IN THIS ISSUE:
Growing STEM Education
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- P-12 STEM Education Initiative
ALSO:
Educational Technology
Assistive Technology
Undergraduate Research
Diversity in Mind
and much more!
Dear Alumni and Friends,

Thank you! Thank you! Thank you! I greatly appreciate the support, encouragement, and energy you all have provided in moving this college forward in new and exciting directions over the past several years. I know we can all feel proud that the College of Education at Purdue is ranked in the top tier of colleges and schools of education nationally. Our College of Education is characterized by the value we place on research and scholarly pursuits, our exceptional undergraduate and graduate programs, our collaborations with colleagues across campus which we encourage and support, and the promise for an even brighter future encouraged in part by the stellar new faculty we hired in the past four years.

The Campaign for Purdue has ended on a high note with a total of $1.7 billion raised to support new faculty, the establishment of Discovery Park, new buildings, and numerous new scholarships for undergraduate and graduate students. The College of Education added numerous new professional staff and tenure-track faculty lines to our ranks, twice surpassed the fundraising goal, and now has many new undergraduate and graduate scholarships. Over the course of the last four years we added four new endowed professorships through the very generous support of our alumni and friends of the College of Education. That brings the total number of named or endowed professorships to six, an amazing number for a college this size. Clearly we have grown, redirected our energies in new ways, and are poised for new leadership both at the university-level with President Córdova and at the college-level with the opportunity to attract new leadership at the dean’s level.

New Opportunity
This will be the last time I have an opportunity to address you through the College of Education magazine. I came to Purdue University in 2003 and as of January, 2008 I will be taking on new opportunities and challenges as senior vice provost of Education magazine. I came to Purdue University in 2003 and as of January, 2008 I will be taking on new opportunities and challenges as senior vice provost and dean of the Mary Lou Fulton College of Education at Arizona State University.

My time here at Purdue has been absolutely wonderful. I have certainly made many new friends, colleagues and have been energized and inspired by our faculty, students, alumni and supporters. When I first arrived we focused our efforts on our reaccreditation by the National Council for Accreditation of Teacher Education (NCATE) and the publication of the College of Education strategic plan. More recently the College of Education has forged ahead in establishing new collaborations with the colleges of Science, Engineering, and Technology; focused on addressing in part the critical shortage our nation faces in our teacher corps, especially in science, technology, engineering, and mathematics (STEM) education (see page 8).

National Crisis
It is clear that with the dramatic growth projections for our nation that a well educated workforce must be in place if businesses and industries are to compete in the global economy. While Indiana has an excellent higher education system, it is clear that with the dramatic growth projections for our nation that a well educated workforce must be in place if businesses and industries are to compete in the global economy. While Indiana has an excellent higher education system, the ability to prepare a well educated workforce to support a competitive edge must rely on pre-K–12 teachers, especially those in the STEM education disciplines.

However, as noted in the quote to the right, not only is there a critical shortage of science and mathematics teachers at present, but the accelerating rate of retirements coupled with the population growth in Indiana and beyond creates a crisis of true national urgency. As a land-grant university it is imperative that the College of Education at Purdue respond in meeting this challenge.

What We’re Doing
It is in this context that we advanced four priorities in our strategic plan: Science education, mathematics education, literacy, and educational technology (see page 5). We have added faculty in each of these priority areas in an effort to enhance our ability to prepare even more highly qualified teachers, including those who work with elementary education pupils.

In this issue you will find highlighted a number of successful initiatives that provide evidence that we are moving forward in addressing the urgency we face in preparing more highly qualified teachers who not only can address pre-K–12 content instruction in science and mathematics (see page 7) but teachers who are sensitive on how we go about teaching students of all backgrounds (see page 18).

You will also note in this issue that our efforts in increasing diversity among our students continue unabated (see page 19) and our international collaborations continue to attract increased attention across the globe (see pages 16-17).

As we can all appreciate, it is our students, faculty and staff who constitute the real core of our College of Education. I hope that you take the time to read some of the articles and highlights noted in this issue that celebrate their accomplishments, both on and off campus (see pages 14-15).

The College of Education will continue to grow and evolve in new and exciting directions and in ways that reflect the intelligence, creativity and resourcefulness of our students and faculty. Please stay involved and connected—celebrate your association with the College of Education at Purdue!

Sincerely,

George W. Hynd
Dean, College of Education

“Laying a foundation for a scientifically literate workforce begins with developing outstanding K–12 teachers in science and mathematics. Middle and high school mathematics and science teachers are more likely than not to teach outside their fields of study…. A U.S. high school student has a 70% likelihood of being taught English by a teacher with a degree in English but about a 40% chance of studying chemistry with a teacher who was a chemistry major…. About two-thirds of the nation’s teachers are expected to retire or leave the profession over the coming decade, so the nation’s schools will need to fill between 1.7 million and 2.7 million positions during that period, about 200,000 of them in secondary science and mathematics classrooms.”

EDUCATIONAL TECHNOLOGY

Educational technology—a cutting-edge College of Education graduate program—may invoke an initial thought of computers, software, hardware, bytes, pixels, processors, and operating systems. While all of these things are tools that educational technologists use, at the core of the educational technology field is learning.

“Educational technology deals with the physical learning space as well as the learners themselves. There are motivational and emotional issues to learning,” said Tim Nesby, professor of educational technology. “We prepare our graduates to find the smartest way to achieve learning—to create an enhanced learning experience.”

Program Origins

The learning component of the program stems from its origins in the media sciences program. This program originally prepared graduates for careers as librarians or media specialists—each of which are important elements of learning in schools. Over the years the media specialist program evolved to include elements of technology and instructional design. In the early 70s, Franz Frederick, then an assistant professor in the Department of Curriculum and Instruction, began introducing computers to his students. An emphasis on instructional design was added to the program after discussions among Carolyn Whitenack, an emphasis on instructional design was added to the program after discussions among Carolyn Whitenack, an assistant professor in instructional design, and James Russell, a junior faculty member with an interest in instructional design. In 1983, an official emphasis on computers was added and the program was renamed educational computing and instructional development. The new emphasis on computers enabled the graduates of the program to branch out to other careers after Purdue. “Our graduates are highly successful in all areas,” said James Russell, professor emeritus of educational technology and part-time faculty consultant at Purdue’s Center for Instructional Excellence. “The hallmark of our program is our caring faculty. The faculty genuinely care for the students and are concerned about their success. The students then take this care and concern on into their careers after Purdue.”

Continuing to Evolve

As a reflection of the desire to provide effective learning experiences that incorporate technology, the educational technology program will continue to evolve and change. Upcoming for the program is an online Master’s program, pending approvals, which, pending approvals, will be available starting fall of 2008. “This is one of the best educational technology programs in the country,” said Russell. “It’s not the biggest, but we are more interested in quality than quantity!”

“Education Plus: “Our field is one of the few in education that produces professionals for jobs outside of schools. A number of educational technology graduates go into positions as instructional designers and trainers in corporate training environments,” said James Lehman head of the Department of Curriculum and Instruction and professor of educational technology. “The principles of learning design that are the foundation of the field apply equally well to school and non-school learning environments.” Throughout its many iterations and name changes, educational technology has graduated more than 400 Master’s, Ed.S. and Ph.D. students with 41 enrolled this semester. After earning their degrees, graduates have gone on to work for schools, universities, military agencies, industries, and corporations. “Our graduates are highly successful in all areas,” said James Russell, professor emeritus of educational technology and part-time faculty consultant at Purdue’s Center for Instructional Excellence. “The hallmark of our program is our caring faculty. The faculty genuinely care for the students and are concerned about their success. The students then take this care and concern on into their careers after Purdue.”

