

# connect

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CEHD | College of Education + Human Development

SPRING 2011



**Education improves  
global stability**

**Studying abroad  
changes lives**

UNIVERSITY OF MINNESOTA

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**COLLEGE OF EDUCATION  
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**UNIVERSITY OF MINNESOTA  
Driven to Discover<sup>SM</sup>**



Cady Phillips

**from the dean:** Diversity and globalization are key priorities (along with innovation and technology and excellence in research) that lie at the heart of our work. The process of internationalizing our college has many faces. Some of our faculty and staff are leading students on international programs that allow them to experience firsthand what they have learned in class. Others are conducting research on some of the most challenging problems we face today. We are also internationalizing by hosting short- and long-term visiting scholars and constantly searching for ways to improve the international student experience. (Like our annual International Thanksgiving, pictured.) Student research in international settings has become common practice, which creates a new generation of globally competent scholars.

I am pleased to have named Ken Bartlett as associate dean for graduate, professional, and international programs. This summer he will be working closely with Christopher Johnstone, director of international programs and initiatives, as well as some of the faculty mentioned in this issue, to develop a strategic plan for further internationalizing the college.

We know there is inherent value in internationalization. Our students live in a world where they will be asked to work internationally, encounter a recent immigrant to the United States, or access knowledge from different cultures. For this reason, we have established the goal of providing each undergraduate and graduate student with a global experience. The areas on which we place our research focus—from early childhood development to schooling and through the senior years—are all affected by global policies, innovations, and practices.

For us, global work is necessary work. In order for us to continue as one of the top-ranked colleges of education and human development in the world, we need to be in the world as active scholars, advocates, and consultants.



# Play acting

## HOW DO YOUNG CHILDREN UNDERSTAND THEATER? CAN CREATIVITY AND PLAY SUPPORT HEALTHY DEVELOPMENT?

The Children's Theatre Company (CTC), Minneapolis, set out to answer these questions as it developed its new Early Bridges program. The arts organization has earned reams of awards for its performances, but for perspective about young children, they needed added expertise. So they turned to Amy Susman-Stillman, co-director of the Center for Early Education and Development.

CTC's Neighborhood Bridges Program is nationally recognized for bringing theater experiences to elementary age children who might not otherwise have access. Artistic director Peter Brosius and other CTC leaders sought to expand their outreach to younger children. They brought together playwrights and theater

leaders worldwide to challenge them to create work for the preschool set. Susman-Stillman shared her knowledge regarding early childhood development and how it might intersect with theater arts.

"Improvisation, emotion and feelings, conflict resolution—these are all developmental tasks for young children," she explains. "It's been amazing to see how strong the overlap is between best practices in theater arts and child development."

Susman-Stillman also helped CTC staff develop program goals and an evaluation plan and suggested other community experts for the project advisory board.

CTC is experimenting with on-site preschool residencies where actors develop a production based on guided play

and children's input. The play, *Balloonacy*, features a single actor who interacts nonverbally with his friend, a balloon. Children draw a face for the balloon, show how they would dance with it, and make plot suggestions that are incorporated.

Susman-Stillman and CEED researcher Shannon Rader are assessing the impact of the artist residency. Previous findings showed that children exposed to Early Bridges are better prepared for school.

"It's definitely groundbreaking and catalyzing," says Susman-Stillman, of Early Bridges. "They are being recognized nationally for this work."



courtesy Children's Theatre Company

## District partnerships support teacher education

### THE TEACHER EDUCATION REDESIGN INITIATIVE

(TERI) has made significant strides over the course of the 2010–2011 school year as the college transforms the way we recruit, prepare, and support teachers. We have established formal partnerships with six school districts: Minneapolis, Saint Paul, White Bear Lake, Forest Lake, Brooklyn Center, and the East Metro Integration District. Each district is designating a professional development school where teacher candidates work side-by-side with experienced master teachers over an entire school year. Partner districts are also working closely with faculty and staff from the college to design a new teacher preparation curriculum.

In the new model, licensure candidates will model adaptive expertise by reflecting on their own teaching and on their

students' learning. They will commit themselves to supporting each individual's learning, regardless of background.

The Bush Foundation committed up to \$4.5 million to support TERI as part of a 10-year commitment to reduce achievement gaps and increase educational equity across our public schools. The University is one of 14 higher education institutions in Minnesota and the Dakotas taking part in the Bush Network for Excellence in Teaching, a redesign of teacher education programs targeted at improved student learning.

The college is hiring a recruitment specialist to diversify our applicant pool for teaching licensure candidates—an important step towards closing Minnesota's achievement gap. For more information about TERI, please see [www.cehd.umn.edu/teri](http://www.cehd.umn.edu/teri).



## A showcase for first-year learning

**AS THE FALL SEMESTER CAME TO A CLOSE**, 450 CEHD first-year students gathered in Coffman Union to showcase capstone projects from their First Year Inquiry (FYI) Multidisciplinary Ways of Knowing class. The team-taught course is divided into 6 large lecture and 16 discussion sections

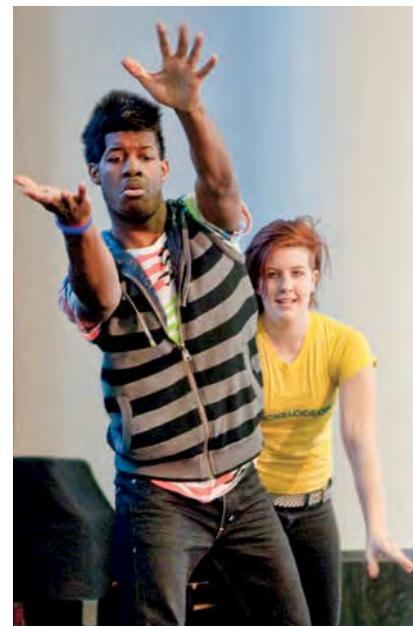
that address common themes through different disciplinary lenses. The semester of critical thinking, reading a common book, writing, and research culminates in a multidisciplinary group project that addresses the question: How can one person make a difference?

The wide-ranging capstone projects included an "Energy...Illuminated!" section, in which

students investigated how energy in its myriad forms (including spiritual, solar, social, and chemical) can be employed to make a difference. Demonstrations included dance, laughing yoga, and simulated bus rides. In another section, called "Big Questions," students produced digital stories of individuals who have made a difference.

Students in a food-themed section created commercials focusing on related principles, for example the health risks of fast food. A student performance on the government response to Hurricane Katrina used humor to illustrate the social crisis that followed this natural disaster. And an array of posters ringed the Great Hall publicizing the work of activists and organizations that address injustice.

As the capstone of our new students' first semester, this event celebrated the distances our students have already traveled on their college journeys.



Dawn Vitella



## New session, new ball game

**SINCE THE MINNESOTA LEGISLATIVE SESSION BEGAN** January 4, reformers have lined up to challenge education establishments. They have addressed areas

including teacher employment conditions, student graduation requirements, school curriculum and finance, early education, and teacher preparation, to name a few. One outcome is a new law that creates alternative, practice-based pathways to teacher licensing. Its supporters believe that these pathways will bring individuals into teaching who can better help underachieving students, while solving projected teacher shortages. The Board of Teaching must create a new administrative structure to approve possible programs, including those that wish to function independently of higher education.

Legislators have also prioritized increased school choice options for children and parents, for example by allowing them to use public funds to attend a private school. Another piece of proposed legislation would create a statewide framework

of guidelines and conditions for principal evaluations and incorporates research-based principles and feedback from college faculty. At press time, Republicans had just released their budget targets; policy issues are still evolving.

Minnesota reformers are bipartisan, liberal and conservative, who believe they have support from President Obama. Established institutions (school districts, unions, teacher preparation) are constantly challenged by reformers to change practices perceived as ineffective or wasteful. Whether you agree or not that education establishments need reform, the reality at both state and federal levels is that public policy makers are taking charge at the behest of parents, business interests, and innovators. As part of this effort, college faculty and staff continue to assist legislators and the new administration with research and expertise.

— Richard Wassen, CEHD Office of Research and Policy, [r-wass@umn.edu](mailto:r-wass@umn.edu), 612-625-1542



# When principals support teacher leaders, students reap benefits



**STUDENT TEST RESULTS** and school ranking have dominated education news coverage since No Child Left Behind became law in 2001. Despite the commitment to raising student achievement, many schools continue to lag established goals. Exploring ways to improve outcomes is the focal point of much educational research, from

studies of teacher practice, to classroom and test design. But what effect does school leadership have on student achievement?

Though principals have an indirect impact, it is a significant one, says professor Karen Seashore Louis (organizational leadership, policy, and development), who has spent much of the past 30 years researching school improvement and reform.

“Their impact is always indirect through teachers, because teachers, in fact, are the people who deliver the goods,” Seashore says. “But they have a lot of indirect impact. They have an enormous effect on the way in which teachers work together and the priorities they place on improving instruction in the classroom.”

Principals have the greatest impact on student achievement when they share

leadership with teachers and when they create a professional learning climate that prioritizes instructional improvement. These are key findings from a recent landmark study on leadership in education, *Learning from Leadership: Investigating the Links to Improve Student Learning*. Seashore led the five-year research project, along with professor Kyla Wahlstrom and co-investigators from the University of Toronto.

Funded by the Wallace Foundation, *Learning from Leadership* is one of the largest studies ever undertaken on educational leadership. It includes case studies from 36 schools; survey data from 8,391 teachers; and in-depth interviews with teachers, administrators, and state personnel. The study examines school and district practices that influence student achievement and how successful leadership practices directly and indirectly influence the quality of teaching and learning.

**S**haring leadership requires involving teachers in identifying problems and areas for improvement, says Seashore, who cites the example of one large urban high school. “The administration didn’t tell them what [the challenges] were,” she says. “These came from the teachers themselves through guided discussions and staff meetings. There was a teacher-leader appointed for every initiative they worked on.”

Principals also influence student achievement by fostering strong professional learning communities where teachers share values and a focus on

student learning, collaborate in curricular and instructional development, and have professional development opportunities.

Supporting teachers and fostering a professional learning culture are essential to success at Forest Elementary in Crystal, where a 2009 district reorganization brought an influx of 300 new students—nearly half the student body, says Principal Connie Grumdahl. “I want teachers to talk to each other about what is working,” she says. “If something is not working, and they’re not seeing the progress, what are you going to do about it?”

**W**hen teachers share leadership and organize their work around ways to improve student learning, they think and talk more about instruction, think about ways to engage students differently, and they work harder. All of that affects student achievement, Seashore explains. Though past research has prioritized shared leadership over instructional leadership, or vice versa, the researchers suggested that these approaches are both complementary and necessary.

Shared leadership has made a significant difference at Forest Lake High School, says Principal Steve Massey, (Ed.D. '99). Forest Lake had the greatest increase in students with math proficiency (from 30 percent to 51 percent) among large Minnesota public high schools in 2009. It continued to exceed state averages for math and science in 2010 and posted a 5 percent gain in reading to 87 percent proficient.

