Dear Alumni and Friends,

A need to connect with others is at the core of being human. Each of us has a desire to connect with friends, family and coworkers and it’s through these relationships that we learn and grow.

A strategic goal of the College of Education is to prepare outstanding education professionals with a passion for guiding our future generations. We accomplish this by providing rewarding classes and a variety of field experiences. At the heart of these offerings is the human connection. The interaction between students and faculty extends well beyond the university creating a web of connectivity.

In this issue you will find threads of this web:
- Lynn Bryan, associate professor in the Departments of Curriculum and Instruction and Physics, is involved in a cross-national research and engagement collaboration with the creation of the Sino-American Center for Science Education Research and Engagement (pages 2-3).
- The first Annual Graduate Student Educational Research Symposium is a forum for graduate students in education-related programs from across campus to present research in a professional environment (page 15).
- The Honduras Study Abroad program offers students the opportunity to gain understanding while “creating connections” with the Honduran culture, environment and, most importantly, people (page 17).

The College of Education encourages and nurtures our students, faculty and staff to reach out and connect with others. We want them to find a common ground, establish relationships, generate communication, and bridge ideas. Through these links, partnerships and unions the ultimate goal is to grow to the fullest extent of our own capabilities in ways that bring out the best in those with whom we work.

Sincerely,

George W. Hynd
Dean, College of Education
In addition to improving science teaching and learning in Indiana, Lynn Bryan, associate professor in the Departments of Curriculum and Instruction and Physics, is also involved in a cross-national research and engagement collaboration. Bryan and her colleague, Dr. Weijian Hua from the Jiangsu Institute of Education in Nanjing, China, have created the Sino-American Center for Science Education Research and Engagement. This center is a collaboration between Purdue’s College of Education and College of Science and China’s Jiangsu Institute of Education.

**Center Purpose**

The Sino-American Center seeks to enhance Purdue’s position as a global leader in science education research and to begin addressing rural community development in China through the improvement of science education. The center was initiated with funding through Purdue’s Asian Initiative Research Grant Program, created in 2005 with support from the Office of the President to encourage research collaborations, recruitment of international students, study abroad opportunities for Purdue students, alumni development and fund raising in China and India.

Although China has experienced vast economic growth in recent years, over 100 million Chinese live below the international standard of absolute poverty which is determined by measuring access to seven basic needs: clean water, food, health, sanitation, shelter, information, and education. The Sino-American Center has the chance to directly impact one of those basic needs—education.

**Unprecedented Opportunity**

“We have an unprecedented opportunity to join forces with one of the top science teacher preparation institutions in China to carry out research and engagement projects that may have a positive impact on science teaching and learning in rural areas of China,” Bryan said. “Recent efforts in educational scholarship in China recognize that exemplary teacher education must take into consideration the sociocultural influences of learning. While this study will be groundbreaking in the context of science education and teacher education in China, it also has important implications for U.S. educational professionals who strive to develop pedagogy that is relevant to Chinese immigrant students and the children of Chinese immigrants, and also has the potential to inform discussions within the U.S. about educational reform.”

**Collaboration**

In April 2006 at the first collaboration meeting, Purdue University, Jiangsu Institute of Education and Peking University signed a letter of intent agreeing to establish and sustain a Sino-American Center for Science Education Research and Engagement facility at Jiangsu Institute of Education. They also agreed on the following:

- Exchange materials in education and research, publications and academic information
- Exchange faculty and research scholars
- Exchange students
- Conduct joint research and meetings for education, research and publication
- Provide technical assistance
- Establish a Memorandum of Understanding

Following the momentum of the spring meeting, Bryan and Purdue University graduate student, Bryan Wee, visited the Jiangsu Institute of Education for a collaboration meeting November 24-December 1, 2006. During this visit, Bryan participated in the inauguration ceremony of the Sino-American Center for Science Education Research and Engagement at the Jiangsu Institute of Education. They also met with Jiangsu Institute of Education science and science education faculty to discuss research design and visited three schools as potential sites for the center’s research and engagement activities.

**Impact on the College of Education**

While this collaboration works to improve science teaching in rural China, the center will also benefit Purdue. It will provide a chance for Purdue faculty and students to engage in international research, engagement and learning initiatives. As a result of research findings, multicultural and international issues in Purdue teacher preparation programs may be addressed, thereby aiding the internationalization of College of Education courses.

Bryan said, “This project will increase our visibility as a leader in international science education research and engagement. It will help position us for future involvement in the reform of science education in China and for involvement with international companies whose Chinese operations increasingly need a scientifically advanced workforce. Our ongoing science education research collaboration with JIE has resulted in strong interest from Chinese students to attend Purdue, and this new project will also provide opportunities for Purdue students to study in China.”

“This project will increase our visibility as a leader in international science education research and engagement.”

—Lynn Bryan

**Understanding**

“Our ongoing science education research collaboration with JIE has resulted in strong interest from Chinese students to attend Purdue, and this new project will also provide opportunities for Purdue students to study in China.”

—Lynn Bryan

**Photo by Bryan Wee**
Innovative learning
by Kathy Mayer

Purdue’s Role

While the ambitious undertaking—which includes professional development, instructional coaches, and classroom programs at every grade level—was planned and implemented by the school system, Purdue University’s College of Education also played a role.

“One of the things we wanted to do was keep data and understand the effects of coaching with our teachers,” says Leona Jamison, Lawrence Township’s director of professional development. Enter Peggy Ertmer, Purdue College of Education associate professor of curriculum and instruction, who lined up her advance research students to survey coaches and teachers, then analyze the results.

“I look for a real research project to involve my students in,” Ertmer says. “I explained I often let students decide what the research question will be, and Lawrence Township liked that idea.”

It was also a great learning experience for her students. And their findings were subsequently published in the School Journal of Leadership, with another article due out soon in Teacher Education in Practice.

Ertmer also helped the school district with online classes for teachers—an ongoing but currently minimal activity. She worked with teachers, developed a rubric for online high school classes and, she says, “had a lot of modeling online as to how you facilitate discussion in that environment.”

“She became our connection for effective online classes,” Jamison says.

Lawrence Township a Pioneer

Because Lawrence Township was launching programs no one else in public education was doing then, Jamison says, “We needed university help to give us a different perspective and be able to move forward. We were out there without a net, and the Purdue connection helped us think farther and deeper.”

