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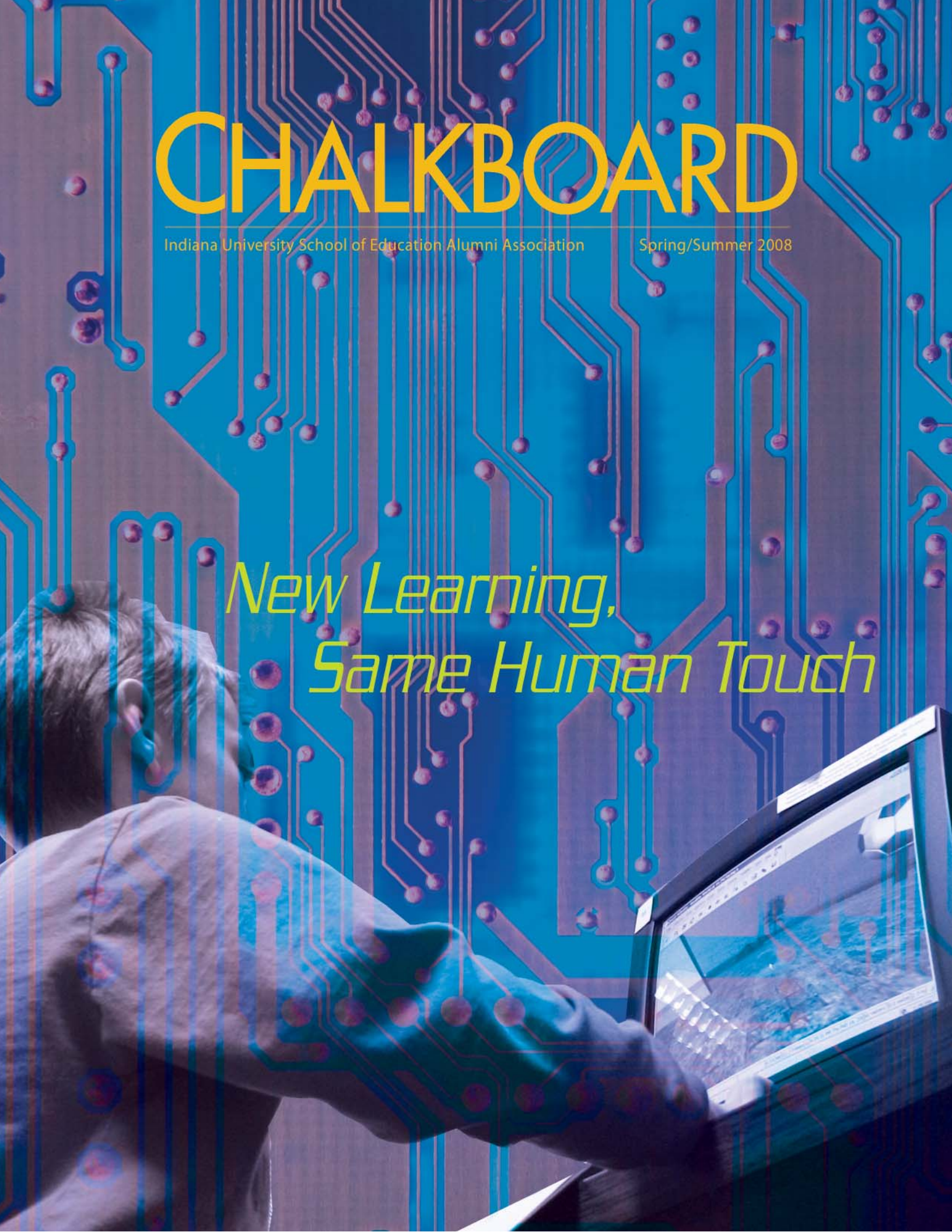
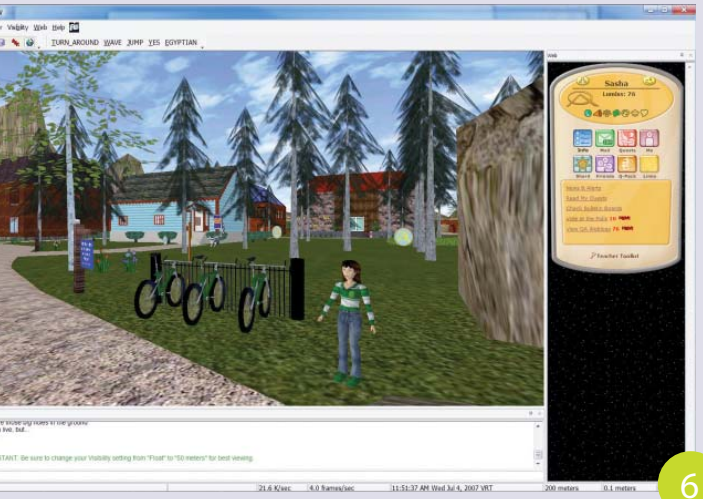
Indiana University School of Education Alumni Association Spring/Summer 2008

New Learning, Same Human Touch





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Indiana University School of Education Alumni Association Spring/Summer 2008

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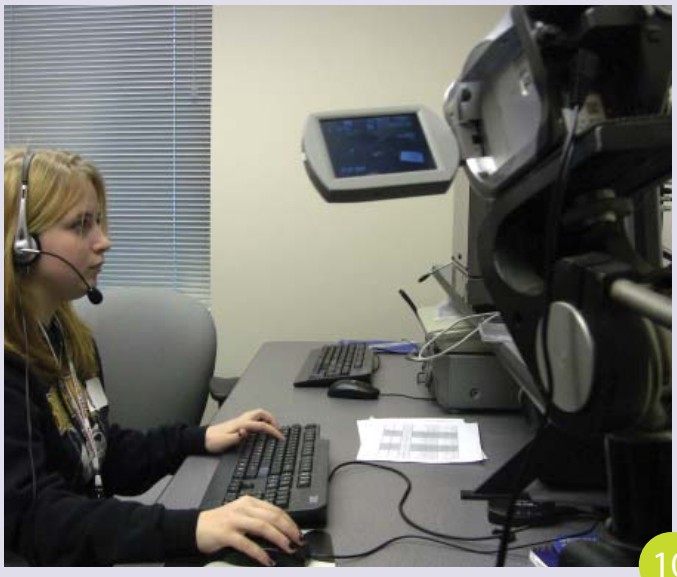

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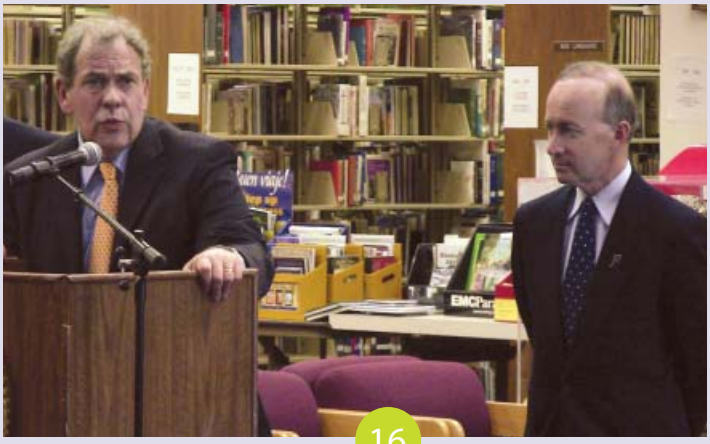

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Education is Still About People

by Gerardo M. Gonzalez
University Dean, School of Education

Perhaps the conclusion of another academic year is a good time to think of beginnings and endings, past and future, and particularly those enduring human values that make education the great equalizer in a free and democratic society.

Dr. Dorothy-Hawkins Brooks is 87 years young — a description you'll undoubtedly understand by seeing her photo on this page. You'll read more about her in this issue of *Chalkboard* (p. 4). But the basic fact of the matter is this: a long-retired education professor, who had to start over at a time when many are starting to wind things down, sought the IU doctoral degree she had lost.

In the wake of the Hurricane Katrina disaster that had destroyed her home where she had retired to in New Orleans, we asked what we could do for the longtime supportive alumna of the IU School of Education. The storm took with it Hawkins-Brooks' original diploma and copy of her dissertation. Hawkins-Brooks said she valued that degree so much that she wanted new copies of each. I recently had the opportunity to hand Hawkins-Brooks the degree she earned from IU in 1968 during a ceremony at a stately hotel in downtown Jackson, Miss.

However, our presentation is just a fraction of the story. We had envisioned traveling to Jackson, then having dinner with Dr. Hawkins-Brooks after we gave her the new documents. But her former colleagues and students at Jackson State felt this should be a much larger occasion. They arranged for a gathering in a hotel ballroom, complete with tributes of speech and song. More than 80 turned out for the evening.

As much regard as Hawkins-Brooks still has for her degree from the IU School of Education, her colleagues and former students feel for her even more deeply. Ask any college graduate what the greatest technological innovation was during his or her time in school, and they're likely to draw a blank. But ask who was the best teacher he or she had during that time; students almost always remember those people who had the greatest influence on them.

Chuck Carney

Dean Gonzalez and Dr. Hawkins-Brooks.

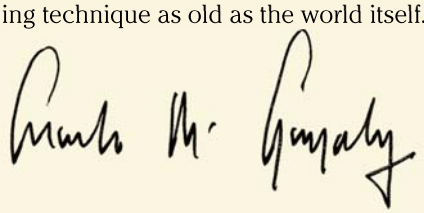
As you read about cutting-edge technological innovation at the School of Education in this issue of *Chalkboard*, I'd like to emphasize what is at the heart of that innovation: people. Education is at its essence about humanity. More than any other profession, education is first and foremost about relationships and connections between people and ideas. The ability to inspire and move people to learn is a gift that a great teacher passes down to her students. It is what we strive for in our work at the School of Education.