“There has been a powerful movement in our school around embracing the work of instruction, and that has become a collective practice, a public practice,” says Massey. “In large part, it’s teachers embracing the importance of the work around a coherent system, around instruction to standards, holding high expectations to kids,” he continues. “It was also about teams of teachers, professional learning teams, working together around the critical work of instruction.”

**T**he impact of principal leadership can be difficult to quantify. However, Seashore and fellow researchers found strong evidence from survey and case study data that linked principals’ behavior to teachers’ professional learning and quality of instruction—areas that have been shown to directly influence student learning. They discovered that student math and literacy achievement scores are significantly associated with focused instruction, existence of a professional community of teachers, and teachers’ trust in the principal.

Seashore concluded that administrators must become part of building-based professional communities focused on instruction and learning. The report also suggested that school leaders focus primarily on increasing teacher involvement in schoolwide improvement.

An executive summary and the complete text of *Learning From Leadership* is available free of charge at [cehd.umn.edu/CAREI/Leadership/](http://cehd.umn.edu/CAREI/Leadership/).

## EYEWITNESS TO THE EARTHQUAKE

### PROFESSOR MICHAEL GOH (EDUCATIONAL PSYCHOLOGY) WAS IN TOKYO ON MARCH 11, when the massive earthquake struck at 2:46 P.M., five hours into the workshop he was conducting. He wrote to Dean Jean Quam a few days later:

“We continue to be saddened by the devastation and loss up north and the unstable state of the nuclear reactors ... It has been an incredible few days ... The earthquake struck in the middle of the first day of my workshop at Keio University, and the building rocked and swayed. My calmness was only due to my supposition that this must happen regularly in this earthquake-prone country until I found that everyone was already under the tables, and those who weren’t were frantically opening all the windows and doors to prevent our escape routes from being blocked.

All the participants chose to continue the workshop. Frequent aftershocks persisted (there have been more than 300 by the time of this e-mail), sending us in and out of the building, and we held the workshop outdoors at one point. We concluded when an aftershock blew out our overhead projector, and we were asked to evacuate the building.

Train operations were stopped, meaning many of my participants could not make their rides home. We stayed as a group in university-designated safe classrooms, awaiting the restart of train operations and sipped on instant ramen and cookies (bought by some of our alums) and emergency rations (brought in by Keio University). Credit must go to our alums Tatsuya Hirai, Chizuko Tezuka, Hitomi Takagi-Fujii, and Hiriko Akiba who bought food, brought in hot water, and acted in immeasurable ways to keep everyone updated, safe, and comfortable.

Eventually only a few train lines opened, and some of my participants had to walk for 3 hours to get home. The fact that some of these people walked several hours back for the second day of my workshop defines dedication like never before for me. We spent time processing our feelings about the events and agreed to continue, despite my judgment that this workshop seemed so insignificant given the devastation.

The Japanese Industrial Counselors Association also decided to continue my keynote address three days later. We observed a moment for reflection and prayer for everyone affected by the quake and tsunami. The topic and tone of my meetings have been solemn and sobering. We have been discussing the role of clinical and counseling psychology in the increasingly diverse workforce and social fabric of Japan and how psychologists and counselors can create services that help in ways that reflect the cultural values of Japan.

The Japanese have been calm, kind, gracious, generous, hospitable, caring, and helpful. I pray for continued perseverance, resilience, comfort, and hope. I won’t soon forget where I was March 11, 2011, and the people who shared the unnerving hours with me and treated me like family.”

**KYUSHU SANGYO UNIVERSITY PROFESSOR TATSUYA HIRAI**, (Ph.D. ’10), Goh’s interpreter for the workshop and keynote address, shared these thoughts in an e-mail:

“Hardships churn out human strengths. That is what I realized through this experience of the earthquake in Japan. I was amazed with how people quickly tried to help each other after the earthquake—spontaneously someone would collect information through the internet and inform others by writing the information on the blackboard; another would buy some food not only for the workshop participants but also for complete strangers in the room; another let me use her laptop to search for hotel rooms for the participants. People empathically listened to each other. I now realize that this is what I learned in the counseling and personnel psychology program: how to help each other and how to facilitate strengths and resilience in people. Difficult situations still exist in Japan, but I am convinced that human strengths in the Japanese and people around the world will continue to bring hope and courage to us.”

# 7 continents, 3 years, 1 big challenge

BY HOLLY DOLEZALEK



Through learning technologies,  
**Earthducation** is starting a worldwide  
conversation taking on climate change.





**CLIMATE CHANGE MAY BE** the greatest learning challenge that humans have ever faced. If only there was a way to use technology to bring together the collective wisdom of the world to solve it...

Cue Earthducation, the brainchild of faculty in the learning technologies program. Aaron Doering, the Bonnie Westby Huebner Endowed Chair in Education and Technology, has explored the Arctic Circle for more than 10 years with GoNorth, a program of adventure learning expeditions with links to K–12 classrooms. Last year he and Charlie Miller, both associate professors in the Department of Curriculum and Instruction, decided to start a similar program with a different focus: sustainability. They created an ambitious plan to travel to climate hotspots—areas that are vulnerable to and affected by global warming—on each of the seven continents.

“We want to provide a window to the world on how these places are adapting to a changing environment,” Doering says.

Their first expedition took them to Burkina Faso, a small, landlocked West African country about the size of Colorado. With limited access to fresh water—its capital city suffers from regular shortages—Burkina Faso is exposed to fluctuations in precipitation and temperature extremes.

For three weeks in January, Doering, Miller, continent expert and learning technology doctoral student Romaric Zongo, and videographer/media specialist Justin Evidon traveled the country by motorcycle. (The list of statistics for the trip includes, “Motorcycles wrecked: 2. Teeth loosened: 2.”) They

visited 17 villages and conducted 35 interviews with elders and leaders who spoke to them about their experiences with environmental degradation and their attempts to adapt as the climate changes.

Zongo, a Burkina Faso native who moved to Minnesota in 2000, had connections nearly everywhere in the country. Where he didn’t, his wife, who had worked for the Peace Corps there, did. Zongo arranged interviews, organized the trip, and interpreted.

“There were some interviews where he had to speak three different languages,” Miller says.

A Discovery Grant from the University’s Institute on the Environment is funding the global trips. But Earthducation is about learning from travel, not just travel. For that purpose, the college’s LT Media Lab has developed a robust online forum with real-time updates from the expeditions, along with videos of interviews recorded in-country and supporting curriculum. Cassie Scharber, assistant professor of learning technologies and co-director of the lab, is also a co-principal investigator for Earthducation. She handles logistics from the Minnesota base camp and leads curriculum development for K–12 teachers and students. The curriculum includes lessons that teachers can use to introduce cultural or environmental themes or to discuss what the investigators are learning on the expeditions.

Earthducation uses the curriculum and its site to pursue its goal of expanding the conversation about climate change around the world. Anyone—student or not—who has access to the Web can post a video with his or her thoughts about climate change on the site: [lt.umn.edu/earthducation](http://lt.umn.edu/earthducation).

Zongo says that through the site, expeditions will have an impact not only around the world, but also in the countries they visit. “Many people will watch the interviews we recorded who would not have known anything about the country, and that is good for Burkina Faso,” he says. “But the impact in the U.S. is that seeing how other people live is good for us. We don’t know what we have until we compare it with what someone else has.” +

Justin Evidon



THIS PAGE, BOTTOM: Aaron Doering, Charlie Miller, and Romaric Zongo (right, facing camera) met with elders across Burkina Faso to discuss how they adapt to a changing climate. THIS PAGE, TOP: Miller (left) and Doering use technology to engage with scholars from the field.

# Acting **globally**



Reforming  
education  
for economic  
and world  
stability

BY SUZY FRISCH

**OVER THE PAST 25 YEARS**, professor David Chapman (organizational leadership, policy, and development) has traveled around the world and collaborated on more than 150 research and outreach projects. Fueled by a desire to guide emerging nations in developing strong education systems, he believes that global stability is at stake.

“An educated citizenry is a fundamental building block for stable governments,” he says. “It’s in our national best interest that education in other countries be enhanced.”

Anxiety over poor test scores, racial disparities, and low graduation rates in communities within the United States drive ongoing demand for collaboration with college academics. The reasons that many CEHD faculty collaborate internationally are just as compelling, though. Strengthening education can build economic capacity and give those who have been pushed to the margins—for example minority ethnic groups or girls and women—new opportunities.

In fact, the line between education outreach conducted abroad and domestic work has grown fuzzy. It’s never been more critical for teachers to understand the socio-cultural context of education in other places, says Frances Vavrus, an associate professor and the coordinator of the college’s Comparative and International Development Education program, who has studied, taught, and researched in Africa for 20 years.

“It’s very important for us to recognize that there is here,” she says. “We have the largest Somali population outside of Mogadishu in the Twin Cities and significant populations of people from Ethiopia, Liberia, Sierra Leone, and Kenya. Our teachers are struggling to understand the different assumptions about education that families from other countries bring to schooling in Minnesota.”

Kendall King (curriculum and instruction) finds resonances between her research on preserving endangered languages, which has taken her from the Andes to Sweden and Singapore, and her research into policies and practices for English language learners (ELL). Students in Minnesota classrooms may speak 10 different languages. “For ELLs, one approach for effective instruction involves learning about students’ language, cultural skills, and practices and trying to work with teachers on how to draw on them as resources for learning,” she says. “It’s an asset that can be used positively and productively in the classroom.”

International teachers and education experts can teach researchers plenty that benefits U.S. classrooms, as well. “The problems we’re dealing with in the United States are often very similar to the problems other countries are facing,” Vavrus notes. “We can see what’s worked and not worked in other places and learn from that.”

The flow of ideas and people is an outgrowth of a globalized world. As CEHD faculty help develop education practices from the individual teacher to underserved communities, from national education systems to continental higher education, their outreach can have local as well as international impact.

## Deepening engagement in Mozambique

Each summer since 2009, Jill Trites (postsecondary teaching and learning) has loaded her suitcase with school supplies and made the two-day trip to Mafarinha, a village near Beira, Mozambique, where she teaches English to elementary students through adults and provides teacher training. Now she's planning a return to build on her work and to investigate a potential service learning opportunity for undergraduate students.



courtesy Jill Trites

Trites says there will be numerous opportunities for students to learn from community leaders who address the issues of hunger, education, and medical needs. Mozambique is one of the 10 poorest countries in the world, with less than 50 percent adult literacy, and the eighth highest prevalence of adult HIV infection and death. The school where Trites teaches is free for students from daycare through primary grades. Other programs comprise an AIDS clinic and hospice, a teaching farm and bakery, vocational education, and microfinance for AIDS widows and orphans.

Trites believes the experience could be powerful for students, explaining, "I've got connections to provide students with a very unique experience." However, she must evaluate housing, safety, language, and cost to students.

