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Tomorrow's  
Teachers Today

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# Southern Dialogue

VOLUME 7, ISSUE 1

SPRING/SUMMER 2011

## Languages and Cultures around the Globe

**Judith Hammer  
and Elena Schmitt**

### *World Languages and Litera- tures*

They say that being a teacher of a foreign language is easy. All you need is to be a native speaker or a fluent user of the language you teach. The rest is a piece of cake: you stand in front of a class of more or less inexperienced foreign language learners conversing in and about the language you know. Right? Of course not! Everyone in the teaching profession can attest to the fact that teaching is a challenging endeavor. In fact, there might be only one thing that is more complicated than

being a teacher - and that is becoming a teacher.

This year we are celebrating the 7th anniversary of a program that was developed by Dr. Elena Schmitt in 2004 and is successfully run by Dr. Judith Hammer for Southern's future teachers of French, German, Italian and Spanish. Through this program we have created a unique "lab" where teacher candidates create lesson plans, teach, analyze their teaching, and do a good deed for the community. This program is a part of the Secondary Teaching Methods course and is graciously hosted by Wintergreen Magnet School in Hamden, CT, as the after

school program "Languages and Cultures around The Globe."

This after school language program involves elementary and middle school children; it runs over a period of 10 weeks and is free to Wintergreen children. The program exposes these children to a second or even third language through fun activities adapted to the students' age, introducing them to cultures in many exciting parts of the world. Our future student teachers teach about the culture and the daily life in the countries of the chosen language while incorporating games, crafts, songs and stories related to the topic of

*Continued on page 4*

## From the Editor

Greetings! We hope you are enjoying the summer and thank you for waiting so patiently for this new issue of *Dialogue* after a delay in publication. This latest issue features a special focus on preparing tomorrow's teachers and leaders today on the indi-

vidual, local, national and global levels.

As always, *Southern Dialogue* aims to energize faculty and inspire dialogue about teaching and learning. Our next issue will have a special focus on international programs

and globalizing the curriculum, and I invite you to send your article ideas, anecdotes, news and images to me at [hudsonjl@southernct.edu](mailto:hudsonjl@southernct.edu).

All best wishes for summer,

Jennifer A. Hudson, Editor

## SOUTHERN DIALOGUE GUIDELINES FOR SUBMISSIONS AND EDITORIAL POLICIES

*Southern Dialogue* gladly considers:

- Short reports from different disciplines on college classroom practices
- Articles that focus on practical ideas related to teaching and learning in higher education and explorations of issues and challenges facing university faculty today.
- Announcements of work-in-progress and requests for collaborators
- Announcements of conference presentations, publications, community outreach and creative projects
- Scholarship of teaching and learning/pedagogical book and website reviews
- Images in JPEG format with a minimum resolution of 300 dpi.

Submissions must be in electronic format (as a MS Word file). Send to Jennifer A. Hudson, Editor, at [hudsonjl@southernct.edu](mailto:hudsonjl@southernct.edu).

The Editorial Board reserves the right to edit all submissions for length and clarity, and assumes no responsibility for the views expressed in the contributions selected for publication. Submissions accepted for publication may be published in both print and electronic copy. All rights revert to the author(s) upon publication.

# Using Concept Maps

Salvatore J. Corda

*Educational Leadership and  
Policy Studies*

For the past several semesters I have used concept maps with my students as an important tool in helping them describe and understand their own thinking about leadership. Novak and Cañas (2008, p. 1), define concept maps as "... graphical tools for organizing and representing knowledge." Maps can serve as a graphic organizer of one's thinking or a presenter of one's ideas. When the substance of using concept maps is fully understood, it provides another tool for a learner to independently address solving instructional problems, irrespective of content area.

A concept map is constructed in response to a focus question, for instance, "What is a hero in Greek tragedy?" or "What is the structure of the human heart?" Novak and Cañas (2008) identify four important terms that are important to understand in using concept maps. A *concept* is a perceived regularity in events or objects, or records of events or objects designated by a label. The label for most concept maps is a word, although symbols can be used. Sometimes more than one word is used. Lines that may also be uni- or multi-

directional in their relationship connect the concepts. *Linking words or phrases on the line* specify the relationship between two concepts. *Propositions* are statements about some object or event in the universe, either naturally occurring or constructed. Propositions contain two or more concepts connected using linking words or phrases to form a meaningful statement. *Cross-links* are the relationships or links between concepts in different segments or domains of the concept map.

Those interested in using concept maps would do well to read carefully Novak and Cañas (2008) article since it clearly concept maps, the psychological and epistemological foundations of concept maps, and provides a useful guide to help students in their construction of concept maps. The illustrations in the article make clear how concept maps can be used in all disciplines. An added bonus is information about free concept map construction software, available in both PC and Mac platforms, which makes the use of concept maps easy for any course. The authors go into some depth in how the software can be used.

Although concept maps can be used for a variety of purposes, I use them as the means by which students

are able to see the difference in their thinking about leadership between the beginning and the end of the course. Leadership Perspectives is the foundation course for students pursuing certification as school or district administrators. Students, almost all of whom are currently teachers, construct two concept maps—one due at the third meeting of the course and one due at the end of the semester. The focus question used to generate the concept map is "What is leadership?" A narrative that explains why the student has constructed the map in that particular way is an integral part of the assignment.

