IN THIS ISSUE:

STEM GOES RURAL
- Woodrow Wilson Fellowships Offer Incentives to Teach

ADVOCATING FOR RURAL EDUCATION
- National Rural Education Association Moves to Purdue

ALSO:
In Iraq: A PhD Student Gets Deployed
2nd Annual Graduate Research Symposium
and much more!
<table>
<thead>
<tr>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>FOCUS ON STEM</td>
</tr>
<tr>
<td>RURAL EDUCATION</td>
</tr>
<tr>
<td>NREA</td>
</tr>
<tr>
<td>STEM Goes Rural</td>
</tr>
<tr>
<td>RESEARCH SYMPOSIUM</td>
</tr>
<tr>
<td>FACULTY &amp; STAFF</td>
</tr>
<tr>
<td>Kudos</td>
</tr>
<tr>
<td>New Faculty and Staff</td>
</tr>
<tr>
<td>In Their Spare Time</td>
</tr>
<tr>
<td>OUR STUDENTS</td>
</tr>
<tr>
<td>Out and About</td>
</tr>
<tr>
<td>In Iraq</td>
</tr>
<tr>
<td>Study Abroad</td>
</tr>
<tr>
<td>BOILERSPHERE</td>
</tr>
<tr>
<td>DEVELOPMENT</td>
</tr>
<tr>
<td>Shertzer Award in Counseling</td>
</tr>
<tr>
<td>ALUMNI</td>
</tr>
<tr>
<td>Alumni News</td>
</tr>
<tr>
<td>Share Your News</td>
</tr>
<tr>
<td>Catching Up With...</td>
</tr>
<tr>
<td>EVENTS</td>
</tr>
<tr>
<td>Center Events</td>
</tr>
<tr>
<td>Calendar</td>
</tr>
</tbody>
</table>
Dear Alumni and Friends:

It is a pleasure to bring you our latest news in this issue of the College of Education Magazine!

STEM Learning

In the past we have talked about the challenge of math and science learning in American schools. High school student interest in science, technology, engineering, and math (STEM) disciplines is declining and most students are not prepared for success in college-level math and science courses. This is a serious challenge in a global economy in which STEM skills drive economic innovation – and economic prosperity. One of the college’s key strategic foci has been the preparation of highly qualified math and science teachers, with the ultimate goal of increasing STEM learning and helping students develop more satisfying career options.

We are happy to report on two exciting STEM learning initiatives in this issue.

Woodrow Wilson Fellowship Program

Purdue is one of four Indiana universities selected to participate in the Woodrow Wilson Fellowship Foundation program to train math and science teachers for high need schools. Indiana is the first state in nation chosen by the Woodrow Wilson Foundation for this exciting initiative, which will be supported by Lilly Foundation grant. The Purdue program will be distinguished by a focus on rural schools. Fellows will receive a $30,000 stipend to complete a one-year master’s degree and teach in a rural Indiana school for three years. We will be carefully studying the long-term effects of highly qualified math and science teachers on student learning and rural communities in the years to come.

National Rural Education Association

The College of Education is now the home of the National Rural Education Association (NREA) as the result of competitive bidding process. This auspicious development is the result of the excellent work of the Educational Leadership faculty and the strong candidacy of John Hill, now the NREA executive director and a visiting assistant professor of Educational Studies. The NREA, originally organized in 1907, is a voice for rural teachers, administrators, and schools. Hill, who has more than 37 years of experience as a math teacher, middle and high school teacher, and superintendent, immediately became an integral part of the Woodrow Wilson Fellowship program advisory board and implementation team. He is already creating liaisons with rural school superintendents to make the promise of this exciting program a reality.

We look forward to sharing news about exciting outcomes of both the Woodrow Wilson Fellowship program and NREA engagement efforts in future issues.

A search committee is actively involved in searching for the next College of Education dean. Although I am an interim dean, we are not an interim college! We are moving enthusiastically forward in pursuit of our goals and continue to rely on you for your support, encouragement, and advice. I hope you enjoy this issue of the magazine.

Sincerely,

Kevin R. Kelly, Interim Dean
Journal of Science Teacher Education

The Association for Science Teacher Education board named John Staver, professor in the departments of curriculum and instruction and chemistry and co-director of the Center for Research and Engagement in Science and Mathematics Education (CRESME), and Lynn Bryan, associate professor in the departments of curriculum and instruction and physics, as co-editors of the internationally known Journal of Science Teacher Education. Staver and Bryan began their editor duties this past January. Initially they will work with newly submitted manuscripts. By January 2009, they will be responsible for all duties as editors and the journal will be housed at Purdue University. Six faculty members will serve as associate editors: George Bodner, Brenda Capobianco, David Eichinger, Gerald Krockover, Anita Roychoudhury, and Daniel Shepardson.

The Journal of Science Teacher Education is the official journal of the Association for Science Teacher Education. It serves as a forum for disseminating research and theoretical position statements concerning the preparation and in-service education of science teachers. It adds to what we know about science teaching and learning and, most importantly, serves as a catalyst for thoughtful discussion concerning the enhancement of education for science teachers. The journal features pragmatic articles that offer immediate ways to improve conditions in classroom methods, in-service workshops, and teacher recruitment and retention. In addition, the journal publishes data-driven research articles that show evidence of the effectiveness of teaching strategies and interventions.

View the journal online: www.springerlink.com/content/102947/

Celery Bog Service Learning Project

Families visiting the Celery Bog Nature Center in West Lafayette, Ind. will benefit from a class project at Purdue. Last fall, a project proposed by Dan Shepardson, professor of geoenvironmental and science education, received a College of Education Service Learning Faculty Development Grant. Shepardson’s project enables students taking the Environmental Education class, EDCI 506, to participate in an authentic, problem-based learning activity. Student teams plan, design and produce a Family Environmental Education Pack. These packs provide Celery Bog visitors with self-guided environmental investigation kits, complete with a guide book and the necessary materials and equipment. The packs are intended to aid families in their exploration of the Celery Bog.

Learn more about the Celery Bog Nature Center: www.purdue.edu/eas/geomorph/celerybog/
College of Education Faculty and Graduate Students Present at Statewide Science Educator Conference

College of Education faculty and graduate students presented workshops at the 2008 Hoosier Association of Science Teachers, Inc. (HASTI) Conference in February. The HASTI Conference provides professional development for Indiana science teachers. Faculty members Deborah Bennet, Lynn Bryan, Brenda Capobianco, Gerald Krockover, Dan Shepardson, and John Staver offered workshops on a variety of topics including “Teaching About Climate Change,” “Enhancing Your Curriculum Through the Use of Visiting Scientists” and “The Next Big Thing is Small: Inquiry Based Lessons in Nanoscience.”