She will also visit Dakar, Senegal, as part of the college's International Service Learning Educators program.

—Diane L. Cormany



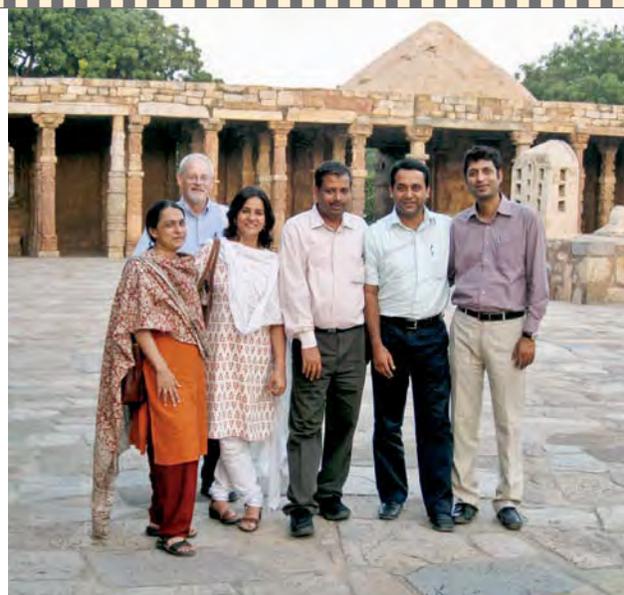
## David Chapman: Educational journeyman

From Azerbaijan and Somalia to Laos and Yemen, Chapman has assisted governments and institutions like the World Bank and UNICEF with education planning, program evaluation, and policy research. He is devoted to multidisciplinary research that addresses the complicated educational, social, and economic issues facing a country.

Chapman has evaluated the impact of development education, specifically analyzing United States Agency for International Development (USAID)-funded global education projects. After researching documents from 33 projects between 1990 and 2005, Chapman and his team concluded that the \$733 million USAID had spent contributed positively to improving student access, retention, and learning. However, the agency had been less effective at assessing project accomplishments compared to stated goals. Chapman and co-author Jessica Jester Quijada recommended in the *International Journal of Education Development* that future basic education projects set benchmark goals for concrete improvements in achievement and retention.

Early in his career Chapman immersed himself in teaching and research on international education development for postsecondary and K-12. Today he believes the work is as important as ever. "The focus of international donor attention used to be on improving basic education, and the international community and governments have been remarkably successful at accomplishing that," he says. "As the world has gotten more complex, economies more interwoven, and technology so prominent, countries have realized you can't run complex economies with just a primary and secondary-educated population. Higher education has been resurgent."

To that end, Chapman is currently tackling a higher education-related project for the Asian Development Bank.

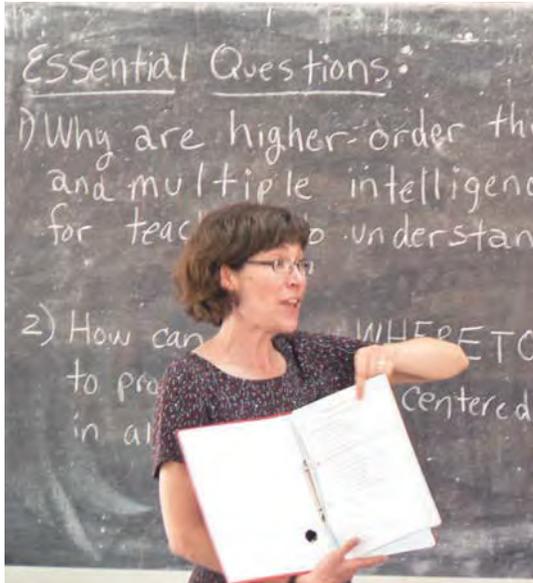


David Chapman (second from left) and his colleagues from CARE India at Qutb complex in Delhi.



He serves as team leader for a two-year study of higher education issues across Asia, helping the bank determine its best strategies for higher education lending. The seven-member team is conducting sub-regional studies across Asia that will culminate this summer at an international summit in Manila.

His findings so far? "For the past 20 years Asia has seen explosive growth in higher education enrollment with the prospect of that continuing," Chapman says. "Our observation is that a consequence of the rapid expansion is that quality suffered. Governments and universities now need to take a deep breath, slow expansion, and focus on raising quality."



courtesy David Chapman



### Frances Vavrus: African teacher

A Fulbright Scholar, Vavrus developed a fascination with Tanzania during her undergraduate years at Purdue University, where she learned about the country's post-colonial commitment to universal primary education. Over the past 20 years she has learned Swahili, studied and taught in Tanzania numerous times, and most recently developed a training program for high school teachers there to encourage critical thinking and participatory approaches to education. Vavrus has also assisted faculty at a Tanzanian teachers' college with developing their own research projects.

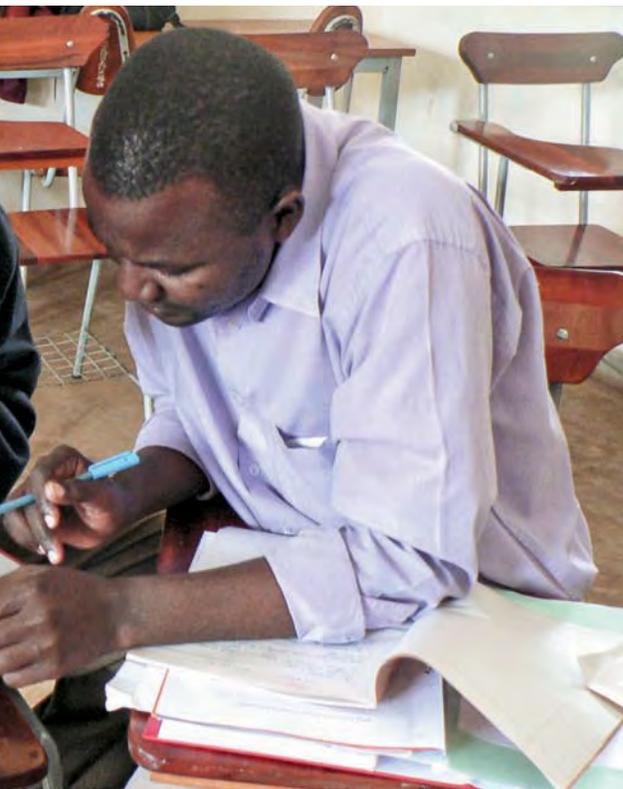
Vavrus's primary project started as post-baccalaureate training for teachers who were attempting to implement a more student-centered approach to learning. It's no small order in Tanzania, where rote memorization has been the standard for decades, and teachers often work in classrooms with more than 50 students.

Teaming with Lesley Bartlett, her former colleague at Columbia University, and Minnesota doctoral student Matthew Thomas, Vavrus developed a seminar called Teaching in Action at Mwenje University College of Education. The aim is to reconnect with recent graduates after they gain a bit of real-world classroom experience. Through demonstrations, curriculum development, and peer feedback, the program arms new teachers with resources, practice, and advice for using participatory instruction in their classrooms. In 2009, the program received the Ashoka Changemakers Champions of Quality Education in Africa award, one of three to receive the honor from the William and Flora Hewlett Foundation.

Last year, the University of Minnesota and Mwenje University signed a Memorandum of Understanding to deepen collaboration, and AfricAid is continuing the seminars. Seed money from the

University's Global Programs and Strategy Alliance has also created opportunities for doctoral students to work with Mwenje faculty. They observe teachers in their schools and measure the impact of the workshop on classroom practice.

"It's a capacity-building program, and it's



courtesy Fran Vavrus

Top: Frances Vavrus works with future teachers in Tanzania. Left: Two Tanzanian high school math teachers try learner-centered lesson plans on one another.

## Healing battle scars

A new partnership between the sister cities of Minneapolis and Najaf, Iraq, is bringing Iraqi academic, business, and civic leaders to Minnesota and the University to exchange knowledge, ideas, and questions with their U.S. counterparts. The first group traveled to Minnesota in fall 2010 and has another visit planned for this spring. The Iraqi delegation included faculty from the University of Kufi in Najaf, which is interested in pursuing collaborative research, learning, and service opportunities with faculty at Minnesota.

"Iraq's infrastructure—including the higher education infrastructure—has been severely damaged by the war and earlier sanctions," explains Sara Axtell (family social science), University community-campus health outreach liaison.

Axtell coordinates the University's partnership along with Director of International Initiatives and Relations Christopher Johnstone and family social science associate professor Liz Wieling, and the Twin Cities-based Iraqi-American Reconciliation Project coordinates with the broader community. "Our hope is to bring scholars together in creative, concrete ways to explore areas of shared concern [such as cancer research and healing from trauma]," she says.

— Kara Rose



In Tanzania, girls are particularly vulnerable in the education system and in long-term employment.

good for our graduate students to have real-life experience working with Tanzanian faculty on a tangible research project," says Vavrus, one of the University's five 2010 McKnight Presidential Fellows.

Vavrus also researches the impact of global education, especially in regards to gender relations and economic development. In Tanzania, Vavrus has observed that while the gender gap in enrollment is closing at the primary and secondary school levels, girls still face numerous challenges.

"These are not unique to Tanzania, but they may be more pronounced than in some other countries," she notes.

Frequent sexual harassment and violence in schools—at times by teachers—and inadequate accommodation for girls who are menstruating are two barriers. At the same time, responsibilities around the home keep girls from spending more time on homework, especially in households without electricity or money for adequate kerosene for lighting.

These factors may explain why only 43 percent of the students who passed the national exam at the end of high school were girls, Vavrus notes. The consequences of this gender imbalance continue through university, where less than 30 percent of the students are female, and on into the workforce. "There are fewer qualified women for [white-collar] positions," Vavrus explains. "My view is that interventions need to occur in primary and especially in secondary school if young women are going to be able to contribute equally to economic development in Tanzania."

Vavrus is involved in a longitudinal study of Tanzanian youth to evaluate the impact of attending high school on their long-term economic and social wellbeing. The study started in 2000, when the Tanzanian government and many international donors were directing significant resources to primary education. "Ultimately we want to make a case for the significance of secondary schooling on the long-term life trajectories of youth," she says.



## Kendall King: Language preservationist

Just as biologists and environmentalists want to protect the biodiversity of the world's creatures, second languages and culture associate professor King and other linguists believe strongly in protecting the diversity of languages across the planet. "Once languages are gone, they are gone forever," she says.

Groups and individuals rarely give up their language unless they are being marginalized or face social, economic, or political pressure. "I feel an obligation as a linguist to provide as much support as I can to the groups who want to save their language," says King. "Most people don't switch languages out of free choice, and there are major, long-term costs that come with shifting away from one's native language."