The great challenge of our work is to prepare teachers and researchers for the education world that doesn't yet exist. Yet, as impressive as is the technology you'll read about, also note that passing on a sense of values and understanding about those things uniquely human remains our profession's essence. "Quest Atlantis," on p. 6, is about promoting awareness of community. Bob Appelman's research, featured on p. 10, seeks to uncover the inner thinking of young people about what may seem a pointless video games to adults. To Appelman, these games are keys to understanding modern learning.

Certainly our outstanding alum Dennis Hayes (see page 19) didn't receive precise training for the job he now holds directing the NAACP as he attended classes here in the late 1960s. But the grounding for work with people did prepare him well.

Hawkins-Brooks, who began teaching in the segregated New Orleans schools of the 1930s, has seen more change than most in the field of education. Everyone who appeared in that Mississippi hotel ballroom in January gave testimony to how she influenced their lives and inspired them to achieve at the highest level through caring and commitment to hard work, knowledge, truth and other enduring human values.

We are continuing a tradition here at the School of Education that transcends innovation. While our faculty and students are appropriately using the best and most modern technology to improve teaching and learning, we're connecting with people, a teaching technique as old as the world itself.



Chuck Carney

Scott Bellini

Scott Bellini, assistant director of the Indiana Resource Center for Autism and assistant professor in the IU School of Education Department of Counseling and Educational Psychology, is the principal investigator for a funded project to develop methods to improve the social skills of children with Autism spectrum disorders. The Organization for Autism Research in Arlington, Va., is granting $26,800 for the project, titled "Increasing Social Engagement in Young Children with Autism Spectrum Disorders Using Video Self-Modeling and Peer Training." Bellini will use video to give visually cued instruction to Indiana preschool children with autism spectrum disorders. The goal is to develop a treatment protocol for parents and professionals as they design intervention procedures. The Indiana Resource Center for Autism is a part of the Indiana Institute on Disability and Community at IU.

The National Council of Teachers of English named Assistant Professor of Language Education **Stephanie Power Carter** a member of the NCTE Standing Committee on Research. The committee advises the NCTE executive committee and other council groups on matters of research, including emerging findings and under-researched topics. Carter's three-year term ends in 2011 with the Annual Convention scheduled for Chicago.

Chuck Carney

Stephanie Power Carter

Christine Leland, professor of language education and interim executive associate dean for the IU School of Education at IUPUI, is the winner of the Frederic Bachman Lieber Memorial Award for teaching excellence. The oldest of Indiana University's teaching awards, this annual award honors a single faculty member from one of the IU campuses. IU President Michael McRobbie presented the award during the Founders' Day ceremony on March 30, 2007. "It is because of faculty members like you, who have a clear vision of what education can and should be that Indiana University has achieved an international reputation as a center of academic excellence," McRobbie wrote in a letter informing Leland of the award.

Miami Dade College (Fla.) has inducted **Gerardo Gonzalez**, University Dean of the IU School of Education, into its Hall of Fame. The college presented Gonzalez as a member of the 2008 class of inductees during an award dinner April 3 in Miami. Gonzalez earned an associates' degree from the school before transferring to the University of Florida. Previous inductees to the hall include the actor Andy Garcia, musician and music producer Emilio Estefan, Pulitzer Prize-winning playwright Nilo Cruz, and U.S. Congressman John L. Mica.

Indiana University has awarded $50,000 to **Dionne Danns**, assistant professor in educational leadership and policy studies, through the New Frontiers in the Arts and Humanities competition. The award will help fund her project, "The Struggle for Desegregation in Chicago." Funded by the Lilly Foundation, the honor is designed to help faculty members expand their work into disciplinary or interdisciplinary frontiers that promise new insights into the human condition or pursue innovative directions in artistic creativity.

Associate Professor of Educational Leadership and Policy Studies **Rob Toutkoushian** is the newly elected vice president of the Association for Institutional Research. After a year as vice president, Toutkoushian will take over as president of AIR, an organization composed of more than 4,000 institutional researchers, planners, and decision-makers. The organization seeks to support members in their efforts to continuously improve the practice of institutional research for postsecondary planning, management and operations, and to further develop and promote the institutional research profession.

The National Council of Teachers of English has named **Carolyn Burke** and **Jerome Harste**, each IU School of Education emeritus faculty members, as 2008 "Outstanding Educators in the English Language Arts." NCTE names recipients of the award for having "dramatically impacted classroom practice, made ongoing contributions to the field of language arts, obtained national and international influence, and contributed a body of work that is compatible with the mission of NCTE." "Your contributions to language arts in elementary education have well

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exceeded these criteria," chair of the NCTE elementary Section Steering Committee Frank Sibberson said of their selection in an announcement letter. Burke is a former language education professor who is very well known for her work in miscue analysis, a diagnostic tool for reading. Harste was the first Armstrong Chair in Teacher Education and is well known for challenging his students to approach English and language arts instructions in new ways. He and Burke co-wrote an award-winning book *Language Stories and Literacy Lessons*.

The Center for Leadership Development presented **Khaula Murtadha**, professor in Educational Leadership at the IU School of Education at IUPUI and executive associate dean from 2001 through 2007, with the Mme. C.J. Walker Outstanding Woman of the Year Award during the 28th Annual Minority Business and Professional Achievers Recognition Dinner on March 17 at the Indiana Convention Center. The award is one of the top two given by the CLD to individuals the organization finds have made "significant contributions at their place of employment and who have performed outstanding service for the betterment of the community." "Dr. Murtadha's contributions to the field of education and social development have been numerous and impacting," CLD president Dennis E. Bland said. "Her dedication and commitment resembles the spirit demonstrated by Madame Walker and she is an inspiration and role model to the hundreds of CLD participants we nurture and challenge to pursue the highest levels of excellence in character, education, leadership, service, career, and life."

Chuck Carney

Khaula Murtadha

Growing School Partnership in Gary

The Gary Community School Corp. signed a memorandum of understanding with the Indiana University School of Education for a partnership poised to bring educational expertise and resources to enhance student learning at two gender-based academies. Faculty and staff are working with the Frankie Wood McCullough Academy for Girls and the Dr. Bernard C. Watson Academy for Boys, both elementary schools serving students in kindergarten through sixth grade.

Chuck Carney

Students in the McCullough Lab.

In November, Gary teachers and administrators joined IU First Lady Laurie McRobbie and other IU faculty and staff to cut the ribbon on two new facilities within those schools. The Watson Academy is developing a "Writer's House"— a room containing all the tools for students to draft, revise, edit, illustrate, and publish written works. McCullough has just opened a new science lab dedicated to giving students hands-on science experience.

The partnership formalized after a year of discussion between Gary teachers and administrators and staff of the Center for P-16 Research and Collaboration at the IU School of Education. Gary administrators approached IU about providing support to the two elementary schools. "Our work in Gary has been led and directed by [teachers and administrators] ," said Catherine Gray, associate director of the P-16 Center. "They've been the ones to identify and articulate their needs. We've just been trying to connect their needs with the resources of this university."

The partnership includes professional development for teachers in both schools. Language education professor **Gerald Campano** is working with Watson faculty and staff to build upon the existing literacy curriculum. Science education professor **Gayle Buck** is helping McCullough teachers examine how girls best learn science and how best to teach it. Faculty and staff from IU Northwest School of Education in Gary as well as members of the IUNW science and theater departments are assisting in the effort. IU is also providing materials for the labs.

"We're part of an inquiry community together," Campano said, noting that the partnership goes beyond the traditional university-public school relationship which he describes as the university "transmitting knowledge" to schoolteachers. "We're looking together to look at practice at this school in Gary for these girls," Buck said. She said research and teaching concepts will be applied in a manner which best fits the particular students.

Assistant Professor of Educational Psychology Joshua S. Smith is now interim director of the Center for Urban and Multicultural Education in the School of Education at IUPUI. Smith served as CUME's associate director since joining IUPUI in 2004. He's been a principal investigator or co-principal investigator on 17 projects totaling more than $800,000 in external funding. Smith teaches undergraduate courses in educational psychology and graduate courses in qualitative and quantitative research methods. His research focuses on educational transition from middle school to high school and the transition from high school to college. Smith now coordinates several program evaluations and research grants in the Indianapolis area and serves as the chair of the research committee for the National Academic Advising Association.

The Career College Association commissioned a study by Don Hossler, professor of educational leadership and policy studies and director of the Project on Academic Success which found no linkage between the type of quality of educational institutions and the rate at which borrowers default on their student loans. Hossler led a team that conducted a literature review of 41 studies of student loan default between 1978 and 2007. "When it comes to understanding why borrowers default on their student loans, several issues matter and others, at least according to high-caliber research, do not," Hossler said. "The empirical evidence suggests that default rates are not good vehicles for assessing the quality of institutions."

For the third consecutive year, a group of students from the Indiana University School of Education prepared bags of books and games to send to an elementary school in Costa Rica. Students in an elementary social studies course decorated 24 canvas bags with paint pens and sewn-on materials to match the theme of the books placed inside. The IU students also designed activities to go with the books. The School of Education shipped the bags in January.

The bags go to a school in Atenas, Costa Rica, a rural community located in the middle of the country. The IU School of Education places student teachers in the school as a part of the "Cultural Immersions" project.

"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. McClain came up with the idea after she saw the children's library during a visit to the school a few years ago: it consisted of a few mostly bare shelves on one bookcase.

Chuck Carney

IU students work on book bags.