Learn more

www.edci.purdue.edu/et
There’s more than one way for students with disabilities to master a lesson, develop socially appropriate behavior and communicate successfully, Purdue College of Education researchers are discovering.

Using assistive technologies—tools that help individuals with disabilities function—these researchers are pioneering educational advancements and teaching them to future educators, too.

**Video iPods Help Educate**

Some students from Lafayette, Ind.’s Tecumseh Middle School proved the success of one breakthrough. Despite verbal lessons, they’d been unable to navigate the public library and find specific books, so associate professor Teresa Doughty developed a video lesson. With iPods in hand, the students headed to the public library where they watched the video, and without further assistance, found their books. Their iPods were then taken from them, the students traveled to a different library, and there they were able to again easily find their books.

“They loved the iPod. I liked that the iPod didn’t stand out, so it helped them blend in,” Doughty says. “They looked very able, and they didn’t need any help. They went from not being able to do it at all to doing it independently.”

**Long-time Leader in Field**

Purdue was one of the first three universities to offer courses on augmentative and alternative communication (AAC), one component in the now-expanded assistive technologies field for individuals with limited or no functional speech. Professor Lyle Lloyd taught that first course in 1977.

“We also obtained the first federally funded doctoral and post-doctoral personnel preparation grant with an AAC focus,” he says. “We’ve had 28 years of continuous external funding in support of these activities.”

**Well-equipped Lab, Many Courses**

Today, Purdue Education offers an integrated, all-encompassing program that includes communication, behavioral and instructional technologies, with 10 primary and secondary courses for future teachers addressing those areas.

“We want them to know that assistive technology solutions are available to aid in instruction,” says assistant professor Oliver Wendt. Other goals are to maximize access by students with disabilities to the general education curriculum and “to help them function more efficiently in daily life and be successful learners.”

An Assistive Technology Lab in the Department of Educational Studies also has opened. It’s equipped with five adaptive computers and a variety of math and literacy support tools.

**Ultimate Goal: Individual Independence**

“We are enabling people with disabilities to be more independent,” says Doughty, who has also utilized cell phones in studies.

Other technologies under study look at the use of reading pens, speech-generating devices, graphic symbols, touch-screen computers and voice recognition systems. Purdue researchers have evaluated the effectiveness of many of these technologies for individuals with autism spectrum disorders, Wendt says. “Results of these studies provide practitioners and student teachers with reliable intervention strategies for their students.”

Assistant professor Emily Bouck is also working in this area, particularly on technologies for middle- and secondary-level students. She’s conducted studies involving calculators as an accommodation for middle-school students with disabilities. “I am also starting a project on concrete and virtual manipulatives in pull-out middle school mathematics classrooms,” she reports.

“Give people with disabilities a tool, and they don’t need you anymore,” Doughty says. “That’s the most exciting part.”

Learn more

[www.edst.purdue.edu/sped/assistiveTech.html](http://www.edst.purdue.edu/sped/assistiveTech.html)
At the beginning of 2007 the Colleges of Education, Engineering, and Technology here at Purdue University began an unprecedented collaboration. These colleges joined forces to recruit three to six outstanding new faculty members to develop the Innovations in P-12 STEM Education Initiative. This strategic initiative aims to develop new ways of engaging P-12 students in the fields of science, technology, engineering, and mathematics fields—with an emphasis on technology and engineering. It is vitally important to encourage young students in these areas in order to prepare the next generation of engineering or high-tech career professionals.

As a result of this initiative, three new faculty members joined Purdue in August. Monica Cardella, Eric Mann and Johannes Strobel come to Purdue with varied interests and backgrounds but a common goal—providing leadership in developing strategies to guide students towards technology and engineering pathways.

Monica Cardella, assistant professor of engineering education, comes to Purdue from the Center for Design Research at Stanford University where she was Postdoctoral Engineering Education Researcher at a Center for the Advancement of Scholarship in Engineering Education. She received her Ph.D. in Industrial Engineering at the University of Washington where she was a Graduate Research Associate at the Center for Engineering Learning and Teaching. Cardella’s research interests include engineering education, engineering design, mathematical thinking, and sketching.

Eric Mann, assistant professor of gifted education, was previously a Purdue University Department of Curriculum and Instruction visiting professor. He completed his Ph.D. in Educational Psychology with specializations in Gifted and Talented Education and Mathematics Education at the University of Connecticut. As a research associate with the National Research Center on the Gifted and Talented, he worked with a team to develop an enriched mathematics curriculum for under identified gifted populations. Mann’s research interests include the identification and development of creative talent in mathematics and science.

Johannes Strobel, assistant professor of engineering education (75) and educational technology (25), comes to Purdue from the Centre for the Study of Learning and Performance at Concordia University, Montreal, Canada where he was an assistant professor in Educational Technology. His interests include the intersection between learning and technology. His research focus is on computers as modeling tools, problem solving in ill-structured and complex domains (engineering and history), epistemological beliefs and conceptual change, participatory design, and social computing.

The search continues. In the coming year the search committee will pursue highly qualified, interdisciplinary faculty to prepare and motivate the next generation of technology and engineering professionals through research and collaborative projects.

More information
If you are interested in more information about the Innovations in P-12 STEM Education Initiative, contact Melissa Dark, search committee chair and College of Technology assistant dean, at 765-494-7661 or dark@purdue.edu.

A resource network with an important mission—The Indiana Science, Technology, Engineering, and Mathematics (I-STEM) Resource Network aims to improve Indiana K-12 student achievement in the science, technology, engineering, and mathematics (STEM) disciplines. Through collaboration among Indiana’s higher education institutions, K-12 schools, businesses, and government entities, the network provides easily accessible professional development for teachers, hands-on learning for students and families and grassroots support for better STEM education policies across all Indiana communities.

I-STEM Roots and Growth
I-STEM Resource Network, the result of a task force created in 2004 by BioCrossroads with support from the Lumina Foundation for Education and the University of Indianapolis’ Center of Excellence in Leadership of Learning, has made significant progress just in the past year. Purdue was selected as the managing partner to initiate the network. The network is now managed by Bill Walker, executive director, along with Brandon Sorge, director of operations, and a new Website has been launched—serving as a center of K-12 stem information for Indiana.

Other significant developments include the completion of the first STEM content course at four institutions across Indiana and I-STEM receiving two major grant awards. During the summer of 2007 the I-STEM Resource Network enrolled over 50 teachers of middle level mathematics and provided their tuition for the “Algebra and Functions for Teachers of Middle Level Mathematics” course. The educators took the course at either Ball State University, Indiana University-Purdue University Indianapolis, Purdue University Calumet, or Purdue University.

Summer Course Topics
• Mathematical content knowledge—focused on understanding algebra as a study of patterns, a symbolic language and a tool for problem solving
• Instructional strategies aimed at helping students understand the content and applications of algebra in the classroom
• Indiana Academic Standards and NCTM Standards for Mathematics
• Meaningful and engaging mathematics instruction for all students

“Students who struggle in mathematics, especially algebra, often do not or cannot enroll in demanding science and mathematics courses later in their studies,” said Bill Walker. “We hope that by supporting the instructors we can, in turn, foster interest in this subject matter and encourage students to continue to take these kinds of courses.”

