

School of Education at IUPUI Part of Cutting-edge Teacher Education Project

The Indiana University School of Education at IUPUI will be leading the launch of the new Woodrow Wilson Foundation math and science teacher preparation fellowship, which will eventually be nationwide. Arthur Levine, president of Woodrow Wilson National Fellowship Foundation said that Indiana was chosen because of its “commitment to education” and “the willingness of leading universities to advance exemplary approaches to teacher preparation.” Four Indiana colleges, Ball State, Purdue, University of Indianapolis and IUPUI will be the first to take part in this national effort. A \$10.1 million grant from the Lilly Endowment will help support the Indiana program.

IUPUI and other participating universities will introduce new curriculum and outcome measures anchored by supervised clinical experience and increased collaboration with their colleges of arts and sciences. Fellows will be supported by a \$30,000 stipend for a 1 year Masters program and will be placed in a high-need urban or rural school that has agreed to provide ongoing mentoring. In turn they agree to teach in Indiana for 3 years. The first group of fellows will be named in the spring of 2009.



Arthur Levine

“The Teachers Fellowship program brings together powerful individuals and organizations in the state and nationally who are willing to make a significant investment in the preparation of math and science teachers” University Dean Gerardo Gonzalez said. This is exciting and will help bring the best and brightest to a profession that is so desperately needed to bring achieve the state’s economic development goals and improve America’s global competitiveness.”

Longtime Instructor, PDK Director Dies

Lowell C. Rose, longtime executive secretary for Phi Delta Kappa and former adjunct professor in the IU School of Education, died December 2, 2007. Rose served at Phi Delta Kappa’s international headquarters in Bloomington from 1971 until he retired in 1995. He also worked closely with School of Education faculty and staff on numerous projects.

Survey Says Hoosiers Slightly Down on Schools

The Center for Evaluation & Education Policy (CEEP) at the Indiana University School of Education has released the results of its 5th annual Public Opinion Survey on K-12 Education in Indiana. Survey co-authors, Terry Spradlin and Nathan Burroughs presented their findings to the January meeting of the Indiana State Board of Education. The survey found that public attitudes are slightly down regarding the overall quality of schools in the state.

The survey gauged the attitudes and perceptions of a representative sample of Hoosiers on key educational issues. It asked respondents twenty-five questions across seven categories: school quality, school funding and taxes, early childhood education initiatives, school choice and charter schools, teacher quality and compensation, familiarity and support of “No Child Left Behind” and Indiana accountability measures, and the achievement gap in Indiana.

Fifty percent of respondents answered that public schools in Indiana are “excellent” or “good,” down 5 percentage points since the first survey in 2003. Sixty-one percent of Hoosiers responded that their own local schools are “excellent” or “good,” but the number responding that their schools are “excellent” is down 6 percentage points from the 2006 survey. The percentage of respondents who said their local school was “poor” rose 2 percentage points in this year’s poll.

Spradlin attributed the slight downturn in part to the intense debate over property taxes at the state level. “Public school spending is viewed as one of the reasons for these increases.” In response to that debate a new question was added to this year’s survey, asking respondents about their preferred tax revenue source for funding schools. Only 15 percent prefer property taxes as the primary source of funding. A total of 35 percent prefer funding from income taxes, 29 percent prefer sales taxes as the source, while 22 percent say a combination of tax resources should be used.

Another new question on the 2007 survey revealed a split on the value of school consolidation. “These results suggest that such a large-scale consolidation plan, like that proposed by the Local Government Reform Commission, would be met with significant opposition” Plucker observed.

Complete results of this and previous public opinion surveys are available on the CEEP website, <http://ceep.indiana.edu>.

Kuh Honored as One of Higher Education's Best

George Kuh, Chancellor's Professor of Educational Leadership and Policy Studies, has been honored by the National Association of Student Personnel Administrators (NASPA) with its 2008 Outstanding Contribution to Higher Education award. Kuh is the founder of the National Survey of Student Engagement, or NSSE, an annual study of effective educational practices in undergraduate education. He stepped down as director of NSSE on December 31, 2007. Alexander McCormick, formerly of the Carnegie Foundation for the Advancement of Teaching, became director this month.

"I'm very pleased and humbled to have been chosen," Kuh said. He noted that the award in no small part surely acknowledges his leadership of the NSSE project. Kuh is pleased with the reputation NSSE has earned for providing institutions with valid, reliable and usable information, particularly in a rankings-conscious college environment. "NSSE's major contribution has been to focus discussion and time and attention on the things that matter to student learning," he said. "Its genius -- the reason it's been so widely used and respected -- is because it's based on what decades of research show to matter to desired outcomes of college and other cutting-edge research on teaching and learning."

"Professor Kuh is exceedingly deserving of this award," said Gerardo Gonzalez, University Dean of the IU School of Education. "He stands as a giant among giants of higher education leaders who have had major national and international impact on the field. He certainly contributes immeasurably to the excellence for which our higher education program is known."

Kuh's award will be presented in March at NASPA's annual meeting in Boston.

Students Create Games, Bags, Send Books for Kids

Indiana University School of Education students in an elementary social studies course decorated canvas bags with paint pens and sewn-on materials to match the theme of children's books placed inside. The students also designed activities to go with the books. The School of Education will send the bags to an elementary school in Costa Rica in the next two weeks.

"We talk about service learning, we talk about community service projects, and this is a chance for them to actually experience a service learning project," said Leana McClain, Senior Clinical Lecturer in Curriculum and Instruction and Language Education. The bags go to a school in Atenas, Costa Rica, a rural community that struggles to supply its students with books.

McClain developed the idea of book and game bags with the school director. Children check out the bags and can take them home from school, then bring them back and check out others. McClain showed her students photos of children enjoying the bags from the two previous projects as inspiration for the latest effort.



Students assemble bags

"Just being able to see that kind of helps make it more real," said senior Adam Ahlfeld "Just to see the looks on their faces."

The activities the students designed are intended to assist in literacy for two languages. "There are going to be instructions for the games on the inside that are going to be in English and Spanish, so that kids can help learn their English as well as read the book in Spanish," said senior Ann Pechnyo.

McClain said, Hopefully, we're modeling what they're going to be doing when they're teachers in their own classrooms

Getting Serious About Serious Games

For some Jackson Creek Middle School students, it was a lot of fun. For School of Education researcher Bob Appelman, it was serious gaming business.

Fifteen students spent the morning in the Wright Education Building recently to allow Appelman, clinical associate professor of Information Systems Technology, and his team to gather data on game players' technique and decision-making on a variety of video games. He says that since many kids from 5th grade up are spending as much as 30 hours a week playing such games, learning styles are changing.

"Our educational system uses a front-loaded system of provide information first, and then test or then exercise," Appelman said. "So we're trying to learn different methodologies of teaching where the students can receive material, manipulate it, just like they do in a game, and then learn from that and ask questions."

Such research is feeding a thrust towards "serious games," he said. Those games would be designed to have learning as the outcome. But Appelman said game designers want to balance learning with fun to make the games more attractive.

The students participated through the "Partners in Education" program established 14 years ago to expose students to a university setting.



Appelman with students

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society.