The first concept map students create is usually linear in its construction and does not reflect a lot of interconnectedness among the concepts. The initial narrative is relatively short since students are asked to describe their current thinking without the benefit of the course discussion and content. Usually there is not a lot of understanding about the complexities of leadership in the initial concept map and the construction of the concept map reflects the top down model that most teachers have in their view of leaders and leadership. The initial concept map provides a picture of how stu-

*Continued on next page*

# Using Concept Maps

dents have constructed their own meaning about leadership at that point in time and, for many, it is the first time they have had to explain the how and why of their thinking. My expectation is not a “correct” answer; it is demonstrating reflective thinking which serves as a stimulus for the work we will do during the semester in exploring leadership.

The second concept map is far richer and complex because of the developing understanding that leadership is a multifaceted idea, complicated in ways that students had not imagined. Although Novak and Cañas (2008, p. 1-2) suggest that the concept map is constructed in a hierarchical fashion with the main idea at the top, this idea depends on the topic and how students think about it. For example, I ask students in my course to construct their concept map with leadership in the center of the map rather than starting with it at the top. This forces them out of a mind set that says leadership is hierarchical and reinforces the interdependence of the various elements that help to define good and powerful leadership. The narrative is much longer since the expectation is that the student will integrate the course discussions, activities and readings into both the concept map and the explanation. The second concept map and narrative serve as the final assessment for the course.

Two weeks before the second concept map is due, students submit a draft of the concept map to two other students who are part of a three-

person team. The team engages in a presenter/inquirer protocol where each student presents the draft and the other team members question the presenter about why the concept map was constructed in that particular way. The final step in the protocol requires the developer of the concept map to share with colleagues a response to the prompt “As a result of this conversation with respect to my concept map, I am now thinking about...” The protocol serves several purposes. Each student must think about a colleague’s work through the lens of understanding the concept map so that a dialogue can be created with others. This also sets the stage for looking at other’s work thoughtfully since there is an expectation that thoughtful questions will be raised. Engaging a presenter through questions forces the inquirer to forego judgment and focus on understanding. Careful listening to others is essential for the dialogue to occur. The questioning forces the presenter to be specific in the explanation of the concept map and, many times this results in the presenter rethinking the selection of concepts, the choice of linking words, and the construction of propositions.

The value of the protocol is its reinforcement of what students have learned about an important behavior of good leaders—listening to others’ ideas, reserving judgment, and using new information to re-adjust prior thinking. Many students report the value of this exercise in refining their own thinking and in the con-

struction of their final concept map. We always spend time in a reflective conversation about the value of the group exercise and the importance of protocols as a tool for leaders to create learning environments where all members of the organization are encouraged to work collectively in solving problems of practice. I am developing some ideas about using the creation of a group concept map to assess its effectiveness as a learning tool.

The use of the software in constructing the concept map facilitates creative thinking. Concepts can easily be moved to explore different relationships and how they present a visualization of thinking. Many times, seeing the concepts that have been thought about right in front of you suggests relationships that otherwise may have been overlooked. The software has the capacity to organize like ideas in similar ways and use colors as differentiators of different subsets. Users can link resources such as files, websites, images, etc.

The concept map requires students to express themselves in a visual, not just a written way. For some this is a new effort; for others it validates an effective form of expression usually overlooked in most coursework. In identifying the critical concepts needed to explain the idea, students begin the process of brainstorming responses to “What does this idea really mean?” By requiring the use of powerful linking words phrases in or-

der to create the propositions, the learner is forced to think deeply about the topic. By creating cross-links, students begin to see the “big picture” of how concepts are connected to each other and larger ideas. In leadership, the ability to see things from the larger perspective is crucial. What is most profound for both student and teacher is the change in the concept map from the beginning of the term to the end that demonstrates how a student’s thinking has matured and developed. What may have been first approached as merely an exercise becomes an epiphany about learning that students almost unanimously exclaim has occurred. Many times students will report difficulty constructing their concept maps because they have not had to think with this kind of focus and depth. They have been forced out of their comfort zones. Invariably, students report that the concept has been a powerful tool for them. Colleagues who also teach this course report the same reaction. Students often have come back to me and told me that they now use concept mapping in other courses as a way of describing and refining their own thinking irrespective of the topic. The concept map becomes a way for the students to understand how they have constructed their own meaning about leadership.

*SD*

*References and Notes Continued on page 5*

## Languages and Cultures around the Globe (continued from page 1)



*Still Life with Gastric Peptide.* Mia Brownell (Art), 2010. Oil on canvas, 30x36 inches. Private Collection, Boston, MA; courtesy of Sloan Fine Art, New York, NY.

the day. Some of the topics include greetings, food, holidays, colors, days of the week, the family, body parts, emotions, actions, dances, music, monuments, etc. While each class experience builds the children's confidence in communicating in another language and develops their awareness of a different culture, the language teaching practicum also expands the future student teachers' horizons and confidence. The SCSU teacher candidates gain experience in managing a classroom and providing language and culture learning opportunities for the Wintergreen children which simultaneously functions as a dress rehearsal for student teaching.

This internship is also a perfect opportunity for the professor who teaches the Methods class to observe teacher candidates and help them learn how to meet the requirements of student teaching and state-mandated beginner educator programs in the future. The professor observes each teacher candidate by moving from one language class to the next throughout the teaching hour. Upon completion of the hour, the teacher candidates and the instructor get together for a debriefing during which they reflect on their lessons using the ru-

bric provided for this experience. The professor gives constructive feedback and advice to the students based on the student-teaching evaluation form which is used for regular student teaching observations. Teacher candidates continue to reflect on their teaching and do a self-assessment of their performances. This self-reflection, together with lesson plans and sample activities, is to be uploaded on students' personal TK20 online portfolios and thus fulfills an important function in development of an emerging teacher identity. The online portfolio can reflect students' progress and advancement and can be shared with future employers.

