Technology: Listen and learn

University of Minnesota
Dear friends,

The first academic year of our new College has drawn to a close, and we are already planning and anticipating the coming year! In May, just a couple of weeks before our joyful and memorable commencement celebrations, we came together as a College to begin outlining the last two of the three “neighborhoods” that will be guiding our enterprise into the future. This meeting and its predecessors were collectively the most energizing, exciting, and productive experiences I’ve had during my first months in Minnesota.

As I mentioned in my last message in Connect!, the neighborhood concept is designed to serve as our organizing and mobilizing strategy for living into our mission. Forming the neighborhoods requires that each of us stretch beyond our own personal research, teaching, and service talents to actively engage with colleagues whose work expands our knowledge and deepens our understanding. Through this process, we will surface comprehensive approaches critical to addressing the complex issues facing our world.

During the past year, faculty and staff met three times in highly productive retreats to develop the concept of the first of our neighborhoods, “Teaching and Learning.” Then, although the academic year was drawing to a close, we felt an urgency to come together to lay the groundwork for the other two neighborhoods: “Psychological, Physical, and Social Development,” and “Family, Organization, and Community Systems and Contexts.”

Despite the competition of attention from final exams, papers, and dissertation hearings, this last neighborhood retreat brought 150 of us together for an entire morning. Almost immediately the room was abuzz with the excitement that comes from the active exchange of questions and ideas about possibilities: how to become more familiar with one another’s work across our nine departments and four college-wide centers; how to define the societal dilemmas that could use our many talents; and how each of us could locate ourselves within the neighborhood structure. As these and other possibilities evolve into realities, Connect! will keep you up to date on “the news around the neighborhoods.”

Meanwhile, as we thrive and grow as a new college, we will continue to take a leadership role by generating innovations in a variety of areas to redesign, then model the ways that higher education can best serve the world. This issue of Connect! focuses on one of those areas—how we can harness technology to most effectively and meaningfully educate our students and create new applications for research.

Within our College, we have faculty members who are researching the use of podcasts, wikis, and blogs (to name just a few systems that didn’t even exist ten years ago!) to facilitate access to and learning in higher education. Other faculty are exploring how technology can provide new instructional pathways in the K-12 school systems. Our College is proud to be leading the way in the state and across the country for many of these applications.

Technology will also play an important role in our neighborhoods, providing the infrastructure for sharing our many disciplines’ critical experimental and applied research, teaching, and service discoveries. Additionally, technology will enable us to broaden the reach of knowledge exchange across the University and throughout the world outside of our walls.

As you read the last issue of Connect! for our first academic year, I hope you learn much and remain as excited as I am about being part of a College that is destined to positively transform the future for, as stated in our mission, “children, youth, and adults across the lifespan in families, organizations, and communities,” near and far.

Have a great summer, and we’ll see you in the fall!

Best regards, Darlyne

Darlyne Bailey, dean and assistant to the president
Campbell Leadership Chair in Education and Human Development
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on the cover: Undergraduate Mark Sherman Acesor listens to a podcast for his postsecondary teaching and learning history class.

photo by Dawn Villella
AROUND THE NEIGHBORHOODS: The neighborhood themes pull together the College’s talents and strengths toward a common vision and mission. The themes are: Teaching and Learning; Psychological, Physical, and Social Development; and Family, Organization, and Community Systems and Contexts.

Neighborhood retreats stimulate future plans

This spring, College faculty, staff, and community members gathered in a series of spirited half-day retreats to plan the future of the new neighborhoods—an organizing principle for carrying out the mission and vision. The gatherings were intended to generate ideas for the neighborhood framework, as well as to spark collaborative relationships among College colleagues.

Developed by Dean Darlyne Bailey in partnership with members of the College community, the three neighborhood themes—teaching and learning; psychological, physical, and social development; and family, organization, and community systems and contexts—bring to life the College’s calling to enhance human development across the lifespan.

“Not only do the neighborhoods allow us to live up to our vision and into our mission, but most importantly, they also bring together our faculty, students, staff, and resources for multidisciplinary scholarship and community-based action,” says Bailey.

The unique nature of each neighborhood led to several distinct ideas for mobilization. Among their many suggestions, participants in the three Teaching and Learning retreats discussed the need for increased faculty collaboration with E–12 (early childhood through twelfth grade) educators. During a May 4 retreat planned around the remaining two neighborhoods, faculty and staff discussed how performance incentives could be used to encourage multidisciplinary research across departments and fields.

The dean’s office is studying feedback from the retreats and developing concrete next steps for each neighborhood.

Undergraduates reach out with meaningful mural

Students from the Multicultural Voices Learning Community in the Department of Postsecondary Teaching and Learning unveiled their mural, “Reaching Out,” at the College Assembly and Recognition Event in April. Commissioned by Dean Darlyne Bailey, the collaborative project represents the many communities the College serves as well as the community of students who created the mural. The College mission statement flanks photos of students’ own hands, which reach toward diverse paintings and photographs of their families and friends. The spring 2007 learning community included Creativity Art Lab, taught by Pat James; International Literature, taught by Rashné Jehangir (pictured left); and Basic Writing, taught by Pat Bruch.

For a list of individual honorees who were also recognized at the college-wide event, please see page 9.
Cultivating cultural awareness

The Learning Abroad Center has made a course co-created by educational policy and administration Professor R. Michael Paige required for all University students who study abroad through its programs. The one-credit Maximizing Study Abroad course is based on a student guide by the same name that Paige co-authored with Professor Andrew Cohen from the Center for Advanced Research on Language Acquisition, Barbara Kappler from International Student & Scholarship Services, and graduate research assistants Julie Chi and James Lassegard.

The authors use reflective questions and real and hypothetical situations to teach strategies for learning new cultures and languages. The curriculum is paced to deal with cross-cultural interactions as the students may encounter them, such as figuring out the ground rules in a home-stay environment (How long can I spend in the shower?), inter-cultural dating etiquette and safety (Who pays?), moving from culture shock to cultural adaptation, and much more. The majority of the 420 students who were enrolled in the Maximizing Study Abroad class this spring took the course online from Ph.D. students in educational policy and administration’s comparative and international development education (CIDE) program.

Ultimately the students’ learned ability to adapt to new situations will translate to any situation and location, even in their home country, says Shelly Kippa, a CIDE doctoral candidate who was lead instructor last fall, adding that this skill is necessary in our increasingly intercultural world.

Paige and Cohen have also developed pre- and post-departure courses as part of their ongoing Maximizing Study Abroad research, though neither class has been added to the University’s course catalog at this point.

ICI imparts global expertise

In fall 2006, the Institute on Community Integration (ICI) launched the Global Resource Center for Inclusive Education to help educational organizations and agencies around the world improve programs, practices, and policies that affect people with disabilities. Christopher Johnstone, a research associate in ICI’s National Center on Educational Outcomes, and Tom Delaney, of ICI’s North Central Regional Resource Center, founded the center in response to a number of invitations from international clients. Johnstone will serve as the Global Resource Center’s first director and Delaney will act as assistant director.

So far staff members have conducted research in Trinidad, Tobago, and Kenya. Johnstone is researching the overlap between HIV/AIDS and developmental disability in Lesotho, Africa this summer. He and Delaney will lead a group of teacher trainers to Singapore throughout 2007.
New certificate promotes community learning

The Department of Curriculum and Instruction has begun accepting applications for a new certificate in community and learning. Drawing on faculty from across the College and University, the certificate develops informal education skills in a variety of community settings. The multidisciplinary approach to learning and teaching is designed to appeal to students interested in fields such as youth program leadership, community activism, and environmental education. In keeping with the community-based spirit of the program, students will also have ample opportunity to work and learn outside the classroom. The 15-credit certificate is available to undergraduate and graduate students.

Youth studies grows into major

The much anticipated four-year degree in youth studies will begin admitting students for fall 2007. In February the University Regents approved the bachelor of science degree in the popular subject, which has been available as an undergraduate minor since 2001. The program will be housed in the School of Social Work.

The youth studies B.S. was developed over the course of five years, drawing from the latest youth work being conducted locally, nationally, and abroad. The degree will give students a cross-cultural perspective on youth, preparing them for future graduate studies and for careers in education, social service, juvenile justice, and a host of other areas.

Youth studies faculty member Lisa Kimball is enthusiastic about the program. “The B.S. in youth studies meets a demonstrated need in Minnesota communities for knowledgeable, culturally competent youth workers,” she says.

Fellow faculty member Ross VeLure Roholt agrees, adding “Simultaneously, [the program] formally positions the University and the College to provide leadership in the emergent international field of youth studies research and teaching.”

New Ph.D. examines urban, teacher education

A new doctorate of culture and teaching (CAT) was recently launched by the Department of Curriculum and Instruction. The program, focused on the interplay between culture, teacher development, and urban education, has 10 students enrolled for 2007.