Some of King's earlier research involved working with Ecuador's Quichua people on language revitalization, especially with younger generations who speak Spanish. Through that project, King found that the longer people



Kendall King (above, right) worked extensively in Ecuador to help the Quichua people revitalize their indigenous language. Now her work as a linguist has taken her to Sweden and to Singapore.



courtesy Kendall King

## Partnering for Bolivia

Mano a Mano, a Bolivian nonprofit with Minnesota ties, has built more than 100 rural health clinics and administered more than a quarter-million vaccinations in one of the world's most impoverished regions. Its mission is to create partnerships with impoverished Bolivian communities to improve health, education, and economic well-being.

Now, faculty in the Department of Family Social Science and other University partners are developing a research program to help the charity collect baseline data about the health and economic impact it's having in the rural villages where it operates.

Associate professor Catherine Solheim and adjunct assistant professor Tai Mendenhall are seeking funding to send a small team to Bolivia this summer. After that, they're looking toward a long-term partnership that provides Mano a Mano with better data and offers students and faculty a "rich, cross-cultural experience" and an opportunity to make an impact, says Solheim.

Mano a Mano was co-founded by social work alumna Joan Velasquez (Ph.D. '79) and her husband Segundo. They've been delivering medical supplies and equipment donated by Minnesota hospitals and clinics to Bolivia since 1994.

More information at [www.manoamano.org](http://www.manoamano.org).  
— Dan Haugen



wait to revitalize their language, the more challenging it can be. In addition, through preservation and revitalization efforts, the language often changes, going from an oral to a written tradition or from a family tongue to a formal, school-based language.

King also has spent time in Sweden, serving as a visiting professor and consulting with minority language groups. The Swedish government recently funded an initiative to support maintaining Romani, Sami, Meänkieli, Finnish, and Yiddish speakers in Sweden as part of a larger effort to empower minority groups. King met with representatives from the minority groups to help them tap into research practices and develop ways to encourage language use and language learning.

Her future projects include finding strategies in Singapore to support kindergarten through 3rd grade students who are having trouble learning to read in English. It's a challenging task in a country where four languages are officially recognized and many more spoken, but English is the official medium of instruction.

### Michael Rodriguez: Master tester

There is a vast, global need for assistance with developing strong student testing and assessment programs, and educational psychology associate professor Michael Rodriguez's expertise is in high demand. Over the years he has worked closely with the Guatemalan government as it seeks to boost education outcomes that have hovered near the bottom in the world.

In Guatemala less than 10 percent of the population finishes high school, and the country also has low literacy rates and postsecondary attendance. Working with USAID while on sabbatical in 2007, Rodriguez spent nearly two months helping the Guatemalan Ministry of Education design assessment tools to monitor the outcomes of its new national content standards for math, reading, and science.

Though Rodriguez has served as a technical testing adviser to numerous U.S. states, he is particularly gratified to help an impoverished country like Guatemala. "We have addressed some really challenging issues I have never addressed when working with the states," says Rodriguez, who also directs the Office of Research Consultation and Services. "It's because of the overwhelming need for education reform. It's just dramatic there. Here we talk about reform, and it's like tweaking. There, it's major."

For example, most teachers in Guatemala have no more than a high school education. Based on recent test data, the country is considering requiring one year of postsecondary teacher training.

Rodriguez returns to Guatemala at least one or two times a year, offering training to Ministry of Education officials who maintain the test and





Left: Michael Rodriguez (standing) has helped the Guatemalan education ministry measure new education reforms. Above: Reforms aim to boost Guatemalan literacy and educational attainment rates, especially for rural populations.

helping the country assess the reams of data it has collected during the past three years.

Rodriguez is now working with education officials across Central America and the West Indies on establishing a regional graduate program in educational measurement and research that will train others to do this work. It would be too costly for one country to develop such a program, but together they could. The University of Minnesota might become a partner in the initiative as well, Rodriguez says.

He also is participating in a team project gauging how other countries prepare educators to teach math in hopes of producing better learning outcomes. The Teacher Education and Development Study in Mathematics, funded by the International Association for the Evaluation of Educational Achievement and the National Science Foundation, is analyzing teacher training in 17 countries from Botswana to Chile and Taiwan. Rodriguez helped design and scale the survey assessment forms, resulting in a data set that is becoming an important international research tool.

He's devoted to international work because countries need data to inform decisions about policies, teacher training, and approaches for meeting students' changing needs. "It's hard to make a decision on how to proceed unless you know where you're at." +

## Forging world peace

Throughout the world, Mark Umbreit, professor and director of the Center for Restorative Justice & Peacemaking in the School of Social Work, is involved in building bridges among former adversaries. He does so through restorative justice, a process of societal and individual healing through dialogue.

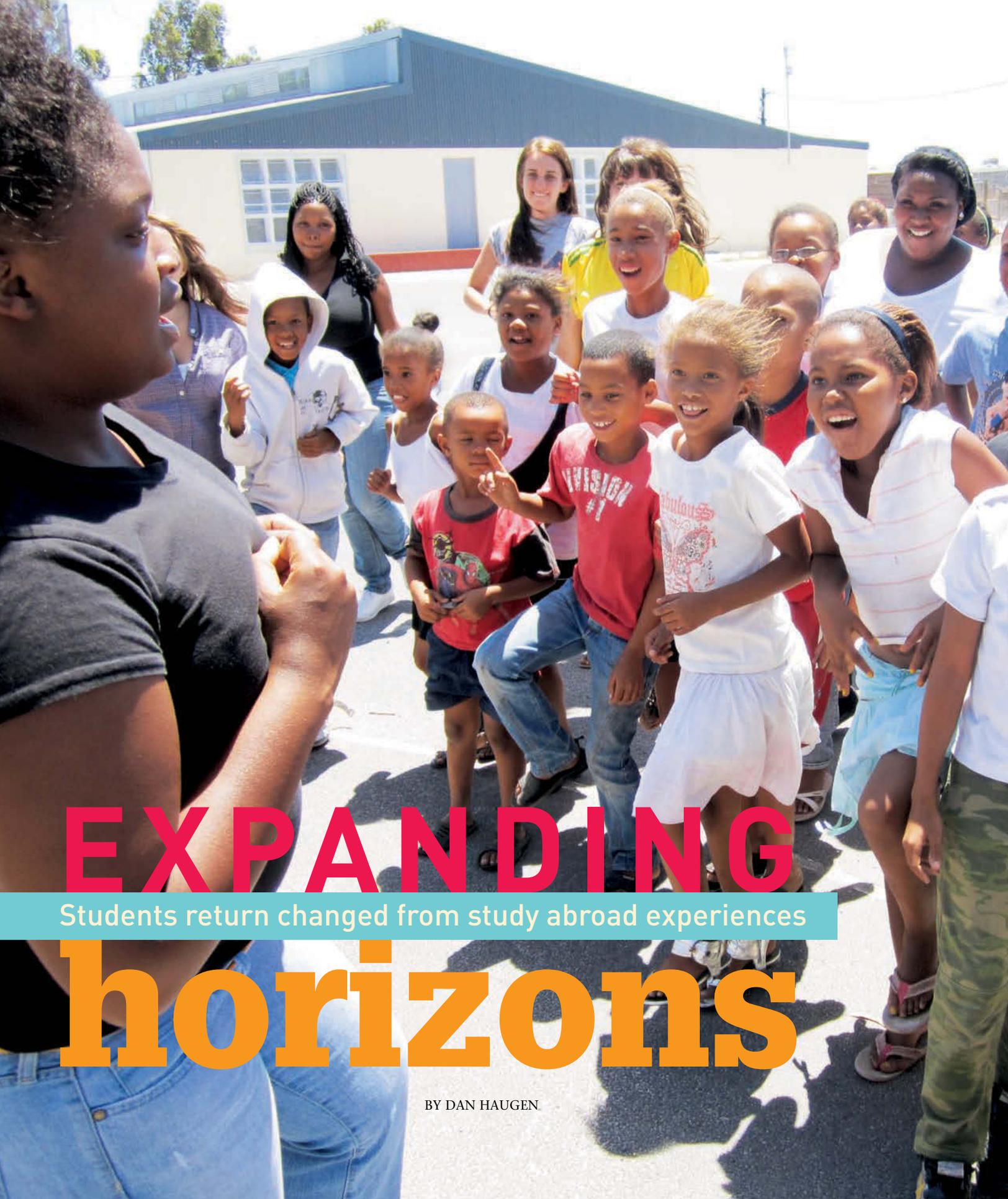
In Monrovia, Liberia, Umbreit and a Muslim colleague are developing a Muslim-Christian Youth Dialogue Team and a Center for Restorative Justice & Dialogue to foster healing in the wake of intertribal conflict that has killed more than 200,000 people.

In the Mideast, Umbreit is documenting Israeli and Palestinian groups committed to peace-building initiatives. He will meet with ex-combatants, with Palestinian and Israeli families whose members have been killed by terrorism, and with community leaders and academicians involved in peace-building.

In Northern Ireland, he is collaborating with the Corrymeela peace-building center to train Catholics and Protestants in restorative dialogue and spirituality and healing.

In the Twin Cities, his center conducted a workshop on peace-building through restorative dialogue with participants from 24 primarily Muslim countries. The workshop was made possible through a U.S. State Department grant to the International Institute for Education in Washington, D.C.

Umbreit's work is done in collaboration with the University Center for Spirituality & Healing, where he serves as an adjunct faculty member.



# EXPANDING

Students return changed from study abroad experiences

# horizons

BY DAN HAUGEN



courtesy Nathan Whittaker

**WHEN SHE LEFT RAPID CITY, SOUTH DAKOTA,** for the University of Minnesota, Angela Bianco had a pretty good idea that she wanted to study abroad at some point during her academic career. Suddenly she found herself entering her final year as an undergraduate in the elementary education foundations program. She still hadn't left the continent.

The course load for her final year was too specialized to fit traditional study abroad programs, but Bianco found her chance in an intensive three-week global seminar offered over the January winter term. She and two dozen other students traveled with CEHD adviser Nathan Whittaker to South Africa, where they toured historic sites, studied at the University of Cape Town, and volunteered with a nonprofit that cares for AIDS and tuberculosis patients and vulnerable children.

Bianco left with the kind of lesson you can't get from a textbook: "Just to be content with what you have. It sounds like a very cliché thing to say, but you don't need a whole lot to be happy."

Short programs held in January or May help the college ensure that students who cannot take advantage of semester-long programs still get to graduate with at least one global experience. A number of programs allow CEHD graduate students to complete degree requirements out of country. Many other students conduct international research alongside faculty. These globetrotting efforts are part of an initiative to further internationalize the College of Education and Human Development.

"There's absolutely no way to avoid it. Our world is interconnected, and we're preparing tomorrow's

Charissa Jones leads youth from Delft Township, Cape Town Flats, in a game of Simon Says. She studied in South Africa over winter break with CEHD adviser Nathan Whittaker. Also pictured:

undergraduates Kiara Malone, Ellen McDonough, Chelsea Skwieria, and Kiarra McCain.

leaders. I think we would be ill preparing them if we did not include a global element to their education," says Christopher Johnstone, director of international initiatives and relations for the college.