To aid in startup costs, professional development costs and operating costs the I-STEM Resource Network was awarded $315,000 by the National Governor’s Association and $3.4 million by the Lilly Endowment. These substantial awards will aid in the I-STEM Resource Network achieving its goals.

What’s Next
“In the coming years, I-STEM will focus on teaching, learning, applied research, community partnerships, and network development,” said Walker. “The focus on teaching will allow I-STEM to support STEM teachers with continuing education, teaching strategies, and addressing academic standards. Addressing learning will disseminate information for students on experiential learning opportunities and the importance of STEM in daily activities,” he said. “Applied research will focus on effective practices for teachers and schools and program evaluation. By building community partnerships, I-STEM will help provide Indiana education leaders and policymakers with knowledge about teaching, learning, and important STEM education issues and support district-level partnerships to bring about comprehensive improvements in STEM education provided by schools and districts. Finally, network development will promote resource awareness and communication focused on public advocacy for STEM education.”

Learn more
www.istemnetwork.org
recent faculty and graduate student awards and recognition

FACULTY

Lynn Bryan received a Faculty Program of Study in a Second Discipline award.

Susan Britsch has been promoted to professor, effective Fall semester 2007.

Emily Bouk has been awarded a grant from the Spencer Foundation for "Special education and math: Exploring access, achievement, and attitude in problem-centered mathematics curricula."

Lecrece Buckley, Erik Malwaiski & Allen Talbert were named College of Education Diversity Fellows.

Brenda Capobianco received a grant from the Rechtel-funded Engineering Education Young Engineer Studies Seed Grant to study engineering identity development in young girls.

Luciana de Oliveira and Melanie Shoffner were recipients of Synergy Grants from the College of Education for proposed projects with PDS partner schools.

Luciana de Oliveira with colleague Stephen Athanases authored an article entitled "Graduate's Regrets of Advocating for English Language Learners" in the May/June 2007 issue of the Journal of Teacher Education.

Luciana de Oliveira is the New Chair of the Nonnative English Speakers in Learners (TESOL) professional association.


Nadine Dolby has been appointed to the Affiliated Faculty for the Program in American Studies at Purdue.

Nadine Dolby had an essay "Reflections on Nation: American Undergraduates and Education Abroad" in the summer 2007 issue of the Journal of Studies in International Education.

Nadine Dolby’s review essay of James Banks’ recent book, Race, Culture and Education: The Selected Works of James A. Banks was published in the March 2007 issue of the British Journal of Sociology of Education.

Nadine Dolby’s book (edited with Fazal Rari), Youth Moves: Identities and Education in Global Perspective, was published by Routledge.

Peg Etter has been promoted to professor, effective Fall semester 2007.

Peggy Etter received the 2006-2007 Dean’s Award for Outstanding Scholarship.

Peg Etter has been selected as the recipient of the 2007 Curriculum & Instruction Outstanding Faculty Discovery Award.

Brian French received the 2006-2007 Outstanding Teacher Award.

Brian French was selected to attend an IES Training Institute on Cluster Randomized Trials.

Marcia Gentry and her colleagues have been awarded a grant from the Jack Kent Cook Foundation to provide training to K-5 staff on the identification of lower-income, high-achieving students, as well as parent workshops.

Jim Greenan will serve as a member of the Social Sciences Institutional Review Board (IRB) for the 2007-2008 term.

Jim Greenan received a grant from the Indiana Department of Workforce Development for a Leadership Development Program in Career Majors and Academies.

Susan Gunderson was awarded Outstanding Educator by the Purdue Chapter of Kappa Delta Pi, International Society of Education, on April 22, 2007.

Marilyn Hirsch, associate professor of educational leadership, has been invited to serve on the research arm of the Commission on Local Government Reform.

Tara Star Johnson was awarded a citation from the National Council of Teachers of English for Promising Researcher in English Education for “Crossing the Line: When Pedagogical Relationships Go Aways.”


Sarah Pluhart received the 2007 Outstanding Faculty Engagement Award in the Department of Curriculum & Instruction.


Rebecca Mann has received funding from the Lumina Foundation in support of Dual Credit and International Baccalaureate Opportunities in Indiana.

Erik Malwaiski is the recipient of the 2006-2007 Outstanding Faculty Teaching Award for the Department of Curriculum & Instruction.

Mary Nakhleh was selected as a Purdue Teaching Academy Inductee.

Tim Newby received the Charles B. Murphy Outstanding Undergraduate Teaching Award.

Jean Peterson has been elected to the National Association for Gifted Children Board of Directors.

Anastol Rapoport is the recipient of the 2006 Outstanding Dissertation Award for the Department of Curriculum & Instruction.

Jennifer Richardson was selected as a participant in the 2007-08 Teaching Tomorrow program, which brings together faculty from across campus to address topics and experiences related to teaching and student learning.

Scott Schaffer has been selected as a 2007 Community of Service Learning Faculty Fellow by the Office of Engagement.

Heather Servaty-Seib was sworn in as 1st VP of the Association of Death Education and Counseling. She will assume the Presidency next year.

Heather Servaty-Seib has been selected for the Study Abroad and International Learning Grant Program.

Melanie Shoffner was promoted to associate professor, effective Fall semester 2007.

Melanie Shoffner was selected for the Conference on English Education’s Nominating Committee for one-year term starting September 1, 2007.

Melanie Shoffner has been selected to attend the Conference on English Education’s Nominating Committee for one-year term starting September 1, 2007.

Allen Talbert has been promoted to professor, effective Fall semester 2007.

Andrew Tynimski and Aman Yadav received a TLT digital content development grant from ITaP to develop hypermedia-based video case studies for preservice teachers’ field experiences in EDCI 364.

Carrine Wachter received a grant from the Indiana Counseling Association Foundation to develop DVDs of two commercials about school counseling.

Carrine Wachter was awarded an Association for Counselor Education and Supervision research grant for “Crisis in the curriculum: Crisis preparation, experiences, and self-efficacy of new professional counselors.”

Oliver Wendt received the 2006-2007 Outstanding Dissertation Award.

Oliver Wendt, assistant professor of special education, will receive the 2007 Advancing Academic Research Careers Award from the American Speech-Language-Hearing Association during the annual ASHA Convention in November.

GRADUATE STUDENTS

Asta Balsek is the new president and Geraldine Peshlaki is the new treasurer of CiGKS for the coming year.

Brian Belland received the AERA PBL-SIG Student Researcher Award for his paper with Peg Etter, "Inclusion and problem-based learning: Roles of students in mixed-ability groups." He also received the 2006 Interdisciplinary Journal of Problem-based Learning Graduate Student Reviewer of the Year Award at AERA.

Brian Belland received the 2006-2007 Outstanding Graduate Instructor Award.

Brian Belland received the 2007 Young Scholar Award from the journal Educational Technology Research and Development for the Association for Educational Communications and Technology conference paper entitled "A Scaffolding Framework to Support the Construction of Evidence-Based Arguments Among Secondary Students,” co-authored with Krista Simons and Jennifer Richardson.

Omar Dyson received the 2006-2007 Bilbland Dissertation Fellowship.

Jillian Gates and Scott Peters traveled to England to present at the World Council for Gifted and Talented Children in August.