“She just stuck with us through thick and thin,” Barbara Pace, professional development website facilitator at Lawrence Township, says of Purdue’s Ertmer. “She was a teacher and a mentor.”

How far the district has come is especially apparent when they participate in education conferences, Pace adds. “Our people come back and say, ‘We’re doing the right thing. We’re way ahead of most people. It’s been phenomenal.’”

Students the Winners

“As was their goal, they’re pretty self-sufficient,” Ertmer says. “Today, their students are working more independently. There’s a new emphasis on self-directed learning and finding ways to support students in setting goals, monitoring their progress, and being lifelong learners.”

There has been extensive inquiry into the diagnosis and causes of learning disabilities alone, but very little neuroscientific work has been done on the causes of giftedness alone, or on the genetic and neurological basis of both gifts and learning disabilities in the same person. When intellectual gifts occur alongside intellectual defects, the term “twice exceptional” is sometimes used. Such individuals may be diagnosed as having a developmental disorder like Attention Deficit Disorder (ADD), dyslexia or learning disabilities (LD) or Autism, while also having generalized or specific cognitive strengths in the gifted range (e.g., high spatial, mathematical or verbal abilities, etc.).

The Study

Jeffrey Gilger, associate dean for discovery and faculty development, along with George Hynd, dean of the College of Education, Tom Talavage, associate professor of biomedical engineering, Juliana Sanchez Bloom, psychologist in the Children’s Hospital of Philadelphia, and Ohnade Gudade, an electrical and computer engineering doctoral student, is working on a research project entitled “A Neurodevelopmental Study of the Gifted and Twice Exceptional.” The project is investigating the neurologic and genetic causes of giftedness and twice exceptionality. Specifically, the study looks at people with reading disabilities or dyslexia and superior skills in nonverbal spatial visualization. This project utilizes Magnetic Resonance Brain Imaging (MRI) and a unique family where twice exceptionality may be inherited.

In the twice exceptional family there appears to be a transmission of individuals with high performance abilities in the nonverbal domain and average or below average reading-related abilities. Other groups of unrelated subjects will also be part of this study for comparison purposes including a group of college students with reading disabilities, a group of college students with nonverbal giftedness, and a group with average abilities.

The brain mapping part of the project will allow Gilger’s group to ascertain how the brains of twice exceptional people differ from those with giftedness alone or reading disability alone. Brain anatomy and physiology will be examined towards helping us understand how the brain can develop in utero such that people can be at risk for both great gifts as well as disabilities. DNA is also being sampled and sent to a colleague’s lab in Finland for analyses that may someday identify key genes involved in these neurodevelopmental markers identified through the MRI work.

The Implications

This two-year project, which began in July of 2006, has the potential to improve “our understanding of the neurology of cognitive gifts and the twice exceptional individual,” explains Gilger. Finding out more about these populations can ultimately add to better diagnosis, treatment and developmental planning. It can also help us understand the role that genes and environments play in the growth of the brain and the expression of abilities.

“Extensions of this project may also help the field realize that neuroscientific methods can be applied to the area of giftedness and twice exceptionality. And this, in turn may help attract federal funding interests that recognize the value of basic science research on giftedness and associated traits,” Gilger says. “The field of giftedness is getting more and more attention given recent national trends in, say, STEM education and talent identification. This country has tended to focus on the diseased or low end of the cognitive continuum and it will be important to our future that we do a better job studying the neuroscience of the high end as well.”

The Purdue connection helped us think farther and deeper. "It’s been phenomenal. " It’s been phenomenal. "It’s been phenomenal. " It’s been phenomenal. "It’s been phenomenal. " It’s been phenomenal. "It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomenal. " It’s been phenomen
Collaborative Learning

Within the field of collaborative learning, three questions are of particular interest: 1) what are the moment-by-moment interactions that underlie moment-by-moment learning; 2) how do different types of tasks affect collaborative interactions and learning; and, 3) when do we get unique benefits from collaboration that we do not obtain from individual study—in other words, when does the group exceed the independent sum of its parts? David Sears, assistant professor of educational psychology, conducted two experiments with university students to address these three questions. In one of a set of experiments, the effects of two versions of a statistics task on individual versus group learning were examined. On a novel measure of transfer, real groups were found to outperform nominal groups modeled under truth-wins assumptions (i.e., perfect knowledge sharing) on a learning task. In other words, the experiment found a type of task on which groups outperformed the sum of their parts. Thus, something in the group interaction must have led to new understanding that was not readily available to individuals working alone. This finding points to the potential unique benefits for learning that collaboration can offer as well as the types of tasks that may be likely to yield these benefits.

Perceived Competence and Social Acceptance

Children’s beliefs about their competence in school are related to goal setting and strategy use, self regulation, persistence, intrinsic motivation, and mental health. However, limited research exists with very young children in this area, and there is a need for valid and reliable assessment devices. In a recent paper (2006) Brian French, assistant professor of educational psychology, and Youli Mantzicopoulos, professor of educational psychology, examined the factor structure and stability of a commonly used test of social competence (the PSPCSA). Their work shows that the factor structure and stability of the test may vary significantly with gender and age. For example, the authors found differences in how boys and girls viewed their school competence in the early school years. Boys tended to rate their general knowledge (“knows a lot in school”) higher than girls, who overall viewed themselves as more competent than boys in academics. By second grade boys were also more likely to report that they “had more friends to play games with,” whereas girls were more likely to give positive ratings on the item “others sit next to you.”

These findings may be a reflection of the nature of early peer relationships. For instance, boys play with more peers and in larger groups whereas girls’ peer relationships have been described as more close, harmonious and oriented toward facilitating group cohesion. Thus, these qualitatively different peer orientations may give rise to gender-specific self views of peer acceptance. This and other work by these authors highlights several issues that should be addressed when developing and interpreting assessment instruments for young children’s belief systems, particularly with young children of different genders and socio-economic status.


