

Governor's Award Honors School of Education Faculty Member

A member of the Indiana University School of Education faculty received a 2009 Governor's Award for Tomorrow's Leaders in an Indiana Statehouse ceremony on December 15. Assistant Professor Kylie Pepler earned the honor which is "to bring attention to excellence and achievement among a broad, diverse group of young leaders in Indiana." The Award is presented by the Office of the Governor of Indiana and the Indiana Humanities Council.

Pepler has proven a productive member of the School of Education faculty since her appointment in January 2008, earning 7 grants, publishing 6 scholarly articles, and co-editing a book published this year. That book, *The Computer Clubhouse: Constructionism and Creativity in Youth*



Pepler with other honorees

Communities, focuses on her work with media arts as a tool to help improve literacy and learning.

"I'm delighted that Kylie has been selected to receive this honor" said Gerardo Gonzalez, Dean of the IU

School of Education. "She has already distinguished herself as a gifted scholar in her young career. Her work certainly exemplifies the excellence and achievement characteristic of young leaders who make a difference."

Organization Honors Reigeluth with Awards, Award Name

The Association for Educational Communications and Technology (AECT) recently honored Instructional Systems Technology Professor Charlie Reigeluth with two awards and an award presented in his name. The Systemic Change Division, which focuses on fundamental changes using technology to improve educational quality, has created the "Charles M. Reigeluth Emerging Research Award." The first award went to Sunnie Lee Watson, now assistant professor of Educational Technology at Ball State University and a former Reigeluth student. According to the award criteria, recipients must be less than 5 years into a full-time academic position and have produced work which "is emerging as important to the field of systemic change, diffusion of innovations, systems theory or change management."

AECT also presented two awards to Reigeluth for his own work; the award for "Distinguished Service to the Systemic Change Division" and the "Outstanding Journal Article" award, also from the Systemic Change Division.

Reigeluth said he didn't expect these honors, adding that having a former student win the research award was a particular point of pride. He said it also notes the importance of systemic change, which he now calls "paradigm change" because systemic change means different things to different people.

"We had the factory model schools for the industrial age and now we need a different paradigm for the information age," Reigeluth said.

Latest HSSSE Results Show Disconnect Between Hopes, Actions for Students

A nationwide survey of high school students finds that nearly 90 percent expect to earn their diploma and go to college, but many report a lack of interest and effort in the classroom that may dampen those hopes.

"Engaging the Voices of Students: A Report on the 2007 & 2008 High School Survey of Student Engagement" presents the latest numbers from the annual survey conducted by the Indiana University Center for Evaluation and Education Policy (CEEP). The survey asked more than 134,000 high school students about their thoughts, beliefs and perceptions in 2007 and 2008. The 2007 survey covered 104 schools in 30 states, and 119 schools in 27 states participated in the 2008 High School Survey of Student Engagement (HSSSE).

In both the 2007 and 2008 surveys, 91.4 percent of respondents expected to graduate from high school. Just 1.2 percent didn't expect to earn a diploma. When asked why they go to school, 74 percent of respondents in each year said "Because I want to get a degree and go to college." Despite those expectations, according to the U.S. Department of Education, one in four public high school students did not graduate on time (four years after entering ninth grade) in the latest reporting period.

"The aspirations are not a problem," said Ethan Yazzie-Mintz, HSSSE project director. "They continue to expect at higher and higher levels to graduate and go on to college."

A report on 2009 HSSSE data comes out this spring.



Ethan Yazzie-Mintz

SNAAP Earns National Honor

An Indiana University based project that studies how to connect arts training to artistic careers has won a national award for its work. The Strategic National Arts Alumni Project (SNAAP) received the Institutional Research Initiative Award from the Arts Schools Network.

Based at the Center for Postsecondary Research at the IU School of Education, SNAAP is an annual online survey, data management and institutional improvement system designed to enhance the impact of arts-school education.

SNAAP has worked with more than 90 educational institutions since it started in 2007 to learn about the educational experiences and career paths of arts alumni. By collecting the first national data on how artists develop in this country, SNAAP is identifying the factors needed to better connect arts training to careers.



Bill Barrett, executive director of the Association of Independent Schools of Art and Design of San Francisco, nominated SNAAP for the award. "The great benefit of the SNAAP survey is that it not only gathers very important data about a school's alumni, it also allows a school to compare its performance to that of similar institutions," Barrett said.

School of Education Honors December Graduates

Nearly 300 celebrated earning their IU School of Education degrees during December ceremonies at IUPUI and IU-Bloomington. The Graduate Recognition Celebration on Sunday, December 13 at IUPUI The ceremony honored 147 who have completed their programs, including 85 Bachelor of Science graduates, 44 Masters of Science graduates, and 18 who completed the "Transition to Teaching" sequence. On Saturday, December 18, a program at the Wright Education Building at IUB honored 173 December graduates on the Bloomington campus, including 40 master's and 3 doctoral degrees.

At IUPUI, one student leader who hasn't quite finished her program told the December graduates they provided inspiration to her. "You may not have known it at the time, but if it hadn't been for your Block's continued progress, I would not be standing here," said Sara Hall, President of the Education Students Advisory Council told the graduates. "For the last three semesters, any time that I have gotten overwhelmed or felt I was going to make it through another block, I looked at you guys and told myself that if you all could make it through, I could do the same. You were my proof of life, that I would survive."

"You are walking away from here with a new credential, and

new power," IU School of Education Dean Gerardo Gonzalez reminded the graduates. "But I would suggest also a great responsibility. The power you have to change the future of students is immense."

MacArthur Grant to Fund Digital Literacy Project

The MacArthur Foundation notified two School of Education faculty in late December that it is providing more than \$720,000 to fund a digital literacy project examining the development of systems thinking in middle school students. Melissa Gresalfi, assistant professor in Learning Sciences and Cognitive Science, and Kylie Pepler, assistant professor in Counseling and Educational Psychology, will be co-principal investigators on the three-year grant. Their partners in the project are Nichole Pinkard, visiting associate professor at DePaul University, Katie Salen, executive director of the Institute of Play, and associate professor in the Design and Technology program, at Parsons, the New School for Design, in New York City.

Gresalfi and Pepler are working on two initiatives. One will develop systems thinking in 6th graders using various tools, such as the Quest Atlantis learning and teaching tool, in a variety of study areas such as science, art, and literature. The other will study how students use the developed modules to adopt a "systems thinking disposition" that helps them see and interpret the world. The project kicks off with a month-long workshop this summer in collaboration with Chicago Public Schools. Gresalfi and Pepler will study four 6th grade student cohorts in their technology courses over the next school year, starting in the fall.

Blackwell selected as Faculty Fellow in Service Learning

IUPUI's Center for Service and Learning has selected Associate Professor in Early Childhood and Elementary Education Jacqueline Blackwell as faculty liaison in Service Learning. As the program liaison to the School of Education she will create a comprehensive service learning plan for students. Blackwell has developed service learning as an integral component of her F200 "Examining Self as Teacher" courses.

Blackwell said immersing pre-teacher education undergraduates in service learning provides a unique opportunity to gain experience with P-12 students. "This allows our IUPUI students to see several different sides of P-12 students."

Blackwell intends to expand the SOE service learning involvement through partnerships with a variety of community agencies, non-profit groups, and school districts, agencies and schools.