Boisa Rodriguez was awarded a Dean’s Research Mentoring Fellowship for the summer of 2007 to work on the project “Curriculum Reform in a Community School in Honduras” with JoAnn Phillion.

Graduate Scholarship & Fellowship Recipients:

Frank B. DeBruicker, Educational Technology: Brian Belland, Daizhi Yang

Mike Kreedy, Mathematics Education: Erin Moss, William Walker III

General Wei-Chin & Madame Phoebe Lee, Social Studies Education: Oliver Beatty

Lloyd Alexander, Literacy and Language: Joy Dangora

Maxi/Femmer Give a Child a Dream, Award in School Counseling: Cassandra Nieff

Jane and Michael Wilson, Science Education: Lorin Carleton, Lauren Schellenberger

Frederick N. Andrews Fellowship: Jillian Gates, Yu Xiang Wang

Biland Dissertation Fellowship: Jodie Edwards

Ross Fellowship: Asta Balsek, Matthew Primeau, Nathan Miles, Larissa Cigson

Biland Strategic Initiatives Fellowship: Melissa Dyhoushe, Leon Walls

Bruce Shertzer Graduate Award in Counseling: Jenelle Edwards

Dean’s Doctoral Scholarship: Heejung Kim

PRF Student Summer Research Grant Awarded:

Brian Belland, Josh Brown, Alice DaFonter, Omar Dyson, Greg Essig, Katrina Ivensen-May, Bayangil Seser, Cathy Streef

College of education magazine fall 2007

www.education.purdue.edu

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The College of Education hired an unprecedented 17 new faculty members last year. Here are first year highlights from some of them.

**Emily Bouck**

What has been the most rewarding part of your first year?
The most rewarding part of the first year has been the opportunity to meet and work with colleagues in the College of Education and across campus as well get to know the students. Continuing the Block II Education Study Abroad in South Africa has been quite rewarding as well.

What are some highlights?
I was elected to Vice President of the Council for Exceptional Children’s Division on Developmental Disabilities. I also received a Spencer Foundation grant for research involving middle school mathematics curricula and students with disabilities.

What are your goals for the coming years?
My goals are to receive a federal grant to support assistive technology for students with disabilities and/or to research assistive technology preparation of special education doctoral students and to publish research articles. I would also like to further my research agenda.

**Luciana de Oliveira**

What has been the most rewarding part of your first year?
The collaborative relationships built throughout the year. I was invited to present in two colleagues’ classes and I'm currently writing three articles with colleagues from English education, special education and math education. In addition, we have a 'social group of assistant professors who started in the COE at the same time. That has been really important for me, as it's the first time in the U.S. that I feel I belong to a group. It's been wonderful to share successes, struggles, ideas and opportunities with this group.

What are some highlights?
Surviving the first year—that's a great accomplishment! Getting to know the students and other colleagues in the college and building collaborative relationships have been wonderful accomplishments too.

What are your goals for the coming years?
I hope to continue to work with colleagues at Purdue, continuing to explore issues related to the education of English language learners. In addition, this year I am involved in an engagement project at Kyger Elementary School in Frankfort. The school has 81% Latino students and I am looking forward to working with teachers there in an effort to improve the education of their English learners.

**William Hanson**

What has been the most rewarding part of your first year?
A positive side effect of that learning process was getting to know the Ed Studies and CEE faculty better. Another positive and rewarding aspect of my first year was seeing firsthand, the full range of possibilities that exist here. I believe strongly that Purdue in general, and the counseling psychology program in particular, are “goldmines.”

What are some highlights?
My most significant first-year accomplishments include receiving a 2007-08 Year-Long PRF grant to study problem gambling among college athletes, publishing an article on qualitative research strategies in The Counseling Psychologist—one of my field's top two referred journals—participating in the Faculty Mentoring Network program, and finally getting unpacked and settled into my office and new home.

What are your goals for the coming years?
A specific goal I have for the coming year is to obtain external funding to support my research program on the use of personalized normative feedback to help people change, especially those who are ambivalent about changing their gambling behavior. Two other goals I have are to become increasingly involved in the American Psychological Association's division 17 and to continue getting to know my fellow peers and colleagues in C&D and elsewhere.

**Shannon Henderson**

What has been the most rewarding part of your first year?
Being a part of the planning for and creation of Purdue's Center for Literacy Education and Research (CLEAR).

What are some highlights?
I completed a year of post-doctoral work at The Ohio State University. The intensive study of the theoretical and clinical aspects of literacy acquisition for the most struggling learners will greatly inform and influence my work as a faculty member at Purdue and as the director of Instructional Interventions in Purdue's Center for Literacy Education and Research.

What are your goals for the coming years?
Promote and secure external funding for the Center for Literacy Engagement and Research (CLEAR). Engage in research collaborations with school corporations and university partners that contribute new understandings for how to best assist the needs of low-achieving literacy learners at new levels and with different formats. Provide research-based professional development to serve as a resource for stakeholders across the state of Indiana and beyond to assure they are equipped with the knowledge and skills necessary to address the unique needs of low-achieving literacy learners.

**Anatoli Rapoport**

What has been the most rewarding part of your first year?
To know that people trust you and believe in you. I never thought that after many years of practice, “remember, we are here to help you” could be so powerful.

What are some highlights?
Receiving the $100,000 grant from American Councils for International Education to develop an exchange program for Russian and American educators was a highlight (see page 19). It took me almost four months to develop and conduct the program. Secondly, I published articles in academic journals and presented at conference presentations.

What are your goals for the coming years?
Apart from my research in the area of global citizenship education and international education, I received a grant to start a new graduate course with a study abroad component. I also plan to develop an agreement with Russian universities to start partnerships with our College of Education.

**Andrew Tyminski**

What has been the most rewarding part of your first year?
Of the many successes I have had in my teaching and research over the past year, the biggest highlight for me has to be the funding and implementation of the MS-RAPs grant which was developed with the College of Science K-12 Outreach Team. This $500,000 grant is a mathematics and science partnership between the College of Education, College of Science, the Community Schools of Frankfort, and Shelbyville Central Schools. We will be working with over 120 K-8 teachers over the next three years to develop pedagogical approaches that emphasize problem solving and inquiry within mathematics and science.

What are your goals for the coming years?
It probably has nothing to do with money, but making progress towards tenure is a big goal I have for the next few years. I hope to continue work with my grants and my research. I also hope to continue the progress we have made in this year with the elementary mathematics education program.

**Carrie A. Wachtler**

What has been the most rewarding part of your first year?
I have had the opportunity to work with some amazing students and colleagues. It's so much fun to work with students who are so dedicated to their future profession and engaged. Being able to watch them grow and develop is one of the most rewarding parts of my job.

What are some highlights?
There were some amazing moments in the classroom, where students made great progress and were making connections with each other and having fun in the process. I had my first article in print and my research recognized in a textbook. I also had a student receive national recognition from the American Counseling Association. What are your goals for the coming years?
In the coming year, I have many goals. My two primary goals are to continue to grow as a scholar and a teacher so that I can best serve my profession, my students and Purdue as an institution.

**Oliver Wendt**

What has been the most rewarding part of your first year?
It was rewarding to see my first doctoral student successfully present at the national ASHA convention and to see her receive a research travel grant award.

What are some highlights?
I published articles in two academic journals and presented at a conference and received a keynote speech about AAC for autism spectrum disorders. Purdue as an institution.