Study Abroad and National Identity

Nadine Dolby, associate professor of curriculum studies has completed a research project of how undergraduates reflect on studying abroad. Funded in part by grants from the Australian Research Council and a Rising Scholar Award from the National Forum on Higher Education for the Public Good, the research focused on how American and Australian undergraduates understood their national and global identities in the context of studying outside of their home country. In the first phase of the research (2000-02), American undergraduates studying abroad in Australia, and Australian undergraduates studying abroad in the United States, were interviewed. Qualitative data analysis indicated that while American undergraduates were focused on issues of “encountering” their national identity, Australian undergraduates had a more global and “networked” outlook. The second phase of the research (2003-04) included extensive focus group interviews with American undergraduates, and concluded that in the post 9/11 context, American students are no longer “encountering” their American identity for the first time, but instead negotiate a middle path between a “thin” (cosmopolitan) and “thick” (ethnocentric) national identity (Craig Calhoun, 2002). Dolby suggests that as study abroad becomes a more common aspect of the undergraduate experience in the United States, and “global citizenship” becomes a critical part of curriculum, it will be important to understand the benefits and limits of current approaches to study abroad, how to balance patriotism and global citizenship, and what can be done to improve students’ global competence and awareness.

Six members of the Gifted Education Resource Institute (GERI) Advisory Board traveled to Reno, Nevada to tour and learn about the Davidson Academy of Nevada, a free public day school on the campus of the University of Nevada, Reno serving profoundly gifted students.

The Academy was created by Purdue alumni Jan and Bob Davidson. Following a successful career in the software industry, they have become leading advocates for meeting the needs of highly gifted students for the past several years. To be admitted to the Davidson Academy, students must be at the middle or high school level across all subject areas and score in the 99.9th percentile on IQ or college entrance tests, such as the SAT or ACT.

A member of the GERI Advisory Board, Jan hosted the board meeting and shared the story of how the Academy came to be. Jan and Bob see the Davidson Academy as a way to meet two very specific and complementary needs:

- the need for appropriate and challenging curriculum for the most gifted students and
- the need for talented individuals who can keep the United States competitive in a global economy.

The Statistics
Recent publications support both of these positions. According to the Handbook for Gifted Education, approximately half of the gifted students in the United States, an estimated 1.5 million, are underachieving because they are not challenged by their school curriculum and up to 20 percent of high school dropouts test in the gifted range. Juxtaposed against these findings is a report from the National Summit on Competitiveness which states that only 11 percent of bachelor’s degrees in the United States are in the sciences or engineering, compared with 23 percent in the rest of the world and 50 percent in China.

Challenges and Rewards
The school’s director, Stacey Colwell, talked with the board members about the challenges and rewards of a first-year school on education’s cutting edge. Each student has an individualized learning plan which enables the teachers to guide students through the appropriate level and pace of each subject area. Many of them take college classes at the local public television station. Permanent school facilities are being built on the UNR campus. The contemporary-styled space includes three major learning areas and a community gathering space for socializing and group projects.

And So They Came
Thirty-five students ranging in age from 10 to 16 years old enrolled in middle and high school classes for the inaugural semester. Two-thirds of the students are from states other than Nevada and their families relocated to make this educational opportunity a reality.

GERI board members toured the facility which is housed temporarily in the same building as the local public television station. Permanent school facilities are being built on the UNR campus. The contemporary-styled space includes three major learning areas and a community gathering space for socializing and group projects.

Learn More
Davidson Academy: www.davidsonacademy.unr.edu
GERI: www.geri.purdue.edu

Mike Gresley (BS ’94, College of Technology) and his wife, Jennifer (BS’95, College of Engineering) faced a dilemma when trying to find a Christmas gift for Mike’s grandfather, Carol D. Helvey. Helvey was born on Christmas Day (hence, the name Carol) and was a classroom teacher in Anderson, Indiana for 39 years. He taught history, English and Spanish at the secondary level. Two of Helvey’s three children became teachers and, even in retirement, he continues to teach by reading books to his great-grandchildren.

Mike and Jennifer Gresley came up with the idea of honoring Helvey with a named scholarship in the College of Education. Through their annual gifts and a gift match from her employer, ExxonMobil Foundation, they created the Carol D. Helvey Scholarship for Secondary Education. The scholarship celebrates Helvey’s long and distinguished career as a classroom teacher and encourages young teachers in training to follow his example of excellence.

The scholarship will be awarded annually to a junior majoring in social studies or history education with preference given to students from Madison County, Indiana, and is based on academic merit as defined by the College of Education.

Should the student continue to meet the criteria of the award, the scholarship can be renewed in subsequent years. The first Carol D. Helvey scholarship will be awarded this spring for the fall semester 2007.

Mike Gresley and Jennifer Gresley are pictured.

Key
Goal
Actual

Totals
$16,448,000

Amount raised: $16,448,120

*Amounts raised are through January 31, 2007

Programs
Facilities
Faculty/Support
Scholarship
Unrestricted

Campus Update
Generous Support from Alumni and Friends

Campaign goal: $14,079,672
On Monday, February 26, 2007 the College of Education lost a wonderful professor and friend. George Hynd, dean of the College of Education, says, “Chuck was one of the first faculty I had an opportunity to meet when arriving at Purdue University as the new dean, and it was through his quiet guidance that I really began to understand the opportunities our College had with regard to fostering and supporting study abroad experiences and collaborations with other leading universities internationally.”

Professor Charles E. Kline began his career in education as teacher and principal for the Elgin, Illinois public schools from 1959-1963. He received his PhD in Educational Administration from the University of Wisconsin in 1965 and began his career at Purdue as an assistant professor of educational administration in the same year. He served as associate director of Teacher Education from 1975 to 1988 and as Director of Teacher Education and Certification from 1989-1990. Kline worked with scores of students who ultimately earned their principal’s licenses; he also was the advisor for sixty-six doctoral graduates. He was a tireless advocate for students.

Professor Kline

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While working towards his administrative license and later his PhD, John Layton, assistant superintendent Lafayette School Corporation, considered Kline a mentor, confidant and friend. He says, “I owe a great deal of gratitude to Chuck Kline. There was never a kinder, gentler soul than he. The impact he has had on education and the lives of kids through his tremendous work in preparing administrators is immeasurable.”