Faculty members Tim Lensmire, Bic Ngo, Misty Sato, and Thom Swiss founded the program in response to student demand and recent trends in scholarship on teaching and learning. In a decidedly diverse world, increasing numbers of teachers and education scholars accept the idea that culture is a central backdrop of teaching and teacher development. The CAT program uses this idea as a springboard for interdisciplinary studies in pedagogy, philosophy, and other fields.

“The culture and teaching faculty is exemplary,” enthuses Stacy Ernst, a student in the program. “All passionately champion equity, social justice, and community-building in teacher development and in pre-K-12 schools. They ‘walk the talk.’”

While CAT students will analyze education issues that pertain to all teachers and students, much of the program focuses specifically on urban and immigrant education.

More information about the program is available at education.umn.edu/CI/Programs/CAT/default.html.
African American Read-In wins major award

Ezra Hyland, teaching specialist in the Postsecondary Teaching and Learning department, has won a $50,000 PageTurner Award for the University’s African American Read-In program. The award, given by celebrated novelist James Patterson, was one of only 39 presented to reading programs across the country.

The African American Read-In, now in its eighteenth year, is a national initiative aimed at promoting African American literature during Black History Month each February. The Minnesota branch of the program extends its reach throughout the year via a book club, book drive, and other community events. In 2007 co-sponsors included the Black Caucus of the National Council of Teachers of English and the Givens Foundation for African American Literature.

Hyland became the volunteer regional coordinator for the program in 1996, a year after joining the University. Since then, the largest grant ever received was $5,000. Until now, of course. But Hyland is certainly not resting on his laurels. He plans to donate books to the schools and programs that participated this year and will take a group of secondary and college students to South Africa next summer.

In May Hyland used a portion of the award funds to sponsor discussions with South African literacy activist Neville Alexander, who was once imprisoned alongside Nelson Mandela for speaking out against apartheid.

College steps forward on Northside Initiative

The College of Education and Human Development has been named the academic lead in an ongoing community development initiative in North Minneapolis. The University Northside Partnership (UNP) will gather University resources to strengthen community, build human capital, and improve overall health in one of the most challenged urban communities in the Twin Cities.

One of the College’s primary goals as academic lead is to help weave together the various components of the Northside partnership to align faculty outreach and research with needs that the community has identified. UNP’s objectives include improved school and learning outcomes for young children, assistance with job training and business opportunities, and increased access to higher education within the North Minneapolis community. The College will also engage with UNP members and with the community to evaluate the process and impact of the partnership.

College leaders will immediately collaborate with interested University and community partners with the goal of creating work teams around community-identified core themes of health, education, and economic and community development. Continuing to strengthen UNP’s relationships with community organizations and liaisons will be a key step in this process. The College will also survey University faculty to understand gaps and overlaps in existing projects in North Minneapolis.

A number of UNP initiatives have already started; others will emerge from ongoing activities. The University is constructing a child and family center, to be directed by Dante Cicchetti, McKnight Presidential Chair and professor, Institute of Child Development and Department of Psychiatry. The center will research the causes and consequences of mental illness as well as provide community access to the best practices and intervention on issues facing children and families. Scott McConnell, professor of educational psychology and director of community engagement for the Center for Early Education Development, is working with community colleagues from Hennepin County and Folwell Center for Urban Initiatives to launch Five Hundred under 5, an interdisciplinary project focused on early child development and school readiness.

Alexander will lead the students who travel to South Africa in discussions of African and African American history and give them a firsthand perspective on daily life in his home country.

As for Hyland’s hopes for the program’s long-term future? “I hope the program can focus on cultural activities, [after] we and our partners have helped eliminate the problem of illiteracy in Minnesota.” With more awards like this one, that goal might not be so far away.

Corrections and clarifications

Wayne Caron is misidentified in the photo on page 22 of the Spring ’07 issue.

The School of Social Work social justice minor program sponsored the January presentation of Children of New Orleans, Still Weathering the Storm (“Reaching Out to New Orleans,” Spring ’07). Social work professor Lisa Albrecht is the lead curriculum adviser for Gulfsouth Summer Youth Action Camp, which created the film.
Celebrating Commencement

On May 10, the new College of Education and Human Development celebrated its first graduating class. More than 530 undergraduate and graduate students received degrees. They were joined by about 100 College faculty members, who sat on stage during the proceedings. Alumnus James Sirbasku (second to bottom left photo, far left) delivered a keynote address encouraging the graduates to set goals and believe in themselves to achieve those goals. A successful entrepreneur, Sirbasku is founder and CEO of Profiles International, a multinational provider of employee assessment instruments.

Student speaker Maria Le (B.S., foundations of education, B.A. child psychology, second to bottom left photo, seated to the left of Dean Bailey), winner of the President’s Distinguished Student Scholarship and an Undergraduate Student Service Scholarship, thanked faculty and staff for preparing graduates to change the world.

The College conferred honorary doctorate degrees to Gerald Bubis (M.S.W. ’50, bottom left photo), a leader in the fields of social work and Jewish communal service, and to Joseph White (second from top left photo), a founder of the discipline of ethnic psychology. Associate Dean Heidi Barajas presented Mary Johnson (second from bottom left photo) with the College’s first “Ordinary People, Extraordinary Deeds” award for her work with parents of murder victims and offenders.

On separate occasions, each department hosted a reception for its graduates, providing students a chance to celebrate with their cohort and with the faculty and staff members closest to them.
Retired

**Peggy Beck**, early childhood education specialist, Shirley G. Moore Lab School, 17 years at the University

Beck has held a variety of titles, including head teacher, early childhood student teacher trainer, and placement coordinator, all within the Shirley Moore Lab School. She is a member of the Association for the Education of Young Children (AEYC), and other professional organizations.

**John Cogan**, professor, educational policy and administration, 38 years at the University

Cogan has conducted extensive research in the area of citizen education, and was past director of the nine-nation Citizenship Education Policy Study. Cogan received the Robert H. Beck Faculty Teaching Award in 2004.

**Lynn Galle**, director, Shirley G. Moore Lab School, 31 years at the University

Galle has been part of the Shirley Moore Lab School community for more than three decades. She has served as the president of the Minnesota AEYC and the Midwest AEYC and was a national board member for the National Association of Early Childhood Teacher Educators. She received the Outstanding Service Award from the Midwest AEYC Council and the Evelyn House Award from Minnesota AEYC.

**Helene Hass**, family and staff support specialist, Shirley G. Moore Lab School, 19 years at the University

Hass came to the Shirley Moore Lab School in 1988 after working in public schools. She was lead teacher for the two- and three-year old children for many years, and in recent years has worked more closely with parents and staff.

**Betty Jo Johnson**, executive administrative specialist, external relations, 30 years at the University

Johnson began her career as a secretary in the College’s typing pool. She worked in the counseling and student personnel psychology program, in educational psychology, and for the last 16 years, for development and alumni relations. Johnson has played key roles in supporting several all-College events and served on the University-wide Staff Day committee for many years. In 2006 she received the President’s Award for Outstanding Service to the University.

**Darrell Lewis**, professor, educational policy and administration, 40 years at the University

Lewis, an international consultant on higher education systems, has published and presented extensively over the course of his career. His current research focuses on economic assessment and the evaluation of disability policies.

**Gary McLean**, professor, work and human resource education, 38 years at the University

McLean has received numerous recognitions for his teaching, research, and service, including the Morse-University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education. He was once president of the Academy of Human Resource Development and of the International Management Development Association.

**David Pucel**, professor, work and human resource education; 43 years at the University

Pucel taught courses in a variety of subjects, including performance-based instructional design and evaluation, evaluation of human resources and development programs, and advance research methodologies.

**Alice Ross**, executive assistant, postsecondary teaching and learning, 25 years at the University

Ross began her career in Crookston working with families in the emerging leadership program for the Minnesota Extension. She joined the former General College in 1990, first working with student services, then in the science, business, and math division, and finally as the registrar.

**Michael Rothweiler**, executive director, University Day Community; 31 years at the University

In 1977, Rothweiler helped launch the University’s Day Community program, an adolescent day treatment center, and has also been active in provider groups in Hennepin County. He helped form the first General College Civil Service Committee.

**Zita Sanzone**, associate administrator, postsecondary teaching and learning, 30 years at the University

The majority of Sanzone’s career was spent in the former General College dean’s office. In recognition of the quality of her work, she was the recipient of the Jeanne T. Lupton Award for Civil Service Employees and the General College Civil Service Outstanding Performance Award.
Richard Uthe, associate professor, postsecondary teaching and learning, 29 years at the University

Uthe taught classes in mathematics and the natural sciences in the former General College. He was active in a number of professional organizations, including the Geological Society of America and the National Earth Science Teachers Association.