Hoosiers' attitudes toward the quality of public education are slightly down in the fifth annual Public Opinion Survey on K-12 Education in Indiana by the Center for Evaluation and Education Policy at the IU School of Education. Survey co-authors Terry Spradlin and Nathan Burroughs presented their findings to the Indiana State Board of Education during its January monthly meeting. CEEP director Jonathan Plucker is also a co-author of the report. Some 50 percent of respondents answered that public schools in Indiana are "excellent" or "good," down five percentage points since the first survey in 2003. More than 60 percent of Hoosiers responded that their own local schools are "excellent" or "good," but the number responding that their schools are "excellent" is down six points from the 2006 survey. The percentage of respondents rating local schools as "poor" rose two points in this year's poll.

Chuck Carney

Spradlin before the State Board of Education.

School of Education Dean Gerardo Gonzalez presented a replacement diploma to Dorothy Hawkins Brooks, EdD'68, at the Edison Walthal Hotel in downtown Jackson, Miss. on Jan. 14. Hawkins-Brooks lost her New Orleans home and possessions in Hurricane Katrina in August 2005. She now lives in Jackson.

Former colleagues at Jackson State University, where Hawkins-Brooks taught from 1975–85, and former students held a special celebration centering around the presentation. More than 80 came to the hotel ballroom for a dinner and program. A former colleague of Hawkins-Brooks, Jackson State University education professor Jacquelyn Franklin, headed a planning committee to arrange the evening. Franklin was also a student of Hawkins-Brooks when she served as a principal in the New Orleans schools. "She really excelled in terms of teaching other teachers," Franklin said.

Hawkins-Brooks said she asked for the replacement diploma because of her positive experience at IU, where she began work on her doctoral degree in the 1950s. "I valued it so highly because Indiana University accepted me as I was," she said. "And they helped me to discover myself first, and then to refine whatever skills and abilities I possessed and serve others."

A Ford Foundation fellowship allowed her to begin studies at IU during a time

when African-Americans were not allowed to study at many colleges in the South. Although she had her choice of many schools, she said IU attracted her most. "I enjoyed the warmth of the professors at IU," Hawkins-Brooks said. "They made us feel so welcome. They valued us. And most of them saw something in us—the yearning to accomplish. And I'm very grateful."

She taught for 14 years in the segregated school system of New Orleans, then served as a principal in the school district over the next nineteen years, beginning doctoral work at IU during her time as an administrator. She became a professor at Southern University at New Orleans in 1973, then joined Jackson State two years later. She designed and implemented the university's Adult Education Program.

Chuck Carney

Dr. Hawkins-Brooks

IU alumna **Ann Harris Slaughter**, EdD'83, who studied under Hawkins-Brooks at Jackson State, spoke passionately about what Hawkins-Brooks meant to her. Slaughter went on to a teaching career in Atlanta. "Thanks to powerful, dynamic trailblazers like Dr. Dorothy Hawkins-Brooks, who led the way so that those of us who followed would be able to attend IU in greater numbers, obtain more diversified degrees, and become more fully involved in both academic and campus life," Slaughter said.

Mission statement

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.

Most Recent African-American Read-In Again a Hit

For the sixth straight year, students from area high schools and IU read powerful works by classic authors. They also contributed very powerful poetry and prose of their own at the annual African-American Read-In. The event, held at the Neal Marshall Black Culture Center, is affiliated with the National Council of Teachers of English national read-in event. Assistant Professor of Language Education Stephanie Power Carter started the event in 2002.

Chuck Carney

Participants in the Read-In.

"I've been doing it ever since the 1980s, when I was a high school teacher," Carter said. "Another high school teacher colleague of mine told me about it and we would do it together. And as I've gone to different institutions, I've invited high school students."

Students heard the voices of Langston Hughes, Carter G. Woodson, Toni Morrison, and other classic writers. But the loudest applause came for the students sharing their own original compositions. The topics were stark, sometimes startling, and clearly from deeply-held thoughts.

"That just shows you how socially conscious they are, how emotional they are, how they really take things in," said event emcee Steve Gaskin. "They're affected by everything that goes around and a lot of times we wouldn't take them to be the ones who really think about this and take it in and say, 'ok, this is the solution to their problem.' But as you noticed today, people brought problems, they talked about their inmost feelings and they were like, 'this is the solution for it. This is what we can do to better our current situation.'"

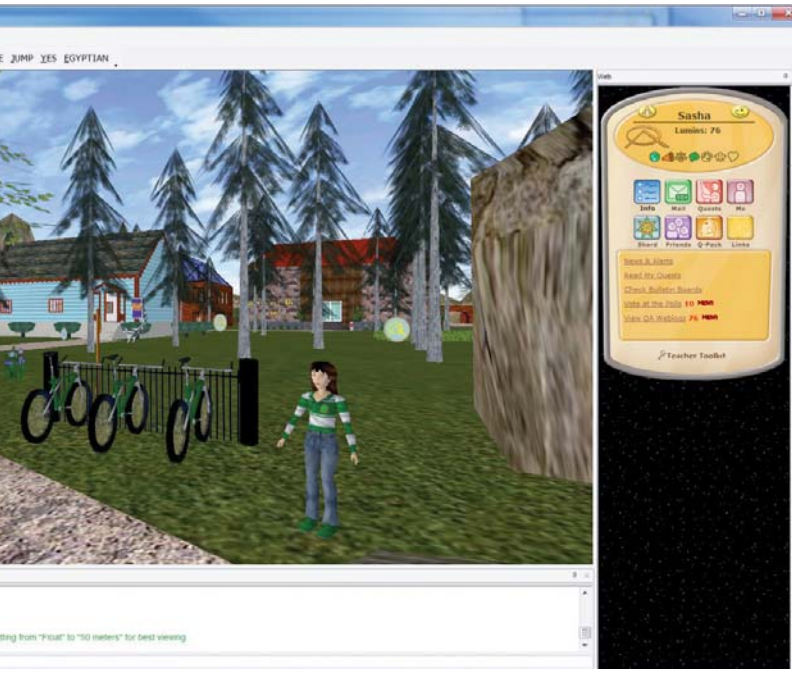
Chuck Carney

A student reading at the Read-In.

The event is also an opportunity to expose local high school students to college. After the morning session, they heard from IU students about college life. But simply being together is a great value to the students, Carter said. "One of the things I think is really great is for all of the students at different schools to talk and communicate and see each other shine on the stage—and that's rare. So I think that's really a plus."

Connecting the World Through Gaming

Quest Atlantis immersive learning environment expands from School of Education professor's idea to global education tool



One of the moments Sasha Barab says revealed one value in his work was a reality check from the heart of fiction. A character in a narrative created for Barab's "Quest Atlantis" who has jet black hair commented within a game how others sometimes make fun of her. She says she'd like to change the color. A student in North Carolina reacted by logging onto a chat area and saying she understood. She is African-American, she said. Sometimes she'd like to change the color of her skin. Another game player jumped in and told her she should be proud of the color of her skin and told her she should celebrate it.

"So you're thinking this is not just a game we're dealing with," Barab said. "This idea of learning the fictional and the real gives kids an opportunity to talk about things they might be uncomfortable to do if it was totally serious."

Quest Atlantis is filled with moments such as this, which is the idea behind Barab's creation. It's a learning and teaching computer project for students between ages 9 and 12. Using a 3-D, multi-user environment, children become immersed in educational tasks. Players use strategies they might also use in commercial games on lessons from educational research on learning and motivation. Users travel to virtual places to perform these educational activities, or "quests." There, they can speak with other users and mentors and build virtual personas.

It's sort of educational entertainment, guided by teachers — "incredibly necessary" according to Barab — designed to develop empathetic citizens, help students understand concepts of science or social studies, or improve language arts skills.

"This idea of learning the fictional and the real gives kids an opportunity to talk about things they might be uncomfortable to do if it was totally serious."

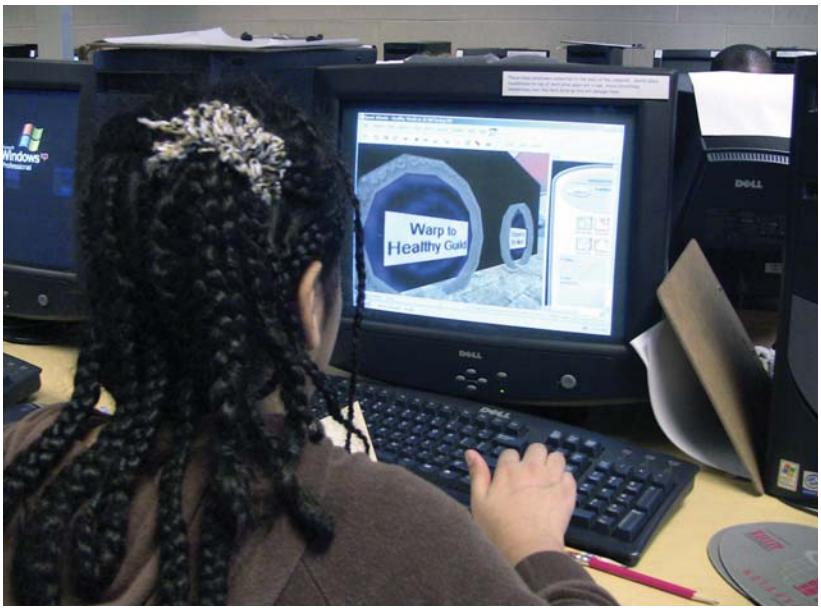
— Sasha Barab

For example, students playing a game to help develop citizenship confront a series of ethical dilemmas and must make choices that open or close off possibilities for future actions. "You have to report things to the people of Atlantis," said Peter Gottschalk, a student who uses the program in fourth grade at Binford Elementary in Bloomington. He described how he was working on a quest to help rebuild an arch in Atlantis he said some "evil people" had knocked down. "Every time you do that, you complete a quest and they rebuild the arch a little."