James Auter, clinical associate professor of educational leadership and cultural foundations says, “Dr. Kline was my advisor as I completed my Master's degree at Purdue in the middle sixties. He was the chair of my Ed.S committee which I completed at Purdue in 1970. I spent many hours with him in his office at South Campus Courts. I contacted him often for his advice, recommendations and thoughts while I was serving as a superintendent of schools in two separate school districts in Indiana over a twenty five year period. I spent the past eight years in an office next to his on the fifth floor of Beering Hall and served as a colleague to him in Educational Leadership and Cultural Foundations program area. In essence he served as mentor to me over a forty-two year period. He had a huge impact on my career and the careers of many, many others.”

Marcia Gentry, associate professor of educational psychology and research methodology, says, “I came to Purdue two and a half years ago and during my short time here have enjoyed many interactions with Chuck. He offered wonderful support to me as a new faculty member concerning navigating the admissions, advising, and graduate student support systems, offering opinions, verbiage for various forms, advice, and guidance. Always prompt to reply, I found comfort in Chuck’s ability to cut through the bureaucracy and offer sound, well-grounded guidance. He was always thorough, thoughtful and right!”

International Connections

Kline was also highly active as an international consultant. He worked with the Mongolian ministry of higher education and was instrumental in their efforts to modernize their university systems in the wake of their independence from the Soviet Union. He subsequently recruited several students from Mongolia to the Purdue doctoral program in higher education administration. Professor Kline was appointed as an Honorary Professor by the Mongolian Technical University Board of Trustees in 2000 in recognition of his efforts.

“What began as a twinkle in his eye became a ground-breaking effort to connect with higher education institutions of Mongolia. When Chuck came to me to discuss his interest in proposing a funded program for his work, neither of us had much idea of how to make Purdue’s resources for such an initiative work. Chuck’s persistence in knocking on doors across the University that later became a recognized partnership with a signed Memorandum of Understanding. That signing in the 7th floor conference room between Mongolian and Purdue officials was truly a triumph for Chuck’s leadership. With an attitude of ‘the sky’s the limit,’ he made this an important engagement that fulfilled one of the goals of the (then) School of Education’s Strategic Plan, i.e., to build international connections,” says Marilyn Haring, former dean of the College of Education.

Kline also consulted with the Afghanistan Ministry of Higher Education as part of a broad effort to strengthen teaching methods, subject knowledge and instructional expertise of the University of Education in Kabul. He was an integral part of grant-supported efforts to equip computer labs and to support instruction and distance education technology at the University of Education. He worked continuously to collect teaching and learning materials to send to Afghanistan, where school and university libraries had been destroyed by the lengthy war.

Extensively Involved

He was a member of the American Association of School Administrators since 1965, the National Council of Professors of Educational Administration since 1979, the American Educational Research Association since 1965 and the Association for Supervision and Curriculum Development since 1966. Jean Peterson, associate professor of counseling and development, notes, “Chuck’s service on countless committees, his international connections and concern, his generosity in a multitude of ways and his steady, solid presence in the Department of Educational Studies are the part of his rich legacy.”

In his leisure life, he was a court approved special advocate (CASA), president of the Lafayette Kennel Club and was a breeder and shower of English Cocker Spaniels on the National Level. A. G. Rud, associate professor of educational leadership and cultural foundations, shares, “I was standing on the edge of the cross country course at Indiana University in Bloomington six years ago, about to watch the West Lafayette IHS team compete in the IHSAA state meet. I saw Chuck come down toward me. I wondered why he was there; I knew that his daughters were well into high school. It turned out that Chuck came to support a runner at another school whom he had counseled and mentored. Such is an indication of the quiet, persistent support that Chuck Kline gave to many people. It deeply impressed me that he would give up a precious Saturday to drive to Bloomington, all to see a young man he mentored run by him for a few minutes.”

Marilyn Hirth, associate professor of educational leadership, notes, “I remember Chuck’s distinctive giggle—just hearing it brightened the day. I will miss his presence and can do attitude. He was a valued colleague and friend.”

Professor Kline was the unique individual whose good works were experienced both at Purdue and across the world. He will be missed greatly by the College of Education and the Purdue community.
Fall 2007 Purdue University Press will publish a new journal, First Opinions, Second Reactions, edited by Janet Alsup and Jill May, Christine King from libraries, with assistance from Jeanne Muzzillo, a doctoral English education student.

Alex Da Fonte, a doctoral special education student, won first place for the AAC Institute, 2006 ASHA Student Scientific Paper Award, for: Da Fonte, M.A., & Taber-Doughty, T. Storybook interactions: Comparing commercially available communication boards to the vocabulary used by kindergartners when reading Old MacDonald Had a Farm.

Heather Servaty-Seib has been named the chair of the 2007 Association for Death Education and Counseling Conference that will be held in Indianapolis in April.

Jean Adamson Stanley Faculty Chair in Literacy

On Friday, November 10, 2006 the Purdue University board of trustees approved the appointment of Marbeth Schmitt as the Jean Adamson Stanley Faculty Chair in Literacy. The Jean Adamson Stanley Faculty Chair in Literacy was established by Susan and Ronald Dollens in honor of Susan Dollens’ mother, a former teacher. Susan Dollens is a retired teacher and Ronald Dollens is founder of Guidant Corporation. Schmitt is a clinical professor of literacy and language education, assistant head of curriculum and instruction and director of the Purdue Literacy Network Project. She is one of only 35 international trainers of teacher leaders appointed as the American Psychological Association Graduate Student Representative to the Committee on Changing Futures: The Influence of Reading Recovery in the United States.

In December 2006 Jean Peterson conducted seminars at National Taiwan Normal University and National Hisuchu University of Education to help the Chinese Counseling Association move toward school counselor licensure.


Mary Nahkle has been elected a fellow in the American Association for the Advancement of Science for distinguished contributions to science education.

Marbeth Schmitt has been named the chair of the Advisory Board for the Center for Early Literacy Information.


Eric Van de Voorde, a counseling psychology doctoral student, has been appointed as the American Psychological Association Graduate Student Representative to the Committee on Accreditation.

Dawn Graham, a counseling psychology doctoral student, has received a travel award from the Association for International Education Administrators for recognition of her longitudinal research on study abroad.

Melissa Dyehouse and Deb Bennett have published “Validity Evidence for a Computer-Based Alternate Assessment Instrument” in Assessment for Effective Intervention.