The global effort goes beyond study abroad. "We're also looking at a real diversity of global experiences," says Kenneth Bartlett, associate

## Worldwide draw

The halls outside the Department of Family Social Science (FSoS) in McNeal Hall are draped with 23 flags from around the world, representing the countries of current and past graduate students. The department is home to 16 international graduate students at this time.

Associate professor Virginia Zuiker, director of graduate studies, attributes some of the department's global attractiveness to word of mouth. "Students return to their home countries and network, encouraging others who have an interest in their field to study in our programs," she says.

Foreign government recognition is another draw for international students, explains Steven Harris, professor and director of the marriage and family therapy program. "The reputation of the University's research leads foreign governments to support students studying here," he says.

Others benefit from institutional support. For example, To Nga Hoang, a top student in her home country of Vietnam was named as a Harvard Fellow. Because it does not offer a program in family therapy, Harvard made accommodations for her to study at Minnesota and continue in her field.

—Amanda Brown



Greg Helgeson

The hall outside the Department of Family Social Science office is lined with flags representing students' home countries. Graduate students shown (left to right): Melanie Jackson (Barbados), Yaliu He (China), Polina Sheldeshova (Russian Federation), Xiaohui Li (China), Charles Sim (Singapore), Chanran Seo (Republic of Korea), To Nga Hoang (Vietnam).

dean for graduate, professional, and international programs. They include internationalizing the curriculum that's taught on campus and the research that's conducted by faculty. Such globalization is part of a commitment to diversity.

**A**mong many student-centered initiatives, the college has partnered with the University of Sao Paulo College of Accounting and Economics in Brazil and University of Brasilia. The student exchange program is complemented by ongoing research projects, led by Alexandre Ardichvili, professor of human resource development, and supported by a grant from the U.S. Department of Education Fund for the Improvement of Post-Secondary Education.

"It's quite a unique project because very few U.S. universities have strong partnerships with Brazilian universities," say Ardichvili.

Each semester two University of Minnesota students study in Brazil, while two Brazilian students study human resource development or agriculture at Minnesota. The program is open to undergraduates, as well as graduate students. Even though graduate students may choose to stay for a shorter period of time, Ardichvili believes they have the greatest potential impact. "Unlike students who just go for one semester, these people will hopefully work with Brazil for many years to come. They actually may end up writing their dissertations on Brazil. They may become professors studying Brazil and engage in research and work there," says Ardichvili. "I'm looking at this as a multiplier effect."

A pair of faculty from separate departments is planning a 10-day trip to Thailand this summer to develop digital stories about how China's damming of the Mekong River upstream affects Thai families whose livelihood depends on the river. Cathy Solheim, an associate professor of family social science, and Linda Buturian, senior teaching specialist in postsecondary teaching and learning, will incorporate these stories in the courses they teach back in Minnesota. Solheim will also hone her digital storytelling skills for use with students when she returns to Thailand for a January term course. She and Jill Klingner, assistant professor in healthcare management at the University of Minnesota, Duluth, hope to recruit about 20 students for the course.

The college is also introducing a new youth development leadership master's degree in September through the Peace Corps' Master's International program. It will allow students to complete their final 12 credits online while serving their Peace Corps assignments.

The youth development degree already requires a significant non-classroom

Students from Duluth and from the Department of Family Social Science meet with Pra Acharn during a January 2010 trip co- led by Cathy Solheim. She plans to return this summer and again with students in January 2012.





## Study Abroad Experiences

These are a sampling of programs offered by college faculty and staff in the past two school years. The University Learning Abroad Center offers many more.

### **Northern Ireland International youth work**

Ross VeLure Roholt, social work  
Graduate and undergraduate students | May '10

### **Namibia Social work in Namibia**

Elizabeth Lightfoot, social work  
Graduate students | May '10

### **Kenya Wilderness and adventure education**

Connie Magnuson, kinesiology  
Graduate and undergraduate students | May '10

### **England Human resource development field experience**

Rosemarie Park, organizational leadership, policy, and development  
Graduate students | Summer '10

### **Costa Rica Programming outdoor and environmental education**

Connie Magnuson, kinesiology  
Undergraduate students | Winter '11

### **South Africa Tracing the steps of social change**

University Global Seminar  
Nathan Whittaker, student services  
Undergraduate students | Winter '11

### **Ghana Children's musical play**

Priscilla Gibson, social work  
Graduate and undergraduate students | May '11

### **Laos Youth studies**

Juavah Lee, Office of Equity and Diversity (via social work)  
Undergraduate students | May '11

### **South Africa Cross-cultural leadership contexts**

Aaron Asmundson, leadership education  
(via organizational leadership, policy, and development)  
Undergraduate students | May '11

### **Spain Human resource development field experience**

Shari Peterson, organizational leadership, policy, and development  
Graduate students | May '11

### **Argentina Global youth leadership and community engagement**

Andrew Furco, organizational leadership, policy, and development  
Graduate and undergraduate students | Summer '11

### **Sweden Slöjd: Studying traditional handcrafts**

Faith Clover, curriculum and instruction  
Graduate students | Summer '11

experience. When the Peace Corps approached program coordinator Jerry Stein, a senior fellow in the School of Social Work, the two organizations found their programs very complementary. "It just seemed perfect," Stein says.

Initiatives like these aim to overcome some past hurdles to internationalizing traditional colleges of education. Gerald Fry, a professor of international and intercultural education who has studied the impact of study abroad programs, says education degrees are often aimed at graduate students, many of whom already have families, children, or full-time jobs anchoring them in one place.

"It's not that easy to just say, 'Oh, I'm going to go study abroad in Costa Rica for three months,'" says Fry.

Fry was part of a faculty committee that started talking about internationalizing the school in the 1990s. The committee passed the baton in 2007, when the college created Johnstone's position.

The number of College of Education and Human Development students who study abroad has stayed fairly consistent over the years, between 15 percent and 20 percent, Johnstone says. The college is working on raising that number and making study abroad possible for those who in the past could not afford, financially or logistically, to pack up and go away for a semester.

The immediate impact of studying abroad has been well-documented. It's a "transformational experience for students," says Fry, pointing to research that shows

## Help more students pack their bags

The college has set a goal of providing every student with an international experience. You can help more students become global learners and citizens by contributing to the CEHD Alumni Society Scholarship for Study Abroad (Fund #1831). Students typically receive \$500 to \$2,000 in study abroad funding. Give to the fund at [z.umn.edu/33r](http://z.umn.edu/33r), or contact the Office of Development at 612-625-1310.

students are more likely to change majors or career goals following a study abroad trip. Fry's own research points to longer lasting impacts, too, including a tendency to be less materialistic and to make purchasing decisions based on social responsibility.

**T**he institutional benefits of international education extend to include stronger and more diverse research ties, as well as better-informed curriculum. Vanessa Abanu, a doctoral student in the higher education program and a coordinator in the Educator Development Research Center, traveled to Brazil last September to interview scholars and make connections for researching a thesis comparing African-American studies with Afro-Brazilian studies.

"It's not just about me coming with my American perspective to enjoy the great things they have down there and come up and write about it," says Abanu. "It's really about how do we learn from each other, how do we publish together, how do we compare what's going on here with there, how do we broaden the conversation?"

Professor Solheim sees potential for her digital storytelling project in Thailand to produce an ongoing repository of stories and multimedia that can then be used to enhance classroom discussions back in Minnesota. If the lesson is on rural health care, she could show video of the mountain roads people travel up and down on to get to the nearest clinic. "It's more powerful than if you are just writing about it," says Solheim.

The distance learning curriculum being developed for the Peace Corps' youth development leadership master's program could open the door to more international collaboration, says Stein. It could allow the college to have national and international cohorts, who travel to Minnesota for a summer semester, then return home for a year before completing a degree in Minnesota the following summer.

Whittaker is planning to organize another student trip to South Africa in January 2012. He says the country challenged him, adding, "It challenged the students as well—spiritually, politically, you name it." The TRiO student services adviser first traveled to volunteer there in 2001 and has since made it a second home. Almost a decade after his first visit, he won funding from the University's Learning Abroad Center to take a group of students there for a seminar.

Meanwhile, Bianco will graduate this spring and start working on her teaching license in the fall. After that, she wants to teach, but she doesn't know where.

"I love rural and urban schools. I'm open to teaching wherever," says Bianco. "I think I can learn from wherever I go." 

Minnesota students who plan to study in Brazil get tips from University of Sao Paulo students and exchange coordinator Renato Azevedo (center). Also shown: Director of International Initiatives and Relations Christopher Johnstone (third from left) and Ph.D. student Vanessa Abanu (sixth from left).



courtesy Alexandre Ardichvili

# CROSSING borders



From supporting children in a war zone to developing robotics for neuro-therapies, challenging collaborations pay off

Professor Nicki Crick (center) and research associate Peter Ralston (bottom right) meet the students at Lira Integrated School in northern Uganda.

BY GREG BREINING

**WHILE STUDYING RELATIONAL AGGRESSION** among Japanese schoolchildren, Nicki Crick realized the possibilities of international collaborations.

Crick, Distinguished McKnight University Professor and director of the Institute of Child Development, has a long record of studying relationship rivalries and emotional bullying among children in this country. Her work in Japan allowed her to see the phenomenon in a different setting.

“It allows you to find out whether or not the topic you’re studying is universal,” she says. “For example, does relational aggression exist in other cultures? And if so, does it look the same? Are there some differences? Are the implications of those behaviors different?” (It turns out they are. “Shunning” and other aggression is even more devastating in Japan than here.)

Crick has also seen the challenges presented by international collaborations. “Our Ugandan work is a good example,” she says. Crick and ICD colleague Dante Cicchetti are establishing a research collaboration with Gulu University to study aggression and child maltreatment in the wake of Uganda’s brutal civil war. Their commitment to helping children and families who have experienced ongoing trauma is strong. However, a lack of widespread internet access in Uganda, along with political tension and bureaucracy, has complicated the work.

Like Crick, many professors with the college are conducting research with overseas partners. Like Crick, they are discovering the benefits, insights, and unique facilities and opportunities that come from working abroad. And at times they discover cross-cultural, legal, and other complications.

“Yes, indeed, there are all these wonderful opportunities that everyone recognizes and wants to benefit from within international collaborations,” says Melissa Anderson, professor of higher education (organizational leadership, policy, and development). “But they don’t realize that there are many, many different ways you can get into trouble.”

Anderson recently co-edited a book (with Nicholas Steneck, University of Michigan) about international research. The title is straightforward; it’s the subtitle that says it all: *International Research Collaborations: Much to be Gained, Many Ways to Get in Trouble*.

Right: Joan DeJaeghere (center) works with CARE’s partners in Bangladesh to ensure the best education solutions for marginalized youth. Below: A meeting with the Bangladesh contingent.





courtesy Joan DeJaeghere

There are many “normative differences” among scholars from different countries. “What may seem appropriate for one group of researchers may seem inappropriate or may possibly be illegal in another context,” Anderson explains.