HASTI is involved in the advancement, stimulation, extension, improvement, and coordination of science education in Indiana.

Learn more about HASTI:
www.hasti.org

Studying Young Girls’ Views of Engineering Activities

How do girls develop ideas and thoughts about engineering? Brenda Capobianco, assistant professor of science education and engineering education, hopes to discover the answer through her project titled “Exploring Engineering Identity Development Among Young Girls,” with the help of a YES grant funded by the Bechtel Foundation. Last summer her team developed the tools and last fall the tools were implemented with the help of local schools. Lafayette School Corporation teachers Anne Brickler and student teacher, Mel Ukovich at Oakland Elementary and Maureen Gray, Mary Sturgeon and Nancy Tyrie at Vinton Elementary collaborated on developing and integrating engineering education lessons while constructing assessments and providing critical feedback to Capobianco. Currently Capobianco is in the assessment stage of this important research. Capobianco explains, “I will carefully review how the students characterize the work of an engineer, how they apply engineering design principles, and more importantly, how they begin to translate these new understandings into who they are and who they might want to become.”

National Science Foundation Grant

The study above will serve as a foundation for a multi-year large-scale, cross-case, longitudinal study funded by a $449,000 grant from the National Science Foundation (NSF). Capobianco, along with Heidi Diefe-Dux, associate professor in Engineering Education and Managing Director of INSPIRE, Monica Cox, assistant professor in Engineering Education, and Anita Roychoudhury, associate professor in Curriculum and Instruction, will examine pre-adolescent (K-5) children’s (boys and girls) engineering identity development. The NSF project is now in pilot phase.

“An understanding of how identity interacts with learning in engineering has the potential to change the ways in which engineering curriculum, educational programs, and instructional practices are formulated,” says Capobianco. “The long term potential benefit is to gain a better understanding of why children, especially girls, elect to pursue engineering as a field of study. This knowledge may help increase the number of students who pursue engineering as a career, which addresses the national and persistent call for increased production of high-quality professional engineers.”
Purdue College of Education won a doubleheader in January: bringing the century-old National Rural Education Association (NREA) to campus and landing long-time educator/administrator John Hill to lead it.

“It’s big, it’s potentially really big,” says James Auter, associate professor of educational leadership and administration, who worked with two other faculty to score the wins—William McInerney, professor of educational studies, and Marilyn Hirth, associate professor of educational studies.

NREA, Purdue Make a Great Team
It’s a good fit for both the NREA and Purdue, Auter believes. “The majority of schools in Indiana are small and rural. The NREA is advocating keeping all that is good in small schools and finding ways for schools to do things they can’t do on their own by using collaborations, cooperation and educational service centers,” he says. “One of the major emphases at Purdue is engagement, so having the NREA here is huge.”

Founded in 1907 and dedicated to enhancing educational opportunities for rural schools and their communities, the 5,000-member nonprofit organization had been hosted by the University of Oklahoma. When the previous executive director retired, Purdue stepped up to the plate, and Hill was hired as executive director and visiting assistant professor of educational studies.

Director Brings Rural School Experience
Hill knows firsthand about the importance of rural education, which actually represents about 70 percent of our nation’s schools. His Indiana elementary school was so small, 2nd and 3rd grades were combined, and so were 5th through 8th grades. And he was one of just 200 in his Peru High School graduating class. A graduate of Manchester College, Hill earned his master’s and doctorate from Indiana University.

Of his 37 years experience as a teacher, principal, curriculum director and, most recently as superintendent in Plymouth, Indiana, he spent 33 years in rural settings. “I understand and can empathize with the challenges that teachers and administrators in rural schools face,” Hill says. “I think that’s a major advantage.”

Advocating for Rural Education
His new tasks include planning the annual, five-day November convention, this year in San Antonio under the theme, “Beginning the Second Century of Rural American Education.” He’s also working closely with the organization’s 42 state affiliates and keeping rural education at the forefront on the federal level.

“One of our main focuses is equity and adequacy of funding at federal and state levels,” Hill says. “We’re working hard to make sure resources are provided so kids can be competitive in the global economy.”

—John Hill, NREA executive director

Learn more
www.nrea.net
About John Hill

Education

- Bachelor’s from Manchester College
- Master’s from Indiana University Purdue University at Indianapolis
- EdS and EdD from Indiana University

Background

- Served 37.5 years in the public schools as a mathematics teacher, middle and high school principal, curriculum director, and superintendent

Memberships

- Member of the Indiana Professional Standards Advisory Board
- Chairperson of the Indiana External Committee on School Leaders
A pioneering program to staff rural secondary schools with highly qualified science, technology, engineering and math (STEM) teachers is taking shape in the College of Education, thanks to a collaborative, cross-disciplinary team of educators and funding from the Woodrow Wilson National Fellowship Foundation and Lilly Endowment.

“We are the first state to do this, and Purdue is the first university to focus on rural schools,” Sidney Moon, associate dean for learning and engagement in the College of Education, says of “STEM Goes Rural.”

New Curriculum Under Development
Under the program, college seniors or graduates in math or science interested in careers in rural secondary STEM education will be selected for a one-year master’s program at Purdue and receive a $30,000 stipend, then placed in a high-need rural school and mentored for three years. The first 20 fellows will be chosen in Spring 2009 for study that begins later the same year and teaching to begin in 2010. Participants must agree to teach in Indiana for three years.

Purdue will receive $500,000 for program development and reworking of its current curriculum to center on an outcomes-based approach to teacher education.

The Wilson Foundation chose Indiana to debut the training, with Purdue named to develop the only rural program. Ball State University, the University of Indianapolis and Indiana University Purdue University at Indianapolis will each welcome 20 STEM fellows for urban posts. Plans are to eventually scale up from the first year’s 80 fellows at the four institutions to 400 a year.

“Schools are only as good as the teachers who serve in them,” says David Haselkorn, senior fellow at Woodrow Wilson, who directs the Foundation’s teaching fellowships. “This is a new strategy to ensure excellence in teaching, the profession that shapes America’s future.”

Other Students To Benefit, Too
Purdue and the rural focus are “a natural fit,” says John Hill, executive director of the National Rural Education Association (NREA) and visiting assistant professor of educational studies in the College of Education.

“Woodrow Wilson was looking for a school to develop STEM teachers for rural schools, and Purdue has a rural initiative in place, with bringing NREA to the College of Education this year.”

Purdue’s selection as a participant is a compliment to its expertise and an opportunity to further it.