“In December 2006, Jean Peterson conducted seminars at National Taiwan Normal University and National Hisuchu University of Education to help the Chinese Counseling Association move toward school counselor licensure.”


“Mary Nahkle has been elected a fellow in the American Association for the Advancement of Science for distinguished contributions to science education.”

“Marbeth Schmitt has been named the chair of the Advisory Board for the Center for Early Literacy Information.”

“Anne Krupfer has become an affiliated faculty member of the Women’s Studies Program at Purdue.”


“Nadine Doby’s essay, “Popular Culture and Public Space in Africa: The Possibilities of Cultural Citizenship” was published in the December 2006 (49/3) issue of African Studies Review, the official journal of the African Studies Association.”


“Eric Van de Voorde, a counseling psychology doctoral student, has been appointed as the American Psychological Association Graduate Student Representative to the Committee on Accreditation.”

“Dawn Graham, a counseling psychology doctoral student, has received a travel award from the Association for International Education Administrators for recognition of her longitudinal research on study abroad.”

“Melissa Dyehouse and Deb Bennett have published “Validity Evidence for a Computer-Based Alternate Assessment Instrument” in Assessment for Effective Intervention.”


“Jean Peterson’s new book The Essential Guide to Talking with Teens was published December 2006 by Free Spirit Publishing. Donna Enersen along with Heather Servaty-Seib and others will take part in a study of the 21st Century Scholars program that is being funded by a grant from the Lumina Foundation.”


“John Staver, Eric Riggs, and CRESEM are featured in the cover story of the January/February issue of Purdue Alumni.”

“A.G. Rud, Nick Burbulis of University of Illinois at Urbana-Champaign and Craig Cunningham of National Louis University established the Education Policy Blog, a blog group with a roster of fifteen scholars in the cultural or social foundations of education. http://educationpolicyblog.blogspot.com”

“James Greenan has been named the new editor of Career and Technical Education Research, the official publication of the Association for Career and Technical Education Research.”

“Luciana de Oliveira has been awarded a Study Abroad and International Learning grant from International Programs to develop an English Education Study Abroad program in London.”

“Deborah Bennett and Kate Gultata, a master’s student in college student affairs, have received the American College Personnel Association Emerging Best Practice in Student Affairs Assessment award for their work EDPS 591E Assessment in Student Affairs.”

“Mélanie Stoffler has been awarded a Study Abroad and International Learning grant from International Programs to develop an English Education Study Abroad program in London.”

“Lecretia Buckley, Brenda Capobianco, Luciana de Oliveira, Chrysal Johnson, Scott Schaffer, and Terry Wood have been awarded year-long PRF grants for the support of a graduate student on a research project.”


“Anatoli Rapaport and Lynn Nelson have received a grant from the American Councils of Teachers of Russian in Washington, DC. They will host a delegation of sixteen Russian teachers in April 2007.”

“Kevin Chan, a master’s school counseling student, received the Joe Hollis Memorial Scholarship from the Indiana Counseling Association.”

“Joshua Munt, a master’s school counseling student, has earned national recognition as a recipient of the Ross Trust Scholarship by the American Counseling Association. He is one of ten nationwide to receive this award.”

“Lauren Sickie, a junior in elementary education, was awarded Outstanding Future Teacher by the Indiana State Reading Association.”

“The PRF Awardees for the 2007-08 projects are Lecretia Buckley, Brenda Capobianco, Luciana de Oliveira, Brian French, Marcia Gentry, Bill Hanson, Chrystal Johnson, Becky Mann, Carole Pilates, Scott Schaffer, Ayse Uluk, Terry Wood, and Aman Yadav.”


“Names in blue are faculty unless otherwise noted.”
I enjoy talking to prospective students and easing their worries about college. I can remember how I felt as an incoming student and it makes me feel like I’m doing something,” said Amanda Fox, a College of Education ambassador and a junior in elementary education. “I love Purdue and the College of Education so I love recruiting incoming freshmen and showing them how wonderful the College of Education is. Fox is just one of 31 students participating in the College of Education Ambassador Program during the 2006-2007 academic year. This elite group of students majoring in elementary education, social studies education and special education serves as hosts at various recruiting events on and off campus throughout the year. They are also on call to help at College of Education workshops, lectures, presentations and many other special events.

Positive Experiences

Since I have had so many positive experiences in my education classes here at Purdue I wanted to be part of the team that promotes the College of Education to current and future students,” said Heidi Margeas, a junior in elementary education. Lauren Cox, a junior in special education, said, “It’s a neat experience to talk to incoming freshman who you can sense are worried and you have the ability to put their minds a little bit at ease.”

Recruiting Help

At recruitment events such as Fall Preview Days, Purdue’s for Me, 21st Century Scholars Day, and Explore Purdue, the ambassadors are available to answer questions about majors, classes, activities, and life at Purdue. They offer knowledge and experience unique to College of Education students and an enthusiasm that is unmatched. “After my first semester at Purdue, I knew that I was head over heels in love with the College of Education program,” said Rebecca Arthur, a senior in elementary education and ambassador since Fall 2004. “I felt that being a College of Education Ambassador would allow me to share with other students the many positive opportunities that exist within the college.”

Winston Ly, a sophomore in elementary education explains, “I wanted to be involved with an organization that would allow me to share my experience and love of teaching with others.”

Evolving Organization

The Ambassador program, founded in 1996 by Margaret Sutter, a College of Education advisor, continues to evolve. A new facet of the Ambassador Program launched this year.

Shadow a College of Education Ambassador Program allows prospective students to “shadow” an ambassador’s day of classes and activities.

While aiding in recruiting new students the Ambassador Program, co-sponsored by Sherre Meyer, academic advisor and high school relations coordinator, and Jane Ann Dimitoff, Office of Advising director, also provides invaluable experiences for the ambassadors. Meyer says, “Having the opportunity for the ambassadors to speak in front of groups, develop leadership skills, work on time management, and share their passion for education at Purdue University is priceless.”