To promote best practices in the burgeoning field of international research, Anderson helped to draft the recent Singapore Statement on

Research Integrity. The consensus statement emerged from the Second World Conference on Research Integrity last summer.

“There are layers and layers of regulations, there are complications, there are so many different things to think about that institutions and scientists are not prepared to address,” Anderson says.

The key to overcoming differences in culture and regulation is communication, and that requires strong relationships among researchers. “We’ve had plenty of scientists say to us, ‘I would never recommend that a young scholar get involved with this.’ Especially if you’re pre-tenure, you can’t afford the time to invest in developing the relationships that will make the collaborations work.”



**J**oan DeJaeghere, assistant professor in the Comparative International Development Education program (organizational leadership, policy, and development), says international research produces many benefits, including projects to support graduate student learning and research, providing a means to better understand education issues in different cultures, and ultimately to improve our own educational system. However, she notes that global collaborations require additional competencies for the researcher.

“You really need to understand the cultural and social environment you’re working in,” DeJaeghere says. “It’s more challenging because if you aren’t familiar with the social, cultural, and political environment then you don’t really know what might have just derailed your initiatives or attempts to do something with research or education programming. That to me is the critical piece when we do work internationally.”

DeJaeghere is principal investigator on a project researching education in eight developing countries, supported by the international aid organization CARE. The complex project includes local partners in each of the countries who identify solutions that would work best in that particular locale.

Joining DeJaeghere on the project are professor David Chapman and associate professor Frances Vavrus, also with the Department of Organizational Leadership, Policy, and Development; Director of International Initiatives and Relations Christopher Johnstone; and 20 graduate students. Together they are investigating the impact of strategies to foster gender equity in education for girls and boys in marginalized communities.

## Reconstructing family in Uganda

Last fall, family social science associate professor Liz Wieling spent time hearing stories of both tremendous heartache and astonishing resilience from Ugandans who had experienced the horrors of war. Wieling collaborates with the Victim’s Voice (Vivo) Foundation, which has had a presence in Gulu, in northern Uganda, for close to seven years. It trains local counselors and treats many individuals suffering from posttraumatic stress disorder. Communities have committed to helping themselves, as well as asking for help.

Wieling’s time in Uganda was spent conducting treatments and research to develop parent and family treatments. She conducted parent-child dyadic observational interviews and a series of focus groups with both men and women.

“Persistent poverty and the long-term effects of war are just some of the big issues facing these families,” says Wieling.

Communities are also struggling with how to reconcile former child soldiers, who were often abducted from their schools and forced to commit atrocities against their own people.

Wieling plans to continue collaborating with her Vivo colleagues to develop culturally relevant, evidence-based treatments that also target building local capacity and ongoing sustainability.



Liz Wieling (right) with her research collaborators in Uganda.



## Mathematic translation

Why are women choosing not to enter science, technology, and math careers? Sherri Turner, associate professor in the Department of Educational Psychology aims to find out.

“The trend is almost worldwide, and it’s not about ability,” she says. “We’ve discovered in counseling psychology that it’s not a young woman’s ability that would draw her to those fields, but the cultural context.”

Turner and her colleague at Tel Aviv University are exploring the socioeconomic and demographic variables that affect young women’s interest in math and science. Examining the differences between Israeli and U.S. families, for example, may lead to a better understanding of how family stereotypes and expectations influence career choice. Because Israeli women must serve a mandatory 21 months in the military upon turning 18, they are older than the majority of U.S. freshmen when they enter college. Turner and her colleague are exploring whether or not that factor plays into young women’s educational and career choices, as well.

— Kara Rose

**I**t was a former student who got Crick interested in Uganda—Jens Omli, who traveled from the University of Minnesota to study how a Ugandan coach instilled life lessons through soccer. Omli (now an assistant professor at Texas Tech University) returned to Uganda to coordinate the training of more than 2,000 soccer coaches. He also wanted to conduct research on aggression.

Uganda seemed like fertile ground. Since the early 1980s, the Lord’s Resistance Army and other rebel groups had prowled northern Uganda, conscripting children and terrorizing civilians. Though the rebellion has dissipated, the conflict left a cohort of youth scarred by violence. A generation of children who were orphaned or abandoned and taken in by guardians outside of their own families can be subject to abuse and other forms of maltreatment.

In 2008, Crick started exploring the collaboration with Gulu University. Since then, the partnership has completed a pilot study into relational aggression among elementary children. However, political changes that affected the school’s administration threw the future of the project into doubt. Now Crick and colleagues have heard the project is on again.

Minnesota researchers have found a smoother path towards a research partnership with Lira Integrated University, also located in northern Uganda. Beatrice Ayuru Byaruhanga founded Lira with a preschool and early elementary grades,

A classroom in Lacor Primary School, which Crick and Ralston toured with colleagues from Gulu University



courtesy Nicki Crick and Peter Ralston

adding grades through secondary level as her students progressed. Now she has founded a university for her graduates.

“She’s an incredible woman,” says Crick. “Unlike Gulu, she runs the place. She basically said, ‘If I say it’s okay, it’s okay.’ It’s a very different situation.”

This summer, Crick and Cicchetti, lab coordinator Peter Ralston, Johnstone, and graduate student Kathryn Hecht will travel to Uganda to plan next steps. To help get Lira University underway, they will conduct workshops for the teachers and staff on child development, disability, and education.

“Whoever gets a chance to do that—get in on the ground floor?” Crick asks.

The Minnesota contingent will also explore future research at Lira and in schools near Gulu. They hope to study the association between aggression, victimization, and social outcomes. They will rely on Gulu graduate students and staff to ensure that their methods and measures are culturally appropriate. Crick and her colleagues also hope to train their Gulu colleagues to continue the research, even when the U.S. partners are gone.

“We’d like to train them to collect data ... so they can go on and do that themselves if they wish to. It’s something they really need.” Eventually, the Gulu participants may become co-authors on research papers, an important step for someone from a small and isolated school.

As the partnership with Gulu becomes established, Ralston says he hopes additional faculty from across the college and the University will develop their own research collaborations there.



**B**y contrast, professor Juergen Konczak in the School of Kinesiology, himself a native of Germany, has found little difference between research collaborations within the United States and outside its borders. Konczak works with groups of experienced researchers in established institutions in Germany and Italy.

“You go where the expertise is,” says Konczak. “Often it does not matter all that much where exactly on earth that is.”

For example, Konczak, a movement physiologist, is working with experts in robotics at the Italian Institute of Technology in Genoa. They are interested in how humans control movement and how engineers might apply that knowledge to humanoid robots. The robotic work might have future application to neuro-rehabilitation, Konczak says.

He recently published a study on recovery of arm movement coordination after stroke or other injury to the cerebellum in collaboration with neurologists and neurosurgeons in Germany and Switzerland. The Europeans know the clinical aspects of stroke; Konczak is the one with expertise in analyzing complex motor skills.

He says liberalization in funding criteria has made a difference. “Ten years ago it was pretty hard to do international collaborations.” At that time, institutions on both sides of the Atlantic were reluctant to provide funds for overseas work.

“I think that attitude has changed,” Konczak says. “If you can convince them there is a certain skill set, a certain expertise, a certain access to patients—then I think they are much more open now to do those kinds of things.”

Funders realize they may have little choice, he says. The same is true of schools and researchers if they expect to stay at the forefront of their fields.

“As globalization continues, it is a trend you cannot stop,” Konczak says. “And if we’re not doing it, someone else is doing it. It’s not even an option to say we’re going to stay parochial.” +



courtesy Juergen Konczak

Juergen Konczak, center, presents at a review meeting for a European Union project that developed a humanoid robot. As an international consortium member, Konczak contributed expertise on the development of human motor control.

**PROFESSOR JEFF EDLESON (SOCIAL WORK)** remembers about a dozen years ago when a woman, a medical doctor, emailed him. She had fled an abusive husband in Europe with her two young children. He had filed a petition under the Hague Convention to get them back. The woman was desperate and contacted Edleson because of his academic work in family violence. How could she keep her children?

The scenario plays out repeatedly, says Edleson, director of the Minnesota Center Against Violence and Abuse. When a woman moves to her foreign-born husband's country, and he becomes abusive, she often flees with their children to the protection of her native country. About a quarter of all Hague Convention international child abduction cases in the world involve the United States. Most of

the parents who come to the U.S. with children are mothers who are American citizens, and in about half these cases, U.S. courts returned the children to the abusive husband.

It wasn't supposed to be this way. The Hague Convention on the **Civil Aspects of International Child Abduction** was established to protect children from wrongful removal from their home and their custodial parent.

"The Hague Convention was written 30 years ago," says Edleson. "It was drafted with the thought that most of the cases were foreign fathers taking their children out of countries to other countries where the mothers would never or seldom have access to the children." Instead, 68 percent of the "abductors" are mothers, the primary caregivers, returning to their native land.

Recent U.S. Census numbers showed that the number of households with one foreign-born parent has risen to 22 percent. If the family goes abroad to live with the husband's family, a woman facing abuse can feel especially trapped. She may not speak the language. She may not be able to work because she lacks citizenship. She has no family to offer support. Her husband's family may be complicit in the abuse.

But why do U.S. courts seem so unsympathetic? "The presumption is we're going to return this child unless you can present convincing evidence that it's a danger to the child," says Edleson. The tragedy, he says, is that he and other researchers

have demonstrated that violence against the mother hurts children psychologically as much as if they were abused themselves.

Judges try to assuage their fears by setting up agreements

with the fathers to prevent further violence when the children are sent back home. But in all cases Edleson investigated, the agreements were ignored, with no follow up by the father, the courts, or social service agencies in the home country.

Edleson and his colleagues testified about the problem to the State Department and the Hague Conference on Private International Law in the Netherlands this spring. He says U.S. courts must consider damage to children from violence in the home, even when they are

not abused directly. They must also reappraise the definition of "home country" when the mother cannot live there without coercion or fear of abuse. And finally, judges should never rely on voluntary agreements to keep children safe.

The young medical doctor who asked for Edleson's help in the first place? Edleson referred her to an attorney who specialized in such cases and testified as an expert witness at her hearing. She won the right to keep her children in the United States.

At an event on Human Rights Day, Guthrie actors dramatized accounts from a number of other abuse survivors who ran afoul of the Hague legal process. Not all cases turned out as successfully as the doctor's. The stories came directly from research conducted by Edleson and other Hague Domestic Violence Project members.

Edleson and his colleagues are working with Greater Twin Cities United Way and the law firm Robins, Kaplan, Miller & Ciresi to provide a guide for Minnesota judges in Hague Convention cases that he hopes will become a national model. He is also working with groups around the globe to identify, research, and develop strategies to prevent abuse by men.

"Violence against women and children isn't just a women's issue," says Edleson. "It's a men's issue as well."