In a science setting, Barab said a student may enter a virtual park struggling with a problem of fish dying in its creeks. Characters welcome the student, who is in the role of environmental scientist. Through that role, the student must investigate, gathering data to help solve the problem. "So they get very different perspectives on science that moves out of science as this cold and cognitive thing about memorizing facts to socio-scientific inquiry, where science becomes a way of thinking about problems," Barab said. Likewise, instead of simply talking about Tanzania, the student can virtually go

Chuck Carney

Sasha Barab



Chuck Carney

A student using "Quest Atlantis."

there. A Van Gogh painting can become more real through interacting in the painter's world.

Binford fourth-grade teacher Lana Cummings said she became sold on the value of the Quest Atlantis tools shortly after she began using them with her students a few years ago. "We thought, well, this is a really nice way for kids to write," she said. "After we used the program, we found it's so much more valuable than that."

While the gaming aspect certainly allows students who may already be very computer savvy to use those skills, Cummings said it helps reach all students. "It cuts across all learning styles, all levels," she said. "There's sort of something for everyone." As a result, she said she's had measurable growth with her students after using the program.

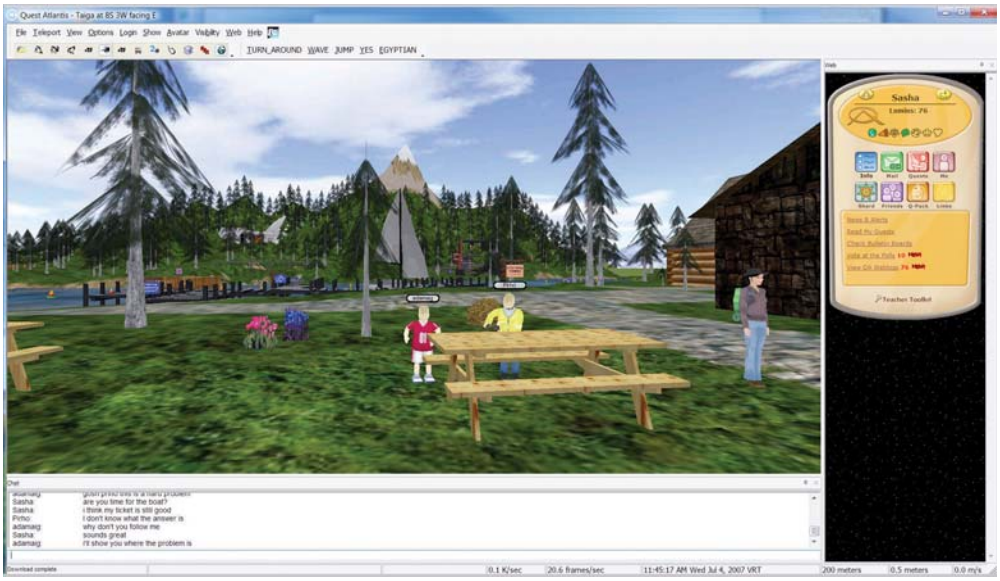
At the close of last year, Barab's own quest to build the program got a big boost. The John D. and Catherine T. MacArthur Foundation, which had granted a half-million dollars to the IU School of Education to build upon study of using the program to help teach citizenship, informed IU that it was granting more than $1.8 million over the next three years to greatly expand the scale of the program. Across the world, Quest Atlantis is used in Indiana and several states, as well as several countries, including China, Australia, Malaysia, Turkey, and Singapore.

Barab is the principal investigator for the MacArthur funded-project titled *Scaling Out Virtual Worlds: Growing a 21st Century Curriculum*, with Melissa Gresalfi, co-principal investigator and assistant professor of learning sciences. Also on the grant are Associate Professor of Learning Sciences Dan Hickey, and Assistant Professor of Learning Sciences Kylie Peppler.

MacArthur is funding the project as part of its $50 million digital media and learning initiative, started in 2006. The foundation says the goal is "to help determine how digital technologies are changing the way young people learn, play, socialize, and participate in social life."

The prestigious grant will allow for far more growth in the Quest Atlantis project, something the dean of the School of Education says has already reached wide. "That impact will only grow," said Gerardo M. Gonzalez. "The MacArthur grant speaks volumes for the quality of Professor Barab's work and that of his Learning Sciences colleagues."

MacArthur is not just pouring money into the study, although the foundation certainly is doing a lot of that. It is trying to spur discussion worldwide on the subject of learning and gaming. An article published by Reuters news service after a panel discussion — which included Barab — on learning and gaming, showcased McArthur's Director of Education Connie Yowell. "Kids don't just play games. The games inspire, so they then turn to books," Yowell said in the article. "There are bad games, but people tend to blame the tools instead of learning about the tools."



A screenshot from "Quest Atlantis."

"We thought, well, this is a really nice way for kids to write. After we used the program, we found it's so much more valuable than that."

— Lana Cummings

The latest MacArthur money aims to swell the numbers from several thousand to tens of thousands of students worldwide. "What they really wanted was to know 'can you make this available and support its implementation worldwide, in large numbers, multiple countries,'" Barab said. The expansion also means looking into other matters. "What does it mean to connect kids from inner city North Carolina, to the beach in Australia, to somewhere in Bombay?" Barab said.

The expanding program is now much more visually rich. As part of the previous MacArthur grant, IU Telecommunications Assistant Professor Lee Sheldon, author of the book "Character Development and Storytelling for Games," helped Barab develop the storyline. Barab said Quest Atlantis now progresses more organically, "unlocking more chapters" as students complete certain tasks, instead of 'oh look, now you get to hear more." The current version of Quest Atlantis also borrows more from the latest in game design, such as things found in popular games like "World of Warcraft" and "Pokemon."

The expansion is the latest step Barab has taken towards creating something that transcends traditional notions of educational practice. "What I wanted to do was develop a space that brought together education, entertainment, and social commitment," he said. He described his original concept as "not over here you do the education and learning part, over here you have fun, and down here you think about doing good for the world. I really wanted to make something that brought them all together."

Cummings' computer lab session — an hour and a half in a room full of fourth graders — demonstrates the ability of Quest Atlantis to draw its participants in. The room is silent, aside from the clicking of keys, and the occasional questions students pose to each other about various aspects of the program.

"It gets you to think a lot," says student Carter Sims. "We're using Quest Atlantis to save this virtual world that lost its education, and they have to rebuild the arch that was there. These evil people came and they blew up the arch, so we have to try to restore it." Sims described how he and his classmates work with the council of Atlantis and deal with other characters in the virtual space. He added that the work on Quest Atlantis doesn't end in the lab. "We do it at home and school." One parent of a Binford student described her son as anxious to get on the Quest Atlantis program as soon as he gets home.

Of course, the massive expansion of the program means Barab now must consider some other factors not directly related to the mission of Quest Atlantis. Chief among them is server space. Much more hardware will be needed to support thousands of new participants in the coming months. The grant will also provide for more staff.

Chuck Carney

Binford Elementary students use "Quest Atlantis."

The program is the leading edge of giving parents and teachers the opportunity to make sure they can turn the influence of gaming to their advantage. Barab points out that commercial games now out-earn the Hollywood box office receipts. "Do I really want the storytellers that are educating my children to be Sony, Blizzard, and Electronic Arts?" he said. "I think there are a lot of wonderful games out there that have good messages, but I think we as educators need to enter that market and start to develop compelling stories that kids will want to adopt in addition to those commercial ones."

The Games Young People Play and How They Play Them

The key to modern education just might be locked inside a Playstation.

"Only by looking at the details can we ever begin to understand the impact that video games can have."

— Richard Stein

For 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 a recent morning in the Wright Education Building, where Appelman, clinical associate professor of Information Systems Technology, and his team gather data on game players' technique and decision-making within a variety of video games. Appelman says that, since many kids from fifth grade up are spending as much as 30 hours a week playing such games, learning styles are changing.

The Jackson Creek students participated through "Partners in Education," a program established 14 years ago to expose students to a university setting. Many were surprised to step into the school and finding Playstation, Wii, and other gaming consoles. "Most don't consider game play as research," Appelman said.

After all, Appelman's lab seems more like a free arcade than a research setting. Although researchers watched the gamers interact with the programs and took notes, the students were mostly free to work their way through a variety of games in different formats, including tennis and soccer games, a driving simulation, and a game based on the movie *Finding Nemo*. (Games used in the study did not exceed the "Teen" rating assigned by the Entertainment Software Rating Board.)

"We get to spend our entire school day playing games and helping these guys research and stuff," Jackson Creek student Aryel Stickels said. "But we have a bunch of fun doing it."

With so many students exposed to so much gaming, Appelman said educators must determine why the games are fun, but, even more specifically, why students make decisions to learn how to succeed in those games.

"This is the way the learners want to be taught; this is where they want to be," Appelman said. "They don't want to sit in a chair in a classroom." The style of learning is changing because students now expect to take content and interact with it. That's quite a change from the basic structure of schools, Appelman said.

"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."

In some ways, Appelman said the new learning is actually tied to an old teaching theory. He said it's not unlike "experiential learning," a concept espoused by American education philosopher John Dewey. In his 1938 work *Experience and Education*, he stated that knowledge is socially constructed and based on experiences. The teacher's job is to organize content and facilitate the experiences. "So we're actually going backwards to some of the old things that we kind of just got rid of," Appelman said. "But now that interactivity and functionality is so high, we now have an opportunity to create these virtual spaces that are authentic."

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

— Bob Appelman

Chuck Carney

Bob Appelman

Of course, it's not as if video games haven't been under a research microscope to this point. Studies across the globe have focused on violent games and their affect on young players. The IU research is driven by an apparent dichotomy the other research creates, according to one of Appelman's researchers. "Numerous studies appear talking about the benefits for children of video game play: problem-solving, socialization, et cetera," said Richard Stein, a PhD candidate in the School of Education as well as an instructional designer at Bloomington-based "Option Six," an e-learning company. "All of these articles and statements are focused on the potential end-result, not actually what is happening. So, to better understand what players do as well as how they do it, we've taken a fairly micro approach," he said. Among the things Stein said researchers are looking for is identifying visual cues, meaningful moments in the game, and clues to what the player is thinking about as he or she plays. Right now, he said there are a lot of gaps in researchers' knowledge about games and other media.