In seven years, SCSU Foreign Language teacher candidates have excited over 200 children at Wintergreen Magnet School about cultures and languages of the world. They found inspiration in their future profession through thorough preparation, teaching, and reflection. So is teaching easy? Of course! With a full semester of a rigorous internship that accompanies their Methods class and is filled with lesson planning, teaching, observations, discussions, reflection, and community service, our

teacher candidates feel at ease in their first own classrooms. *SD*

### Upcoming Conferences

*4th Annual Global Studies Conference, July 18-20, 2011, Rio De Janeiro, Brazil*  
<http://onglobalisation.com/conference-2011/>

*3rd International Conference on Science in Society, August 5-7, 2011, Washington, D.C.*  
<http://www.science-society.com/conference-2011/>

*Educating for Personal and Social Responsibility: A 21st Century Imperative, October 13-15, 2011, Long Beach, CA*  
<http://www.aacu.org/blast/meetings/network/2011/psrcfp1.cfm>

*Ubiquitous Learning: 4th International Conference, November 11-12, 2011, Berkeley, CA*  
<http://www.ubi-learn.com>

*Don't see it here? Looking for a conference on teaching and learning that might be more discipline specific? Visit <http://www.conferencealerts.com/school.htm> for a comprehensive listing of upcoming teaching and learning conferences worldwide.*



## Using Concept Maps

(continued from page 3)

### References

Novak, J. D. & A. J. Cañas, (2008) The theory underlying concept maps and how to construct and use them. Technical Report IHMC CmapTools 2006-01 Rev 01-2008, Florida Institute for Human and Machine Cognition, 2008, available at: <http://cmap.ihmc.us/Publications/ResearchPapers/TheoryUnderlyingConceptMaps.pdf>

### Notes

Concept map software available at: [http://cmap.ihmc.us/download/dlp\\_CmapTools.php?myPlat=Win](http://cmap.ihmc.us/download/dlp_CmapTools.php?myPlat=Win)

### In the next issue of *Southern Dialogue*...

We will feature a special focus on **international programs** and **globalizing the curriculum!** What are you doing in your classrooms here at Southern and beyond to engage our students in global learning experiences? Maybe you were a trip director for one of our summer international field study programs or use technology to bring international flair into the classroom. Maybe you have advised students to study a world language or take part in study abroad or you had an international student in your classroom. Maybe you are doing something innovative that we don't know about! Whatever you are doing, we want to hear about and feature it in our upcoming Fall 2011 issue! Please refer to the submission guidelines on the side bar of **page 2**. *À bientôt*  
—JAH

# “Drive By” Library Instruction

Rebecca Hedreen

*Library Coordinator for Distance Learning and Sciences Reference Librarian*

Despite the fact that we all know students need to use the library, and students don't usually know how to use it effectively, it's painful to give up a class session to come over to the library for library instruction. When schedules have been disrupted by weather, it's even more painful. In many classes, students may have widely varying needs for library instruction, depending on their previous classes and experience, so it's even harder to give up class time for something that only some students may need.

The library has a solution: the “drive by” library session. In your own classroom, your subject librarian can take 10 to 20 minutes to introduce herself, briefly feature a couple of resources, and tell students how to get in touch when they need help. These sessions can be scheduled when they will make the most impact, for instance when a research paper is assigned and discussed. Since the sessions make minimal impact to your lecture schedule, you could even request several sessions scheduled at important milestones: first assignment of the project or projects, after a draft is returned, when the bibliography is reviewed, etc. (Librarians can also assist teaching faculty in creating assignments that take best advantage of library resources so that students have a good learning experience using the library.)

There isn't time to do a full database demonstration in these sessions. Instead, the librarian can point out which databases are good for certain types of topics or resources: this one for research articles, this one for statistics, etc. This can be especially useful when students have such diverse topics that they wouldn't all benefit from the same databases. I've done a sort of Q & A with students, getting each student's topic and suggesting a database to start in. Sometimes, a specific search technique will benefit most of the class; then a very quick demo is in order, showing specific subject headings, search limiters, or unusual resources. For instance, CINAHL has a check box for “Author is a Nurse”, and America: History and Life allows limiting by historical period of the topic (not the publication date).

We stress the individual research consultation in these sessions. Teaching faculty can encourage students to visit a librarian outside of class in a number of ways. Some faculty require all students to make appointments, give extra credit, or assign a research consultation to a struggling student. In any case, the students get a chance to concentrate on their own specific research topics, and to see how a research specialist goes about finding content.