For access to the Guthrie reading and more information on the Hague Domestic Violence Project, see [www.haguedv.org/](http://www.haguedv.org/).

— Greg Breining

**"But, still, I think it's unconscionable to send a six-year-old girl home, you know, to a man who may be abusing her. ... And [the judge] said, 'Well, let the [other country] court handle it.' And then, my attorney said, 'Well, what about [Megan\*]?' And she said, 'I don't care what [Megan\*] does. She can stay or she can go. Whatever she wants.' And [the attorney] said, 'Well, are there any safeguards for her protection if she goes back?' And the judge said 'No, that's none of my business. That's her problem.' "**

**—MEGAN\*, A BATTERED WOMAN WHOSE CHILDREN WERE RETURNED TO HER HUSBAND'S COUNTRY (\*PSEUDONYM)**



“There seems to be a window of opportunity when kids can completely turn their situation around, as if there never was a problem. So it is obviously very important that we promote exercise and healthy eating and weight goals while children are young.”

DON DENGEL, ASSOCIATE PROFESSOR, SCHOOL OF KINESIOLOGY

**DON DENGEL WAS ALARMED** by the number of overweight children he encountered at the local pool while swimming with his two young daughters 11 years ago. He had already been studying metabolic syndrome at the University of Michigan for a decade. Concerned for his daughters’ generation, in 2000 Dengel seized an opportunity to move his family and switch his research focus to pediatrics at the University of Minnesota School of Kinesiology.

Dengel immediately began pursuing collaborations with the Department of Pediatrics, the School of Public Health, and the College of Food, Agricultural, and Natural Resource Sciences.

“There weren’t a lot of partnerships with the folks in medicine back then,” he says. “So I got right to work knocking on doors.”

Metabolic syndrome is the clustering together of cardiovascular and metabolic diseases in an individual. Often caused by obesity, metabolic syndrome strikes adults and children alike and can cause diabetes, heart disease, and stroke.

“In the 1960s, when I was a kid, only 4 percent of adults were overweight,” says Dengel. “Now that figure is 65 percent. At that rate of increase, the 15 percent of kids that were obese in 2010 should swell to 89 percent of adults in 2050. That’s almost everyone! Our current health care system could not handle the costs and demand on caregivers that those numbers would create.”

Dengel has discovered that overweight and obese kids who began to exercise and eat right can completely recover their vascular use, whereas adults can only improve.

“There seems to be a window of opportunity when kids can completely turn their situation around, as if there never was a problem,” he says. “However, it appears that all changes at puberty, so it is obviously very important that we promote exercise and healthy eating and weight goals while children are young.”

Dengel also studies the prevalence of metabolic syndrome in survivors of childhood cancers such as leukemia. His research investigates whether the cancer itself, or the chemotherapy and radiation treatments, or parents’ attempt to protect their children may lead to the syndrome. Dengel’s research has revealed that chemotherapy damages the cardiovascular system, making the cancer survivor susceptible to a number of metabolic and cardiovascular diseases.

“Today 80 to 90 percent of children survive childhood leukemia,” says Dengel. “Once these children are finished with their cancer treatment, they aren’t really finished with their lifetime of medical treatment. ... We’ve added years to their lives but we’ve weakened them, and now we need to make sure that those added years are quality years.”

Dengel directs the Human Performance Core of the Clinical and Translational Science Institute, which integrates University resources with community partners to create a comprehensive statewide network for clinical and translational science.

—BRIGITT MARTIN





**David Arendale** (postsecondary teaching and learning) received the Hunter R. Boylan Outstanding Research/Publication Award for 2011 from the National Association for Developmental Education for *Access at the Crossroads: Learning Assistance in Higher Education* (Jossey-Bass).

The Minnesota Elementary School Principals' Association honored President **Robert Bruininks**, professor of educational psychology and former CEHD dean, with their Champion for Children award.

*Crossing Borders in East Asian Higher Education* (Hong Kong University Press), co-edited by **David Chapman**, Birkmaier Professor of Educational Leadership (organizational leadership, policy, and development), was selected as the best book of the year in international higher education by the Comparative and International Education Society for 2009–10.

The Society for Research in Child Development awarded **Dante Cicchetti**, McKnight Presidential Chair and William Harris Professor of Child Development and Psychiatry (Institute of Child Development), its Distinguished Scientific Contributions to Child Development Award at its biennial meeting in early April.

Learning technologies' faculty **Aaron Doering**, **Charles Miller**, and **Cassie Scharber** (curriculum and instruction) received an award for the best research paper at the Society for Information Technology and Teacher Education conference in Nashville. The paper was entitled "Designing with and for Technological Pedagogical Content Knowledge: The Evolution of GeoThentic".

**Gerald Fry** (organizational leadership, policy, and development) will receive an honorary doctor of philosophy of education for locality development from Rajabhat Rajanagarindra University, Thailand. Fry has been an adviser and provided training at the university's Institute for Quality Teacher Development.

On Feb. 23 **Ezra Hyland** (postsecondary teaching and learning) and the African American Read-In were honored as a community hero by the Minnesota Timberwolves. The Timberwolves recognized the organization on court during half-time.

On November 5, the **Institute on Community Integration** celebrated its 25th anniversary.

**Kristen McMaster** (educational psychology) is a recipient of the 2011 Distinguished Early Career Research Award from the Division for Research of the Council for Exceptional Children for outstanding scientific contributions in basic or applied research in special education within 10 years of receiving a doctoral degree.

**John Romano** (educational psychology) was appointed vice president for international scholarship by the University's Global Programs & Strategic Alliance. Romano is leading the University's Global Spotlight initiative for 2010–12, focusing on Latin America and the Caribbean and on urbanization.

Regents Professor **Karen Seashore**, Robert Holmes Chair of Ideas in Education (organizational leadership, policy, and development) and former dean **Steve Yussen** (Institute of Child Development) have been named American Educational

Research Association (AERA) fellows. The AERA Fellows Program honors education researchers with substantial research accomplishments, conveys the association's commitment to excellence in research, and emphasizes to new scholars the importance of sustained research of excellence in the field.

## In memoriam

**John Brian Becker**, information technology specialist, kinesiology, died Feb. 3 at the age of 35 after a battle with melanoma. He worked for the University for nine years. Becker will be remembered throughout the college as a good friend and colleague with amazing technology talents.

**Forrest "Frosty" Gurney Moore** (Ph.D. '53), professor emeritus, died Feb. 28 at the age of 95. Moore was instrumental in formalizing international education at the University as founding director of the Office of International Education and as co-founder of the Minnesota International Center. He also co-founded the Association of International Educators, or NAFSA, and served as its president. Memorial gifts may be made to the University of Minnesota Foundation, Moore International Alumni Fund, No. 4219.

**John Ellsworth Stecklein**, professor emeritus, died on Dec. 20 at age 87. Stecklein joined the faculty of the University in 1952 and retired in 1989. During that time he was listed among the top 32 persons in higher education in the country. He was instrumental in establishing the Association for Institutional Research.

“Every teacher has something they’re very strong at, and they bring something new to their classroom every day. What we’re trying to do at Sojourner is get teachers in other classrooms to share these things.”

JENNIFER MITCHELL (B.S. '00, M.ED. '03), MILKEN AWARD WINNER, DIRECTOR OF CURRICULUM AND INSTRUCTION, SOJOURNER TRUTH ACADEMY

Alumna Jennifer Mitchell’s path to winning a prestigious Milken Educator Award wasn’t an easy one. She says she struggled when she first arrived in 2005 to teach third grade at Sojourner Truth Academy from teaching in her hometown of Beloit, Wisconsin.

“There were days when I went home crying,” she says. “You see that with teachers fresh out of school coming to our school; they’re not sure how to handle the behaviors.”

Today, Mitchell is a director of curriculum and instruction at Sojourner, a North Minneapolis charter school where 98 percent of students receive free or reduced-price lunch. “I’m talking to seventh graders now, and I say, ‘Do you remember the pain that you caused me?’,” she says, laughing. “Building relationships is the key thing. You’ve got to find those things that the kids really do hold important, and talk to them about them.”

Mitchell found herself tearing up once again in November, when she was surprised with the \$25,000 Milken award at a school assembly. The honor follows years of progress at the school. As a master-teacher in the Teacher Advancement Program, Mitchell helped move Sojourner off the “watch list” for adequate yearly progress under No Child Left Behind. “We went from 19 to 52 percent proficient in the area of math,” she says. “Good things are happening at our school. I feel blessed that I was recognized, but it could have been anybody.”

Mitchell speaks of her CEHD experience with appreciation and is considering a return for her principal’s license. But her most formative lesson in teaching may have come from Mrs. Dutter, her first-grade teacher back home in Beloit.

“She just made learning fun for me,” says Mitchell. “At St. Patrick’s Day, we’d go outside for recess, and we could come back and our chairs would be flipped over, and there would be green glitter around the classroom. ‘Oh, the leprechauns have been here!’ I’ve done some of those things in the classroom, just keeping learning exciting.”

At Sojourner Truth, Mitchell brought fun along with an element she’d learned to be crucial: hands-on learning. As a curriculum supervisor, she’s had the opportunity to absorb other good ideas around her.

“I’ve become a better teacher from watching other teachers,” she says. “Every teacher has something they’re very strong at, and they bring something new to their classroom every day. What we’re trying to do at Sojourner is get teachers in other classrooms to share these things at meetings. And other teachers are like, ‘Why didn’t I think of that?’”

Mitchell was on a maternity leave for the birth of her first child Jayda this fall.

— PETER S. SCHOLTES





● The 2011 Legislative Briefing, held January 19 at McNamara Alumni Center, drew more than 400 students, faculty, staff, alumni, and friends dedicated to the University's future. Alumni spoke about how personal stories matter in influencing legislators and lawmaking, and President Robert Bruininks rallied attendees. Attendees also created personalized "Because" photographs (see opposite page) that were sent to legislators, emphasizing the widespread support for the U throughout the state.

● On January 22, the college hosted a luncheon in Naples, Florida, before the University Alumni Association Southwest Florida Chapter's annual Minne-College. Dean Jean Quam greets Tom and Jane Nelson (left), while Mary Hertogs, Sharon Beckstrom, and Jon Albrightson visit (above).

● Thirty CEHD students and alumni took part in the second annual Making a Connection networking event March 1. A joint initiative of the CEHD Undergraduate Student Board and the Alumni Society, the event helped students sharpen their networking skills and career goals. Alumnae Jane DeKraay (above) and Sharon Kelly (right) share their insights with interested students.



**FROM THE president**

**HEATHER VINGE HANSON, B.S. '03**

It feels wonderful to have spring in sight and winter in the rearview mirror. The CEHD Alumni Society and its members stayed active over the winter months with legislative advocacy and mentoring outreach. We had tremendous turnout at the January 19 Legislative Briefing. All alumni advocates in attendance received photos, like mine, to send to their legislators showcasing the real benefits and contributions of the University of Minnesota. Overall, the University creates \$8.6 billion in total economic impact in Minnesota annually, not to mention the significant human impact CEHD graduates have on children, families, and communities statewide. I encourage you to connect with your legislators via [supporttheu.umn.edu](http://supporttheu.umn.edu) to communicate the importance and purpose of the University.