Honored

Dante Cicchetti, McKnight Presidential Chair and professor in the Institute of Child Development and the Department of Psychiatry, has won a Mentor Award in Developmental Psychology from Division 7 of the American Psychological Association. The award recognizes individuals who have had an impact on the field of developmental psychology by mentoring young scholars.

Maureen Cisneros, a member of the TRiO Student Support Services staff, was selected to the student at-large position for the University of Minnesota Board of Regents. Cisneros joins two other new regents with CEHD connections: Verona Hung, an alumna of the McNair Scholars program, and Linda Cohen (Ph.D. ’86).

Murray Jensen, associate professor of postsecondary teaching and learning, received the 2007 Outstanding Undergraduate Science Teacher Award by the Society of College Science Teaching, the college division of the National Science Teachers Association.

Mary Jo Kane, professor and director of the School of Kinesiology, was given the McNamara Alumni Center Campus Recognition Award for her time and effort serving as co-chair of the University’s Student-Athlete Academic Performance Task Force.

Assistant Professor Hee Lee in the School of Social Work was selected as a Hartford Geriatric Scholar by the John A Hartford Foundation. The program provides buy-out time, research funds, and mentorship opportunities.

Na’im Madyun, assistant professor of postsecondary teaching and learning, was invited to serve on the Editorial Board of Education and Urban Society, a journal covering new knowledge in educational processes, controversies, research, and policy.

Work and human resource education professor Gary McLean’s book Organization Development: Principles, Processes, Performance was selected as 2006 Book of the Year by the Academy of Human Resource Development. He was also inducted into the academy’s Hall of Fame.

Randy Moore, professor of postsecondary teaching and learning, received the 2007 Carnegie Foundation for the Advancement of Teaching’s Minnesota Professor of the Year Award, recognizing influence on teaching and outstanding commitment to teaching undergraduate students.

R. Michael Paige, professor of educational policy and administration, has been awarded the inaugural Peter A. Wollitzer Advocacy Award by the Forum on Education Abroad, recognizing his influence on educational institutions to understand and support education abroad.

The American Educational Research Association (AERA) awarded Misty Sato, assistant professor of curriculum and instruction, the Kappa Delta Pi/AERA Division K Early Career Research Award.

Cathy Solheim, associate professor of family social science, has been named Chair of the International Section of NCFR.

William Turner, professor of family social science, has been awarded a Robert Wood Johnson Health Policy Fellowship, to work in Washington, D.C., for a year with federal agencies and legislators on health policy matters, and then return to the University to pursue his own work in health policy.

Alumni Society awards

Distinguished International Alumni Award: Ahmad Ajarimah (Ph.D. ’98)

Gordon M. A. Mork Outstanding Educator Award: Todd Beach (M.Ed. ’99)

Robert H. Beck Faculty Teaching Award: Karen Seashore, professor, educational policy and administration

Larry Wilson Award: Patricia Elder (M.A. ’82, Ph.D. ’86); Paula Goldberg (B.A. ’64)

William E. Gardner Pre-K–12 Outstanding Educator Award: John Kunz, Jr. (B.S. ’70); Linda Woessner (B.A. ’73)

College awards

CEHD/Council of Academic Professionals and Administrators Outstanding Achievement Award: Peggy Rader, College communications director; Deb Snouffer, assistant to the director, social
work; Jill Trites, senior teaching specialist, postsecondary teaching and learning

Civil Service/Bargaining Unit Cost Reduction and Operation Improvement Award: John Brian Becker, principal administrative specialist, kinesiology

Civil Service/Bargaining Unit Outstanding Performance Award: Karen Borchardt, student services specialist, social work; Pamela Cook, student personnel worker, student and professional services

Civil Service/Bargaining Unit Quality and Quantity of Job Outcome Award: Victoria Neau, project and support coordinator, dean’s office; Jonathan Sweet, program associate, kinesiology

Community Engagement and Outreach Award: Linda Jones, associate professor, social work; Vicki Griffin, executive administrative specialist, social work

Civil Service/Bargaining Unit Service Delivery and Professionalism Award: Patty Hoag, team lead, Dean’s Office; Alicia Vegell, placement coordinator, educational psychology; Marilyn Johnston, administrative director, Center for Applied Research and Educational Improvement; Cathy Zemke, administrative specialist, curriculum and instruction

Distinguished Teaching Award: Lisa Albrecht, professor, social work; Lee Galda, professor, curriculum and instruction; Barbara Hodne, professor, postsecondary teaching and learning

Excellence in Academic Advising Award: Jo Ann Buysse, education specialist, kinesiology

Excellence in Research Award: Jeffrey Edleson, professor, social work

Excellence in Discovery Award: Susan Wells, professor, social work

Jeanne T. Lupton Service Award: Anita Green, executive assistant, Student & Professional Services

Multicultural Recognition Award for promotion of multicultural perspectives: Bryan Cichy, graduate student, educational psychology; Priscilla Gibson, assistant professor, school of social work; Antoany Le, undergraduate student, family social science

Professional and Academic Outstanding Achievement Award: Deb Snouffer, assistant to the director, social work

University awards

Five College faculty members have received the President’s Faculty Multicultural Research Award: Jim Bequette (curriculum and instruction), Tabitha Grier (postsecondary teaching and learning), Hee Lee (social work), Bic Ngo (curriculum and instruction), and Carla Taboume (kinesiology).

Julia Conkel (graduate student, educational psychology), Celi Dean (undergraduate, family social science), Kerry Phillips (undergraduate, kinesiology), and Kelly Roysland (undergraduate, kinesiology) won the all-university President’s Student Leadership and Service Award.

Ernest Davenport, Jr., associate professor of educational psychology, was one of the winners of the University’s Outstanding Community Service Award for 2007.

Sande Hill, administrative director in the Department of Educational Psychology, won the President’s Award for Outstanding Service.

Patricia James, associate professor in the Department of Postsecondary Teaching and Learning, received a Morse-Alumni Undergraduate Teaching Award for her outstanding contributions to undergraduate education. James was also inducted into the Academy of Distinguished Teachers in April.

Professor of social work Helen Kivnick received the 2007 Josie R. Johnson Human Rights and Social Justice Award from the University’s Office for Equity and Diversity.

In memoriam

Donovan Johnson died April 1, 2007, at age 96. Johnson was both a University alumnus and professor. He received a B. S. in mathematics in 1931; an M.A. in educational psychology in 1933; and a Ph.D in education in 1948. Johnson taught science at Stillwater High School for six years before returning to the University as a professor. He taught math education within the Department of Curriculum and Instruction until his early retirement in 1973. He and his wife, University alumna Alice Johnson, were profiled in the Spring 2007 issue of Connect!, available online.

William Kavanaugh died April 22, 2007, at age 93. After serving in the U.S. Marine Corps during World War II, Kavanaugh entered Dunwoody Institute in Minneapolis and then moved to the University as an instructor in 1946, a year before he received his bachelor’s degree. He became a professor in the education department in 1955 and retired in 1984. Kavanaugh’s work at the University primarily focused on preparing vocational and industrial educators.
New assessments show real progress:

GENERAL OUTCOME MEASURES TRACK LEARNING AMONG THOSE WITH SIGNIFICANT COGNITIVE DIFFICULTIES

by Andrew Tellijohn

Federal mandates such as No Child Left Behind and the Individuals with Disabilities Education Act require schools to demonstrate adequate annual progress from all students, regardless of ability. How to provide that proof for students who often don’t read, aren’t verbal, or who face other hurdles has been a challenge. Educators have struggled for years to find consensus around the progress that should be expected of students with significant cognitive disabilities and how to monitor such progress.

Researchers in the Research Institute on Progress Monitoring (RIPM), housed in the Institute on Community Integration and the Department of Educational Psychology, are developing progress monitoring for such students through a number of different studies. In one, researchers are using laminated cards showing pictures, letters, and numbers to track progress among 14 children with significant cognitive disabilities in Minneapolis schools. Researchers ask the students to pick out a specific figure from a number of choices on each card—for example, the letter “L” from a selection of three symbols. The general outcome measures (GOM) focus on subjects such as reading and math, rather than more functional assessments such as choice-making.

In last year’s pilot study, researchers used the cards with the students throughout the school year, then tested them once and recorded the number of correct answers given in a certain time frame. Such curriculum-based measurement was pioneered by educational psychology professor Stan Deno.
Researchers spent the 2006–07 school year tweaking their process to establish the shortest amount of testing time required to gather useful results. The current study encompasses 15 elementary-school students and 15 secondary-school students in Minneapolis, whom researchers test three times each year. Teri Wallace, principal investigator on the study, who co-directs RIPM with educational psychology professor Christine Espin, plans to continue assessing the same students next year and to expand the number of participants. Funded by a five-year, $5 million grant from the U.S. Department of Education, RIPM will conduct a number of other ongoing studies as well.

The hope is that such monitoring over time will provide teachers with a better idea of whether students with significant cognitive disabilities are learning the material they are being taught, says Wallace.