**Aman Yadav**

What has been the most rewarding part of your first year?
The most rewarding aspect of the first year has been making interdisciplinary connections across various departments. Purdue is a great place to do interdisciplinary work and it's truly valued and supported by my colleagues and the administration within the College of Education.

What are some highlights?
I, along with child development and family studies faculty Karen Diamond and Douglas Powell, received a $1,738,508 grant from the Institute of Education Sciences to improve Indiana Head Start classroom instruction through the use of video case feedback. I was also awarded a grant from Purdue Research Foundation to examine the use of case-based instruction and a Digital Content Development Grant with Andrew Tyminski to develop an online virtual role-based environment for mathematics preservice teachers. What are your goals for the coming years?
One of my main goals for the upcoming year is to continue seeking funding and strengthen collaborations. Another goal of mine is to revise and resubmit some research grants. Over the past year, I also collected data from two research projects on the impact of case-based instruction on students' learning and engagement. My goal is to write up the results and submit a couple of manuscripts.

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What do you do in your spare time?
My husband, a previous F-15 Top Gun pilot, and I fly aerobatics and formation at air shows in our RV-8. He is the pilot and I am the navigator.

How did you get started flying aerobatics and formation?
Actually, I used to be absolutely terrified to fly—past the point of “white knuckle flying.” Of course, this was problematic considering that flying was my husband’s vocation (he is now a captain with Delta Airlines) as well as his hobby and one of my greatest loves is to travel. I tried everything and nothing seemed to work to help me get over the fear. About three years ago, my husband decided that he wanted to build and fly an aerobatic plane, but he said he wouldn’t do it unless I agreed to fly with him. All I can tell you is that something “clicked” and I was hooked. On that first flight, we were doing wingovers, aileron rolls, and hammerheads.

What do you like best about flying?
What I like best about flying is sharing the love of flying with my husband and skimming the tops of clouds. Next to that, I love flying early in the morning or late in the evening over Lake Martin. It is incredibly peaceful and beautiful—and you can fly really low and fast.

What do you do in your spare time?
I am a percussionist. I play in music every Friday night at the Knickerbocker Saloon during Happy Hour.

How long have you been playing?
I have been playing percussion since I was 8 years old and have been in and out of bands since high school.

What type of music do you enjoy playing the most?
Right now we play a lot of folk/rock covers and I like those a lot.

What do you like best about playing in front of an audience?
For me, I am always most interested in playing music people want to come hear. It doesn’t matter to me that I’ve played “Brown Eyed Girl” 11,000 times - if it makes people happy to hear it - I’ll make sure we play it.

How do you describe your paintings?
My oil paintings represent images drawn from childhood experiences spent on the coast of California; some are drawn from fields and skies in the Midwest. My work has been exhibited nationally in galleries from California to New York to Alaska and I have won awards and grants from the Indiana Arts Commission and the Indianapolis Art Museum. My style has been described as a combination of impressionism and expressionism.

How long have you been painting?
I have been painting since 1991

What do you enjoy most about it?
After painting for awhile I go into a state of “flow” wherein my heart rate slows and I lose track of time and place; I become part of the painting. Writing research and painting both involve producing and both require self-criticism (editing or critiquing) and some degree of creativity. However, painting is not linear or language-based and it involves releasing rather than tightening the reins.

More examples of her work can be found here: www.edst.purdue.edu/zentall/art

How did you get into flying?
The first time I ever flew, I did so by mistake. The ultra-light airplane I was taxiing jumped into the air unexpectedly and I flew it solo for about 30 minutes before attempting to land for the first time ever. I have flown general aviation aircraft, ultra-light planes, gliders, and powered parachutes.

When did you earn your pilot’s license?
1999

How often do you fly?
About once a week

What do you like best about it?
I am in pursuit of the perfect sunset photo. I love sunsets. I also love flying along Lake Michigan; counting deer at dusk; practicing touch-and-goes; flying at 8,000 feet on a very hot summer day and feeling cold.

Our faculty and staff are a pretty cool bunch! Many of them have very interesting hobbies. See what a few of them do...
“A rich exchange of information” is how Ruud Braun described his visit to Purdue. Last February two Fontys University graduate students, Ruud Braun and José ten Wolde, visited Purdue University as part of an international collaboration set up by Brenda Capobianco, assistant professor of science education. The mission of this collaboration is to provide graduate students and teacher educators at Purdue University and Fontys University in the Netherlands opportunities to exchange knowledge and gain understanding.

Capobianco said, “This type of international collaboration is important because it provides graduate students, teacher educators, and researchers an opportunity to examine issues, concerns, and trends in science education from a global perspective. For example, how teachers teach science and how children learn science through inquiry are pressing concerns in science education in the United States. Does this call for inquiry apply to students and teachers in other countries? How do Dutch teachers integrate inquiry-based approaches in their instruction?”

Two Fontys University science education Master’s students, Ruud Braun, a chemistry teacher, and José ten Wolde came to West Lafayette ready to learn and share information about science education, cultural differences and cultural similarities. And, in spite of having a few events cancelled due to a major snowfall, they did just that.

Braun and ten Wolde traveled to Brownsburg Middle School in Brownsburg, Ind. where they gave a presentation about Holland to students and visited the school’s Challenger Center, a center that offers educators, businesses and students inspiration and preparation for the scientific, mathematical and technological demands of the future. They toured Purdue’s chemistry labs and other facilities and spoke to science professors about programs and research. They also visited the Children’s Museum in Indianapolis where they saw some interesting and fun ways to present science to children.

The hope is that experiences like these will continue for Fontys University and Purdue University graduate students. “I envision our international collaboration continuing with small-scale study abroad experiences for both Dutch and U.S. science education faculty and their graduate students and collaborative research projects,” said Capobianco. “The long term benefits will include opportunities for students to collaborate with Dutch counterparts on conference presentations, publications, grant writing, and curriculum development projects.”

Learn more
challenger.brownsburg.k12.in.us
www.fontys.edu

Last April 16 Russian teachers and school administrators travelled far from home to attend workshops, observe best practices in teaching and establish partnerships with their American colleagues. The trip was made possible through the Bureau of Educational and Cultural Affairs, U.S. Department of State’s program “Teachers to Teachers: Language, Technology, Math and Science Exchange.” American Councils for International Education: ACTR/ACCELS administers the program.

The “Teachers to Teachers” program identifies and supports the professional development of Russian teachers and teacher-trainers in the fields of English as a foreign language, history, and social studies as well as math, hard sciences, and information technology.

Ben Dunbar, senior program officer for the American Councils, said Purdue was chosen as this year’s host university based on the strength of the proposal submitted by the College of Education and the programming it could offer.

“The objective is for these teachers to integrate everything they experience here into a summer workshop that they will deliver in Russia to 40 of their colleagues,” Dunbar said. “We want to take these best 16 Russian teachers and have them share their knowledge, so the quality of the programming and of the workshop coordinators is very important.”

The program at Purdue, coordinated by Anatoli Rapoport, assistant professor of social studies education, provided many learning and teaching opportunities for the participants. There were workshops on topics such as “Instructional Technologies in Education,” “Diversity and Problems of Multicultural Education,” and “Democratic Education and Education for Democracy.” In addition to attending these and other seminars, the teachers and administrators visited historical landmarks, museums and theaters in Lafayette, Indianapolis and Chicago. They also met community and state leaders and participated in internships at local schools and a Chicago high school.