On a smaller scale, the Alumni Society partnered with the CEHD Undergraduate Board on March 1 to host the second annual Making a Connection networking event. More than 30 alumni and students gathered in Burton Hall to share career aspirations and advice. Mentoring is just one of the many ways to stay involved as alumni. Get involved today at [cehd.umn.edu/alumni/mentor](http://cehd.umn.edu/alumni/mentor).



**Join us! Enjoy ALL the benefits of the CEHD Alumni Society! [cehd.umn.edu/alumni](http://cehd.umn.edu/alumni)**



The college would like to extend a warm welcome to new Director of Alumni Relations **Jon Ruzek**, who joined us Feb. 10. Jon comes to us from the Carlson School of Management where he was the associate director of student affairs for more than five years. Before that he worked with students, alumni, and community partners at the University of St. Thomas School of Social Work. His interests include higher education policy, guitar, non-fiction literature, and most importantly, his wife Marie and son Walker.

Jon looks forward to building community with CEHD alumni through volunteer opportunities, recognition, and special events. He wants to hear from all alumni about their interests, updates, and feedback, especially regarding how CEHD can continue to meaningfully connect with them. Contact Jon at [ruzek010@umn.edu](mailto:ruzek010@umn.edu).

**1930s**

**C. Robert Pace** (Ph.D. '37), professor emeritus of higher education at the University of California Los Angeles and a pioneer in developing methods of institutional research, passed away on February 5 at age 98.

**1940s**

**Vincent DiNino** (B.S. '41), director emeritus of The University of Texas Bands, was named 2011 Bandmaster of the Year by the Texas Bandmasters Association.

**1990s**

**Marion Palm** (Riola) (M.A. '93) is an alumni writing tutor for masters candidates at Bank Street College of Education and a retired adjunct professor in the School of Education at Brooklyn College.  
 • **James Nelson** (Ph.D. '94) was awarded the 2010 Distinguished Service Award by the Minnesota Association for Marriage & Family Therapy.  
 • **Angele Sancho Passe** (M.A. '94) recently published *Is Everybody Ready for Kindergarten? A Toolkit for Preparing Children and Families* (Redleaf Press), a resource for educators coordinating successful transitions to kindergarten.

**2000s**

**Darnell Logan** (M.A. '01) accepted a position as the director of psychological services for Atlanta Public Schools. • **Heather Vinge Hanson** (B.S. '03), CEHD Alumni Society president, joined the University of Minnesota Foundation as a researcher. She is excited to be back on campus! • **Joseph Hoff** (Ph.D. '05) was named associate dean for the Office of International Education at the University of Richmond in July.  
 • **Tracy May** (M.Ed. '05) launched Promising Connections, a new business that helps unique learners, especially those with Asperger's Syndrome or an autism spectrum disorder, transition to adulthood. • **Susie Miller** (M.Ed. '06), adjunct instructor in the recreation, park, and leisure studies program, is a recipient of the Eleven Who Care award from KARE 11 television. She began the Minnesota Special Hockey Association for kids with autism, epilepsy, and Down syndrome. • **Hongzhan (Sam) Song** (Ph.D. '07) became director of English language at Salisbury University (Maryland) in August.

**2010s**

**Tanetha Grosland** (Ph.D. '11) is a professor in residence at the University of Florida School of Teaching and Learning and the Lastinger Center. She teaches courses in the Teacher Leadership for School Improvement program.

\*\*\*\*\*

There are many ways to stay connected with CEHD alumni and friends of the college. We hope you'll join us at some of the events listed here or connect with us on social media. Visit us online at [cehd.umn.edu/alumni/events](http://cehd.umn.edu/alumni/events) or call 612-626-8782.

### **University of Minnesota Alumni Association Annual Celebration**

May 3

Carlson School, 5:30–7:00  
p.m. (cocktail reception)

Ted Mann Concert Hall, 7:30  
p.m. (program)

An extraordinary evening celebrating the University, our alumni, and outgoing President Robert Bruininks and First Lady Susan Hagstrum. Ticket information at [minnesotaalumni.org](http://minnesotaalumni.org)

### **CEHD Commencement**

May 12

Mariucci Arena

3–5 p.m. undergraduate ceremony

7–9 p.m. graduate ceremony

For more details visit  
[cehd.umn.edu/commencement](http://cehd.umn.edu/commencement)

### **WPLC Awards Celebration**

June 15, 9–11 a.m.

Town & Country Club, St. Paul

Join members of the Women's Philanthropic Leadership Circle and friends of the college as they celebrate the recipients of the circle's graduate student scholarships and the Rising Star Faculty Award. The event is free and open to all. Please RSVP by June 8 to Raleigh Kaminsky at [kamin003@umn.edu](mailto:kamin003@umn.edu) or 612-626-1601.

### **SAVE THE DATES:**

#### **Saturday Scholars**

November 5, 8 a.m.–1:30 p.m.

Coffman Memorial Union

Come back to campus this fall for a day of learning—no tests required—and connect with faculty, students, alumni, and friends of the college. Registration begins in August and will include breakfast, lunch and classes taught by faculty. Stay tuned for information at [www.cehd.umn.edu/alumni/events/saturday-scholars/](http://www.cehd.umn.edu/alumni/events/saturday-scholars/)

#### **Homecoming 2011**

October 16–22

Join us in celebrating a week dedicated to honoring the spirit and community of the maroon and gold. For more details visit [homecoming.umn.edu](http://homecoming.umn.edu)

### **Share your news**

Land a new job? Celebrate a professional milestone? We want to share your news in *Connect*. Submit an alumni note online at [cehd.umn.edu/alumni/connect/notes](http://cehd.umn.edu/alumni/connect/notes). We look forward to hearing from you soon!

**Joel and Susan Barker** have given \$1 million through a deferred gift annuity for future benefit of the college.

**Carmen and Jim Campbell** have made a gift commitment of \$500,000 to establish the Campbell Scholarship Fund benefitting both undergraduate and teacher licensure students.

**Dan Huebner** has given \$200,000 to establish the Huebner Fellowship for Learning Technologies.

The **Baumann Foundation** has given \$70,000 to support the research of professor Phil Zelazo in the Institute of Child Development.

**CMB Wireless Group** has made a gift of \$50,000 to support the Verizon Fund for the Institute on Domestic Violence in the African American Community.

The **General Mills Foundation** has given \$50,000 to support the Family Affair Program, to develop and test the intervention components of a home-based, physical activity and healthy eating program for African American girls and their mothers.

**Elizabeth McCambridge** has made a future commitment of \$50,000 through her estate to benefit the college.

**Charles Noreen** has given \$50,000 to establish the Elizabeth Louise Noreen Memorial Scholarship to support new undergraduate students with an interest in pre-primary, kindergarten, and early elementary education.

**Professor Emerita Pauline Boss** has made a gift of \$25,000 to establish a graduate fellowship in ambiguous loss.

**Mary Melbo** has made a gift of \$25,000 through her estate that will support scholarships for students in the counseling and student personnel psychology program in the Department of Educational Psychology.

**Dirk Miller** and the **Emily Program** have made a gift commitment of \$25,000 to establish the Emily Program Fellowship Fund for students in the counseling and student personnel psychology program, with a preference for students interested in studying eating disorders.

**Lee Piechowski** and **Mayra Oberto-Medina** made a gift of \$25,000 to establish a scholarship for new undergraduate students who are first generation college students.

**Caryl and Ernest Pierson** have given \$25,000 to establish a scholarship for teacher education, with a preference for students who want to teach mathematics.

**Norman Vinnes** has made a gift of \$25,000 to establish a scholarship for teacher education students, with a preference for students interested in second languages and cultures.



# connect

VOL. 5, NO. 1 | SPRING 2011

## FEATURES

### 6 Worldwide wisdom about climate change

*Earthducation uses learning technologies to start an intercontinental conversation.*



### 8 Peace through education

*Faculty focus on education reform to achieve economic and geopolitical stability.*



### 16 Developing global learners

*New programs ensure every student can study abroad.*



### 21 Crossing borders

*Collaborations bring together the world's best minds to tackle some of its most pressing challenges.*



## ON THE COVER:

College programs span the globe, from child development research in Uganda, to study abroad trips in Costa Rica, educational development in Bangladesh, and language revitalization in Sweden.

Photo illustration by Nance Longley



## DEPARTMENTS

### 2 College community

*News from around CEHD*

### 4 Research highlights

*Principal support for best teaching practices; Michael Goh shares observations from the Japanese earthquake*

### 27 Faculty update

*Don Dengel, kinesiology*

### 28 Faculty highlights

*Honors, memorials*

### 29 Alumni update

*Jennifer Mitchell, Milken award winner; change agent*

### 30 Alumni events & notes

## Giving Matters:

*Inaugural John and Nancy Peyton Scholarship winner Rebecca Vang*



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**“The scholarship saved me from taking out more loans. Best of all, I was very fortunate to have this award because it came from two kindhearted souls. At first, I didn’t believe it was me, and I thought they made a mistake because I was like, ‘How in the world would someone just automatically give me an award?’. But after confirming with my adviser, I wasn’t mistaken.”**

REBECCA VANG, inaugural recipient of the John and Nancy Peyton Scholarship

## **Giving matters**

Alumnus John Peyton, founder of Riverbridge Partners, and his wife Nancy, who is active in the arts and community, created a scholarship to support students who have the drive but not the money to achieve their goals. Scholarship recipient junior Rebecca Vang, a first-generation student from a family of 12, fits the description. She is full of ambitious plans: complete a bachelor’s in early childhood education, then a teaching license, and work in a diverse Head Start program while earning a master’s degree. Vang had been working a part-time job but was still unable to afford all of her books for school. With the scholarship, she has been able to purchase a laptop and the textbooks she needs.

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How do I keep from getting dizzy?



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Go ask a sailor.



Kinesiology professor Tom Stoffregen's latest research seeks to find out why the old seafaring axiom that staring at the horizon from the deck of a ship helps ward off dizziness holds true but doing the same while on land may actually induce vertigo. "What we found was that when people looked at the thing that was very close to them they didn't sway very much, same as on land," he explains. "When they looked at the thing on the ship that was far away, but still part of the ship, they swayed more, same as on land. When they looked at the horizon, which is even farther away, their sway went right back down, and it was the same as if they were looking at something right in front of their face. The first, sort of, big picture result is that we confirmed what all the sailors have been saying for thousands years. Okay, it really does help if you're on a ship to go stand on the deck and look at the horizon. This is, to the best of my knowledge, the first scientific confirmation of this thousand-year-old story." For more, including an interview with Stoffregen, go to <http://z.umn.edu/34u>

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