Results should help teachers find better teaching strategies, ultimately leading their students to more fulfilling lives. “I think it actually respects where those kids are at and gives their teachers and their parents and the students themselves a way of capturing their performance in some academic areas,” Wallace says. “That is exciting. The teachers, you should hear them talk about it. They didn’t think this would be possible, and it’s working.”

Observers of the research say the results promise to provide far more standardized assessments of students with significant cognitive disabilities than have been available. It’s been difficult to figure out teaching methods and standards for such students, says Harold Kleinert (M.A. ’74), executive director of the Interdisciplinary Human Development Institute at the University of Kentucky. Wallace’s research could, for the first time, give those teachers a quickly administered, reliable tool for measuring student progress, he says.

“[The results will] give us guidance toward what kind of programming is appropriate for them,” she says. “I think when you are with kids every day, sometimes you have to step back to see the growth. When you are with them all the time you don’t see the changes.”

The point of RIPM’s general outcome measures is to show progress among students within an annual time frame, says Wallace. If the assessments are sensitive enough to show real growth, there may be an opportunity to include the measures in state and federal reporting structures.

Ultimately the goal of RIPM’s approach is to help develop an educational system that respects different ways of learning “and provides a way for kids to be included in systems of academic assessment, a way for teachers to use that assessment information to improve their instruction, and ultimately for kids with significant disabilities to achieve at greater levels or to their potential in academic areas,” Wallace says. “Hopefully the system we build will help inform people better.”

Cathy Carr, district program facilitator for the Minneapolis Public Schools’ Developmental Cognitive Disability program, says GOM could provide teachers for the first time with a system-wide pattern for seeing incremental growth in students who have significant cognitive disabilities and could help maximize the students’ learning potential.

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TERI WALLACE, DIRECTOR, RESEARCH INSTITUTE ON PROGRESS MONITORING
by Anitra Budd

Professor Emerita Pauline Boss, family social science, speaks in a measured tone. Her gestures are economical, her words carefully chosen, and her reasoning elegantly logical. Boss might be considered an austere academic, were it not for the messy, complex, and vitally human nature of her work: ambiguous loss.

Ambiguous loss is a field that studies unresolved grief. Those who have lost relatives in natural disasters, people caring for spouses with dementia, and parents of missing children all have a place in Boss’s research. “All loss is touched with ambiguity,” she says. “Much of my recent work has been with brain-injured veterans returning from Iraq.”

Boss has pioneered the study of ambiguous loss since 1973, two years before earning a Ph.D. in child development and family studies from the University of Wisconsin, Madison. Her deep interest in the subject may be a reaction to her rather rigid upbringing. “I come from a very Midwestern, Calvinist background, and it’s perhaps because of this that I’m drawn toward an area that isn’t precise,” she explains.

Not only imprecise, but potentially emotionally draining—Boss has worked on the frontlines of some of the greatest tragedies of our time, including Hurricane Katrina and the September 11, 2001, attacks. But rather than succumb to sadness, Boss is rejuvenated by her work. “For me, recharging comes from seeing the usefulness of it. I judge the worth of my work by its usability.”

In the days immediately following September 11, Boss found herself energized by the events unfolding around her. “When you’re in the ivory tower, you work very slowly and carefully. In 9/11, I had to come up with a family intervention program in a few days,” she says. “It threw me into the real world to say, ‘I have to take a risk here.’”

Wayne Caron, assistant professor of family social science and Boss’s former Ph.D. advisee remarks, “Pauline’s work has always exemplified the joining of theory, research, and practice.”

In addition to the countless number of people who’ve been helped by her research, Boss has received several prestigious awards, including a 2002 award from the National Council on Family Relations for her excellence in research and theory. Today, at 70 years old, she is still taking risks. Despite retiring from the Department of Family Social Science in 2005 after 24 years of teaching, she maintains a packed schedule of writing, speaking engagements, and a private psychotherapy practice. Her most recent book, *Loss, Trauma, and Resilience: Therapeutic Work with Ambiguous Loss* (W.W. Norton, 2006), is based on the work she continues to do with families of the psychologically missing, such as those who suffer from Alzheimer’s disease or other chronic mental illnesses.

So when, if ever, does Boss take a break? Her marriage to Dudley Riggs, a well-known comedian and founder of Minneapolis’s Brave New Workshop comedy troupe, might offer some clues. “There’s a lot of imagination and intelligence in our home,” Boss says. “It’s so wonderful after I’ve been away to come home to a great and very supportive family, and a husband who’s constantly taking me to wild and imaginative places.”
Reaching out through technology

Technology continues to advance at dizzying speeds, transforming the way we teach, learn, and live. New devices and applications are creating unprecedented levels of communication and connectivity across the globe. Here at the College, faculty and staff are harnessing these tools in their classes, in research, and in outreach.

Communicating and teaching in new ways supports the College’s vision to be multicultural, multidisciplinary, and a model for engagement. Faculty in the Department of Postsecondary Teaching and Learning, for example, serve their multicultural students with podcasts (online broadcasts) and an overarching commitment to Universal Instructional Design (page 26). Educational administration program administrator Ann Zweber Werner uses Web-content delivery and online blogs to tap into a multidisciplinary cast of experts across College departments and in the professional world (page 16). The technology leadership program engages school administrators in an effort to better harness technology in the K–12 community (page 20).

Connectivity is also vital to the College’s new neighborhood organizing structure, as faculty and staff use technology to discover and tap into their common and complementary knowledge and research. This issue of Connect! vibrantly represents each of the three neighborhoods. “Reading, Writing, and Emoticons” (page 23) highlights the work of faculty in the Teaching and Learning neighborhood as they apply their literacy research to digital communications. Family social science professor Jody Dworkin’s online courses (page 30) for University parents support family, organization, and community systems and contexts. Online meeting technology brings national experts on substance abuse and mental illness to Peter Dimock’s School of Social Work class, contributing to an understanding of psychological, physical, and social development.

In the end, though, as valuable as technology is to our work, it’s important that an institution dedicated to education and human development remember the following words of wisdom from Associate Dean Heidi Barajas: “The best teaching and learning happens amongst a diverse group of human beings exchanging ideas.”
Online learning grows up

THE COLLEGE LEADS THE CHARGE TO USE NEW TOOLS FOR BETTER EDUCATION

by Rebecca Ganzel

students enrolled in Aaron Doering’s Online Learning Communities class sometimes meet outside, on a broad terrace whose marble balustrade borders a picturesque sea. It’s always calm here; no one ever slaps a mosquito or seeks shelter from bad weather. Discussions are lively, but be prepared: At any minute, the student next to you might take off in flight.

Where is this idyllic spot? The virtual world of Second Life, a popular Web site where people create artificial spaces for travel, socializing, and yes, learning. Sixty colleges and universities have set up classrooms there, the Christian Science Monitor reported last fall.

“The purpose of the class is teaching how to teach online. I practice what I preach,” says Doering, assistant professor in the Department of Curriculum and Instruction, who coordinates the College’s new distance learning certificate.

“Community is a key issue for online courses,” he continues. “You need to use the technology to get the students engaged.”
Doering’s class combines computer delivery with face-to-face meetings. During spring semester ’07, Doering and his students met for three and a half hours every week, about half of the time in an actual Peik Hall classroom, the rest online. In addition to Second Life, Doering uses whiteboards (shared online notebooks) and discussion areas powered by the University’s WebVista online-course software.

Instructors in the College are drawing on an evolving digital toolbox as they expand the classroom beyond its traditional boundaries and provide new ways of learning. Online communications cross the limitations of space, allowing experts from around the globe to contribute to class discussions. Web logs (blogs) create ongoing opportunities for instructor-student interaction.

Blogging to ‘best practice’

Ann Zweber Werner’s epiphany came as she was contemplating how to design a teaching unit that would reflect the new state standards in principal licensure, which, for the first time, imposed the same requirements on both elementary and secondary principals. She was curious about the similarities and differences between the two groups’ experiences and decided to go straight to the source for the most accurate information.

Werner, program director of licensing for educational administrators in the Department of Educational Policy and Administration, is quite familiar with the secondary principal perspective; she was a high-school principal for more than 20 years. She asked three Minnesota elementary-school principals to share their experiences by keeping detailed blogs for one year. The writers’ identities are kept completely anonymous; readers know only that one is from an urban school district, another from a suburban one, and the third from a rural area.

The reason for such secrecy becomes evident when you read the honest accounts (and sometimes raw emotion) that the bloggers express. Werner asked the principals to address four questions each day: What were the main topics of the day? Who were the participants? What were the emotions involved? What did you do about it?

The frank, first-person narratives describe what it’s really like to be a principal in 21st-century America. “Traditional textbooks talk about things from a ‘research voice;’ they give you one-page case studies and suggest steps to take,” Werner says. “But so many administrators say, ‘I didn’t learn how to do my job until the first day I was in it.’”