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2006-2007 Student Ambassadors

Rebecca Arthur, elementary education
Josh Bolles, elementary education
JJ Camp, social studies education
Lauren Cox, special education
Erin Doherty, elementary education
Alexandra Elie, elementary education
Kathy Evans, elementary education
Amanda Fox, elementary education
Jeni Harrel, social studies education
Abby Hawkins, elementary education
Rebecca Hunt, elementary education
Caslin Hushold, elementary education
Krisn Jones, elementary education
Kathleen Jordan, elementary education
Steph Leisk, elementary education
Steve Lewis, social studies education
Leetia Lison, elementary education
Winston Ly, elementary education
Heidi Margeas, elementary education
Sabrina Morgan, elementary education
Kim Morrison, elementary education
Tara Padgett, elementary/special education
Annie Pascuzzi, social studies education
Katherine Rachie, elementary education
Beth Rogers, special education
Jason Ruffer, social studies education
Carla Snyder, elementary education
Melissa Stewart, elementary education
Wendy Truth, elementary education
Ali VanNoy, elementary education
Katie Wind, social studies education

The first Annual Graduate Student Educational Research Symposium will take place on Purdue’s campus on March 28, 2007. The Symposium is a forum for graduate students in education-related degree programs from across the Purdue campus to present the results of empirical research, instructional/curricular development projects and theoretical position papers/literature reviews in a professional environment. More than forty students will present their research on topics such as measurement and research methodology; teaching and teacher education, curriculum studies, and educational policy and politics.

Jonathan Plucker, a professor of learning, cognition and instruction, and cognitive science at Indiana University’s School of Education, will present the keynote address, “Making an Impact: How to Become a Lifelong Creative Researcher.” Plucker, director of the Center for Evaluation and Education Policy, will address creating research projects that impact others by approaching educational problems from a creative perspective. Known for his policy work in Indiana, Plucker studies creativity, intelligence and boredom.

George Hynd, dean of the College of Education, whose office is sponsoring the event, said the day offers outstanding opportunities for both students and community members. “Attending the symposium allows the community to learn about what the educators of tomorrow are focusing on,” he said. “It also offers our graduate students the chance to practice presenting their work while receiving valuable feedback.”

Grad Symposium

Annual Graduate Student Educational Research Symposium

• Wednesday, March 28, 2007
• Purdue Memorial Union, North Ballroom
• 1:00 pm: Opening remarks
• 1:15 pm: Poster session I
• 2:15 pm: Break—refreshments served
• 3:00 pm: Poster session II
• 4:00 pm: Keynote address by Jonathan Plucker
• 4:45 pm: Awards presentation
• 5:15 pm: Closing remarks

Details

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Learn More

Student Ambassadors: www.education.purdue.edu/advising/current_st/ambassador_program.html
“Creando conexiones” is exactly the purpose of the College of Education’s Honduras study abroad program. Students gain understanding while “creating connections” with the Honduran culture, environment and, most importantly, people.

The Honduras study abroad program offers enriching and rewarding experiences for the participants. Students combine course work with the opportunity to teach students at Alison Bixby Stone School, a private bilingual elementary school on the Zamorano campus, a university outside the capital of Honduras. In addition, they observe and teach in local rural schools and visit historic Honduran sites.

“I grew to understand a lot more about different cultures and how different a Honduran education is from an education in the US,” explained Steve Warner, a junior in mathematics education.

Lindsay Muinzer, a 2005 Purdue graduate in Spanish who returned to campus to earn a teacher’s license said, “I learned that teaching is universal. I will forever use the professional lessons I learned there whenever I teach. This experience inspired me to be a better teacher, person and citizen of the world.”

While Warner, Muinzer and nine fellow students were there to gain knowledge about teaching and culture differences during spring 2006, they were also quite altruistic.

Making an Impact

A young boy, Georgio, and his family visited Alison Bixby Stone School with the hopes that one day he could attend. However, they could not afford the tuition. The Purdue students saw the hope in Georgio’s eyes and decided to establish a scholarship for him.

Jessica Markstrom, a sophomore in math education, said, “I feel like I benefited more from the visit, Katelyn Merrell, a sophomore in English. A good education is priceless, especially in a country where public schools do not have the resources to provide children with the best possible education,” said Markstrom.

“We hope that upon receiving this education Georgio will be better prepared to take on challenges and reach towards his dreams.”

Changing Lives

The connections made in Honduras will last a lifetime. And thanks to the scholarship, Georgio started kindergarten this year. Warner, Muinzer and their classmates have already seen the fruits of their labors. The education students began the hard work to collect donations for the scholarship. They wrote letters, asked friends and family and even donated their own money. They were able to raise an impressive $4,000 towards Georgio’s tuition and uniforms. While this is only a fourth of the total needed for kindergarten through grade six, this is a fantastic start to this significant endeavor.

Markstrom was instrumental in creating the scholarship. “We chose the profession of education because we want to impact lives. We believe we can impact Georgio’s life through this scholarship so that he may receive an education and learn English. A good education is priceless, especially in a country where public schools do not have the resources to provide children with the best possible education,” said Markstrom.

“This is the fifth year for the program. We plan to continue “creando conexiones”—both in their personal and professional lives.

Learn More

Honduras study abroad: www.edci.purdue.edu/studyabroad/Honduras.htm
Alison Bixby Stone School: www.zamorano.edu/abss/
When Kimberly Deranek gave up her director of financial systems job, she’d been pondering, “At the end of the day, what will I be remembered for?”

Thanks to Purdue University’s Transition to Teaching (TTT) Program, she found her answer. She’ll be remembered as a teacher at West Lafayette, Ind., Cumberland Elementary School. “Every day is an ‘aha’ moment,” she says. She knew she’d made the right choice the day she reviewed classroom rules with her second graders, and one assured her, “Even when you discipline us, we’ll still love you.”

For fellow graduate Deborah Weaver, who’d earlier worked in event planning and public relations, confirmation came with her students’ enthusiastic response to the classroom debates she staged in her biology and earth science classes at Lafayette, Ind.’s McCutchson High School, “It was awesome. Each class was totally alive,” she says. “These kids have tons of thoughts and ideas, and they do want and need to express them.”

Leveraging Work Experience

These professionals are among many changing careers in teaching. Under a U.S. Department of Education initiative adopted by Purdue University’s College of Education, college graduates who meet grade-point, experience and other criteria can return to school and earn teaching certifications in an accelerated time—18 hours of study for secondary educators; 24 for elementary.