The time for such research is crucial, Stein added. "Because of not only the immediate impact on children when children are playing for hours a day, but also the long-term impact on society, which is just now beginning to filter into the workforce as the younger hardcore gamers are graduating college in droves."

Commercial game-makers have already spent a lot of time studying what attracts game players; earlier this year, the consumer and retail information provider NPD Group reported the third straight year of recordbreaking sales for U.S. video and PC-game sales, more than $18.8 billion. Now there is more impetus to discover what gamers will like but also learn from. There are numerous Web sites and blogs now devoted to discussing their development, including www.seriousgames.org, the Web site developed by the "Serious Games Initiative" at the Woodrow Wilson Center for International Scholars in Washington, D.C. The Web site states the goal of the initiative is "to help usher in a new series of policy education, exploration, and management tools utilizing state-of-the-art computer game designs, technologies, and development skills."

Growth in the serious games genre has implications across age ranges and beyond schools. "Serious games" range from exergaming, video games that incorporate exercise (such as use of a treadmill), to hotel-training simulations used by the Hilton Corp.

The data is gathered in very detailed form. The researchers first note demographic characteristics of the game players, then compile a detailed time-based log of what happens in the game, then conduct interviews with the group to gather general gaming perceptions. The researchers can then break down the timing of certain events in the game to compare which students played the game more efficiently, and why the other players didn't chose the same strategies.

"All of this data helps us paint a picture of how players interact with games as well as some understanding of poten-

"We get to spend our entire school day playing games and helping these guys research and stuff. But we have a bunch of fun doing it."

— Aryel Stickels

tial impact on the player," Stein said. "It's amazing that we see some players learn complex patterns of pressing buttons after practicing it only two or three times. Sometimes it's even more amazing to wonder if the steady increase of difficulty in the game is speeding up the learning process. Only by looking at the details can we ever begin to understand the impact that video games can have."

Another of Appelman's research assistants said the observation of players in fairly explicit detail makes answers more meaningful. Jesse Strycker, a PhD candidate, said he and other researchers observe how long it takes some players to work through a scenario, how much they deviate from how the best players negotiate the game, and the consequences of certain strategies. "Emerging trends will then allow us to identify what works and what doesn't and who these 'rules' apply to," Strycker said. "We then incorporate these considerations into the design of educational games that should be better received, more meaningful, and of greater value to players."

If the research can be reproduced more widely, obviously, the knowledge base of students using games will become wider. "If other researchers adopt the same methodology we can start to compare data from different regions and cultures," Strycker said. "This would allow the identification of still larger trends."

Although Appelman and his Instructional Systems Technology staff have ample opportunity to examine the game playing of college-aged students, the middle-schoolers provide a richer opportunity. He said college students don't tend to reveal much about strategy and choices they make within a game. But the middle school students love to talk about how they play. "These students who come in are just really open to sharing their strategies," he said.

To learn more about making such games for middle school students more viable and successful, Appelman and his team carefully planned the two-hour session. After first studying demographic information about the students, the researchers considered their subjects' game-playing skills and their familiarity with certain games and game platforms.

"At that point, each researcher will pick up a premise for what they want to test," Appelman said. "Novices have a lot of trouble with the user interface, of knowing what it is that [the game is] telling them, whereas the experts have got this down to where they can multitask and read all this stuff it's telling them." The researchers examined the way in which both types of players handled themselves on particular games and systems. They also paired game newcomers with expert gamers to study how they interacted to play a multiplayer game. "We're interested in the conversation," he said. "Exactly how does this expert show and train and teach this novice?"

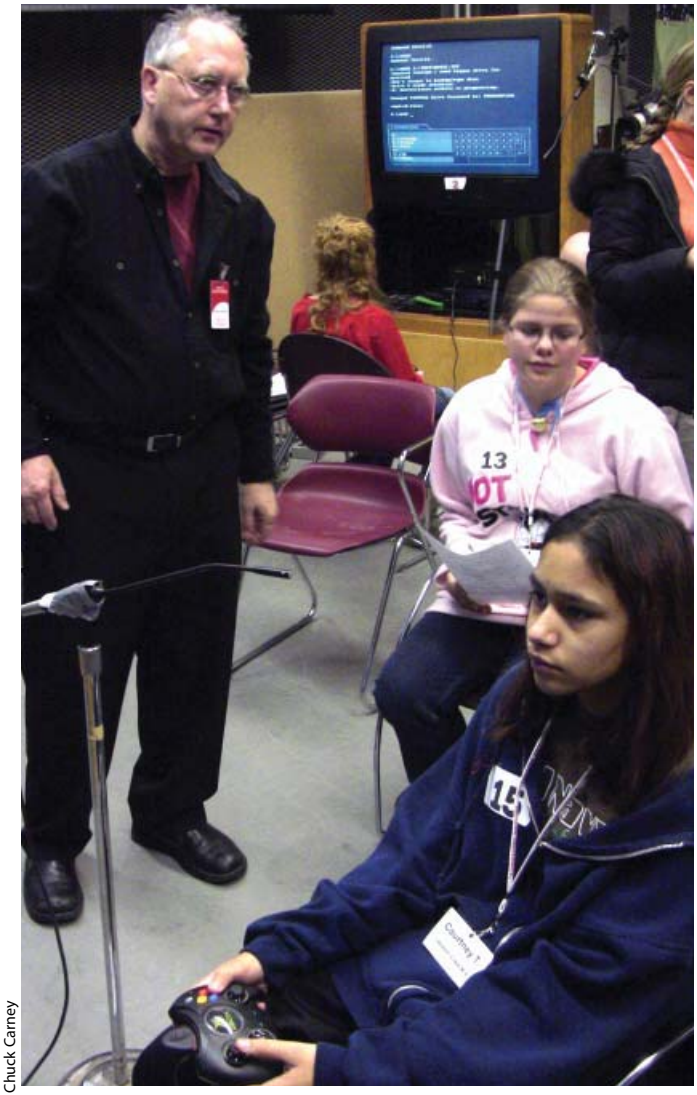
While each player played, a video camera captured both the player and the game so that researchers could see the player reaction to exactly what was happening in the game.

Chuck Carney

A camera records the game-playing strategies.

"Emerging trends will then allow us to identify what works and what doesn't and who these 'rules' apply to. We then incorporate these considerations into the design of educational games that should be better received, more meaningful, and of greater value to players."

— Jesse Strycker



Chuck Carney

Appelman watches students play games.

After reviewing the game, the researchers asked why the game players decided to proceed in a particular manner during the game. "So we ask them in a qualitative type of analysis, 'why are you doing that?'" Appelman said. Most often, he said the answers indicate they just like doing a particular thing in a game. "They love the control, that no one's in there saying 'you can't do that.'"

What is becoming clear to researchers is that students are much more used to a trial and error approach to learning — something Appelman said educators used to avoid at all costs. "This generation has no problem with failure," Appelman said. "They 'die' hundreds of times a day. But they learn from that, so it's a lot of experiential learning." That realization by commercial game developers has resulted in numerous options offered to game players. He said educators can learn from that and give students the chance to do more things in the classroom.

As for the middle school students, most attest to some educational value in the games they play. Stickels struggled with Wii tennis for a time during the session. The system's joystick is a wand that emulates the action of a tennis racket. A player swings it to return a serve or make one. "I didn't know how to swing the racket, until I finally knew that you were supposed to do your wrist and make it go," she said. "It was actually pretty fun once I got to learn that."

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You can now see and hear more of what is going on at the School of Education. Short video features are available on the IU School of Education homepage, along with listings of events and news highlights. A comprehensive list of currently featured videos is available through the new IU Podcast page. And we're also on YouTube.

All of our video features focus on research, activities, and news about the Indiana University School of Education at Bloomington and the Indiana University School of Education at IUPUI. You'll hear portions of important discussions and guest speakers, see the work of students and researchers, and get a glimpse of the impact the School is having on education throughout the community, the state, and the world.

"This generation has no problem with failure. They 'die' hundreds of times a day. But they learn from that, so it's a lot of experiential learning."

— Bob Appelman

Why the Geography of Learning Matters and How Harry Potter is Speaking Out on School Standards

Professor at School of Education at IUPUI pursues wide-ranging studies of modern education

Very often, you can learn a lot about an educator by taking a glance around an office he or she occupies. In that personal space—in the case of professors, often stacked with papers, books, and sundry other materials—you can see a lot about where the teacher comes from, has been, and where he or she is going.

During a recent day in Rob Helfenbein's office, you could find on his desk a book regarding the early 20th century educational writings of John Dewey. On his wall is a poster recalling the stance student protesters took against the Chinese Communist government at Tiananmen Square in 1989. A prized possession from a flea market — an old school blackboard, used by Helfenbein to keep track on research schedules and other matters — hangs on a wall facing it.

On that blackboard, you can just make out "HP." The vowel-less shorthand indicates his work on a research paper about to be published on the modern reading phenomenon of *Harry Potter*. The fifth installment, which was recently made into a movie, relates to the federal school accountability law "No Child Left Behind."

"The 'Ministry of Magic' wants to standardize the curriculum of the Hogwarts School of Wizardy," explained Helfenbein, assistant professor of teacher education at the IU School of Education at IUPUI. "They bring in a new administrator. They bring in a new high-stakes test for the young wizards."