The primary purpose of the “drive by” session is to remind students that they have a library and librarians and that the library resources are

a crucial part of a research assignment. If squeezing in a library session has seemed impossible, give a drive by session a try and give your students the reminder that the library is here for them. *SD*

### External Funding Sources—Community of Science

The Community of Science (COS) features the most comprehensive source of funding information available on the Web, with more than 25,000 records, representing over 400,000 funding opportunities, worth over \$33 billion. COS covers the life sciences, social sciences, humanities and technology, with funding opportunities for research, travel, collaborations, training, and artistic pursuits. See more information at Sponsored Programs and Research (SPAR)'s website: <http://www.southernct.edu/spar/fundingopportunities/>



# 2011-2012 Curriculum-Related Activities Grants

**Amal Abd El-Raouf**, Computer Science, *Teaching Students Concepts, Design and Implementation of Object-Oriented Programming*

**Sousan Arafeh**, Educational Leadership and Policy Studies, *Review of EDLs Educational Policy Studies*

**Laura Bower** and **Beena Achhpal**, Elementary Education, *Redesign of the Elementary, Early Childhood, and Bilingual Programs*

**Richard Cain**, Public Health, *31st International Conference on Critical Thinking*

**Ata Elahi** and **Hrvoje Podnar**, Computer Science, *Computer System Laboratory Manual*

**William Faraclas**, Public Health, *LEP Capstone Course: PCH 497 - Internship*

**Michele Vancour** and **Louisa Foss**, Counseling and School Psychology, *CSP 575: Counseling Supervision: Theory and Practice*

**Ellen Frank**, Management/MIS, *Introduction to Business in the LEP*

**Rex Gilliland**, Philosophy, *Assessment Instrument for the LEP Tier 1 Critical Thinking Course*

**Mary Ann Glendon** and **Tammy Testut**, *Learner-Centered Activities for Nursing Students*

**Mark Groskreutz**, Special Education and Reading, *Graduate Course ABA*

**Judith Hammer** and **Elena Schmitt**, World Languages and Literatures, *Exchange Program with Jaume I University in Castellon de la Plana, Spain*

**C. Patrick Heidkamp**, Geography, *Geographical Expedition to \_\_\_: A Field Based Research Experience (LEP Tier 3)*

**Julia Irwin** and **Kate Marsland**, Psychology, *Service Learning in Child Development & Social Policy*

**Jessica Kenty-Drane**, Sociology, *Apocalypse, Now?*

**Terrence Lavin** and **Jeff Slomba**, Art, *Implementation of Three-Dimensional Printing Technologies in the Classroom/Studio*

**David Levine**, Art/Judaic Studies, and David Pettigrew, Philosophy, *Memory and Representation in Holocaust and Genocide Studies*

**Yi-Chun Tricia Lin**, Women's Studies, *LEP Course Titled "Women, Community, Technology"*

**Yan Quan Liu**, Library & Information Sciences, *Course-Pack to Supplement ILS 539*

**Heidi Lockwood**, Philosophy, *Online Sites for Faculty Teaching Critical Thinking*

**Armen Marsoobian**, Philosophy, *Liberal Education Tier 3 Connections Capstone*

**Kenneth McGill**, Anthropology, *Curriculum Map for Anthropology Department*

**Val Pinciu**, Mathematics, *MAT 250: Foundations of Mathematics*

**Elizabeth Rodriguez-Keyes** and **Dana Schneider**, Social Work, *APA Style in the Social Work Profession*

**Michael Shea**, English, *Shakespeare Tier 2 LEP*

**Vivian Shipley**, English, *Folio*

**Kathleen Skozcen**, Anthropology, and **Astrid Eich-Krohm**, Sociology, *Interdisciplinary Minor in Social Sciences & Medicine*

## Congratulations to ...

**Deborah Carroll (Psychology)** on her selection as the 2011 recipient of the **J. Philip Smith Award for Outstanding Teaching!**

**Kate Marsland (Psychology)** for being named 2011's **Outstanding Academic Adviser!**

**Steven Corbett (English)** for being named 2011's **Technological Teacher of the Year!**

# 2010-2011 CSU Research Grants

**Gregory Adams**, Sociology, *The Impact of Urban to Rural School Relocation in Hefei, China*

**Valerie Andrushko**, Anthropology, *Osteological Analysis of Inca Burials from the Cuzco Region of Peru*

**Kristine Anthis**, Psychology, *Which Career to Pursue? The Roles of Industry and Distress*

**Imad Antonios**, Computer Science, *An Analytical Model for Gossiping with Unreliable Communication*

**Sousan Arafeh**, Educational Leadership and Policy Studies, *Bringing "Education" into Focus: Research Activities to Highlight Education's Roles in Implementing National (Tele)communication Infrastructure in the United States*

**Barbara Aronson**, Nursing, *Development and Initial Psychometric Testing of an Instrument to Assess Student Learning after Participation in a Capstone Course in Nursing*

**Larry Brancazio**, Psychology, *A Neurobiological Examination of Audiovisual Speech Perception in ASD*

**Abe Bidarian**, Physics, *Micro and Nanoscale Investigations of Iron-Doped High Temperature Superconductors (YBCO + Fe)*

**Laura Bower**, Education, *The "Other" Side of USA: a Collaborative Inquiry of Minorities in Teacher Education*

**Vincent Breslin**, Science Education and Environmental Studies, *Depuration of Oyster Tissue Metals Following Relay from Restricted Beds*

**Mia Brownell**, Art, *Sabbatical Leave Research: Investigating the Dutch and Flemish Still Life Masters*

**Terrell Bynum**, Philosophy, *The Information Revolution and the Nature of the Universes*

**David Chevan**, Music, *Jazz Souls on Fire: Spiritual Works by Jazz Composers*

**Adiel Coca**, Chemistry, *Development of the Polyene Cyclizatoin Reaction*

**Sarah Crawford**, Biology, *Potential Therapeutic Impact of Anti-Oxidant Targeting of the Tumor Microenvironment*

**Margaret Das**, Biology, *Mapping the Amino Acids that Facilitate Receptor Binding, Cell Invasion and Intracellular Localization by Dr + Escgeruchia coli*