“This program is a wonderful opportunity for those who have the content, the experience in the workplace,” says Teresa Oakes, director of Purdue’s Undergraduate Opportunity, Too.

High Marks for Purdue

“I feel as though I was just as prepared to teach as my peers, who took education classes for at least four years,” Campa says. Weaver and Deranek are equally positive. “I have applied everything I learned,” Weaver says. “The entire program was exactly what I needed to be good at this job. I truly feel I found my calling.” Deranek especially appreciated the classroom and practicum opportunities. “The hands-on experience and having mentors demonstrate various methods in the classroom was invaluable.”

Now that she’s teaching, “I feel very blessed,” Deranek says. “I wanted to find some way to make a difference in society.”

Learn More

Purdue Transition to Teaching: www.education.purdue.edu/oppl/T2T.htm

Distinguished Education Alumni Awards

The College of Education recognizes the outstanding achievements of alumni by presenting Distinguished Education Alumni Awards (DEAA). The awards will be presented at the Distinguished Education Alumni Award Ceremony and Reception on Friday, April 13, 2007.

• Mentor Award recognizing professional commitment to K-12 education through teaching and mentoring
  Carol Lambdin (BA’67 EDU), teacher, Saville Elementary School, Dayton, Ohio

• Career Achievement Award recognizing achievement, commitment and service throughout his/her career
  Barbara Downing (BA’67 EDU), proprietor/director, Tot Spot, LLC, Wilmington, N.C.

• Young Educator Award recognizing achievement within seven years of entering the field
  Dana Fairchild Madkey (BS’95 CFS, MSEd EDU), school counselor, Mark Sheridan Academy, Chicago, Ill.

• Award of Distinction recognizing national or international distinction contributing to the field of education
  Philip C. Wankat (BS’66 ENG, MSEd’82 EDU), Clifton L. Lovell distinguished professor of chemical engineering and director of undergraduate degree programs, Department of Engineering Education

Feldhusen and Asher Recognized

Two extraordinary College of Education alumni and education professionals were acknowledged for their contributions to the field of gifted education. William Asher, College of Education professor emeritus, and John Feldhusen, College of Education distinguished professor and director emeritus, were presented awards during the Gifted Education Resource Institute (GERI) reception at the National Association for Gifted Children (NAGC) Convention in Charlotte, N.C. this past November.

• Dean’s Lifetime Achievement Award honored for his distinguished career in educational research and his long and fruitful association with the Gifted Education Resource Institute at Purdue University
  William Asher (MS’51 LA, PhD’55 LA) began his 35 year career at Purdue in 1966 as a professor of education and psychological sciences. Asher has been active in the NAGC for many years, helping to mentor junior members in educational research and design. He has made several major contributions to the field, including his award-winning 1986 paper, “Conducting Research with Meta-Analysis: A New Direction for Gifted Education.”

• Dean’s Lifetime Achievement Award honored as one of the founders of the field of gifted education and the founding director of the Gifted Education Resource Institute at Purdue University
  John Feldhusen (HDR’99 EDU), founder of the Gifted Education Resource Institute (GERI), has published more than 300 articles, chapters and books and secured more than 54 grants. In NAGC, he served as both association editor and president. He has received numerous awards including the A. H. Passow Award for Leadership in Gifted Education, the Ann Isaacs NAGC Founders Award and Purdue’s Robert B. Kane Distinguished Professorship.
Global Reach
College of Education alumni are making a difference across the globe! There are graduates in every state in America and in more than 40 countries. With over 14,000 graduates living around the world, the College of Education truly has a global reach.

Numbers based on self-reported addresses on record with the University Advancement Office as of March 1, 2007.
2000s

Manda Boothby (MSEd ’02) is an adolescent outpatient therapist at Jackson Recovery Centers in Sioux City, Iowa.

Emily Conrad (BA ’06) and Jason Rice were married June 10th, 2006.

Ashley Dawson (BA ’00) and Jeffrey J. Batuyong (BS ’98 ENG, MSE ’03 ENG) celebrated the birth of a son, December 22, 2005.

Bridge (Leuck) Johnson (BA ’01) was awarded 2006-2007 Sandhills/South Central Region Teacher of the Year in N.C.

Jaclyn Jo Kleinaitis (BA ’06) and Andrew William Woody (BA ’06, LA) were married June 10, 2006.

Lisa Lawson (BA ’00) and Kirk Brooks were married August 25th, 2006.

Tom McConnell (BS ’87 SCI, PhD ’06) is currently a research associate at Michigan State University.

Nicole O’Leary (MSEd ’04) and Ysidro Batuyong (BS ’98 ENG, MSE ’03 ENG) is a special education teacher at Wawasee High School in Syracuse, Indiana. She and her husband, Todd, welcomed their third child, a son, on July 21, 2006.

Denise Snyder (BS ’01 CFS, MS ’05) is a mental health counselor at Rensselaer Outpatient Clinic.

Sarah Sweet (BA ’02), a kindergarten teacher at E.B. Ellington Elementary School in Ravenel, S.C., and Daniel Potter were married June 17, 2006.

Linda (Gibson) Benge (BA ’90) is a language arts remediation teacher at Lebanon Middle School in Lebanon, Ind.

Marti E. Cruntly (BA ’97) and Timothy Meyers celebrated the birth of a son, September 27th, 2006.

Tani (Traphagan) Cuskaden (BA ’96), a teacher for Center Grove Community School Corporation in Bargersville, Ind., and her husband, Chad, welcomed a baby girl in October 2005.

Christine (Dodson) Ranc (BA ’94) and her husband, Breon, had a daughter, Audrey Catherine Ranc, on Oct. 10, 2005.

Bradley Robb (BA ’98) is a social studies teacher at Eagle Ridge Junior High in Savage, Minn.

Caroline (Geman) Runyan (BA 86 IUPU-Fort Wayne, MS ’98) and her husband, Michael, welcomed a son on May 8, 2006.

Holly (Jody) Sauter (BA ’93) is a special education teacher at Wawasee High School in Syracuse, Indiana. She and her husband, Todd, welcomed their third child, a son, on July 21, 2006.

J. Andrew Westerman (BS ’91 SCI, MS ’98) is completing a doctorate in educational leadership at Lehigh University in Pennsylvania with his wife and two children.