These blogs form the heart of what Werner calls Layered Learning Modules (LLM)—content-driven learning units that can be used as part of a class or stand alone as resources for anyone who wants a quick primer in the subject. Each blog entry is coded so that students can find topical information easily. The LLMs include related blog...
entries as well as specific layers created by an individual or multiple experts on a particular topic within the larger subject area, fostering a multidisciplinary teaching approach. The School Safety LLM, for example, will draw on expert authors from the Departments of Educational Policy and Administration, Educational Psychology, Curriculum and Instruction, and the Institute of Child Development, as well as administrators in the field. Each module is presented in video and audio via the University’s online meeting software, Breeze. Relevant text chapters and bibliographies are also delivered via the Web.

Werner has used insights gained through the blogs to shape state licensure requirements, powerfully affecting the K–12 community statewide. Additional blogs are underway with middle-school principals and directors of community education, and plans call for future interaction with high-school principals and school superintendents. She hopes the real-world accounts will help policymakers and the public as a whole understand the complex and demanding nature of educational administration. Additionally, the blog content may influence professional-development course design for teachers and administrators alike. Werner plans to start selling her LLMs through UMart, the University’s online store, this summer.

Global experts

Most of the online components of courses taught at the University are asynchronous. That is, they do not require students to log on simultaneously to communicate with each other or their teachers. The online video-enabled meetings that are a hallmark of the classes taught by Peter Dimock, a teaching specialist in the School of Social Work, are a notable exception.

Dimock was a classic early adopter of computers. He landed one of the University’s first Technology-Enhanced Learning grants, established to promote the latest online course software, shortly after he joined the faculty in 1998. “I wanted to offer an online course in psychopharmacology, since you don’t need face-to-face interaction to learn about cells and how drugs work in the body,” explains Dimock, who was in clinical social work practice for 25 years. It was the first online class for many of his 25 students.

Dimock’s course delivery has evolved since then. He uses the latest version of Breeze to bring national experts into his Co-occurring Disorders class, virtually and in real time. Students benefit from the real-world experiences of licensed social workers located as far away as the San Francisco Behavioral Health Center and the Harvard Medical School. “They also have many of their assumptions about practice challenged and are forced to think critically about the contrasting information they receive,” Dimock explains.

All students can and must participate in the live interactions. Dimock requires students to develop focused questions to ask the experts and grades them on their contributions. “They can use a mike attached to their computer, or a Webcam, or just type in questions,” Dimock says. “You can participate no matter what your technology.”

Enhanced communication

It’s a good bet that Michelle Everson spends more time on the computer than she does sleeping. By the fourteenth week of the 16-week Introductory Statistical Methods class she instructed this spring, the discussion board had posted 2,015 messages total—390 by Everson.

“I check [the discussion board] often—at least twice a day,” Everson says. “And I model how to respond. I cheer them on, let them know they’re on the right track, correct misinformation.”

In the online-only statistics courses she teaches as a lecturer in the Department of Educational Psychology, Everson has developed weekly modules for maximum
Educators who have participated in the College’s school technology leadership program are serving as ambassadors to school districts across the nation and shaping the future of technology throughout the K–12 system. Joan Hughes, associate professor of curriculum and instruction, and Scott McLeod, assistant professor of educational policy and administration, created the graduate certificate program in 2002 to help address the “critical national shortage” of administrators who can effectively facilitate technology implementation in schools.

Institutions in the K–12 system have historically lagged other sectors in adopting new management and educational technologies. Tight funding, generational differences, and administrators too short on time to learn new systems all get some of the blame for this gap. A lack of technology in the schools can have critical long-term impact on students, who don’t always have access in their homes. This so-called digital divide can prevent success in post-secondary education and in employment.

To date about 20 educators have completed the school technology leadership certificate. Jennette Kane, technology integration supervisor for the Orange City Schools in suburban Cleveland, Ohio, is among the College’s school technology leadership graduates. She spent a week on the Twin Cities campus and completed the rest of her coursework online.

“I brought back a lot of resources to help us with data-driven decision making,” Kane says of her certificate studies. As a result, she is working with building administrators to gather information about student achievement, such as which instructional strategies may be most effective for gifted or special education students, or whether there is a correlation between attendance, achievement, and demographics. “Our ultimate goal is to be able to use the reported data from the state and our own data and reporting sources to inform our instructional practices and improve achievement scores,” she adds.

She always keeps her focus on how technology can enhance learning, Kane explains. Through the certificate, she also learned about law and policy as related to technology use, and gathered resources and ideas on how to design a school district technology plan. Her efforts to apply this knowledge have been rewarded. Last fall, the National School Boards Association named Kane one of “20 to Watch” who will help shape education technology for the next 20 years. Her long-term goal is to oversee her school district’s technology department, which serves 2,300 pre-K–12 students in addition to adult learners.

By and large, certificate co-creators Hughes and McLeod say K–12 administrators have not been effective leaders in the adoption of technology, and many schools operate much as they did 50 years ago. “We adults are abdicating our roles to work with [youth] to use the tools appropriately,” comments McLeod, winner of a 2007 Cable’s Leaders in Learning Award, “to teach information literacy, media literacy, and how to apply their technology skills to be an architect or a physicist [for example].”

Kane, whose district offers several technology-integration academies for its teachers and administrators, says, “I do wish that technology integration was included in professional development requirements; right now, it’s voluntary. I think K–12 technology adoption is very uneven. In Ohio, we have a strong state agency that has provided funding, and we’re also in a relatively wealthy area. I hope more states start providing the support the schools need.”

The first graduate certificate of its kind, the College’s school technology leadership program has been the model for programs at 15 other colleges and universities nationwide.
student participation. Students check the modules once a week, do homework assignments, and join in discussions (in asynchronous discussion rooms). For instance, on Monday students might learn about the week’s eight-point assignment. They would have the whole week to complete it, but first would have to post initial thoughts about the assignment, say by midnight on Wednesday. They would then return to the module to respond to other students’ comments. Finally, groups of four to six students would choose a group leader to summarize the discussion for Everson by the following Monday.

Everson has learned to love the give-and-take of online discussion and the way she can see the whole conversation from start to finish: “There’s a lot of rich information we instructors get online.”

The right tools

Start talking about online classes to anyone in the College and Yelena Yan’s name is bound to come up. The online instructional designer in the College’s Academic Technology Services (ATS) office and Ph.D. candidate in educational psychology seems to have had a hand in every online course developed at the College. The title of her completed masters thesis, “Social and Learning Interaction Online,” was apropos.

Yan has designed one of Everson’s statistics courses and a school-safety LLM for Werner. She will be developing eight new online courses from the 45 faculty proposals approved by ATS this fall. The remaining projects involve interactive multimedia, video development, podcasting, and blogging.

Designing online instruction for one class takes about a year, Yan says. For each course, she first takes careful note of the instructor’s in-person style. “Just putting materials up is not a course,” she says. “We make sure that the teacher’s style is compatible with what they want to do online.”

Yan helps instructors understand the complexities of the online teaching environment and determine how much time and effort they are willing to commit to become comfortable with the necessary tools and skills. If instructors can’t identify the areas in which they need help and where to turn for that help, the students will feel the impact, she says.

She appreciates the wealth of electronic tools that are available to bring about the crucial interaction between instructor and teacher. But she cautions that no tool is a magic bullet. Blogs, online chat rooms, virtual worlds — they’re all just vehicles toward a larger goal.

“Just because you have a car, you are not necessarily a good driver,” Yan says. “All it means is that you have the hardware.” Where you go is up to you.
Remember the last new book you sat down to enjoy? The feel of the crisp, uncreased paper and the crack of the spine as you opened to chapter one?

Fewer K-12 students are embracing this type of traditional literary experience. That doesn’t mean they aren’t literate, however. Instead they are adapting their reading and writing to the tools available—digital technologies such as blogs, instant messaging (IM), or social networking sites—for correspondence and for gathering and sharing information.

“Kids today live in a whole new paradigm. The media-sphere they occupy has changed the way they perceive themselves and the tools they use to learn and communicate. They don’t choose to do it. It’s just what is,” says David O’Brien, a professor in the Department of Curriculum and Instruction.

This so-called “media-sphere” refers to a brave new world of communications built primarily around Web 2.0 technologies, which allow users to go beyond simply accessing information and relying on programmers to create Internet content, to composing their own information. Wikipedia, an online encyclopedia collaboratively written by anyone who wants to contribute, and Weblogs (blogs) are two of the better-known examples.

“With Web 2.0 we go beyond passively responding to Web content,” says curriculum and instruction professor Richard Beach. “Now we interact with the text and create our own text.”

Writing as entertainment

According to a 2005 report by the Pew Internet & American Life Project, 33 percent of all American Internet users between 12 and 17 years of age have created or worked on Web pages or blogs for groups, friends, or school assignments. Seventy-five percent use IM, and 55 percent use social networking sites such as Facebook or MySpace.