“It will be good for everyone,” says David Eichinger, associate professor of curriculum and instruction in science education in the College of Education. “We’re combining the high demand for qualified science and math teachers with Purdue’s tradition of agriculture and rural studies. And in putting together the program, we’ll improve our overall master’s program for our other students, too.”
Purdue Creating Model
A committee of 18 on- and off-campus representatives, including two school superintendents, is leading the effort. “Curriculum development and other aspects will be created in collaboration with other P-12 colleagues,” Moon says. “They will be engaged every step of the way.” Plans are to create a model that can be replicated by others, she says. “We’ll provide field-based training in how to teach the content, with emphasis on using modern technology, and to connect several districts with resources from one.”

Debra Howe, superintendent of the Rochester Community Schools in Rochester, Ind., who is serving on the development committee, hails “STEM Goes Rural” and is looking forward to the opportunities it will bring to her 600 high school students.

“This partnership opens up a lot of areas,” Howe says. “It’s a perfect fit for Rochester and a great opportunity for all rural schools.”

Positive Ripple Effects
Education is a means of economic development for rural committees, Howe she says. “With the Woodrow Wilson fellowship, we’ll begin to grow science expertise in the rural schools, either by one of our teachers becoming a fellow, one of our graduates going to Purdue and hiring them, or hiring a fellow. They can help the transformation.”

The fellows will influence other teachers, Howe believes. “They will bring so much knowledge with them. And three years of mentorship will help them expand to other teachers in the school, and we’ll begin to transform the science education program.” Connecting with other rural schools also will be a plus, she says. “We’ll have opportunities for distance collaboration with other participants and get professional development that way. We’ll take advantage of that.”

Besides a three-year mentoring program after their year on campus, the fellows will benefit from summer institutes and other ongoing support, Moon says. “The master’s program is the beginning, and we’ll continue to help them grow in their teaching abilities while they are on the job and help them be a catalyst for change in the schools.”

“Typically, rural communities have had a difficult time attracting science, technology, engineering and math teachers,” says George Rogers, professor of industrial technology in the College of Technology, with a courtesy appointment in technology education in the College of Education. “This will provide incentives for teachers in those areas and will be very beneficial to the state.”

Learn more:
www.education.purdue.edu/wilson
www.woodrow.org

“We’re combining the high demand for qualified science and math teachers with Purdue’s tradition of agriculture and rural studies.”

—David Eichinger, associate professor of curriculum and instruction
The Purdue College of Education and the Graduate Students in Education Council sponsored the second Annual Graduate Student Educational Research Symposium, a research symposium for graduate students in education-related degree programs from across Purdue. Participants gained valuable experience in the preparation and presentation of their research. The symposium, which took place on March 5, was planned and organized by Megan Arnold, Ph.D. student in special education; Brian Belland, Ph.D. student in educational technology; Sara Flanagan, Master’s student in special education; Eloisa Rodriguez, Ph.D. student in curriculum studies; and Kate VanOosten, Ph.D. student in curriculum studies. The keynote speaker, Donna Gollnick, senior vice president of the National Council for Accreditation of Teacher Education (NCATE), spoke about the importance of teacher education research.

Graduate students from the colleges of Agriculture, Education, Engineering, Liberal Arts, Science, and Technology presented 45 posters on topics including "Literature Review: Are Girls Inferior in Mathematics Compared to Boys?," “Pre-service Teachers’ Teaching Efficacy, Concerns, and Commitment to Teaching” and “Cognitive Engagement in Video Games.” Best poster awards and cash prizes were given to Alejandra Magana, Saranya Srinivasan and Dake Zhang (see their abstracts to right).

Saranya Srinivasan
“Possible Cognitive Impacts of Antiepileptic Drugs and Their Implications on Educational Practice: A Narrative Synthesis”
This study aims to understand adverse effects of antiepileptic drugs, prevalently used with children and adolescent populations. The focus was on adverse effects that affect cognitive function, behavior and functions that are quintessential to the learning process. A comprehensive literature search was conducted using well established search techniques. Based on an inclusion criterion, appropriate studies were chosen and resulted in 47 articles, from peer reviewed journals, based on which results were synthesized and implications for education were suggested. Limitations of study designs were discussed as it was an important finding that impedes the successful and systematic synthesis of information.

Learn more about the symposium: https://web.ics.purdue.edu/~bbelland/agsers/
Alejandra Magana
“Taxonomy of Size and Scale”
Nanotechnology has become an increasingly important area in science and technology. However, one of its important underlying concepts; namely notions of size and scale, has been identified as one of the challenging concepts for middle school level students. In order to understand students’ conceptions of size and scale, we have developed a taxonomy and have identified the cognitive processes behind them. This study presents the results of 170 students before and after instruction. The results suggest that instructional materials designed under the cognitive information processing perspective may serve as an adequate scaffold for conveying notions of size and scale.

Dake Zhang
“A Follow-Up Meta-Analysis of Word Problem Solving Interventions”
This study extends a previous review of the literature (Xin & Jitendra, 1999) on interventions in solving mathematical word problems for elementary and secondary school students with learning problems. A systematic review of the literature from 1997 to 2007 yielded 25 group design studies and 11 single-subject-design studies that met the criteria for inclusion. General effects of interventions were improved. Cognitive strategy became the most effective intervention. Study features such as students’ characteristics and instructional features were addressed with respect to the effects.
FACULTY and STAFF

Janet Alsup was named the winner of the Mina P. Shaughnessy Prize from the Modern Language Association of America for her 2006 book *Teacher Identity Discourses: Negotiating Personal and Professional Spaces*.

Janet Alsup and Jill May are co-editors of a new electronic journal, *First Opinions—Second Reactions*, available from Purdue University Press. The first volume of the journal is now available online at http://docs.lib.purdue.edu/fosr/.

Linda Austin has been selected as the national Higher Education Delegate for the Association of Teacher Educators.

Ayşe Çiftçi & Carrie Wachter will present a paper on “Integrating International Issues to Teaching, Research and Practice in Counseling Training Programs” in April at the International Congress of Counseling in Turkey.

Luciana de Oliveira has been granted a courtesy appointment in the English department to work with the English as a Second Language program.


Luciana de Oliveira has been appointed to a 3-year term as a member of the Serial Publications Committee of the Teachers of English to Speakers of Other Languages (TESOL).

Nadine Dolby has been granted a courtesy appointment in the Department of Educational Studies to work with the Cultural Foundations program.

Nadine Dolby was an invited plenary speaker at the International Bielefeld Conference in late January.

Nadine Dolby, Anne Knupfer and Whitney Walton (History) received a grant from the College of Liberal Arts for their engagement project, “Food, Communities, and Sustainability: A Public Square Forum Initiative.”

Donna Enersen has been selected as the recipient of the 2007-08 Outstanding Faculty Teaching Award.

Marcia Gentry has been appointed director of the Gifted Education Resource Institute.