1990s

George Bailey (BA ’97, MS ’93 TECH) and Amy Summers were married May 18th, 2006.

Lynne Dozer Cerrone (BA ’71) retired as Vice President of Global Marketing Purchases at Procter & Gamble on January 1, 2007 after 35 years of service.

Sharh Dill (BA ’72, MS ’78) retired after teaching 23 years in Indiana and Illinois.

Julia (Noble) Flock (BA ’71) is currently a teacher at Chapel Glen Elementary in Indianapolis, Indiana.

Vicky L. Mains Jones (MS ’78), Lafayette, IN, won the 2006 Edgar M. Easley Outstanding Teacher of the Year Award.

Barbara (Hal) Olson (MS ’70) received an award for outstanding counseling from the Catholic Diocese of Memphis in October 2006.

Pat Ridgely, MD (BS ’76 SCI, MS ’78) has been selected to join the board of directors for SciMath Mix, a partnership focused on development of state level policies for K-12 education in Minnesota.

Sarah Sweet (BA ’02) and Daniel Potter were married June 17, 2006.

Heidi Anderson (BS ’79 PHAR, MS ’82, PhD ’86 PHAR) was appointed associate provost for faculty affairs at the University of Kentucky in September 2006.

Steven Baker (BA ’72) is president of The Control Guys, Inc., a consulting engineering firm in Sarasota, Florida.

Tami (Traphagan) Cuskaden (BA ’96), a teacher for Center Grove Community School Corporation in Bargersville, Ind., and her husband, Chad, welcomed a baby girl in October 2005.

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Mary Kay Sommers
Mary Kay Sommers, president elect of the National Association of Elementary School Principals, presented “Reflections on P-12 Education from National Influences to Partnerships with Higher Education.” Sommers, who received her doctorate in education administration from Purdue in 1990, spoke about the need for a partnership between land-grant universities and elementary and secondary schools.

CRESME Kickoff Celebration
Carl Wieman, PhD., the 1995 Nobel laureate in Physics and science educator, gave the inaugural address entitled “Science Education in the 21st Century: Using a Scientific Approach for Teaching Science” for the kickoff of the Center for Research and Engagement in Science and Mathematics Education (CRESME) on November 5, 2007 at Stewart Center’s Fowler Hall. CRESME co-directors Eric Riggs (left) and John Staver (right) are pictured with Carl Wieman (middle).

Learn More
CRESME: www.education.purdue.edu/cresme

Jyvaskyla University Visitors
Faculty members from Jyvaskyla University presented brown bag seminars December 6-8, 2006. Many faculty and students attended the presentations
- Pekka Kupari, Senior Researcher at the Institute for Educational Research at Jyvaskyla University, presented “Finnish Success in Program for International Student Assessment”
- Jouoni Vizir, Professor in Science Education at Jyvaskyla University, presented “Design and Evaluation of Research-Informed Teaching-Learning Sequences.”
- Timo Salevita, Professor in Special Education at Jyvaskyla University, presented “Finnish Perspectives and Practices in Special Education”

Tourette Syndrome Workshop
Susan Conners, Education Specialist for the national Tourette Syndrome Association, Inc., presented “Tourette Syndrome and Associated Disorders in the Classroom: A Workshop for Educators and Allied Professionals” on February 2, 2007. More than 70 education professionals participated and learned more about Tourette Syndrome and how it can be managed at school.

Learn More
Tourette Syndrome Association: www.tsa-usa.org

Educating School Teachers
Arthur Levine, PhD., presented “Educating School Teachers” on March 1, 2007. He is president of The Woodrow Wilson National Fellowship Foundation and previously served as President and Professor of Education at Teachers College, Columbia University. Levine’s presentation focused on the exemplary teacher education programs cited in his report, “Educating School Teachers.”

Learn More
“Educating School Teachers” report: www.edschools.org/teacher_report.htm

Looking Back
Recent Activities and Events
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Looking Ahead
Upcoming Activities and Events
- Mary Kay Sommers
- Carl Wieman

AERA Reception
On April 10, 2007 the College of Education will host a reception at the American Educational Research Association (AERA) annual meeting. Visit our website for details and for a list of presentation times and locations.

Learn More
www.education.purdue.edu

GERI Camps
June 2007, various weeks: Super Summer is for academically, creatively and artistically gifted students in Pre-K (age 4) through grade 4.
June/July 2007, various weeks: Summer Residential Camp is for academically, creatively and artistically gifted students in grades 5-12.
For more information on either camp call 765-494-7243 or email geri@purdue.edu.

Learn More
www.geri.purdue.edu

April 2007
- Research Seminar: “Engaging and Meaningful Design of E-learning: Blending Performance Development with Social Impact,” presented by David Huang. Noon-1:00 pm, Beering 1255
- College of Education reception at the American Educational Research Association (AERA) annual meeting (www.education.purdue.edu for details)
- Research Seminar: “Augmentative and Alternative communication for Children with Autism: Reviewing the Research Evidence” presented by Olver Wendt. Noon-1:00 pm, Beering 1255
- Distinguished Education Alumni Association Reception (by invitation)
- Dean’s Advisory Council meeting

May 2007
- College of Education Spring Commencement 9:00 a.m., Elliott Hall of Music
- College of Education Commencement Reception 11:30 a.m.-12:30 p.m., Beering Hall lobby

June 2007
- 25-29 DISCOVER! is a gifted education and talent development institute offered by the College of Education’s Gifted Education Resource Institute (GERI). For more information call 765-494-7243 or email geri@purdue.edu.
- July 2007
- 23-26 James F. Ackerman Colloquium on Technology and Citizenship “Educating for Citizenship in Digital and Synthetic Worlds: Privacy, Participation and Performance Development with Social Impact.” For more information contact Kathy Repper at 765-494-4755 or kreppert@purdue.edu.
- 24-26 7th Annual Summer Literacy Institute “Making Connections: Building Better Writers.” For more information call 765-496-2119 or email mfletcher@purdue.edu. Registration deadline is July 6, 2007.
- August 2007
- 15 First of five workshops for the Professional Development Series K-2 “Writing in a Balanced Literacy Classroom.” For more information call 765-496-2119 or email mfletcher@purdue.edu. Registration deadline is August 1, 2007.