Creating, reading, and responding through these new mediums require a set of skills grouped under the term digital literacy. “Digital literacies are sets of practices in which traditional forms, modes, and affordances [the interaction of author, environment, and available tools] of reading, writing, and negotiating discourses are transformed, just as persons using digital technologies are transformed,” O’Brien explains.

Writing within Web 2.0 applications, for example, frequently involves cutting and pasting or linking to text from a number of different online locations into a single document. Graphics, video, and audio are often as important to comprehension as text. This approach requires the author to “define connections and relationships between key topics, terms, and ideas through their use of hyperlinks between digital texts,” Beach says. Audiences

Beyond the social aspects of online communication, young people gain literacy skills that will translate to their adult lives.
must then be able to comprehend information across different modes—verbal, visual, and oral—as well.

The ability to communicate multimodally is a true skill, O’Brien says. “A digitally literate person is somebody who can successfully transform the processes and the texts to understand or be understood much better than traditional print literacy would allow.”

**New voices**

Even written text has expanded beyond traditional genres to incorporate more verbal styles of expression, as curriculum and instruction professor Cynthia Lewis found in a study of IM use among 14- to 17-year-olds. Writers would use all uppercase words or a larger font to indicate a raised voice, for example. Different smiley face symbols, called emoticons, expressed emotions that couldn’t otherwise be conveyed in writing (such as laughing).

She also discovered that her subjects adjusted the tone, voice, and style of their communications depending on the purpose and recipient, often shifting deftly from one to another. To establish a new IM relationship, they would write about topics of interest to the correspondent and even mimic the recipient’s written

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**Reaching out to teachers**

**ONLINE VIDEOS CREATE BONDS WITH COOPERATING TEACHERS**

by Diane Rose

Online videos and Web-based discussions of real teaching dilemmas are adding a powerful new dimension to the relationship between the College’s pre-service teachers and the cooperating teachers who work with them. Each year, the College collaborates with about 550 teachers from K–12 schools in the Twin Cities metropolitan area who invite licensure candidates into their classrooms to gain practical experience. But while the student teachers consistently highlight the importance of this support, it can be logistically difficult and time-consuming for cooperating teachers to come to campus for meetings.

**Misty Sato**, assistant professor of teacher development in the Department of Curriculum and Instruction, has developed a virtual solution using the latest in Web communication technology. With the help of a $10,000 University Technology-Enhanced Learning grant and in-kind matching funds from the College, Sato and **Robert Utke**, clinical experiences coordinator in the College’s Educator Development Office, are putting videotaped student-teacher cases online for easy access by cooperating teachers. Six of the videos will be completed by this fall.

The College students talk about some of the toughest real-world situations they have faced during their student-teaching experiences. “The case dilemmas we’ll be presenting are likely to be complex and powerful,” Sato says. “They are usually morals-based situations that focus on issues such as racism. These are the situations where it is most important for cooperating teachers—who’ve invited the student teachers into their classrooms—to act as mediators, to provide support, and to model behavior.”

The cooperating teachers are then encouraged to discuss the cases online. Sato is planning to work with 40 cooperating teachers during the 2007–08 school year. She is also recruiting student teachers to provide additional cases.

When Sato has used videotaped cases for teacher professional development in the past, participants commented that facilitated discussions of the cases helped them understand alternative responses to difficult situations. Sato believes that the use of online case discussions in the new study will improve understanding and communication between cooperating teachers, student teachers, and the College.

Cooperating teachers play a vital role in helping new teachers learn how to work with diverse student populations, manage the classroom learning environment, and develop relationships with parents and communities, she says. The participating teachers will receive CEU credits, and the impact of the program on both groups of teachers will be measured next spring via interviews and questionnaires.
voice, at times. Then they would quickly jump to another conversation, using a different tone. The structure of IM—multiple exchanges carried on simultaneously in different on-screen windows—calls for this skill.

Learning to adjust the purpose and tone for different audiences is key to good writing. “This is often difficult for students,” Lewis comments, “but connecting these skills to the ones they already practice on their own helps them to understand the concepts of audience, purpose, and style and the processes of adjusting these three components to successfully communicate a message.”

**Plugging in educators**

At its core, digital literacy involves looking beyond traditional print communications, which can be a challenge for an education system that typically is slow to change. “This is a major paradigm shift in schools, from simply regurgitating information to accessing vast amounts of online information and constructing their own knowledge,” Beach explains.

He describes research he and O’Brien did with a group of middle-school students who were behind grade level in reading. When given the opportunity to use digital media, including wikis for online collaborative writing and software to create their own comic books and radio broadcasts, the students became highly interested in creating content. “Kids often are more engaged than they are with traditional print media, so they end up with improved writing skills,” Beach says.

The challenge often is not only engaging the student with digital media, but also educating teachers who are not digitally literate themselves. One way to encourage educators to become purveyors of digital literacies is to show them what their students are capable of creating using Web 2.0 tools, says Beach. He gives the example of a class project in which the students publish online their own pollution study—complete with audio, video, and photographs—aimed at influencing local politicians. “We can let the students become the experts to some degree, which enhances their sense of agency in the classroom,” he explains.

**The digitally literate future**

The media-sphere has also changed how the digitally literate prefer to access information. O’Brien notes that researchers are seeing attention spans shorten for more traditional presentations of information, like a teacher lecturing at the front of a classroom.

“It’s not a lack of patience, however,” he notes. “They aren’t simply multitasking, they’re multi-mediating, and their brains are adapting to doing many things simultaneously and in little pieces.”

Society as a whole is shifting alongside these technological changes, and it’s important for youth to be prepared to succeed.

“It’s not going to change, so we’d better all move forward,” O’Brien declares. “After all, do we want to capitalize on this trend and make school more interesting, or be afraid and let kids venture into these new frontiers alone?”

For descriptions of Web 2.0 tools and other examples of student work, see Beach’s Web site, digitalwriting.pbwiki.com.
After reading a newspaper article about Minneapolis elementary-school students who were podcasting, assistant professor David Arendale had an epiphany of sorts. “I thought, ‘Oh my gosh, I’d better catch up! If third-graders are podcasting, what should I be doing with my first-year students?’”

When he looked around campus and saw how many students were wearing iPods and other MP3 music players, he began to form his answer.

Last fall, Arendale started using podcasting (Web-delivered audio broadcasts) and class wikis (collaboratively created Web pages) in his introductory world history course in the Department of Postsecondary Teaching and Learning.

With help from tech-savvy teaching assistants and his students, Arendale created the weekly podcast, “Then and Now,” to augment his lectures. Each audio show, which students could listen to online or download to an MP3 player, featured a segment in which Arendale discussed study suggestions and potential essay questions, contributions from students, a segment created by a teaching assistant who presented study strategies, and
another section on new technologies and how to use them. The students in the class also recorded contemporary music segments for the show, as well as stand-alone music shows that represented a particular country the class was studying.

“I want to be able to reach students using a variety of ways and mediums, and some students experience things better though auditory versus visual,” Arendale explains. “The other reason why I was interested in podcasting is that it allows students to listen to the material when and where they want to…they can actually choose to repeat the material in case some of it was unclear.”

For just such reasons, podcasting, vodcasting (online video broadcasting), wikis, and blogs are being used as part of Universal Instructional Design (UID), an educational approach aimed at meeting a wide variety of student learning styles and needs. Originally focused on improving access to postsecondary education for students with disabilities, UID has evolved from adaptations such as video closed captioning and ZoomText screen magnifiers.

“When I was introduced to Universal Instructional Design, I started thinking, ‘Well, this is really great for students with disabilities.’ But the truth of it is that, as I practiced it, it really made a difference for all students,” says Heidi Barajas, a postsecondary teaching and learning faculty member and associate dean for outreach and community engagement.

Some UID accommodations are low tech. Barajas offers one example where she moved a group of students working collaboratively into a separate room to make it easier for a student with a hearing disability. Soon other students, including some second-language learners, were asking for separate rooms for their groups because they were also having difficulty hearing and concentrating.

The virtue of new technologies such as podcasting, she says, is that they allow for repeated listening and for individualized solutions. “Technology really offers a way for people to interact multiple times with information…in multiple ways.”

Podcasts and other Web-based technologies can also benefit people with disabilities, provided they can access them, says Pat Salmi, research associate at the Institute on Community Integration, who is working on the Web site study, “Self-Advocacy Online: Research and Development to Bridge the ‘Digital Divide.’”