Jim Gilligan was awarded a professional development grant from the Administrative and Professional Staff Advisory Committee.

Shannon Henderson has been appointed to a 3-year term as a member of the Reading Recovery Council of North America Advocacy Committee.

Marilyn Hirth has received a grant to collaborate with White County Schools on a consolidation study.

Nathalia Jaramillo and Peter McLaren’s new book *Pedagogy and Praxis in the Age of Empire: Towards a New Humanism* was published by Rotterdam: Sense Publishers (2007).

Kevin Kelly has been named interim dean for the College of Education.

Anne Knupfer, along with Bill Mullen from American Studies, received a Diversity fellowship for their new course on the Chicago Black Renaissance.

Gerald H. Krockover was named as one of the 12 outstanding professors at Purdue University for 2007 by the Purdue Panhellenic Association.

Jill May has been chosen as the winner of the Children’s Literature Association’s Anne Devereaux Jordan Award for 2008.


Anatoli Rapoport has received a grant from the American Council for International Education to host Russian teachers of English, English as a Foreign Language, history, and social studies during April as part of the Teachers to Teachers: Language, Technology, Math, and Science Exchange Program.
New or Promoted Faculty and Staff:

Scott Bogan, licensing advisor  
Office of Professional Preparation and Licensure

Andrea Graves, secretary  
Office of Advising and Recruiting

John Hill, NREA executive director and visiting assistant professor of educational studies

Christine Hofmeyer, licensing advisor  
Office of Professional Preparation and Licensure

Emily Hopkins, graduate admissions specialist  
Office of Graduate Studies

Dianne Kolzow, secretary  
Department of Educational Studies

Amanda Leader, assistant to the associate deans

Rebecca Schuster, secretary  
Office of Professional Preparation and Licensure

Linda Zimmerman, receptionist  
Department of Curriculum and Instruction

A. G. Rud has been re-appointed to the editorial board of the Journal of College and Character, which is now being published in partnership with the National Association of Student Personnel Administrators.

Ala Samarapungavan, associate professor of educational psychology, has been appointed associate head of the Department of Educational Studies.

Scott Schaffer, with Bart Collins of the Department of Communications, has received a Regenstrief Center for Healthcare Engineering (RCHE) seed grant for a project entitled “RCHE Health Care E-Learning Hub,” which will be administered through the Educational Technology program’s Learning Enterprises @ Purdue initiative.

John Staver has received a grant to work with the Metropolitan School District of Washington Township in Indianapolis for a project entitled “Partners in Inquiry Based Science for Student Success.”

Sarah Templin is the recipient of a departmental teaching award for assistant professors/instructors.

Yan Ping Xin is co-PI of an NSF-funded project, “Integrating Computer Science Techniques into Differentiated Instruction of Mathematical Word Problem Solving.”

STUDENTS

Brian Belland, educational technology PhD student, was selected as an intern for the 2007 Association for Educational Communications and Technology conference in October 2007.

Jason Byers, elementary education student, has been awarded the Outstanding New Literacy Teacher Award for 2008 by the Indiana State Reading Professors.

Melissa Combs, school counseling master’s student, was selected as one of ten master’s level recipients nationally of the Ross Trust Graduate Student Scholarship by The American Counseling Association.

Amanda Fox, a senior in elementary education, was crowned 2007 Homecoming Queen.

Eboka Mullins, counseling psychology PhD student, has been selected as the recipient of the 2007-08 Outstanding Graduate Teaching Award from the Department of Educational Studies.

Aliya Rahman, master’s student in chemistry education, has been selected as the recipient of the 2007-08 Outstanding Graduate Teaching Award from the Department of Curriculum and Instruction.

Megan Smith, master’s student in school counseling, was awarded the Ike Womack Scholarship at the fall conference of the Indiana School Counseling Association.

Fourteen undergraduate special education majors in Teresa Taber Doughty’s Consultation Models and Practices in Special Education class were awarded over $2300 from Purdue’s Office of Engagement to conduct several service learning projects in the Lafayette community.

PROGRAMS

The school counseling program was recognized by the North Central Association for Counselor Education and Supervision with the Outstanding Innovative Counselor Education Program Award in October 2007.

The Gifted Education Resource Institute (GERI) was awarded a grant by the Jack Kent Cooke Foundation to implement Project HOPE (Having Opportunities Promotes Excellence) in five area school districts in Indiana, two urban and three rural, to provide students with Saturday and summer enrichment experiences. Funding will also be used to provide training to K-5 teachers and counselors on the identification and counseling needs of lower-income, high-achieving students, as well as parent workshops.
What do you do for the Caring Paws organization?
Caring Paws is a non-profit, volunteer organization serving the Greater Lafayette area. We provide opportunities for recreational, emotional, motivational, and social benefits through the interaction with animals. Properly trained animals teams, registered with a national organization (Delta Society) after a testing procedure, can then go into the community to engage in activities that strive to decrease loneliness, improve quality of life, enhance learning, and provide motivation for achieving specific therapeutic goals.

How did you get started volunteering?
I have always been a huge dog lover and my background and experience in special education has given me the opportunity to see the numerous advantages that pets can have with children facing difficult challenges. In addition, I adopted Phil, my golden retriever/great pyrenean mix a few years ago and knew that he had the perfect personality to be a Delta therapy dog.

What do you enjoy most about volunteering?
It is so rewarding to see two loves of my life (dogs and children with special needs) come together. The joy that Phil can bring into a student’s life is undeniable. Pets are so accepting and loving and sometimes this is exactly what a student needs to get through a difficult day. I come away from every visit with a happy heart.
How do you keep fit?
I’ve become a bit of a gym rat—I work out at the Colby Fitness Center in the RSC at least 6 days a week.

What do you like most about working out?
At first, I enjoyed working out because of the results. I would lift weights and do cardio, and after a while, I would notice that my clothes fit better, I looked more fit, and people would start remarking that I looked as if I’d lost weight or gotten in better shape. Now I also enjoy the workouts themselves—it feels good to get my body moving and active at the start of the day. The endorphin rush propels me through my day.

Do you have advice for staying healthy?
I would recommend eating well and staying physically active on a daily basis, whether it’s running, walking, lifting weights, playing tennis, or doing aerobics. Every body is different and there is no one way to “do fitness right.” Make it something you enjoy and stick with it!

What do you do in your spare time?
When I am not at work, and not doing stuff like cleaning, cooking, and laundry, you will find me outside. I love to get my hands dirty and dig in that dirt. My love of gardening comes from my father, Owen Amstutz, a Purdue agriculture education graduate. He practiced what he preached and helped me with my first garden at the age of ten—the year I joined 4-H.