**James Dempsey**, Communication Disorders, *Impact of Noise on Late Auditory Evoked Potentials of Monolingual and Bilingual Speakers*

**Cheryl Dickinson**, Education, *Talking through Texts: A Comprehensive Model for Literacy Development Based on Strategic Reading, Writing and Discussion at the Middle Grade Level*

**Nicholas Edgington**, Biology, *Characterization of Molecular Pathways that Regulate the N/C Ratio*

**Marie El-Nabbout**, Mathematics, *Study of Probabilistic Thinking among Math Major Students*

**Matthew Enjalran**, Physics, *Theoretical Investigations of Interacting Electrons on a Triangular Lattice*

**Robert Forbus**, Marketing, *Understanding the Impact of Non-Native-Accented English upon Purchase Intention among Recipients of a U.S. Television Commercial*

**Louisa Foss**, Counseling and School Psychology, *Master's Student Experiences in Counselor Education*

**Terese Gemme**, Music, *Creating Historically-Based Lyrics for Use in an Original Choral Composition*

**Rex Gilliland**, Philosophy, *Novelty and Creativity*

**Judith Hammer**, World Languages and Literature, *A Qualitative Study of the Relationship of Classroom Language and Cultural Perception*

**Frank Harris**, Journalism, *Racial Identification: The Evolving Description of Blacks in the American News Media -1690-2011*

**C. Patrick Heidkamp**, Geography, *Towards an Environmental Economic Geography of Uneven Development*

**Sue Ellen Holbrook**, English, *"Hope of Health" through Petitioning God: Spiritual Healing in Texts Reflecting Christian Culture in Late Antiquity and the Medieval Era*

**Julia Irwin**, Psychology, *A Neurobiological Examination of Audiovisual Speech Perception in ASD*

**Brian Johnson**, English, *Word and Image: A Poet-Painter Book*

**Jan Jones**, Recreation and Leisure Studies, *Assessing the Perceived Impacts of Volunteerism Development in Jordan*

**Andrew Karatjas**, Chemistry, *Synthesis of Alkenyl Pinacolboranes from Alkynes*

**Chang Suk Kim**, Information and Library Science, *Understanding Search Task Difficulty: a Research Proposal*

**Robert Kirsch**, Accounting, *The Role of the Federation des Experts Comptables Europeens (FEE) Played in the Decision of the European Union (EU) to Adopt International Accounting Standards (IAS)*

**Richard Kustin**, Marketing, *Marketing Standardization and Profit Performance of Japanese and Israeli Multinational Firms*

**Erin Larkin**, World Languages and Literature, *Benedetta Cappa Marinetti and the 'Creation' of Second Futurism*

**Steve Larocco**, English, *Shame, Reciprocity and the Ethical Impulse*

**Terrence Lavin**, Art, *Research and Analysis of the Clockwork Mechanism in the L'Horloge de Rouen Cathedral in Rouen, France*

**Annette Madlock Gattison**, Communication, *The Pink and the Black: Breast Cancer Culture and African American Women*

**Cathryn Magno**, Educational Leadership and Policy Studies, *Educational Leadership Policy Convergence in Kenya*

**Joseph Manzella**, Anthropology, *Alternative Communities and Spiritual Rebirth in Western Europe*

Continued on next page

## 2011-12 CSU Research Grants (continued from page 7)

**Armen Marsoobian**, Philosophy, *The Armenians of Ottoman Turkey: A Photographic Exhibition*

**Jennifer McCullah**, Communication Disorders, *Impact of Noise on Late Auditory Evoked Potentials of Monolingual and Bilingual Speakers*

**Robert McEachern**, English, *Watching and Waiting*

**Kenneth McGill**, Anthropology, *Ethnography of the Welfare State in a District of the Former East Berlin*

**Virginia Metaxas**, History, *Women, War and Medicine in Twentieth-Century Near East*

**Diana Newman**, Communication Disorders, *Types of Reading Disorders in Aphasia and Theoretical Implications*

**Kalu Ogbaa**, English, *Carrying My Father's Torch: A Memoir*

**Pina Palma**, World Languages and Literature, *Women at War: The Italian Resistance*

**David Pettigrew**, Philosophy, *Witnessing Genocide in Bosnia: Pathways to Justice*

**Val Pinciu**, Mathematics, *Art Gallery Problems for Polyominoes*

**Jonathan Preston**, Communication Disorders, *Understanding & Treating Articulation Disorders Using Biofeedback*

**Mary Purdy**, Communication Disorders, *Types of Reading Disorders in Aphasia and Theoretical Implications*

**Laura Reynolds**, Special Education & Reading, *Developing an Early Screening Assessment to Predict Reading Difficulties in English Language Learning Kindergarten Students*

**Lisa Rebesch**, Nursing, *Development and Initial Psychometric Testing of an Instrument to Assess Student*

*Learning After Participation in a Capstone Course in Nursing*

**Debra Risisky**, Public Health, *Evaluation of the Centering Pregnancy Program*

**Elizabeth Roberts**, Biology, *Investigating the Impacts of Loline Catbolizing Bacteria on Fitness of Their Tall Fescue Host*

**Michael Rogers**, Anthropology, *Continuing Research on the Earliest Archaeological Record: Behavioral Variability in the First Tool Makers*