Many people with intellectual and cognitive disabilities face multiple barriers to accessing Web technology, including basic access to computers, she explains. “[Computers are] a great way to get information to a larger group of users, provided they can get at the technologies, and they can access the technologies—not only have the machines but understand the directions, how to get at the podcast.” A basic understanding of the process can be a challenge, Salmi notes, for many types of users, not just those with disabilities.
Second language learners

The podcasts associate professor Murray Jensen records as part of his postsecondary teaching and learning Human Anatomy and Physiology course have been particularly popular with students in the Commanding English program, a two-semester sequence for freshmen for whom English is not the first language. Students can listen to the recorded lectures repeatedly to decode the language, or even stop the podcast so they can look up words in a dictionary. The students’ language skills improve as their understanding of the content grows.

“It takes a number of years to learn just conversational English language,” Jensen explains. “Then you get into anatomy and physiology class, and it’s an academic use of the English language, and that’s another level up,”

Podcasting isn’t Jensen’s first foray into UID or technology-enhanced learning. Several years ago, Jensen created WebAnatomy, an award-winning online tool to help his first-year anatomy and physiology students learn basic terminology and concepts. Students can quiz themselves repeatedly on their knowledge of different anatomical systems and terms and test their knowledge against other students in timed, “Jeopardy”-style games.

Despite the hype, podcasting isn’t really new, Jensen points out. It’s just an updated version of what students with tape recorders have been doing for decades. However, the convenience of podcasts, which students can listen to on the bus or while standing in line at the cafeteria, offers some students a more effective way to study, he says.

Some faculty members have worried that podcasting lectures will result in empty classroom seats. Jensen doesn’t share that concern. “If the goal of your class is to have students in the classroom, don’t use podcasting,” he says. “But if your goal is to help students use the material, then [podcast].”

Techno bumps

While interest in podcasting and vodcasting is growing, a number of barriers still have to fall before use of the technology becomes widespread. Professors need to become more familiar with the technology, and the technology needs to become easier to use, says Victoria Neau, project support coordinator for Academic Technology Services, who helps Jensen upload his podcasts to the Internet.

Recording the lectures isn’t complicated, but it can be cumbersome. “For me, it’s one of 30 things when I’m getting the class going, and I can’t say it’s a priority,” Jensen says. “If I didn’t have someone to upload the stuff, then I wouldn’t do it all. It’s got to be simple.”

The ideal would be a University-wide system that would allow the instructor to simply press one button to record, then another to turn off the recording, compress it, and post it online, he adds.

Arendale says each of his weekly podcasts requires about five hours of preparation. But he encourages other faculty to enlist students to collaborate on content development and creation. As part of their coursework, his history students could choose to take part in the podcasts by creating and recording two-minute chapter summaries in their own words or by programming musical segments.

The benefits in terms of student buy-in are worth it, Arendale says. “We want to make sure that students perceive that this is something that they’re creating and that they have input.”

Instructors also have to be mindful of the limitations of students’ technical expertise and access. While nearly all students have basic computer skills, they are not all equally adept at using individual programs. And despite their seeming ubiquitousness, not all students have portable MP3 players or even high-speed Internet access.

“We would never have sent a kid into the library and pointed at the card catalog and said, ‘Go do this,’ and not told them how to find the book,” Barajas notes. “And that’s sort of what we’re doing with technology now because we just assume a lot.”

Technology can’t replace good teaching, Barajas adds. “I hope we would understand teaching and learning well enough to understand that the best teaching and learning happens amongst a diverse group of human beings exchanging ideas.”

For more information about educational podcasting, visit David Arendale’s site podcasting.arendale.org.
Online learning isn’t just for students at the University of Minnesota. Thanks to a successful joint effort between the Department of Family Social Science and the University Parent Program (UPP), parents now have access to online courses that address the important issues of campus alcohol use and financial planning for college students.

The collaboration started as a chance meeting that quickly blossomed into a great idea. “When I first came to the University in 2002, I was doing research on college students and risky behaviors,” says Jodi Dworkin, extension specialist and assistant professor of family social science. “Marjorie Savage, the director of the UPP, wanted to write about my work.”

(This page and opposite) Many parents don’t get the opportunity to return to campus once orientation is over. Online courses developed by family social science assistant professor Jodi Dworkin, give a window into aspects of their students’ lives.
Together the pair quickly recognized a gap in available parent resources. “Some parents [of college students] can be hard to reach,” Dworkin explains. “Maybe they don’t feel comfortable calling the campus, or just don’t know who to contact, or maybe they can’t easily come to campus.”

The solution? Two courses aimed at reaching parents off campus, online. Alcohol Use on Campus, launched in 2005, addresses the risks associated with binge drinking. It offers parents information, discussion, and education to help them talk with their students about alcohol use and abuse. It also provides national and campus-based statistics, tips for talking about alcohol use, online discussion opportunities, and a list of campus resources.

The second parent course, Student Finances, launched in 2006. It addresses personal finance issues, including budget planning, student loans, and the responsible use of credit. Parents are often unsure about when and how to teach their children about fiscal responsibility, particularly when their children begin attending college. This course offers parents tools and support to assist them in talking to their students about financial responsibility.

Both courses are delivered via WebCT course management software, allowing parents to peruse the material on their own time and at their own pace. Learning within the WebCT system, which many University faculty use for their courses, also gives parents a firsthand look at their students’ educational experiences. The courses feature hypothetical scenarios, polls, and linked discussions throughout. And perhaps most important to families shouldering hefty tuition bills, both courses are offered free of charge. Between 300 and 400 parents have taken the courses since their inceptions.

“The collaboration between Family Social Science and the Parent Program has been really exciting,” notes Savage. “We’ve combined their research and knowledge and our ability to apply that knowledge.”

Resources from across the University helped bring the courses to fruition. “Student announcers from Radio K helped us record some of the audio sections. Usability Services assisted with the functionality of the courses, and we received great information on mental health issues from the Aurora Center and on student finances from the Financial Aid Office,” Dworkin says.

To date, the results of the project have been encouraging. Preliminary course evaluations of Alcohol Use on Campus indicated that virtually all participants would recommend the course to a friend; three-quarters had discussed topics from the course with their students. In recognition of their efforts, Dworkin and Savage received two awards in 2006: the Innovations in Student Development Award from the Minnesota College Personnel Association and an award for innovation and mission advancement from the former College of Human Ecology.

Dworkin and Savage are discussing ways to spread their information to even more parents. “Right now we’re selling both courses to other colleges across the country,” Dworkin explains. “The idea is that colleges pay us a fee so that they can offer the courses to their parents for free.” Talks for future courses, including ones on sexuality and health and safety, are also in the works. “We’ve done a couple of focus groups with commuter students and students of color,” she notes, with an eye toward improving the current courses and possibly creating new content in the future.

As Savage says, “The courses affect parents, but they also ultimately affect students, which is what we’re really striving for.”

For further information on these courses, as well as additional resources for parents, visit parent.umn.edu or e-mail parent@umn.edu.
Congratulations to our 2007 graduates. Armed with their new degrees, these new alumni are our future leaders.

I was honored to represent the alumni society at the College’s May 10 commencement. From my vantage point on the stage, I looked out at a sea of caps and gowns. The students proudly marched across the stage to accept congratulations from Dean Darlyne Bailey and Regent David Metzen. Each student received a diploma cover and pin, compliments of the College Alumni Society. At the conclusion of the ceremony we rose and sang “Hail Minnesota,” a song that captures the spirit of our great University.

As you plan your summer, we hope you will join us at our first golf tournament on July 17. We guarantee that you will have a wonderful time while supporting the Alumni Society’s student scholarship funds. Please see page 34 for details.

At the end of June I will conclude my term as alumni society president, and we will welcome Randy Johnson as the incoming president. Leading the dedicated and talented board of directors has been a great experience. I would like to give a “hats off” to Janet Heidinger, who is transitioning off the board after six years of dedicated service. We also thank outgoing board member Dan Hyson, who is relocating.

Adele Munsterman

Adele Munsterman, M.Ed. ’99 president, Education and Human Development Alumni Society

1940s

Marian Radke-Yarrow (Ph.D. ’44) passed away. She was a research psychologist who served as chief of the laboratory of developmental psychology at the National Institute of Mental Health in Bethesda, Maryland. She published many books and scholarly articles during her 50-year career.

1950s

Gerald Bubis (M.S.W. ’50), recognized national and international leader in synthesizing the Jewish cultural ethos of communal service with rigorous academic standards for social services education, received an honorary doctorate of laws for public service, the highest award conferred by the University of Minnesota.

Marie Clay, of New Zealand, passed away. In 1950, she was awarded a Fulbright Scholarship and Smith-Mundt Grant to travel to the University of Minnesota to study developmental psychology and clinical child development. She later returned to New Zealand and was the first woman to hold the position of professor at the University of Auckland. She was named “New Zealander of the Year” in 1994 and was world-renowned for developing the Reading Recovery program.

1960s

Robert A. Anderson (Ph.D. ’65) passed away in Bellevue, Wash. He obtained his B.S., M.A., and Ph.D. at the University of Minnesota and lettered in track and cross country. Years after graduation he coached track and cross country for the U of M. In 1965, Anderson accepted the position of director of the Bureau of School Service and Research and professor of educational administration at the University of Washington, where he spent his entire career.