What does your garden grow?
My husband, Rick, and I have three picturesque acres in rural Carroll County. In addition to having woods with a creek running through it, I have ample open space for a huge garden (30’x100’). In our garden we grow lots of vegetables that I put up for the winter months by canning, freezing, or dehydrating them. We also have a small orchard, strawberry and blueberry patches and—my pride and joy—an herb garden. I also have flower gardens everywhere. There is even one surrounding a small pond Rick and I made.

What is your favorite part of gardening?
Being outside and enjoying all the beauty that nature brings is therapy for the soul. I have been asked, “Don’t you ever just sit and relax?” And, my answer is, “This is relaxing! It is lots of fun!”
Students Return from NAGC with Awards
Numerous educational studies faculty and graduate students attended and presented at the 2007 National Association for Gifted Children Convention (NAGC) in Minneapolis in November. College of Education faculty and students delivered 14 presentations and 9 poster sessions. Five graduate students submitted research papers to the Graduate Student Research Gala and two of them won three of the awards.

Jillian Gates
• Most Outstanding Paper Award

Michele Strutz
• 1st Place Research Project Completed

PSEA Students Visit Indiana Statehouse
On February 5th a group of Purdue Education Student Association (PSEA) students traveled to the Indianapolis Statehouse to lobby with Indiana State Teachers Association members. Each student met with a representative from his or her district, or they sent notes to them expressing interest in issues before the two houses. Pictured below are students Allyson Salesman, Valerie Raley, Joani Kim, Jessica Keisling, Dan Dalton, Jeremy Spann and Emily Beemsterboer with Jill P. May, advisor to the group, and state representative Sheila Klinker.

Literacy and Language Students Attend Conference
In November, nine literacy & language graduate students as well as a graduate student from educational studies and one from English, attended the Indiana Teachers of English to Speakers of Other Languages annual convention in Carmel, Ind. Many of them presented papers or posters and they all volunteered as session moderators. Luciana de Oliveira, assistant professor of literacy and language, was the volunteer coordinator for the conference and was elected president of the association. Pictured below are (front row, left to right): Jinyoung Yi, Shuying Sha, Wei-Chun Liu, Ying Zhang, Luciana de Oliveira, Gail Zdilla, Nadezda Pimova; (back row, left to right): Nai-Hua Kuo, Dazhi Cheng, Shu-Wen Lan, Nielsen Pereira.

Block I Students Visit Chicago Schools
Last October ten Block I students took advantage of a great opportunity to see what teaching in urban schools is like. Linda Austin, Ed Wiercioch, and Jim Gilligan, all from the Office of Field Experiences, collaborated with Chicago Public Schools to arrange the visit. The students visited a Chicago Public School classroom for two full days and participated in cultural activities.

Lynette Flagge, academic advisor and director of diversity initiatives, and graduate students Eloisa Rodriguez and Aliya Rahman, traveled with the Block I students: Kayla Corey, Celeste Darland, Margaret Early, Nancy Eichholtz, Tiffany Madison, Rosanna Marangelli, Danielle Martin, Kelly McGushin, Stephanie Newland, and Kathleen Pearman.
Miriam Chacon, a Ph.D. student in special education was deployed to Iraq in February 2007. Here is an email interview with her from February 17, 2008.

Are you in the Army Reserve?
Before I deployed, I was a reservist in the 209th Quartermaster Company in Lafayette. Since then, my contract expired in July 2007 so once I'm done with this deployment, I'll be officially out of the military.

What are your duties in Iraq?
I was deployed as a health care specialist (medic) for a Civil Affairs Company. However, that's only part of my job. I also work as a Project Purchasing Officer (PPO). So, I have a multi-faceted position. As a medic, I take care of my company’s medical needs and occasionally I go outside the base and provide medical care to the local Iraqi citizens. As the PPO, I process project packets that the units send. The projects are intended to improve Iraqi living conditions. They vary from cleaning up trash, to providing medical supplies to local clinics and hospitals, to reconstructing roads, to assisting business owners with store improvements, to providing electricity, water, and sewage disposal. I've processed millions of dollars worth of projects and the city still needs a lot of work.

How has this experience changed you?
This is a difficult question that I'm still trying to figure out. I know I've changed but I still don't know how it'll affect me once I'm home since I'm not there yet. I can only state that I hope this experience improves my professional career and my personal life. I've become more assertive and mentally stronger so I can assume that these are qualities that should help me. In my personal life, I don't take things for granted as much. I'm still in awe of what I've experienced throughout this deployment. The culture is very different here. I know that I'll have many stories to share upon my return. Although, it's often difficult to explain some things if you haven't been deployed before or aren't in the military. Also, I don't rely on politicians and the media to provide me with information about the war in Iraq. I'm here in person so my views of the war have changed. There are days that I'm bitter about my situation and there are other days that I'm amazed that I’m here experiencing things that most people at home never will.

How will this impact the completion of your degree?
I don't think it'll impact it very much other than I've been delayed by a year. But, life goes on and I expect to hit the books hard as soon as I start school up again. Oddly enough, it was a needed break from school. Now when I teach again, I can draw upon my experiences and keep the students entertained with “war stories.”

What are you most looking forward to doing upon your return?
I'm most looking forward to spending time with my finance since we've spent our entire engagement apart. He proposed the day before I flew out to Ft. Bragg. But I'm also looking forward to spending time with family and friends. I'm also looking forward to not worrying about being mortared, eating great food, showering without shower shoes, sleeping in, using high speed internet, driving my car, and wearing regular clothes!

We are happy to report Miriam returned to Lafayette on March 6, 2008.
Teaching English as a New Language in Brazil
This program, organized by Luciana de Oliveira, assistant professor of literacy and language, focuses on the teaching and learning of English language learners (ELLs). Purdue University students will combine coursework with the opportunity to teach ELLs in an elementary school, Escola Educativa, in Sao Carlos. They will also visit local rural and urban schools and cultural and historic sites in Brazil. This study abroad program allows undergraduate elementary education students to obtain up to six credits by fulfilling a Block IV requirement and taking an additional independent study course.

Education Block II in India
This summer 2008 program, organized by Aman Yadav, assistant professor of educational psychology, will take place at the University of Delhi in India. It is designed for College of Education undergraduates taking Block II courses. This summer the program has been expanded to include a seminar entitled “The History, Culture, Politics, and Current Issues of India” for one credit. The class “Individualized Research and Teaching Experiences” was also added for one credit for undergraduates added to include students outside of Purdue’s teacher preparation program (i.e., Child Development and Family Studies, Psychology, Speech and Language Pathology, etc.).