This program gave these Russian guests the opportunity to collaborate with their U.S. colleagues to develop new teaching methods, create or expand materials and curricula, and to prepare professional development workshops for their colleagues in their regions.

Learn more
www.americancouncils.org/programs.php?program_id=MTAx
Diversity Fellows

Diversity, distinctiveness, variety, difference—this medley of words shares one concept. According to Oxford English Dictionary online, diversity is “the condition or quality of being diverse, different, or varied; difference, unlike.”

As a preservice teacher, current teacher or teacher educator, keeping this individual diversity in mind can help enable them to provide the best possible learning environment for their students. By implementing inclusive teaching methods, educators take into consideration that each student comes to class with his or her own set of beliefs, abilities, attitudes, issues and that these aspects affect his or her learning ability.

The Purdue University Diversity Fellows Program is a campus-wide grant opportunity, open to faculty in the participating Colleges. Three faculty members were chosen as the College of Education’s Diversity Fellows. Erik Malewski, assistant professor of curriculum studies, Allen Talbert, professor in the departments of Youth Development and Agricultural Education and Curriculum and Instruction, and Lecretia Buckley, who has since moved home to Mississippi, were Diversity Fellows for the 2006-2007 academic year.

As Diversity Fellows, they each received a $2,000 grant that was used to revise an existing course or to propose a new course to be taught. They used the funds to purchase academic materials, digital media, films, software, or travel related to course development.

Malewski, Talbert and Buckley each chose to revise current courses which were:

- EDCI 285 Multiculturalism and Education, revised by Malewski
- YDAE 565 Principles of Adult Education, revised by Talbert
- EDCI 425 Teaching mathematics in the Secondary Schools, revised by Buckley

Malewski, Talbert and Buckley join the previous year’s College of Education fellows, which included Nadine Dolby, associate professor of curriculum studies, Carole Pistoletto, associate professor of counseling psychology, and Ala Samarapungavan, associate professor of educational psychology.

William McInerney, professor of educational leadership and a member of the Diversity Fellows Program Coordinating Committee, said, “We are developing a strong set of people in the field of education who are doing great work in diversity.”

The College of Education remains committed to diversity in every way and will continue to encourage other faculty members to take advantage of all that the Diversity Fellows Program offers.

Learn more
www.purdue.edu/humanrels/dro/DiversityFellows.shtml

Lynette Flagge, Director of Diversity Initiatives

What is your background?

I graduated from Chapman University while serving in the United States Air Force. I worked in the New Orleans area for over 5 years on a wide variety of recruitment, retention and collaborative outreach programs designed to increase P-16 student performances on basic skills, graduation from high school and success in college.

What is the mission of the Diversity Office?

The mission of the Diversity Initiatives Office is to build a community of diversity within the Purdue Teacher Education program and to provide support, unity and guidance to students, faculty and staff within the Teacher Education Program.

What are some current and upcoming diversity initiatives?

- Students in Education Enhancing Diversity (SEED) – current multicultural students
- Workshop for Success in Math 137 & 138 – Peer support group for current students are matched with incoming freshmen, beginning fall 2007
- Creating a Diversity Committee (faculty, staff & students) – during the 2007-2008 academic year

What are your goals for diversity in teacher education?

- Create a more diverse teacher education student population
- Continue building relationships with families and school representatives within the local and state community
- Create a support group for students where they can continue to embrace their diversity and share their ideas and experiences
- Connect diverse students within our communities to Purdue and teacher education
- Provide minority students opportunities to participate in outreach activities with interested high school students about teacher education at Purdue University
- Develop a Diversity Committee which consists of faculty, staff and students
- Develop a Diversity Speaker Series within teacher education
- Connect with teacher education alumni of color and invite them to return and motivate our current students to continue in teacher education

Quote

“My hope is that teacher education will continue to allow all students the opportunity to experience teaching in a diverse environment. This allows students to understand the role of diversity and how diversity affects learning among students.”

Learn more
www.education.purdue.edu/diversity
The College of Education provides a unique opportunity for education undergraduates to gain research experience through the Undergraduate Research Trainee (URT) program. Through this program, which is administered by the office of the associate dean of research and faculty development, outstanding sophomores, juniors and seniors in any academic discipline work closely with a faculty member on a research project.

The goals of the program, which began in the mid 60s, are to prepare prospective teachers as well as undergraduates with an interest in education to be participants of educational research and to develop first-rate educational research competencies. Each trainee achieves these goals through successful completion of a two-semester project. They participate in the research project by defining problems, creating materials, collecting and analyzing data, and writing reports.

In addition to the research experience, the trainees are also prepared for educational research through the Research Methods in Education course. Through this course they learn about vital research components such as research design, data collection and analysis methods, and ethical and educational measurement issues.

Positive Experience for Students As a special education undergraduate student, Sara Flanagan, now an educational technology Master’s student, worked with Lyle Lloyd on two of his research projects. “The URT program gave me the skills and the knowledge to better understand and apply research to education.”

Peter’s said, “As far as first-year graduate students go, I think I was ahead of the game because I had completed intro research courses as an undergrad and I actually had hands-on research experience as soon as I entered graduate school. This is a pretty rare thing. The fact that Purdue and the COE involve undergrads in faculty-level research speaks very highly of Purdue engagement.”

Over the years more than 400 undergraduate students have gained valuable experience through the URT program. Another 8 will take advantage of this excellent program during the 2007-2008 academic year. In addition to providing great opportunities and experiences for hundreds of undergraduates, many faculty members have benefited as well.

Faculty Benefit as Well “I have enjoyed the immediate benefit of having an apprentice who was interested in my research agenda,” said Youli Mantzicopoulos, professor of educational psychology. “Other important, though less tangible, benefits are associated with the satisfaction that comes from the opportunity to contribute to the scholarly development of young, enthusiastic and committed students. Since the program is open to students with an interest in education across different colleges and schools at Purdue, I have had the pleasure of working with URTs from psychology, English, speech/audiology, child development, mathematics, and science. It’s been tremendous to spark their interest in research and then to hear of their accomplishments over time, as many sought advanced degrees in education or education-related fields.”

Impacting Skills and Attitudes Offering the Undergraduate Research Trainee program greatly impacts an undergraduate’s skills and attitudes regarding educational research—80% of participants go on to graduate school where they put their skills to work.

Flanagan remarked, “The URT program opened the doors for my future in research and higher education. It taught me the foundational information and gave me beginning research that I can now apply towards my research in my masters’ degree and in the future.”

Learn more Contact Youli Mantzicopoulos, professor of educational psychology, at mantz@purdue.edu or 765-494-7247.
Chicago Students Attend GERI Camp

Fourteen fifth- and sixth-graders from Chicago schools attended Purdue University’s summer camps for the academically, creatively and artistically gifted, thanks to Shell.

During the Gifted Education Resource Institute’s (GERI) residential camp, students learn about a variety of topics including engineering, animation and forensic science.

“GERI has provided fun and educational camps for 30 years,” said Rebecca Mann, GERI associate director. “And, thanks to Shell’s generosity, we were able to extend this outstanding experience to deserving students who attend Chicago public schools. We are thrilled to have Shell’s support.”