In the *Harry Potter* world, a representation differing from typical popular culture (think the principal in "Ferris Bueller's Day Off"), the school is a refuge. Teachers provide safe harbor. Then the government gets involved and starts

Chuck Carney

Rob Helfenbein

standardizing things. In the paper tentatively titled "A Reading of Resistance in *Harry Potter* Text," Helfenbein points out that the students resist and form their own class.

"I think in a lot of ways, it's a story about the unintended consequences," he said. As the *Harry Potter* phenomenon sweeps the world, Helfenbein thinks educators ought to pay more attention to what is being said here and in other popular culture forms. "They tell us something about how people make meaning out of the world," he said. In this case, *Harry Potter* presents the framework critics of "No Child Left Behind" often use. "The classic example in my world would be civics," he said. "What we've seen nationally is social studies education has decreased in the country, but that's not what the lawmakers intended."

Helfenbein comes from a background as a middle- and high-school social studies teacher. He spends much of his time looking at the real-world learning space of students. "Technically, I'm a geographer, as well," he said. Helfenbein is an adjunct faculty member in the Department of Geography.

His work connects the disciplines in a very practical way. He studies "critical geography," defined as the intersection of space, place, power, and identity. During his dissertation research on a voluntary after-school computer lab in Raleigh, N.C., Helfenbein noticed very different ways the students operated in the school and in the lab, located across the street from the struggling urban high school.

"I realized that the way they talked about both the lab and the school was very much in place-based language — 'over here it works like this, but over there it works like this,'" he said. "They were giving me very sophisticated readings of two very different places. They were using the lab in order to help them survive the things that weren't so positive for them across the street at the school," Helfenbein added. He likens it to a "border crossing" for the students.

Now Helfenbein is using that study of place and learning to get a better handle on what's going on in urban school settings of Indiana and what may be coming. His research focuses on the west side of Indianapolis, where schools are becoming much different in terms of demographics and ethnicity. The places where students learn are changing rapidly, and this is about to change more.

"One of the things we're going to have to do is make sure that we're providing the best education possible for these kids." — Rob Helfenbein

"At one of the schools I worked at, they had a 19 percent English as a New Language (ENL) population," he said. "But if you look at the census data, 50 percent of the homes in their district are ENL." That data indicates many more ENL students haven't yet reached the schools, but will soon. "One of the things we're going to have to do is make sure that we're providing the best education possible for these kids."

A commitment to urban education drew Helfenbein to join the School of Education at IUPUI. He said the involvement of faculty within the community schools and centers is exciting for his future research. He's conducting work with the Peace Learning Center, which focuses on conflict resolution. But his work is stretching well beyond Indianapolis and the United States.

As the associate director for the Center for Urban and Multicultural Education (CUME), he's helping wrap up a statewide evaluation of the 21st Century Scholars program work at the college level. The 21st Century Scholars program is designed to allow lower to middle-income families to send their children to college. He says the data indicates the educational context, much as with his other work, matters greatly. Programs for students at various Indiana college campuses don't work equally well at all campuses, he said.

And while he's focusing on the center of urban learning environments in the U.S., he's also part of the ongoing Macedonian Primary Education Project, which involves several IU School of Education faculty. He's been to Macedonia twice, even teaching an eighth-grade geography class during his last visit. He understands the critical nature of the work in the war-torn Balkans region. "If there ever was a critical geography, it's there," he said.

As for the lay of the land in his office, Helfenbein said, like many others in the School of Education, his work ensures he may not see it all that often. Faculty are so involved in the community around campus, he said it's actually hard to schedule a meeting. "But that's a commitment that's exciting," he said. "It makes it exciting to do this kind of work."

IN MEMORIAM

Sadie Grimmett
January 31, 1931–October 6, 2007

Sadie Grimmett, former professor in the Department of Counseling and Educational Psychology, died Oct. 6, 2007. She retired from the IU School of Education in 1995 and later returned to live in Portland, Ore. Grimmett lived in Portland from age 12, until she left to attend the University of Oregon. She was a Portland school teacher before earning her PhD from Peabody College, now a part of Vanderbilt University.

Grimmett was a professor at the University of Arizona and Syracuse University before joining the School of Education faculty in 1973. Here, she became a professor in the Interdisciplinary Doctoral Program on Young Children, then a member of the human development faculty in educational psychology. Her research focused on how children's learning progressed over time.

The Rhodes Scholarships of Teaching

Work begins on Woodrow Wilson Teaching Fellowship at IUPUI

The eyes of the nation are turned upon a program that places the Indiana University School of Education at IUPUI directly on the leading edge of a new movement to change teacher preparation. Reports about the first Woodrow Wilson Teaching Fellowship dissipated quickly any doubts about its significance. Here's how the *New York Times* reported it the day after national, state, and university leaders announced its launch in Indianapolis:

Chuck Carney

Wilson Foundation President Arthur Levine with Governor Mitch Daniels.

> *Taking the prestigious Rhodes Scholarships as a model, the Woodrow Wilson National Fellowship Foundation in Princeton is creating a fellowship program that it hopes will lure top students into teaching and transform teacher education in the United States.*

The *Times*' reporter certainly did not take a false impression from the announcement made at Arsenal Tech High School in Indianapolis in December. "We're talking about the Rhodes Scholarships of teaching with Indiana as the first state to award them and the first state whose young people will benefit," said Indiana Governor Mitch Daniels. "Nothing gives a child a better chance in life than an excellent teacher."

IUPUI, along with Ball State, Purdue, and the University of Indianapolis are part of the initial fellowship that will provide a $30,000 stipend to college seniors, recent graduates, and career-changers for a year-long master's program. The IUPUI fellowship—a joint project between the School of Education, School of Engineering and Technology, and the School of Science—is focused on math and science majors to help meet the increasing need for math and science teachers. The Urban Center for the Advancement of STEM Education (UCASE) will coordinate the program. To qualify, students with an outstanding undergraduate record must commit to teaching for three years in a high-need school. For the IUPUI program, those will be urban high-need schools. A Lilly Endowment grant is supporting the effort, supporting 20 students at each participating Indiana institution.

Director of the IUPUI Wilson project, Charlie Barman, professor of science education and the director of UCASE, also agrees that the fellowship has the potential to be transformative. "The Wilson project will be a real boost in our efforts to prepare qualified math and science teachers," Barman said. "Our hope is to attract the brightest and best individuals possible. Because this is will be a national recruiting effort, we anticipate increasing our numbers of science and math teachers as well as maintaining quality candidates."

"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 M. Gonzalez said. "This is exciting and will help bring the best and brightest to a profession that is so desperately needed to achieve the state's economic development goals and improve America's global competitiveness."

The national recruiting effort got a major boost for the high-profile attention the project received after the announcement. Aside from the *New York Times*, details of the story ran in *The Washington Post*, as well as numerous other newspapers running copy from news wire services.

"Anytime you receive national press about a project has to help in raising the visibility of the project and thus increase the pool of individuals interested in the project," Barman said. "We anticipate getting some very quality applicants."

The work is now underway to get the program running. IUPUI Chancellor Charles Bantz has selected a committee to begin the planning and implementation phase. The program will follow a similar path towards master's degrees as laid out in the existing Transition to Teaching program. The schools of education, science and engineering will give fellows the option of one Master of Science or Master of Arts in Teaching. Complete designs of the master's coursework will be under review early next year. Fellowship candidates can begin applying in fall 2008, with selection coming in spring 2009. The first cohort of fellows begins work in summer 2009.

President of the Woodrow Wilson National Fellowship Foundation, Arthur Levine stated frankly that the purpose of the program is to remake teacher preparation. He said the Indiana institutions showed a willingness to be on the leading edge.

"Indiana was selected as the lead state for launching this fellowship because of the commitment to education shown by the governor and other state leaders, strong support for the program within the state's philanthropic and business communities, and the willingness of leading universities as well as local school superintendents to advance exemplary approaches to teacher preparation, "Levine said.

The Wilson Foundation outlines four goals for its fellowship initiative:

• **Transform teacher education**—not just for Fellows but for the universities that prepare them, other teacher candidates in the same programs, and the high-need schools where they are placed as teachers;

• **Get strong teachers into high-need schools.** Indiana has chosen to focus on attracting math and science teachers, though other states may choose different subject areas;

• **Attract the very best candidates to teaching** through a fellowship with a well-known name and high visibility, similar to a National Merit Scholarship; and

• **Cut teacher attrition and retain top teachers** through intensive clinical preparation and ongoing in-school mentoring, provided by veteran teachers and supported by able principals.

After the launch in Indiana, the Wilson Foundation will pursue a state-by-state strategy to implement the program across the country. Ohio plans to start the program next year.

Three Graduates Among Top Lilly Fellowship Recipients

Three is a magic number for some Indiana University School of Education graduates. They are among the top recipients of the 2008 Lilly Endowment Teacher Creativity Fellowship Program grants announced in February. The program, started in 1987, is designed to fund projects for Indiana educators that the Lilly Endowment finds "personally renewing and intellectually revitalizing."

This year, three former School of Education students, each earning an award for the third time, are among seven "distinguished fellows." Each winner receives $25,000 to pursue his or her project, which may include travel around the country and the world.

Caroline J. Hewitt, BS '92 from the School of Education at IUPUI, now a teacher at Franklin Central High School in Indianapolis' Franklin Township, won to pursue her project called "Vision Quest: Coming Full Circle." Hewitt, also a fellow in 1995 and 2003, plans to study Native American stories, traditions, and cultures, as well as compose poetry and enhance photography skills, while integrating Native American stories and her own writing into creative-writing classes.

Also from Franklin Central, **Duane S. Nickell, EdD'92** from the School of Education at IU Bloomington, won his third Lilly Fellowship. He earned grants in 1993 and 2002. This time, Nickell will pursue "A Physics Odyssey," which will take him to labs, historic sites, museums and observatories. He'll write history articles for each site, then add demonstrations, hands-on activities, and experiments to his classroom teaching.