Education Maymester in Finland and Russia
Anatoli Rapoport, assistant professor of social studies education, has organized a new study abroad program with experiences in three countries. Students start with classes on Purdue’s campus in early May and then travel to Russia and Finland for their final weeks of classes. The students learn about educational systems of Russia and Finland, gain experience in comparative analysis of social science education and other aspects of teaching in Russian and Finnish schools and enjoy new cultural experiences.

Education Summer in Honduras
Participants combine coursework with the opportunity to teach students at Alison Bixby Stone School, a private bilingual elementary school. In addition, they observe and teach in local rural schools and visit historic Honduran sites. While the program, organized by JoAnn Phillion, associate professor in curriculum studies, and Eloisa Rodriguez, Ph.D. student in curriculum and instruction, is focused on Block I students, others may participate as well.

College of Education in Germany
Students in this program, organized by Lynn Nelson, associate professor of social studies education, spend four weeks in Germany observing, tutoring and teaching elementary age students at German schools. In addition, they tour Berlin museums, the Brandenburg gate and the Berlin Wall.

School Counselors in International Dialogue
This program is a reciprocal exchange program and is one component of a collaboration with Fontys University in the Netherlands begun by Jean Peterson, associate professor of counseling and development, in 2003. Since U.S. “school counseling” is roughly comparable to the broad Dutch “special education,” Teresa Taber Doughty, associate professor of special education, and students from the special education program have also participated since 2004. Alternating years, seven Purdue graduate students spend two weeks during May in the Netherlands, staying with host families, being immersed in schools and agencies and attending seminars. Seven Dutch educators and counselors then have a similar experience in the Lafayette area.
It’s hard to stay in touch with former classmates and professors from Purdue, especially if there are hundreds of miles separating you. Phone calls become few and far between, and e-mail addresses change without notice. Soon you don’t know where to find anyone you knew in college.

Connect with Fellow Boilermakers
But in January 2008, an online network exclusive to Purdue people called Boilersphere launched. Now, you can login from anywhere and reconnect with former friends and professors, network with other Purdue graduates, or share your experiences with current Purdue students interested in your field. “We recognized a growing trend of Purdue students and alumni wanting to connect with one another,” says Dan Gentry, director of advancement information services. Boilersphere offers users a chance to expand their professional and social networks with other Purdue people.

One of the biggest draws to the site is job listings. “Many companies look for Purdue graduates to fill open positions. This site provides a forum for companies to target Purdue people with specific job opportunities,” Gentry says. Several companies have job openings listed and Purdue alumni who join can post job openings from their own companies for free.

Recent focus groups of Purdue students and alumni revealed real excitement about Boilersphere, Gentry says. In the classroom, students are taught the importance of networking and finding mentors, so they were enthusiastic to learn that they can do both of these things on Boilersphere.

“Our alumni are always looking for ways to get involved and give back to Purdue,” Gentry says. “Boilersphere provides a great opportunity for them to mentor students without stepping foot on campus.”

The Boilersphere Difference
Boilersphere is different from other networking sites like Facebook or LinkedIn because it is exclusive to Purdue students, alumni, faculty, and staff. A database of eligible members was created prior to the launch. When someone attempts to join the database authenticates the information and allows only eligible members access. The Boilersphere Help Desk can answer questions or address any login problems.

The Boilersphere project is led by University Development and is driven by a committee with representation from each of the University’s colleges/schools and many campus organizations, including the Purdue Alumni Association, Athletics, Convocations, Special Events, Libraries, and WBAA radio. The committee’s goal is to register 30,000 Purdue people (upperclassmen, alumni, faculty, and staff) in 2008.

Get Connected:
www.purdue.edu/boilersphere
The first Bruce Shertzer Graduate Award in Counseling was presented in the fall of 2007 to Jenelle Fitch (pictured below in center with son Emmett, husband Jon, son Erik, and brother Jonathan), a doctoral student in counseling psychology who will graduate in August 2008. Fitch is passionate about working with college students and has demonstrated the compassion and sincerity that distinguished Bruce’s teaching.

Shertzer and Fitch were recognized at the annual Scholarship Awards Reception in September. Forty-nine former students and colleagues have contributed to the scholarship endowment so far.

If you’d like to make a difference in a student’s life by contributing to this or other scholarship, contact Jennifer Jeffries, director of advancement, at 765-496-3545 or jcjeffries@purdue.edu or see the ad below to give online.
How long have you been at Lighthouse?
This is my third year at Gary Lighthouse Charter School Lighthouse in Gary, Ind. I was one of the teachers who opened it in 2005. I currently teach 1st grade.

What do you like most about being a teacher?
I greatly enjoy seeing the growth in my students, both social and academic. I loop with my kids every two years, so I get to see their progress over the course of two years. I had an excellent teacher in elementary school that helped me through some tough times as a kid, and I appreciate having the opportunity to pay it forward.

What do you find to be the most challenging aspects of your job?
The most challenging part of my job is knowing there is still more to accomplish at the end of the day. I am often at school past 7:00. I sometimes forget to take free time for myself, which can be draining at times. The key is knowing before that drain comes to go out or take a nap.

What’s unique about Lighthouse and the teaching methods you use there?
Lighthouse is an arts-infused, college prep public charter school. Our mission is to prepare students for college through a rigorous arts-infused program. Our vision is that all students will be taught by an outstanding teacher in a nurturing environment. Every student will achieve at high levels and develop the knowledge and values necessary for responsible citizenship and life long learning. The impact of our collaborative efforts will fundamentally change public education. We assess our students often and use data to drive our differentiated instruction. We serve urban areas that are in need of school choice, such as Gary, Chicago, Cleveland, D.C., and the Bronx. Our teachers receive constant professional development throughout the year, as well as 3-4 weeks at the beginning of each school year. We expect our students to reach grade level, grow at least 1.5 years in one school year and return 100% of their assigned homework.

Can you tell me about the award you received last summer?
During our Summer Summit, which is a week long professional development session where all the Lighthouse schools from across the country meet, acknowledgements were given to teachers who made Lighthouse standards based on end of the year NWEA scores. I was recognized for making at least 1.5 years of growth in both reading and math, as well as reaching at least grade level scores in reading and math. This was a huge honor as my class was the first Gary Lighthouse Charter School kindergarten/first grade class. There were approximately 117 teachers in our network at that time, many of whom made individual goals.

“Jessica is an extremely intelligent, reflective, and creative teacher. She has a sound base of pedagogy in which to draw from and constantly thinks about her practice.”
—Karen Poplawski, Primary Principal/ Director of Instruction
Gary Lighthouse Charter School

How did your education at Purdue prepare you for your teaching career?
The best part of my Purdue education was the field experience. I cannot imagine successfully teaching without that experience. I also worked as a Super Saturday/Summer instructor for three years. That most prepared me for a teaching position, as I was required to have lesson plans, parent interaction, assessments and classroom management. Those teaching positions and opportunities were a great way to ease me into a career in a public school.