The summer residential camp offers interactive classes in mathematics, science and technology; visual and performing arts; language arts; and interdisciplinary courses for children in grades 5-12. Campers, who stay in the residence halls, attend either one- or two-week sessions. Tuition for the program is $925 a week.

Of the 14 Shell scholarship campers, 11 students from O.A. Thorp Scholastic Academy, a Chicago public school magnet school, attended camp for two one-week sessions in July. O.A. Thorp Scholastic Academy serves kindergarten through eighth-grade students with an emphasis on literacy, mathematics, science, and the arts.

“The Purdue opportunity is rich in so many ways,” said Kathleen Bandolik, principal of O.A. Thorp Scholastic Academy. “We are so fortunate to have Thorp students involved. I know my students will return to Thorp and bring their experiences in critical thinking, problem solving, investigation and teamwork back to their classrooms. I cannot wait to see the impact this experience will have on their 2007-2008 academic year.”

Shell is a worldwide group of oil, gas and petrochemical companies with interests in biofuels, wind and solar power, and hydrogen. Shell is active in more than 130 countries and territories and employs 108,000 people worldwide.

Learn more
www.thorpacademy.cps.k12.il.us

Susan Nierstheimer Book Fund Distribution

Faculty and staff from Purdue’s College of Education distributed books to Lafayette, West Lafayette and Monticello first-graders in memory of a professor who died in 2005. This was the second year for the book distribution.

The books were purchased with the proceeds of the Susan Nierstheimer Book Fund—created after her death to provide children’s books for first-grade students participating in Reading Recovery, an early intervention program that helps first-graders who are having difficulty learning to read and write.

Each child received four books carefully selected from a range of current children’s literature. The books build upon the reading skills and strategies developed through their participation in the Reading Recovery program and first grade classroom instruction. The books they received are:

- “Cookie’s Week” by Cindy Ward and Tomie dePaola
- “Nate the Great and the Monster Mess” by Marjorie Weinman Sharmat
- “Henry and Mudge and the Bedtime Thumps” by Cynthia Rylant
- “Cloudy with a Chance of Meatballs” by Judi Barrett

The selection included a book they can read easily, two chapter books that are a bit more challenging and one book at a higher level that they can read with assistance. The books carry the inscription: “A gift for you from the Susan Nierstheimer Book Fund, providing books for children who have participated in the Reading Recovery program.”

This year books were distributed to 113 children—more than double the number of children that received books last year. Nierstheimer’s husband of 36 years, Norm, helped distribute the books.

“Susan’s wish was to put books into the hands of children,” said Susan Gunderson, an instructor in the College of Education who was both a colleague and close friend of Nierstheimer’s. “She truly believed that all children can learn to be readers. She wanted to make sure that the children who are recipients of this gift receive books that they can read and that they can share with their families.”

If You Wish
If you would like to contribute to the Susan Nierstheimer Book Fund, make checks payable to Purdue Foundation and mail to: Susan Nierstheimer Book Fund, Purdue Foundation, 403 W. Wood St., West Lafayette, Ind. 47907-2007.

Learn more
www.education.purdue.edu
2000s
Ashley (Dawson) Batuyong (EDU ‘00) is now working as a special education teacher, specializing in behavior consulting, at West Side Middle School in Elkhart, Indiana.

Jessica (Hughes) Brown (EDU ‘06) married Stephen Brown (TECH ‘05) on August 4, 2007. She is currently a circulation librarian at the Huntington City Township Public Library in Huntington, Ind.

Paula (Spencer) Cabrebre (EDU ‘05) and Daniel Cabrebre (ENG ‘06) were recently married.

Kelly (Bergstrom) Childs (EDU ‘00) and an assistant varsity basketball coach at Wea Ridge Elementary School in Lafayette, Indiana as a fourth grade teacher.

Omar Masoodi (EDU ’01) and Maribel (Salazar) Masoodi (EDU ’02) celebrated the birth of a son on Jan. 13, 2007.

Kristin Morris (EDU ’03) and Joel Morris (TECH ’03) celebrated the birth of a son on Jan. 2, 2007.

Jacqueline (Kaminski) Mumford (LA ’93, EDU ’95, ’07) was an associate professor of Educational Technology at Walsh University. She and her husband, Richard Mumford Jr. (AG ’96, ’03), recently bought a 65 acre farm in Salem, Ohio where they are growing popcorn with help from his father-in-law, Richard Mumford (AG ’70).

Jill (Bahler) Nagel (EDU ’02) and Daniel Nagel (CS ’03) were married on June 16, 2007.

Sarah (Buss) Huerta (EDU ’01) and her husband, Craig celebrated the birth of a son on March 10, 2007.

Maggie (Rosenberger) Lechey (EDU ’05) is teaching second grade at Nicaragua Christian Academy in Managua, Nicaragua.

Rebecca (Arthur) Kaverman (EDU ’07) and Steve Kaverman (PHARM ’07) were married on June 23, 2007. She has been hired by Wea Ridge Elementary School in Lafayette, Indiana as a fourth grade teacher.

Kara Royal-Dimmich (EDU ’06) and Travis Meyer were married on July 8, 2006.

Tammy Rubright (EDU ’06) and Bruce Hyland (CT ’06) were married on Jan. 20, 2007.

Sarah Sweet (EDU ’02) and Daniel Potter (CS ’03) were married on June 17, 2006.

Linda Thompson (EDU ’76, ’80, ’04) was a speech-language pathologist with Ashely (Dawson) Batuyong (EDU ‘01) and Hannah (Matthews) Batuyong (EDU ‘02) and Matthew Putnam (TECH ’01) celebrated the birth of a daughter, March 22, 2007.

Robert Waterson (ENG ’99) was promoted to director of admissions at Iowa Tech Community College’s Lafayette, Indiana campus.

Carrie (Getch) Geier (EDU ’96) and Scott Gaerte (ME ’95) celebrated the birth of their third child on March 1, 2007.

Shelby (Hlemon) Johnson (EDU ’99, MS ’06) and her husband, Eric, celebrated the birth of a daughter on March 7, 2007.

Jodie (Shepherd) All (EDU ’09) received a 2007 Distinguished Science Alumni Award from Purdue’s College of Science.

Deborah (Ritter) Carroll (EDU ‘81, ’86) teaches second grade at Cumberland Road Elementary in Fishers, Ind.

Kimberly Clayton-Code (EDU ’94) recently participated in the National Assessment of Education Progress Achievement Level Setting Panel for the Grade 12 Economics assessment.

Daniel Cubel (EDU ’90) is teaching special education at Santa Rosa Boarding School operated by the Bureau of Indian Education on the Tohono O’odham Indian Reservation in Arizona.

Cheryl (Medley) Flora (EDU ’97) and Matthew Flora celebrated the birth of a son on Dec. 21, 2006.

Ivan Hernandez (EDU ’99) and Darrell Thompson were married on June 3, 2006.

Janette (Jones) Vandeveer (EDU ’97) and her husband, Mark (TECH ’96), celebrated the birth of a daughter on Feb. 14, 2007.

Jerie Weasmer (EDU ’96) and her husband and youngest daughter have relocated to Texas where she is an associate professor at Tarleton State University.

1990s
Nancy Brickhouse (EDU ’86, ’88) received a 2007 Distinguished Science Alumni Award from Purdue’s College of Science.

Jorie (Ritter) Carroll (EDU ‘81, ’86) teaches second grade at Cumberland Road Elementary in Fishers, Ind.