Raymond Park Middle School of Warren Township in Indianapolis boasts the third Lilly Fellowship winner with a School of Education tie. **Debora D. Bova, MS'85** from IUB and a fellowship recipient in 1991 and 2004, will use her $25,000 to research British nursery rhymes and lore. The end result will be "The Nursery Rhyme Exposé: Clarifying the Rhymes," a publication for middle school students.

The Lilly Endowment named 121 other educators as fellows, awarding each up to $8,000 to pursue projects.

Shaun Harper, PhD '03, now an assistant professor in the Graduate School of Education at the University of Pennsylvania, delivered the eighth annual Samuel DuBois Cook Society Lecture at Duke University on Feb. 20. Duke's Cook Society asked Harper to give the lecture focusing on college access, social capital, and anti-deficit perspectives of black male student success for its annual event designed to advance African-Americans in society. The Cook Society is named after Duke's first black professor. Harper authored the largest-ever empirical research project on black male undergraduates, the National Black Male College Achievement Study. Harper is also the editor of a new book on diversity and student engagement, *Creating Inclusive Campus Environments for Cross-Cultural Learning and Student Engagement*, and co-editor of a new book about race issues on college campuses, *Responding to the Realities of Race on Campus*. He is co-author of a book coming out this spring regarding student engagement called *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations*.

University of Pennsylvania

Shaun Harper

Susan Johnson, PhD '07, received the National Association of Student Personnel Administrators Hardee Dissertation of the Year Award in March at the association's meeting in Boston. Johnson earned her PhD in Higher Education and Student Affairs at IU. She is now a project associate for the National Survey of Student Engagement, a program of the IU Center for Postsecondary Research in the School of Education.

Steve Kain, EdS '76, is once again the superintendent of the Richland-Bean Blossom Community School Corporation. The school board hired him for his third term as schools superintendent in January. Kain held the job from 1979 to 1987, then returned in 1998 before leaving in 2003. Most recently he was a Cass County Commissioner. He has also been an educational consultant for the Indiana architectural firm of Veazey Parrott Durkin & Shoulders.

Indiana Governor Mitch Daniels has named Danny Shields, MS'77, to the governor's Education Roundtable. Shields is the only teacher among 33 appointed to the board chaired by the governor and co-chaired by the state schools superintendent. The body is a state advisory board on educational matters from preschool to higher education. The roundtable includes superintendents, state legislators, clergy, and business leaders.

Paula Rooney, EdD '78, the president of Dean College in Franklin, Mass., received the National Association of Student Personnel Administrators President's Award in March at the association's meeting in Boston. The organization presents the honor for "a college or university president who has, over a sustained period of time, advanced the quality of student life on campus by supporting student affairs staff and programs," according to its award guidelines.

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Leading the NAACP into Modern Age, Alum Works on Age-old Issues

In third stint as interim president and CEO, Dennis Hayes says the methods might change, but issues remain the same

For the third time in his 23 years at the National Association for the Advancement of Colored People, an IU School of Education graduate finds himself guiding the historic organization as its president and CEO. But as the NAACP approaches its 100th anniversary next year, Dennis C. Hayes, BSEd'74, JD'77, is trying to lead it into the next century of service.

After former NAACP President Bruce Gordon stepped aside in March 2007, Hayes was once again called upon to serve as the organization's interim president and CEO. He'd done this in 1993 and 2005, leading through other transition periods for the organization he first joined as assistant general counsel in 1985, later as general counsel in 1990.

This time, he stepped in at a turbulent time. The NAACP had just smoothed over rocky relationships with the White House, dealt with some financial issues, and saw Gordon leave after clashing with organization board members.

Hayes speaks of his latest challenge as one that can invigorate the NAACP. "The NAACP has a fresh opportunity to reinvent itself," Hayes said. "We're working to rebuild structures and to change our processes to incorporate more modern, innovative ways to raise funds, to communicate and what have you. It is a big job, but one that I'm having a great time doing."

Among the reinventions he is working on is increasing membership among younger people. "Given the nature of the world today with the infusion of technology and young people who are learning differently, getting their information in different ways," he said, "it's a challenge for us to meet them where they are in order to continue to grow our association and its membership."

The key, he said, is showing how little some of the issues have changed over the years, despite much progress over time. Discrimination is more subtle now, he said, "mutating" into other forms. That makes it harder to discern problems he said have remained constant since the NAACP formed—lack of jobs for minorities, livable wages, disparities in education, and voting discrimination.

"We have the problem of adults not teaching their children about historical lessons that caused the nation to be divided by race," Hayes said. "We have a challenge to teach not just to the young children, but to the adults that we are still dealing with the same problems, that it is important for us to remember past lessons so we don't have to repeat them."

Young enough to understand the changing times, Hayes is old to enough to have experienced the lessons of the past. He graduated from Indianapolis' segregated Crispus Attucks High School in 1969. He actually didn't plan to attend IU. Hayes wanted to go to a historically black college or university, but his teachers and family objected.

"There was the obligation, I felt, in the black community to go out and desegregate universities and campuses to learn to learn with white students," he said. IU, like other large universities in the Midwest, was encouraging more minority students to enroll. He had some familiarity with IU through two years of summer courses he took through "Upward Bound," then a relatively new federal program designed to prepare students who came from backgrounds less likely to steer them to higher education.

Still, his arrival on the IUB campus was a jolt. "For me, it was mind-altering," he said. "The only white people that I saw [before] were on television. And I had heard the stereotypical lessons about how smart white people were and how inferior black people were."

Chuck Carney

Dennis Hayes

Hayes said IU did a good job of supporting him and other African-American students on campus in those days. After earning his degree, he went on to the Indiana University School of Law–Indianapolis. After eight years in private practice as an attorney, he joined the NAACP as a lawyer.

After many years of service to an organization about to enter its second century, Hayes has no doubt that its goals are still as relevant today as in 1909. While society has undoubtedly made progress—including the strong presidential candidacy of an African-American in the current election cycle—he said the discussions of race must continue.

"We have to talk about race, take it into account," he said. "We have to be willing to do some uncomfortable things, to talk about some uncomfortable things to get to where we need to be. No doubt, we've come a long way. But we do have yet a ways to go."

CLASSNOTES

Before 1960

Robert L. Willman, BA'40, MS'51, spent 33 years as a teacher and administrator. He writes that he has 10 educators in his immediate family, four of whom are IU alumni. Willman's son, **John**, MS'71, is a middle-school English teacher; his daughter-in-law, **Marietta (May)**, MS'74, is a high-school art teacher; his daughter, **Jane Willman Dablow**, MS'89, is a middle-school special education administrator; and his grandson, Robert, MS'00, is a high-school English teacher. Willman also has two granddaughters, two granddaughters-in-law, and two grandsons who are educators. Willman lives in New Albany, Ind.

Donald C. Danielson, BS'42, LLD'94, is vice chairman of City Securities Corp. in Indianapolis. In October 2007 he received the Herman B Wells Visionary Award from the IU Foundation, honoring his philanthropic leadership on behalf of the university. Danielson has served as IU vice chairman of the Campaign for Indiana, participated in the Wells Scholars campaign, and has served as co-chairman of the Academic Endowment Campaign for IU Bloomington. A member of the IU Foundation Board of Directors, he lives in New Castle, Ind., with his wife, Patricia (Peterson), BA'45.

Vera Cummings Morrow, BS'42, MS'50, recently moved to a retirement community in Bellevue, Wash. She writes, "I'm enjoying my new home, as they have many activities — current events, bridge, exercises — many things to do with lovely people!"

Laurence J. Falwell, BS'48, MS'49, is retired, having worked for 39 years as a high-school teacher in St. Louis, Mo. After returning from World War II, he attended IU Bloomington under the GI Bill. Falwell's wife, **Georgia (Battles)**, BS'43, also attended IUB, and she writes that she worked in the office archives of former IU President Herman B Wells, BS'24, MA'27, LLD'62, from February 1946 to August 1949. Georgia is also retired, having worked for 31 years as a teacher and counselor in Venice, Ill. An I-Man in track, Falwell and his wife live in St. Louis.

In May 2007, Vivian Jurca Williams, BA'64, of Round Rock, Texas, traveled to Carmel, Ind., for the 90th birthday of her lifelong friend **Frieda Renfro Ellingwood**, BS'45, MS'49, EdD'95. The women celebrated with a visit to Disney World. Ellingwood lives in Carmel.

Patsy Hamilton Dickey, BS'48, is the author of *Bellcat & Pigboy*, printed by BookSurge Publishing. Previously, she has worked for Oglethorpe University, serving as their director of public relations and editor of the university's alumni magazine. Dickey lives in Atlanta.

1960s

Anne Gayles-Felton, EdD'61, is a professor emerita of education at Florida A&M University in Tallahassee. In April 2007, Florida A&M Interim President Castell Bryant presented Gayles-Felton with the Meritorious Achievement Award, the highest award presented by the university. Gayles-Felton was inducted as a distinguished member of the Association of Teacher Educators in February and has also been recognized by the association as one of 70 leaders in teacher education in the United States. She holds an honorary doctorate of humane letters from her undergraduate alma mater, Fort Valley (Ga.) State University, and was recently honored at FVSU's Carousel of Excellence Recognition Luncheon for the contributions she has made in the field of education. Gayles-Felton lives in Tallahassee, Fla.

Roger Conwell Jr., MS'62, is a commissioner for the Louisville/Jefferson County Revenue Commission in Louisville, Ky. Previously, he worked for 32 years in Jefferson County Public Schools as a teacher, assistant principal, and principal. After retiring, Conwell remained active in the public school system, working as a consultant and administrative mentor in the system's central office. He also served for 11 years as executive director of the Kentucky Association of Elementary School Principals and, in 1987, was elected the state's National Distinguished Principal. Conwell lives in Louisville.