Do you have any advice for our current students?
Be certain you are ready to devote more of yourself to this profession than any other area of your life, and make sure your loved ones comprehend and sanction this idea.
Alumni News

2000s

Amy Boling (EDU ‘06) and Devin Rose celebrated the birth of a daughter on Jan. 6, 2008.

Daniel Duncan (MS EDU ‘02) has accepted a position as senior instructional designer with Zimmer, Inc., located in Warsaw, Indiana.

Douglas “Dan” Hogan III (PhD EDU ‘05) of Kokomo, Ind. passed away in December.

Stephanie Hopkins (LA ‘02, MSEd ‘05) accepted a position as career services consultant at Purdue’s Center for Career Opportunities.

Nicole Terese Lutz (EDU ‘01) and Kevin Lutz (AG ’00) celebrated the birth of a daughter on January 15, 2008.

Andrew McCormick (EDU ‘06) and Christine B. Guyer (CFS ‘02) were married on June 7, 2007.

Rachel Rohde (EDU ‘01) and Casey O. Diekman (ENG ’02) were married on Aug. 4, 2007.

Amanda Salkeld (EDU ‘01) and Stephen Lantis celebrated the birth of a daughter on June 26, 2007.

Julie Ann (Drexler) Shrader (EDU ‘01) is a fifth grade teacher for Northern York County School District in Pennsylvania.

Kelsey Upton (EDU ’04) and Kevin Clark (ENG ’05) were married on July 21, 2007.

1990s

Julie Clawson (EDU ‘98) and Shawn Clawson celebrated the birth of a daughter on November 12, 2007. She joins her big brother at home.

Kimberly Clayton-Code (EDU ‘94) received tenure and promotion to rank of associate professor at Northern Kentucky University.

Heather Eddy (LA ‘92, MS EDU ‘96) and Remo H. Kistner were married on May 11, 2007.

Erin Hatfield-Wermers (EDU ’97) and Jason Wermers (ENG ’95) celebrated the birth of their second child, a daughter, in March 2007.

Jonell (Platt) Malcolm (EDU ’96) started and is directing Discovery Kingdom Preschool, located at Dayspring Community Church in Auburn, Ind. Jonell and her husband, Sam (AG ’93), celebrated the birth of their fifth child, a son, on April 16, 2007. They have 3 daughters ages 8, 4 and 1, and a son age 7.

Matthew Reimer (EDU ’96) and Kristi Reimer (PHAR ’99) celebrated the birth of a daughter on May 18, 2007.

Cara Roeder (EDU ‘92) and Jeffrey Pierce celebrated the birth of a daughter on February 9, 2008.

Julie Schmidt (EDU ‘98) and Shawn Clawson celebrated the birth of a daughter on November 12, 2007.

Patricia Windle (T ’88, MS ’90, PhD EDU ’97) and C. Michael Byers (ENG ’76, MS ENG ’77) were married on Apr. 28, 2007.

Kris (Halliday) Wirth (EDU ’89) and Jason Wirth celebrated the birth of a daughter on January 15, 2008.
1980s

Jana (Newell) Anthrop (EDU ‘81, MS EDU ‘87), West Lafayette, IN, has ended her career as Central Catholic High School's volleyball coach after ten years with a 197-125 record, the most successful seasons in the program’s history.

Gregory Bossaer (AG ’77, MS EDU ’81), Reynolds, IN, was presented the Economic and Community Development Award from the Indiana Extension Educator Association.

Sharon Harris’ (CFS ’72, EDU ’86, Counseling ’90), guidance program at Crawfordsville High School was awarded a Gold Star Counseling Program Award. She is the director of guidance.

Diane Stouffer (AG ’80, MS EDU ’89) was awarded the 4-H Youth Development Individual Award from the Indiana Extension Educator Association.

1970s

Camila (Hill) Hartman (EDU ’78) of Mansfield, Ohio passed away in December.

Mark A. Kern (EDU ’79) serves on the board of directors for the National Association of Elementary School Principals.

1960s

Lois N. (Christen) Maddox (CFS ’52, MS EDU ’68) of West Lafayette, Ind. passed away in December.

Margaret R. (Sieber) Trimmer (MS EDU ’65) of West Lafayette, Ind. passed away in November.

1950s

Stuart Nelson Sr. (MS EDU ’59, PhD EDU ’61) of Columbia, Mo. passed away in December.

Lowell C. Rose (PhD EDU ’59) of Bloomington, Ind. passed away in December.

ABBREVIATION KEY

AG  College of Agriculture
CFS  College of Consumer and Family Sciences
EDU  College of Education
ENG  College of Engineering
HS  School of Health Sciences
KRAIN  Krannert School of Management
LA  College of Liberal Arts
NU  School of Nursing
PHAR  School of Pharmacy
SCI  College of Science
T  College of Technology
VET  School of Veterinary Medicine
SHARE YOUR NEWS

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.

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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.
Click on “Tell Us Your Story” link on the right.

Email
Email your news and pictures to education-info@purdue.edu with “magazine” in the subject line.

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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:

☐ This may be published in the College of Education Magazine.
☐ This is for alumni records only.
Attend an Upcoming Event Organized by One of Our Centers

Using Writer's Notebooks in Grades 3-6
Date: April 29 Location: Stewart Center
Registration deadline: None but registration is required.
Web site: clear.education.purdue.edu
Contact: CLEAR Office at clear-office@purdue.edu

Successful Classroom Management for Grades K-6
Date: May 2 Location: Stewart Center
Registration deadline: None but registration is required.
Web site: clear.education.purdue.edu
Contact: CLEAR Office at clear-office@purdue.edu

CLEAR’s Annual Summer Literacy Institute
Making Connections: Conversations on Comprehension for All Learners
Date: July 22-24 Location: Stewart Center
Registration deadline: July 11
Web site: clear.education.purdue.edu
Contact: CLEAR Office at clear-office@purdue.edu

Intermediate Literacy Coordinator Training 2008-2010
Date: July 28-August 1 (1st training week of 7 weeks)
Location: Goshen, IN
Registration deadline: May 2
Web site: clear.education.purdue.edu
Contact: CLEAR Office at clear-office@purdue.edu

Primary Literacy Coordinator Training 2008-2010
Date: August 4-8 (1st training week of 7 weeks)
Location: Stewart Center
Registration deadline: May 2
Web site: clear.education.purdue.edu
Contact: CLEAR Office at clear-office@purdue.edu

Primary Professional Development Series: Writing in a Balanced Literacy Classroom
Date: August 27 (Day 1 of 5) Location: Stewart Center
Registration deadline: August 18
Web site: clear.education.purdue.edu
Contact: CLEAR Office at clear-office@purdue.edu

Primary Professional Development Series: Writing in a Balanced Literacy Classroom
Date: September 30 (Day 2 of 5) Location: Stewart Center
Registration deadline: August 18
Web site: clear.education.purdue.edu
Contact: CLEAR Office at clear-office@purdue.edu

The dates and registration deadlines for the following CLEAR events have yet to be determined. Contact the CLEAR office for details at clear-office@purdue.edu.