Robin Lange (EDU ‘81) is owner of a landscape design firm and recently relocated from Chicago to Indianapolis.

John McKinney (AG ’73, ’77, ’87), Indianapolis, was named Superintendent of the Year for 2007 by the Indiana Association of Public School Superintendents.

James Rider (EDU ’96), Kirkville, MO, is founder and President of Adventure Student Travel.

Caroline (Germann) Runya (EDU ’96) and her husband, Michael, celebrated the birth of a son on May 8, 2006.

1970s
Roger Dallas Bear (HSSE ’74) and his wife Rose are just about to pass their twenty-third year doing collegiate ministry with Terre Haute’s four schools.

Maureen (Kennedy) Berg (EDU ‘71, ’74) is currently superintendent of K-8 Cleveland Public Schools.

Gerald Dudley (EDU ’70) and his wife Twyla celebrated their 50th wedding anniversary on August 25, 2007.

Carol (Jewett) Lyons (EDU ’71) is a first grade teacher at Oak Grove School in Green Oaks, Ill.

1960s
Diane Hasler (EDU ’69) and her husband, Ronald Hasler (AG ‘68), retired superintendent of Bloomfield School District in Bloomfield, Ind., are both enjoying retirement.

Sonja Wise (EDU ’65) retired from Kramont as an Academic Advisor in 2002 and has moved from Lafayette after 45 years to Sellersburg, Indiana to live closer to her children.

Jannelle (Widmer) Hardebeck (EDU ’01) and her husband, Brian (AG ’02), celebrated the birth of a daughter on Dec. 17, 2006.

Sheryl (Thrush) Hodson (EDU ’03) and her husband Matthew (TECH ’04) celebrated the birth of a daughter on February 21, 2007.

Sarah (Hanson) Huerta (EDU ’01) and her husband, Craig, celebrated the birth of a son on March 10, 2007.

Lindsey (Meyer) Putnam (EDU ’02) and Matthew Putnam (TECH ’01) celebrated the birth of a daughter, March 22, 2007.

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We would love to hear from you! Update your contact information and share your news with the form below, by e-mail or online. Be sure to let us know if you would like to add your news to the next College of Education Magazine.

**Mail**
Purdue University, College of Education  
Beering Hall, Room 6124  
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West Lafayette, IN 47907-2098

**Online**
Update your information at the Purdue Alumni Association’s website at: www.purduealum.org/update.html.

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Maiden Name: 
Street: 
City:  
State: 
Zip: 
Phone:  
Email: 
Degree(s)/Year(s): 
Employer:  
Title: 
Employer City, State: 
Spouse’s Name:  
Purdue Alumnus/a?  
☐ Yes  
☐ No 
If yes, Degree(s)/Year(s): 
News:  

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**Barnes’ Business**
In 2003 Barnes, also an adjunct professor at Purdue University, launched Professional Education Solutions and put her passion to work. Her business provides training, implementation and support to schools and education professionals for their educational technology and educational products. For example, if a school purchases new educational software for their teachers but doesn’t know how to prepare them—Barnes’ company can step in and train the teachers.

In addition to software training they also develop instructional materials for software products, work with schools to integrate technology into their curriculum and write correlations to state standards for software products.

**Experience a Perfect Fit**
Barnes’ experience as a teacher and curriculum writer is a perfect fit for her business. A big part of her current job is extensive planning and evaluating, two vital skills she learned in her previous jobs. “I loved the planning and organizing of curriculum. I found it to be quite rewarding,” said Barnes.

Over the last four years Barnes has watched her business thrive and develop. She began as an independent contractor then moved to a home office and enlisted the help of her daughter, Jennifer Dunn. Professional Education Solutions has now grown to offices in downtown Frankfort, Ind. and has instructors located in Michigan, Mississippi, New Mexico, and Oklahoma. They travel across the U.S. and the Caribbean to assist their customers.

In the future Barnes will continue serving the education industry and hopes to expand into government jobs.

Barnes said, “I buy into each product we serve and believe in it. Implementing and integrating educational products and technology for our customers is an important job and I take it seriously.”

Learn more:  
www.proedsolutions.com

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**AWARDS**
Three of the five local teachers awarded Golden Apple Awards April are Purdue education graduates. These yearly awards are presented by the Lafayette-West Lafayette Chamber of Commerce to recognize excellence in teaching. Congratulations to:

- Gail (Homer) Billings (EDU ’72), Edgedea Elementary School, Lafayette, Ind.
- Rebecca (Miller) Combs (EDU ’97), Burnett Creek Elementary School, West Lafayette, Ind.
- Shannon (Bogucki) Richards (EDU ’96, ’97), Vinton Elementary School, Lafayette, Ind.
September 2007
21 Research Seminar: “Video Cases in Teacher Education: Role of Epistemological Beliefs and Task Structure in Pre-service Teacher Learning” by Aman Yadav. Noon-1 pm, Beering 1255
27 Former Deans Robert Kane and Marilyn Haring Portrait Unveiling: 4:30-6 pm, Beering lobby
27 Faculty Recognition Dinner (by invitation): 6:30-10 pm, Sgt. Preston’s Purdue Room
28 Research Seminar: “The Political Economy of Legislative Character Education” by Chrystal Johnson. Noon-1 pm, Beering 1255

October 2007
1 Featured Speaker: Miriam Jorge, associate professor, Federal University of Minas Gerais in Brazil, presents “Affirmative Action in Brazil: Affirming Rights or Ideologies?”: 3:30-5:00 pm, Black Cultural Center (sponsored by the African American Studies and Resources Center and the College of Education; co-sponsored by the Diversity Resource Center and the Office of Affirmative Action)
8-9 October Break, no classes
12 Research Seminar: “Research-based Opportunities and Funding Sources” by Christine King. Noon-1 pm, Beering 1255
26 Research Seminar: “Teaching Evolution in Public School Science: What’s the Controversy All About?” by John Staver. Noon-1 pm, Beering 1255

November 2007
1 Purdue Series on Corporate Citizenship and Ethics: Barry Salzberg, CEO of Deloitte & Touche. 7 pm, Stewart Center, Fowler Hall (presented by Ackerman Center for Democratic Citizenship and Krannert School of Management)
2 Research Seminar: “Building the Tradition of Service Learning at Purdue” by Joan Jurich, Christian Reiner and Heather Servaty-Seib. Noon-1 pm, Beering 1255
9 Research Seminar: “Autobiography: A Site for Understanding the Mentoring and Tutoring of Incarcerated Teens” by Erik Malewski and Suniti Sharma. Noon-1 pm, Beering 1255
16 Research Seminar: “Keeper of the Gate: Responsibilities of the Editor of a Peer-reviewed Journal” by A.G. Rud. Noon-1 pm, Beering 1255
22-23 University Holiday
30 Research Seminar: “The Tribulations and Triumphs of Spousal Interdisciplinary Collaboration” by Robert May and Jill May. Noon-1 pm, Beering 1255

December 2007
6 Dean Hynd Farewell Reception (by invitation). 3-5 pm, Purdue Memorial Union, Anniversary Drawing Room
7 Research Seminar: “Teaching Conceptual Model-Based Word Problem Story Grammar to Enhance Mathematics Problem Solving” by Yan Ping Xin. Noon-1 pm, Beering 1255
8 Classes end
10-15 Exams
15 Semester ends
16 Commencement
24-25 University Holiday
31 University Holiday