Corinne Swenberg Berglund (M.A. ’68) is retiring after 20 years as a superintendent of schools in Connecticut. Since 1993 she has been appointed by the Connecticut Secretary of State to represent superintendents on the State Advisory Council for Special Education.

Marion Bohnsack (B.S. ’69), a geography teacher in the St. Louis School District for more than 30 years, passed away in March. She won the hearts and the respect of many students.

CSPP alums do lunch

In March, members of the Department of Educational Psychology’s counseling and student personnel psychology program (CSPP) held their first-ever alumni luncheon. In addition to socializing, 32 Ph.D. alumni joined hosts Bob Barnett (Ph.D. ’85) and Sue Hendrickson (Ph. D. ’01) and faculty to discuss ways to strengthen the partnerships and networks between CSPP and its alumni. Plans are already in the works to make the luncheon an annual event and to extend invitations to M.A. alums, as well as all Ph.D. graduates.
Greetings to all from the School of Social Work Alumni Association (SSWAS). It has been an exciting spring, filled with events and announcements.

The SSWAS board voted in May to join the College of Education and Human Development Alumni Society, effective July 1. Four current board members will join the College alumni society, and a School of Social Work Alumni Committee will be formed to promote the needs and interests of the school, its alumni, students, and the social work profession as a whole. We will send more information soon to SSWAS members.

SSWAS members continue to work with faculty and administration on celebrations of the school’s 90th anniversary. The June 19 ice cream social featured a special edition ice cream flavor made to commemorate the occasion. We are collecting special stories and memories as part of the celebration, and I encourage you to send your School of Social Work reflections to me, sarawz@aol.com.

It has been an honor to serve on the SSWAS board for the past six years. I would like to thank each of the current board members for their tremendous dedication and support of our society’s endeavors, and their wonderful energy, enthusiasm, and efforts during my tenure as president.

Sara Zoff, M.S.W. ’02
President, School of Social Work Alumni Society
Society International, an honorary society of women educators.

**Nancy Weinand** (Ed.D. ’97), principal of John Glenn Middle School in Maplewood, was honored as Minnesota Principal of the Year. The annual program is sponsored by MetLife and the National Association of Secondary School Principals.

**2000s**

**Wendy (Bruestle) Potratz** (M.A. ’00) recently published her first children’s book, *Agnes Plays Soccer: A Young Cow’s Lesson in Sportsmanship*. The book, which includes a research-based parent’s guide, is being promoted by the National Center for Sports Safety.

**John Schultz** (Ph.D. ’06) was named superintendent of the Hopkins School District after working as the interim superintendent.

**Michael Smart** (M.A. ’03) was named 2007 Minnesota Teacher of the Year. Smart, a resident of Golden Valley, is a Japanese teacher in Intermediate School District 287’s global languages program. He was one of 130 candidates and 11 finalists for the award, given by Education Minnesota. Smart now becomes a candidate for National Teacher of the Year award, presented in spring 2008 in Washington, D.C.

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**JOIN US!**

**1st Annual Scramble for Scholarships Golf Tournament**

*July 17, 2007, 7 a.m.–2 p.m.*

*University of Minnesota Les Bolstad Golf Course, St. Paul*

Tee up your golf ball with alumni, students, and friends in a fun-filled golf scramble to raise money for alumni society-sponsored scholarships given to students in the College of Education and Human Development. From beginning to advanced, women’s teams, men’s teams, mixed teams—all are welcome!

Registration is $110 for University of Minnesota Alumni Association members and $115 for non-members, $48 of which is the golf fee. The remainder is a tax-deductible contribution to the University of Minnesota Foundation. Your registration includes 18 holes of golf, a shared cart, continental breakfast, and lunch. You are welcome to register individually and be placed in a foursome, or arrange your own group. For additional information contact Raleigh Kaminsky at 612-626-1601, kamin003@umn.edu, or education.umn.edu/alumni.

Help support this event by becoming a sponsor. Contact Randy Johnson at 952-953-2310 or rjohnson@ci.apple-valley.mn.us.

Information about sponsorship levels can be found online at education.umn.edu/alumni.

For more information about these events, please go to education.umn.edu/alumni.edu

**The College at the State Fair**

*August 23–24*

*University of Minnesota Building, State Fairgrounds*

The University of Minnesota Building is being redesigned to feature the “Driven to Discover” theme. The College will feature faculty, including Dean Darlyne Bailey, staff, and students on Thursday and Friday, Aug. 23–24. The Polar Huskies of the Go North! team will appear outside the building Aug. 25 and Sept. 1.

**Social Work CEUs on a Stick**

*August 27–29*

*Peters Hall, St. Paul campus*

Join faculty from the School of Social Work during the Minnesota State Fair and earn continuing education credits. Choose from a wide range of two-hour workshops, each worth two CEUs, in such areas as adult and child mental health, spirituality, ethics, supervision, and more. A free ticket to the Fair is included. For complete registration and cost information contact 612-625-1220 or 800-779-8636, e-mail swinfo@umn.edu, ssweche.umn.edu/Professionals/CEUs.html.

**September 28 deadline for applications**

*College of Education and Human Development Alumni Mentorship Program*

Alumni and friends of the University who work in the areas of family social science; human resource development; business and marketing education; kinesiology; recreation, park, and leisure studies; or sport studies are encouraged to apply to be mentors. For further information, contact Sarah Covert, 612-626-5659, scovert@umn.edu, or go to education.umn.edu/alumni/mentor.
We are all philanthropists

If you are anything like me, you probably receive multiple appeals in the mail every week from deserving charities. I respond to the few that I feel the most passionate about with a small contribution of $25, $50 or—once in a while—$100. While I am happy I can do my part, I don’t often feel that what I am doing is really making a difference.

My 16-year-old son and I were talking recently about my work here in the College. When I asked him what he thought I did, he replied, “Well, Mom, you visit rich people.”

I laughed, but realized that his notion is probably shared by many people, including many of our alumni. And recent mega-gifts by Warren Buffet and other high rollers reinforce the idea that only individuals with enormous wealth can be philanthropists.

While there is no denying the impact of very large gifts, another way to view philanthropy is through the cumulative impact of smaller gifts. Combined, these gifts make a big difference in the lives of our students, faculty, and community partners. This past year, for example, annual gifts—averaging about $55 per gift and totaling nearly $200,000—supported scholarships for undergraduates, teacher-licensure students, and students studying abroad. These funds also helped bring visiting scholars to campus, strengthened several outreach programs, and provided funds for a teacher award.

The collective impact of your giving demonstrates that we can all make a difference, no matter what the size of the gift. In the near future, we will be seeking increased participation in our annual giving program. Please consider supporting the work of this College through a gift, large or small. We can all be philanthropists.

For more information on giving to the College of Education and Human Development, please contact the development office at 612-625-1310, or online at education.umn.edu/giving/staff.html.

New gifts to the College

The Best Buy Children’s Foundation has given $145,000 in support of the adventure learning program.

Richard Burbach has made a future commitment through his estate of $10,000 for the College.

John and Grace Cogan have made a gift of $12,500 to be added to the John and Grace Cogan Graduate Research Fellowship Fund.

The Irving Harris Foundation has made a commitment of $475,000 to support programs and activities of the Center for Early Childhood Development.

The McKnight Foundation has contributed $35,000 and the 3M Foundation has contributed $12,000 in support of CitySongs.

The estate of Ruth Mitchell has contributed her bequest to the college in the amount of $37,200. These funds will be used to support programs in children’s literature.

Ruth Osborn has made a future commitment through her estate of $25,000 to be added to the Promise of Tomorrow Scholarship Fund.

James Patterson has made a gift of $25,000 in support of the African American Read-In project.

James Sirbasku has made a gift of $20,000 to support the new UGO! scholarship program.

Alice Thomas has made a gift of $50,000 to be added to the Burhardt Fellowship Fund.

Ruth and Paul Thomas have given $10,225 to be added to the Ruth and Paul Thomas Family Education Fellowship.
There are sociological and economic reasons for the overwhelming popularity of sports, according to Stephen Ross, a kinesiology assistant professor who specializes in sport marketing, sport consumer psychology, and spectator behavior. Ross points to a sharp rise in professional sports, leagues, teams, and activities targeted to specific audience segments. “The media perpetuates this growth by offering nearly unlimited coverage on sport-specific channels like NBA TV and the Golf Channel, and the potential visibility for sponsors is tremendous,” he says.

“Michael Jordan, in his prime, was thought of as being personable, athletic, attractive, and talented. Individuals admired these traits and sought out ways to make their allegiance public, spending hundreds of dollars on Air Jordan shoes.”

Today, companies invest millions each year to find and market the next Mike.