Donald S. Kachur, BS'64, MS'66, EdD'71, was elected to a three-year appointment to the 18-member board of directors for the Association for Supervision and Curriculum Development. He serves as the executive director of the ASCD's Illinois affiliate. Kachur lives in Bloomington, Ill., where he is professor emeritus of education at Illinois State University.

After retiring from school administration, **Melvin Branch**, BS'66, MS'67, now works as case manager for the Port Cities Rescue Mission in Port Arthur, Texas. An I-Man in football, Branch writes that he enjoys working in the ministries and helping people. He lives in Port Arthur.

In March 2007, three IU alumnae were nominated to receive the Fort Wayne, Ind., ATHENA Award: **Rebecca Pierce Hill**, BS'67, a retired teacher and executive director of the Fort Wayne YWCA; **Patricia Polito Miller**, BS'60, co-owner/president of Vera Bradley Designs Inc. and former Indiana secretary of commerce; and **Kay Lintz Williams**, BS'73, MSBA'81, vice president of information technology for Do It Best Corp. in Fort Wayne

Linda Samson Hoffman, BS'67, MS'68, and her husband, Craig, BA'67, MD'70, write, "We continue to utilize our skills as physician (Craig) and educator (Linda) as we expand our business as executive directors and coaches helping people regain their ideal weight and optimal health with Take Shape For Life." The Web site of the business is www.neverhungry.tsfl.com. The Hoffmans live in Sarasota, Fla.

Stephen H. Petersen, BA'67, MS'69, EdD'77, is assistant vice chancellor and director of alumni relations at Washington University in St. Louis. He previously served for 24 years as vice president for student and alumni affairs at the University of Central Missouri. Most recently he was associate vice president for alumni relations at Saint Louis University. Petersen and his wife, Joann, live in Wildwood, Mo., and have four grown children — Robert, Melisa, Kristin, and David. He can be contacted at shp@charter.net.

Louis N. Essers, BS/MS'68, writes, "IU provided piano scholarship money to pay for [my] degree under [Distinguished Professor of Music] Menahem Pressler after I won a national piano concerto competition in South Africa playing the Rachmaninoff second piano concerto. I met Mr. Pressler (on tour with the Beaux Arts Trio in Cape Town) and on a handshake arrived at IU with a promise of a full scholarship. IU honored that promise, and I am proud to have graduated from IU [with two degrees], including piano/psychology and educational psychology. Since then I have earned the EdD, [from the University of Cincinnati]." Essers is a psychologist at the National Naval Medical Center in Bethesda, Md. He lives in Potomac, Md.

1970s

Louis J. Bobilya, MS'70, PhD'73, is vice president of real estate and economic development at Montreat (N.C.) College. He is responsible for planning and developing the college's new campus, east of Asheville. Bobilya lives in Black Mountain, N.C.

Gregory L. Scherschel, BS'72, has been elected president of the Indianapolis Estate Planning Council for 2007–2008. A financial adviser with Northwestern Mutual Financial Network since 1983, he is also a charter member of the Hoosier Hills Estate Planning Council. He and his wife, **Peggy (Hutton)**, BS'82, MS'89, a teacher at Clifty Creek Elementary School in Columbus, Ind., have raised four children. They live in Columbus.

"The [IU Bloomington] education department's urban semester program in 1972–1973 influenced me and my worldview. I have been an educator ever since," writes **Gloria C. Esenwein**, BS'73, of Cincinnati. "I am a licensed massage therapist with a practice — A Healing Place (www.ahealingplacemassage.com). I am a dancer/choreographer/teacher and have taught a variety of dance forms for the past 30 years. I perform with Women of Sole, a tap company, and was recently honored with a tribute for starting a celebration of tap dance in Cincinnati, now in its 13th year."

Ava L. McCall, MS'74, PhD'87, is a professor and department chairwoman in the curriculum and instruction department of the University Wisconsin–Oshkosh. She teaches social studies methods and has more than 20 publications focusing on integrating a multicultural, social reconstructionist approach to teaching, including the book *Teaching State History: A Guide to Developing a Multicultural Curriculum*. McCall's most recent publication is the chapter "Struggles and Possibilities of a Feminist Department Chair" in volume two of the monograph *Transforming the Academy: Struggles and Strategies for Women in Higher Education*, published by Greymill. She and her partner, **David Calabria**, MS'84, live in Oshkosh.

Karen Sanders Raleigh, MS'74, lives in Chapel Hill, N.C., with her husband, Donald, MA'73, PhD'78, who is the Jay Richard Judson Distinguished Professor in the department of history at the University of North Carolina.

Nancy Johnson Maxwell, BA'76, MS'83, is a painter living in Martinsville, Ind. She writes that she was selected as one of the 10 best plein air painters in the state of Indiana and had work featured in *Painting Indiana II: The Changing Face of Agriculture*, published by Quarry Books, an imprint of Indiana University Press. In 2007 a selection of Maxwell's paintings toured Indiana and were auctioned in Indianapolis in October. Her work can be viewed at ArtWorks of Martinsville, the Brown County Art Gallery in Nashville, Ind., and through her Web site at www.wildturkeystudio.com.

In 2006, **Stephen G. Fisher**, MS'77, became superintendent of Clarksville (Ind.) Community

Schools. Previously, he taught for 17 years in Loogootee, Ind., and was an administrator for North Posey County schools for five years. Fisher lives in New Albany, Ind.

Kari Grotness Smith, BS'77, MS'83, is assistant principal of Jerome Mack Middle School in Las Vegas. She writes that the school had the highest score improvements in the Clark County (Nev.) School District. Smith lives in Henderson, Nev.

Joseph Trimboli, BS'79, MS'84, is superintendent of Lawton (Mich.) Community Schools. The Michigan Association of School Administrators recently elected him president of Region 7, an area that includes Berrien, Cass, St. Joseph, Van Buren, Kalamazoo, Calhoun, and Branch counties. Trimboli lives in Granger, Ind.

1980s

Volleyball I-Woman **Karin Wallenstein Thomsen**, BS'82, MS'90, is a resident instructor and dean of girls at the Pine Ridge School in Williston, Vt. She writes that the boarding school focuses on students who are dyslexic or have visual learning differences and desire a college education. Thomsen's husband, Vic, is the student liaison at the school and also in charge of transportation. Thomsen and her husband live in Williston, residing on the school campus with their cat and two chocolate Labs.

John R. Laws, EdD'86, is the dean of student affairs at Ivy Tech Community College in Lafayette, Ind. He lives in Lafayette.

1990s

In 2007, football I-Man **Jeffrey S. Purichia**, BS'90, MS'92, completed 15 years of teaching and started work at North Harrison High School in Ramsey, Ind. He coaches football and teaches physical education. Purichia lives in New Albany, Ind.

April S. Grunden, BS'94, is a partner at the law firm Baker & Daniels in Fort Wayne, Ind. She works in the firm's trust and estates practice group. Previously, Grunden owned her own private practice and worked at the firms Galbraith & McMains, Van Gilder & Trzynka, and Hunt Suedhoff Kalamaros. She lives in Fort Wayne.

Andrea Rossing McDowell, MA'95, PhD'01, MS'02, is a visiting assistant professor of Russian literature at Seattle University. She and her husband, Sean, MA'95, PhD'00, live in Federal Way, Wash., with their son, Kieran, who was born on Sept. 20, 2006.

2000s

Candice Caudill Due, BS'00, lives in Greenwood, Ind., with her husband, Stephen, BS'99, JD'02, assistant general counsel for the OneAmerica Companies in Indianapolis. The couple has two daughters, Callie and Molly.

"[I have] finished my first year of teaching high school biology, anatomy, and physiology at my alma mater, George Rogers Clark Middle School/High School in Hammond, Ind. I am loving every minute of it!" writes **Jessica L. Pramuk**, BS'02. She lives in Whiting, Ind.

Tara A. Ulrich, BS'02, earned her master's degree in educational leadership from the University of Central Florida in August 2007. She lives and works in Orlando, Fla., where she teaches high-school social studies.

A teacher at Orleans (Ind.) Elementary School in his hometown, **Christopher B. Simmons**, BS'04, writes that he was recently featured in *Who's Who Among American Teachers*. He lives in Orleans.

Sarah A. Echols, BS'05, planned to move to Salvador, Brazil, on Jan. 10, 2008. She writes that she will be doing volunteer work with low-income children and teens. Previously, Echols taught third grade for Newport News (Va.) Public Schools.

Brenda L. Utter, MS'05, works for Warsaw (Ind.) Community Schools. She has published a book through Corwin Press, *Pick and Plan: 100 Strategies for Lesson Design*. Utter lives in Etna Green, Ind.

Kara E. Wahl, BS'05, is in her third year of teaching at Holy Rosary School in Evansville, Ind. She lives in Evansville.

Christopher Thomas Young, BS'05, and Kelly Marie Reinhold, BA'06, were married on June 16, 2007. Chris is a sixth-grade science teacher and head wrestling coach at Doe Creek Middle School in New Palestine, Ind. Kelly works for Humana Inc. as a human-resources analyst. The couple recently purchased their first home in New Palestine.

Ashley L. Rundle, BS'07, is a teacher at Hawfields Middle School in Mebane, N.C. On Aug. 27, 2007, the *Burlington Times* ran an article about Rundle's first day teaching. She lives in Burlington.

The editors gratefully acknowledge the assistance of the Indiana University Alumni Association in compiling class notes. To submit information, write to the Alumni Association at 1000 E. 17th St., Bloomington, IN 47408, or visit the IUAA on the Web at www.alumni.indiana.edu.

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