• Intermediate Professional Development Series: Using Best Practices Within Writer's Workshop
• Intermediate Professional Development Series: Working with Struggling Readers
• Primary Professional Development Series: Working with Struggling Readers
• Purdue Literacy Network: School Team Tune-Ups
• Purdue Literacy Network: Awareness Sessions
• Center for Literacy Education and Research Awareness Sessions
• Secondary Literacy Coordinator Training 2008-10 (1st training week of 7 weeks)
• Reading Recovery Teacher Training
• Reading Recovery Teacher Leader Training
• Small Group Training for Reading Recovery Teacher Leaders
• Small Group Training for Reading Recovery Teachers

Continuation of Training Started in 07/08
Primary Literacy Coordinator Training 2007-09
Date: September 26 (5th training week of 7 weeks)
Location: Stewart Center Registration deadline: May 2
Web site: clear.education.purdue.edu
Contact: CLEAR Office at clear-office@purdue.edu

Primary Literacy Coordinator Training 2007-09
Date: August 25-29 (5th training week of 7 weeks)
Location: Stewart Center Registration deadline: May 2
website: clear.education.purdue.edu
Contact: CLEAR Office at clear-office@purdue.edu
Attend an Upcoming Event Organized by One of Our Centers

**Purdue Series on Corporate Citizenship and Ethics: Sen. Paul Sarbanes**
Co-sponsored by Ackerman Center and Krannert School of Management and supported by PEFCU and CSX Transportation
Date: April 17
Location: Fowler Hall, Stewart Center
Registration deadline: Open to the public
Web site: www.mgmt.purdue.edu/events/ethics/home.asp
Contact: Phillip VanFossen at 765-494-2367 or Tim Newton at 765-496-7271

**Ackerman Center Summer Institute: Integrating Digital Primary Sources into the Classroom**
Date: June 9-13
Location: Ackerman Center
Registration deadline: April 15
Web site: www.edci.purdue.edu/ackerman/summer_institute08.html
Contact: Kathy Reppert 765-494-4755

**Super Summer 1 (day camp)**
Date: June 9-13  Location: Beering Hall
Registration deadline: May 23
Web site: www.purdue.edu/geri
To register online www.conf.purdue.edu/SupSum08
Contact: Stacey Folyer, 765-494-7243, sfolyer@purdue.edu

**Super Summer 2 (day camp)**
Date: June 16-20  Location: Beering Hall
Registration deadline: May 23
Web site: www.purdue.edu/geri
To register online www.conf.purdue.edu/SupSum08
Contact: Stacey Folyer, 765-494-7243, sfolyer@purdue.edu

**GERI Summer Camp: Star / Pulsar 1**
Date: June 22-July 5  Location: Beering Hall
Registration deadline: May 14
Web site: www.purdue.edu/geri
Contact: Stacey Folyer, 765-494-7243, sfolyer@purdue.edu

**Discover! Institute**
Date: June 23-26  Location: Beering Hall
Registration deadline: June 9
Web site: www.purdue.edu/geri
To register online www.conf.purdue.edu/DISCOVER
Contact: Stacey Folyer, 765-494-7243, sfolyer@purdue.edu

**GERI Summer Camp: Comet 1**
Date: July 6-12  Location: Beering Hall
Registration deadline: May 14
Web site: www.purdue.edu/geri
Contact: Stacey Folyer, 765-494-7243, sfolyer@purdue.edu

**GERI Summer Camp: Star / Pulsar 2**
Date: July 6-19  Location: Beering Hall
Registration deadline: May 14
Web site: www.purdue.edu/geri
Contact: Stacey Folyer, 765-494-7243, sfolyer@purdue.edu

**GERI Summer Camp: Comet 2**
Date: July 13-19  Location: Beering Hall
Registration deadline: May 14
Web site: www.purdue.edu/geri
Contact: Stacey Folyer, 765-494-7243, sfolyer@purdue.edu
<table>
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<th>Date</th>
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| 3    | C&I Distinguished Lecture Series: Yvonna Lincoln  
5 pm, Beering 1284 (reception)  
6 pm, Beering 2280 (lecture) |
| 4    | Brown Bag Mentoring Session for Junior Faculty “Developing a Coherent Research Plan”  
11:30 am-Noon, Beering 3299 |
| 4    | Research Seminar: “A Comparison of Video Modeling and Interactive Video Prompting” by Scott Patton  
Noon-1 pm, Beering 1255 |
| 10   | Purdue Presidential Inaugural Event: Global University Convocation  
2:30-4:30 pm, Stewart Center, Loeb Playhouse |
| 11   | Purdue Presidential Inaugural Event: Purdue Faculty Panels “Learning, Discovery and Engagement Faculty Symposium” (Details TBA) |
| 11   | Research Seminar: “Evidence-based Practice in Education: Current Issues” by Oliver Wendt  
Noon-1 pm, Beering 1255 |
| 11   | Purdue Presidential Inauguration  
2 pm, Elliott Hall of Music |
| 12-13| Spring Fest 2008 (College of Education tent on 12th only)  
10 am-4 pm |
| 13   | College of Education Honors Reception (by invitation)  
2 pm, Beering Lobby |
| 17   | Purdue Series on Corporate Citizenship and Ethics: Paul Sarbanes  
7 pm, Stewart Center Fowler Hall |
| 18   | Research Seminar: “Evaluation in Manufacturing” by Alister McLeod  
Noon-1 pm, Beering 1255 |
| 25   | Research Seminar: “Science Education Research” by Lynn Bryan  
Noon-1 pm, Beering 1255 |
| 25   | President France Córdova and Interim Provost Victor Lechtenberg visit the College of Education  
Noon-3 pm |
| 26   | Classes End |
| 28-30| Exams |
| 29   | Teacher Recruitment Day by Purdue Center for Career Opportunities  
Registration required through Purdue Center for Career Opportunities  
8 am-4:30 pm, Stewart Center |
| 1-3  | Exams |
| 3    | Spring Semester Ends |
| 9    | Commencement  
8 pm, Elliott Hall of Music |
| 26   | University Holiday |
Join now! www.purdue.edu/boilersphere