**Elena Schmitt**, World Languages and Literature, *Business Loans: To the Issue of Lexical Borrowing in Modern Business Russian Language*

**Todd Schwendemann**, Physics, *Micro and Nanoscale Investigations of Iron-Doped High Temperature Superconductors (YBCO + Fe)*

**Camille Serchuk**, Art, *Art in Court / Art at Court: A Map of the Forest of Thelle*

**William Sherman**, Psychology, *Cancer Awareness, Prevention & Treatment: Effects of Equal Health Care Access*

**Vivian Shipley**, English, *A Ninth Book of Poetry about Women from 1800 to Early 1900*

**Jeff Slomba**, Art, *Trading Visions: Medieval Craft Applied to Contemporary Secular Imagery in New Sculpture*

**Andrew Smyth**, English, *Maria Edgeworth and the Education of the Poor*

**Joseph Solodow**, World Languages and Literature, *Livy, Book XXI: A Stylistic-Histriographical Commentary*

**Louise Spear-Swerling**, Special Education & Reading, *Assessing Educators' Readiness for Implementing*

*Reading Interventions: A Cross-Cultural Comparison*

**Jessica Suckle-Nelson**, Psychology, *Cancer Awareness, Prevention & Treatment: Effects of Equal Health Care Access*

**James Tait**, Science Education and Environmental Studies, *Estimating Sediment Metal Concentrations Using Sediment Mean Grain Size and Loss on Ignition Data*

**C. Michele Thompson**, History, *A History of Smallpox and Preventive Treatments for It in the Lands Bordering the South China Sea, 1805-1950*

**Thuan Vu**, Art, *Translating Vietnamese Imagery*

**Jonathan Weinbaum**, Biology, *Systematics, Form and Function in Extinct Relative of Crocodylians*

**Deborah Weiss**, Communication Disorders, *Impact of Noise on Late Auditory Evoked Potentials of Monolingual and Bilingual Speakers*

**Leon Yacher**, Geography, *Geographers and Their Roles in the Formation of Geography as a Science in Paraguay: A Return Visit*

**Chulguen (Charlie) Yang**, Management /MIS, *Why We Tell Stories at the Workplace: An Evolutionary Explanation*

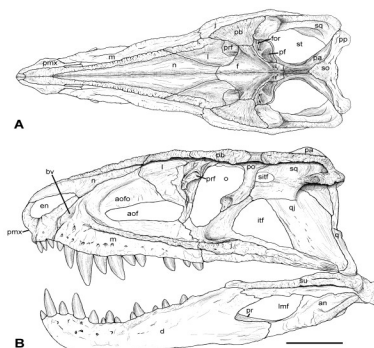


Image: Weinbaum, J.C. 2011. The skull of *Postosuchus kirkpatricki* (Archosauria: Paracrocodyliformes) from the Upper Triassic of the United States. *PaleoBios* 30(1): 18-44.



## Spring 2011/Fall 2011 Faculty Development Grants

### Spring 2011

**Sousan Arafah, Dorothy Vasquez-Levy, and Lystra Richardson**, Educational Leadership, *Engaging the SCSU Community in Interdisciplinary Problem Solving: The Achievement Gap*

**Barbara Aronson and Leslie Neal-Boylan**, Nursing, *Update on the Role of the Clinical Nurse Leader*

**Mia Brownell and Jeff Slomba**, Art, *Visiting Artist Lecture Series 2011*

**Ilene Crawford, English, Judith Hammer and Elena Schmitt**, World Languages and Literatures, **C. Michele Thompson**, History, and **Thuan Vu**, Art, *Teaching English as a Foreign Language in Vietnam: Navigating Constraints and Creating Opportunities for English Language Learners*

**Bonnie Farley-Lucas**, Communication, *Curriculum Summit: Course Mapping and Building Community Connections*

**Margaret Generali and Louisa Foss**, Counseling & School Psychology, *Behavioral Activation Training for Professional Counselors and School Psychologists*

**Blake Harrison**, Geography, *Alternative Environmental Futures: Individual and Community-Based Action and its Place Faculty Research and Course Content*

**Norris Haynes, Joy Fopiano, Patricia DeBarbieri, and Kari Sassu**, Counseling & School Psychology, and **Carlos Torre**, Elementary Education, *Connecticut's Achievement Gap: Issues, Policies and Strategies*

**Patrick Heidkamp**, Geography, and **Susan Cusato**, Science Education and Environmental Studies, *The SCSU Campus Garden- A Catalyst for Sustainability Education*

**Esther Howe**, Social Work, and **Deborah Flynn**, Public Health, *Inside the School House Door: Knowledge and Skills Professionals Need in the 21<sup>st</sup> Century*

**Tricia Lin**, Women's Studies, *Eighth Annual Celebration of 64 Days of Nonviolence*

**Annette Madlock-Gatison and Michael Bay**, Communication, *Adjunct Faculty Development Program*

**Armen Marsoobian**, Philosophy, *Philosophy Department Colloquium Series*

**Kenneth McGill**, Anthropology, *Anthropology Department Workshop to Develop Critical Thinking Curricula*

**Pina Palma**, World Languages, *Thinking Beyond the Classroom*

**Christine Petto**, History, *Keynote Talk for the 7<sup>th</sup> Annual Conference for the International Association for the Study of Environment, Space, and Place*

