the

## People Person

Although **Ken Alpha '69** (M.S., education) does not get back to Syracuse as often as he would like, he has never been out of touch with the School of Education and remains an avid supporter.

Alpha attended SU as an active reservist on the GI Bill. After graduation, he worked as a counselor in public schools for a number of years, then went into business for himself. Today, he and his wife Janet are co-partners in Heritage Texas Properties, a real estate firm in Houston, Texas.

Alpha attributes his success in real estate to his ability to work well with people at all levels. “My counseling education and experience helped me become a successful business man and an excellent problem solver,” he says. “That’s where I learned how to be a good listener, maintain my objectivity, and see both sides of a situation.”



Collegiate Golf Coaches of America Hall of Fame in 1997. He has been teaching at the Golf Academy of the Carolinas since 1999.

**Lawrence H. Weiner '62** (Ed.D., special education, school psychology) retired from public school work as a special education administrator and school psychologist after 47 years. His last position was with the Newport County (R.I.) Regional Program. Now in private practice as a licensed psychologist engaged in therapy and counseling, Weiner is credited with setting the basis for preschool screening in Rhode Island and establishing the Resource Room for Learning Disabilities.

**Carolyn Z. Berwald '66** (M.A.) announced her engagement to Richard A. Joseph. She was elected vice president of the New Hartford (N.Y.) Community Enrichment Foundation and secretary of the First Source Federal Credit Union.

**Helen Frost '67** (B.S., elementary education) has written three novels-in-verse, published by Farar, Straus & Giroux Books for Young Readers: *Keesha’s House* (2004 Printz Honor), *Spinning Through the Universe*, and *The Braid* (2006 Best Books for Young Adults and Lee Bennet Hopkins Honor Award). She also published *When I Whisper, Nobody Listens:*

## ALUMNI EXCHANGE

*Helping Young People Write About Difficult Issues.* Details about her books are available at [www.helenfrost.net](http://www.helenfrost.net).

### '70s

**Douglas Dougherty '75** (B.M.Ed., music education) retired this past June after 32 years as an instrumental music teacher in the Broadalbin-Perth Central

School District, where he also served as music department chair. He is president of the Johnstown Citizens Band and plays trumpet in the Johnstown Citizens Band, Gloversville Citizens Band, and the Memorial Concert Band of Colonie. Douglas and Kathy Dougherty are the parents of Erin, age 25, and Patrick, age 23.

**Kathy Kissinger Dougherty '77** (B.M.Ed., music education) completed a superintendent development program sponsored by SUNY Oswego and the New York State Council of School Superintendents. In July, she became the superintendent of Northville (N.Y.) Central School District.

**Victor Vallo Jr. '77** (B.M.Ed., music education) is chair

of the Department of Music at Immaculata University (Pa.), where he was recently inducted into Pi Kappa Lambda Music Honor Society. He is also music director/conductor of the Immaculata Wind Ensemble and served as guest conductor of the Immaculata Symphony Orchestra.

### '80s

**Karen Ramano Young '81** (B.S., elementary education) wrote *Across the Wide Ocean: The Why, How and Where of Navigation for Humans and Animals at Sea* (Harper Collins, 2007), a book on ocean science and geography for children ages 9 to 12.

**Tahmina Zaman '84** (M.S., instructional design, development, and evaluation) published two collections of short stories last year in her native Bangla language, *Probash-o Obhibashoner Golpo*, about immigrant life experiences, and *Ei Rod Ei Prishti*. She has been traveling extensively in Bangladesh, Turkey, and Germany.

**Karen Ferguson Tauber '87** (M.S., social science education) wrote *All Pretty and Bright: Stories of Courage and Hope for the Teaching Life* (Blueberry Press, 2006).

## It's News to Us!

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