**Todd Rofuth**, Social Work, *Self-Study for Reaccreditation Technical Assistance*

**Elena Schmitt and Judith Hammer**, World Languages and Literatures, **Ilene Crawford**, English, **C. Michele Thompson**, History, and **Thuan Vu**, Art, *Higher Education Reform in Vietnam: Negotiating Constraints and Creating Opportunities for Global Cooperation*

**Vivian Shipley**, English, *Publishing Workshops with National Editors*

**James Tait and Vincent Breslin**, Science Education and Environmental Studies, **Dwight Smith**, Biology, *8<sup>th</sup> Annual Seminar Series on the Ecology and Environmental Quality of Long Island Sound*

**Christine Unson**, Public Health, *Statistical Skills Improvement Courses*

**Eric West**, Geography, *Extending the Use of Geographic Information Systems in Faculty Teaching and Research*

### Fall 2011

**Norris Haynes, Joy Fopiano, Patricia DeBarbieri, and Kari Sassu**, Counseling & School Psychology, **Carlos Torre** and **David Levande**, Elementary Education, **Sousan Arafah** and **Peter Madonia**, Educational Leadership, and **Christine Broadbridge**, Physics, *Closing the Achievement Gap in the STEM Fields*

**Norris Haynes, Joy Fopiano, Patricia DeBarbieri, and Kari Sassu**, Counseling & School Psychology, **Carlos Torre** and **David Levande**, Elementary Education, **Sousan Arafah** and **Peter Madonia**, Educational Leadership, and **Christine Broadbridge**, Physics, *Understanding and Using the National Assessment of Educational Progress (NEAP) Database*

**Tricia Lin**, Women's Studies, *Faculty Development Symposium on Ecology/ Spirituality/ Sustainability*

Continued on next page

## Spring 2011/Fall 2011 Faculty Development Grants (continued from page 9)

**Armen Marsoobian**, Philosophy, *Philosophy Department Colloquia Series*

**Elsie Okobi**, Information & Library Science, *Embedding Information Literacy Competencies into Individual Courses: a Workshop for Faculty and Librarians*

**Pina Palma**, World Languages and Literatures, and **James Rhodes**, English, *Tenth Annual Medieval Studies Conference*

**Tim Parrish**, English, *Literary Readings and Discussions with Authors*

**Jim Rauschenbach, Jin Jin Yang** and **Daniel Swartz**, Exercise Science, *Infusing Adapted Physical Education Teacher Education Inclusionary Tactics into All Phys Ed Teacher Education Courses*

**Elena Schmitt** and **Judith Hammer**, World Languages and Literatures, *Language across Disciplines: a Visit from Dr. William Grabe*

**Pennie Sessler Branden**, Nursing, *The Challenge & Rewards of Working People with Disabilities: What Educators Need to Know*

**Vivian Shipley**, English, *Publishing Workshops with National Editors*

**James Thorson, Samuel Andoh, Peter Bodo** and **Sanja Grubacic**, Economics and Finance, *Department of Economics and Finance Seminar Series and Current Economic Events Panel Discussion*

### Minority Recruitment and Retention Grants

#### Fall 2010

**Carlos Torre**, Education, *An Evening of Recent Puerto Rican Films: La Fuga, 204, and Miente*

#### Spring 2011

**Annette Madlock-Gatison**, Communication, *Voicing the Voiceless: Shaping Social Norms in Women's Health—A Book Project*

**Elizabeth Roberts**, Biology, *The Use of Plant-Associated Bacteria for Bioremediation of the Major Soil Pollutant Atrazine*

### Yale Library Card Awardees Summer 2010-Summer 2011

**Marie-Dominique Boyce**, World Languages and Literatures

**Corinne Blackmer**, English

**Resha Cardone**, World Languages and Literature

**Ilene Crawford**, English

**Robert Eldridge**, Economics and Finance

**Alan Friedlander**, History

**Richard Gerber**, History

**Steven Judd**, History

**David Levine**, Art

**Tricia Lin**, Women's Studies

**Marie McDaniel**, History

**Max Mintz**, History

**Josh Moritz**, Marketing

**Byron Nakamura**, History

**Troy Paddock**, History

**Pina Palma**, World Languages and Literature

**Christine Petto**, History

**Jean-Jacques Poucel**, World Languages and Literatures

**Thomas Radice**, History

**Troy Rondinone**, History

**Moses Stambler**, Social Work

**Julia West**, World Languages and Literatures

## Faculty Creative Research Activity Fund

**Valerie Andrushko**, Anthropology

**Barbara Aronson**, Nursing

**Lawrence Brancazio**, Psychology

**Vincent Breslin**, Science Education and Environmental Studies

**Mia Brownell**, Art

**Terrell Bynum**, Philosophy

**Adiel Coca**, Chemistry

**Cynthia Coron**, Earth Science

**Margaret Das**, Biology

**Scott Ellis**, English

**Matthew Enjalran**, Physics

**Terese Gemme**, Music

**C. Patrick Heidkamp**, Geography

**Julia Irwin**, Psychology

**John Jacobs**, Psychology

**Brian Johnson**, English

**Steven Judd**, History

**Erin Larkin**, World Languages and Literatures

**Annette Madlock-Gatison**, Communication

**Armen Marsoobian**, Philosophy

**Virginia Metaxas**, History

**Leslie Neal-Boylan**, Nursing

**David Pettigrew**, Philosophy

**Jonathan Preston**, Communication Disorders

**Debra Risisky**, Public Health

**Elizabeth Lewis-Roberts**, Biology

**Michael Rogers**, Anthropology

**Elena Schmitt**, World Languages and Literatures

**Camille Serchuk**, Art History

**Vivian Shipley**, English

**Jeff Slomba**, Art

**Michele Thompson**, History

**Jonathan Weinbaum**, Biology

**Eric West**, Geography

**Leon Yacher**, Geography

**Chulguen Yang**, Management/MIS

## Faculty Activities

**Robert Axtell**, Exercise Science, presented a poster titled "Prediction of  $VO_{2peak}$ : A Least Intrusive Model in Healthy Males 18-35 Years," at the American College of Sports Medicine Annual Meeting in Denver June 1-4. Co-authors were students Ian Crandall, Maria Zenoni, and Kurt Sol-lanek and faculty members Peter Latchman, Joan Finn, Ray Mugno, and Robert Thiel.

**Mia Brownell**, Art, saw her fall 2010 New York City solo show "Stomach Acid Dreams" reviewed in *Artnet Magazine* by distinguished professor of art history and philosophy Donald Kuspit. She also had work in an exhibition at Sloan Fine Art in Chicago (see image on p. 4) that opened on April 15th. See Kuspit's review at the following weblink: <http://www.artnet.com/magazineus/features/kuspit/the-new-naturalism11-22-10.asp>.

**Terry Bynum**, Philosophy, recently gave the "Covey Keynote Address" at the 2011 International Association for Computing and Philosophy Conference (IACAP2011) in Arhuus, Denmark in early July. He was honored with the Preston Covey Award for Lifetime Achievement as the result of his "innovative research and teaching in the field of computing and philosophy."

**Jonathan Weinbaum**, Biology, had a paper titled "The Skull of *Postosuchus kirkpatricki* (Archosauria: Paracrocodyliformes) from the Upper Triassic of the United States," published in *PaleoBios* Vol. 30, Issue 1 (see figure on page 8). In October 2010 he presented a poster, "A New Fossil Locality in the Late Triassic Chinle Formation of Northeastern Arizona," with J.M. Martz at the annual Society of Vertebrate Paleontology meeting in Pittsburgh. The poster's abstract was published in the

*Journal of Vertebrate Paleontology*, Vol. 30.

**Hing Wu**, Library Services, had an article "RDA Essentials" published in the February 2011 electronic issue of *CLA Today*. The article may be viewed at the following web link: <http://www.clatoday.org/?p=518>.

**Leon Yacher**, Geography, has a chapter titled "Astana, Kazakhstan: Megadream, Megacity, Megadestiny?" appearing in *Engineering Earth: The Impacts of Megaengineering Projects*, edited by Stanley Brunn. His photography also appears in *Russia and the Near Abroad*, 12<sup>th</sup> edition, edited by Grigory Ioffe. He presented a paper titled "Capital Cities of Central Asia: Changes and Transformations," at the annual meeting of the Association of American Geographers, April 12-16, in Seattle and also gave an invited lecture in April at Grand Rapids Community College in Michigan.

## Office of Faculty Development

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The mission of the Office of Faculty Development is to support teaching and learning at all levels and in all contexts in which instruction occurs at Southern. The OFD supports faculty in their roles as teachers, scholars, and members of the university and wider community.

The Office of Faculty Development is committed to promoting a spirit of innovation, collaboration, and love of learning, as well as enhancing a sense of collegiality among faculty as they expand their intellectual, teaching, and scholarly horizons. In pursuing these goals, the OFD works to enhance the intellectual climate and promote open and ongoing dialogue among all members of the university community. It serves as an advocate for academic initiatives and enterprises that relate to teaching and learning through a variety of programs, activities, and resources in achieving the university's mission. The vision of the OFD is to create an environment at Southern that facilitates and promotes effective teaching, professional development, research, university service, and integration of new instructional technologies.



### **Forum XLVII: “Understanding the Learning Process as the Gateway to Better Teaching”**

Forum XLVII, featuring Dr. Michele DiPietro on “Understanding the Learning Process as the Gateway to Better Teaching,” will be held on Thursday, August 25, 2011 in EN A 120. This interactive session is based upon Dr. DiPietro’s co-authored book, *How Learning Works: 7 Research-Based Principles for Smart Teaching* (Jossey-Bass, 2010) a synthesis of 50 years of research on learning.

Dr. DiPietro is the Executive Director of the Center for Excellence in Teaching and Learning and Associate Professor in the Department of Mathematics and Statistics at Kennesaw State University. Prior to joining KSU, he was Associate Director at the Eberly Center for Teaching Excellence at Carnegie Mellon University, where he received his PhD in Statistics in 2001. He is President Elect of the Professional and Organizational Development (POD) Network in Higher Education. His scholarly interests include learning sciences, academic integrity, diversity and inclusion in the classroom, the Millennial generation, statistics education, the consultation process in faculty development, and teaching in times of tragedy. He won the POD innovation award in 2008 for the online consultation tool “Solve a Teaching Problem” accessible at <http://www.cmu.edu/teaching/solveproblem/index.html>. His innovative course “The Statistics of Sexual Orientation” has been featured in the *Chronicle of Higher Education* and several other magazines.

Registration and breakfast refreshments will begin at 8:30am. Luncheon will be served at the conclusion of Forum at 12:30pm in ENB 121. RSVP for Forum by contacting Ms. Michele Salamone at [salamonem1@southernct.edu](mailto:salamonem1@southernct.edu) by August 19.