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## GREETINGS FROM THE CHAIR - DR. GLENN OLSEN



The semester got off to a good start and classes are full and enrollment is good. Enrollment is up in our graduate programs and down a little (less than 1%) in our undergraduate programs.

Summer was also positive for us with good enrollments as we generated 42% of the college student credit hours. This fall was the start of our new online Early Childhood Education program. We have 16 students from all over the United States and hope to attract other students from around the world in the spring semester. We also have proposals to offer online programs in ELL (English Language Learners), E-learning, Certificate in Reading, Gifted and Talented Education, and Master of Teaching (M.A.T.).

One exciting piece of news is the Education building is being remodeled. The inside will be completely changed while the exterior of the building remains the same. Construction will begin June 2010 and should be completed by August 2011.

The main challenge this fall has been keeping on top of the H1N1 flu which has affected students, faculty and staff. Most classes have been affected but only a few have had absences of more than 15%. We only have 6-7 weeks until finals and maybe students can get healthy over the Christmas holiday break.

Hope fall is going well for you.

## WELCOME NEW T&L FACULTY

### JILL SHAFER - ASSISTANT PROFESSOR, ELL



Jill received her Ph.D. from Texas A&M University. Her research interests include the impact of the educational backgrounds of English language learners on their adjustment to the U.S. educational system and preparing pre-service teachers from rural and homogenous backgrounds for working with diverse student populations. Jill has three sons. She loves to travel and has lived in both the Philippines and Uzbekistan.

### CASEY OZAKI - ASSISTANT PROFESSOR, HIGHER EDUCATION



Dr. C. Casey Ozaki received her B.A. from Westmont College and M.Ed in student affairs from the University of Southern California. Dr. Ozaki earned her Ph.D in Higher, Adult, and Lifelong Education in 2009 from Michigan State University. In her position she is teaching graduate courses in Adult Learning, Assessment in Higher Education, and The Community College. She is currently working on research that explores college students' meaning making of race in relationship to how they choose to identify themselves on forms. She is also interested in understanding college students' shifts in classroom behaviors/strategies as they return to school after absence.

## NEW FACULTY CONTINUED

### AMY JACOBSON - CLINICAL SUPERVISOR, SPECIAL EDUCATION



Amy Jacobson received her Master's degree at UND in 2002 in Special Education. Prior to becoming an instructor and clinical supervisor in the Resident Teacher Program in Special Education, she taught students with learning disabilities and emotional disturbances at Grand Forks Central and West Fargo High School for 9 years. Inclusion of students with special needs into the regular education curriculum with appropriate accommodations and assisting secondary students with the transition process to adult life are two important aspects of special education that Amy enjoyed. She currently teaches both online and on-campus courses in addition to supervising resident teachers up and

### SHANNON GRAVE - INSTRUCTOR, SPECIAL EDUCATION



Shannon Grave teaches the online Autism Spectrum Disorders Certificate Program and continues to work at The Village Family Service Center in Moorhead. Another area of professional interest for Shannon is in the area of Early Childhood and Early Childhood Special Education, particularly the field of Early Childhood Mental Health. She is currently the Project Coordinator for a substantial grant from the MN Department of Human Services using DC:0-3R to provide culturally appropriate mental health services to uninsured and underinsured children ages birth to five in MN. While it can be challenging for her to maintain two part-time jobs while working toward a Ph.D. in Higher Education, she believes that the varied experiences she is providing through her diverse roles serves to strengthen her knowledge base and thus making her a better practitioner all around.

*"Our field trip to the St. Paul schools was a great experience for me. I have never been in a classroom with such diverse students. I really enjoyed being able to observe and be a part of such unique schools. All the teachers I was around knew what they were doing and were able to engage all students. I became more comfortable working with different cultures and hope to do it again. The teachers used techniques that could be also used in other settings. I will be able to use what I learned in my future teaching and will hopefully be involved with a diverse classroom."*

*-Field Trip Student*



## NEW AND RETURNING GRADUATE ASSISTANTS

Carolyn DeLorme, GRA

Erik Kana, GTA

Adam Sansale, GRA

Bruce Farnsworth, GTA

Yuliya Kartoshkina, GRA

Christina Siegfried (IDT), GRA

Clark Hauger, GRA

Marcella Melby, GTA

Neal Tepper, GTA

Candie Hellwig, GTA

Sherry Love (IDT), GRA

Rachael Waller, GTA

Deola Johnson, GTA

Isabel Rhen, GTA

## MULTICULTURAL FIELD TRIP, OCT 11-13

As part of the Multicultural Education class, students took a two day trip to the St. Paul to visit two inner-city schools with diverse student populations. The first school, the American Indian Magnet Elementary School, was identified for its programs on American Indian language preservation and cultural studies. The school offers Ojibwa and Dakota languages to all students, who can continue this language study in St. Paul at Battle Creek Middle School and Harding High School. The school has a diverse mix of students. While approximately half of the students at this school are American Indian, the other half of the student population is made up of students who are African American, Hispanic, and Asian. Over 20% of these students are on IEPs.

The second school was the International Academy, a high school that serves, exclusively, immigrant and refugee students who have been in the country for no more than three years. All four high school grades serve students from beginner to advanced English language levels through providing sheltered content classes. UND students were able to observe writing, grammar, health, math, science, music, art and physical education in classes specifically designed for various language levels. Most students could not comprehend the idea of teaching content area classes to language learners, particularly beginner level students, before this visit; it was fascinating to hear the excitement when they saw this happening in front of them during their visit there.



*“Working with others on research and design is the most rewarding aspect of my job, because I get to work with people from so many different disciplines while mentoring graduate students in the process.”*

*-Richard Van Eck*

## IDT NEWS & RESEARCH

Richard Van Eck, Frank Bowman (Chemical Engineering), and Woei Hung will present a paper at the Computers and Advanced Technology in Education conference, which will be also published in the proceedings. This is for a game that they are developing to teach scientific problem solving in middle school. It will also be played on the Xbox 360 system and via Windows. They have applied for a grant to fully develop the game, and if funded, would be also working with Gail Ingwalson and Lars Helgeson. Right now, they are working just on a prototype as part of their UND Seed Grant.

**Richard Van Eck, Woei Hung and doctoral students are working on the following research projects:**

### **Field Dependence/Field Independence, Visual Processing, and Air Traffic Control Training**

Many articles in the field of game-based learning consist of theoretical treatises and case studies. Those that attempt to develop or validate theories based on these articles are in the minority, yet those are the most important articles and studies we will need for this growing field. By conducting such studies, we can then refine and extend those findings to other areas, including finding practical applications for them in authentic educational and work settings. This cognitive style is correlated with academic performance in all majors, so if we can show how to change it, the implications for student success are significant.

### **Analysis of Conversational Styles & Interaction in Same-Sex vs. Mixed-Sex Groups**

We recorded game design and game play sessions of boys and girls in mixed sex and same sex groups of elementary students once each week for a year. We have a form for coding what kinds of speech acts occur within groups (e.g., consensus, conflict, supportive, questioning, etc.) and what kinds of interactions occur (collaborative, one person dominates, etc.). This data coding has been going on for some time now.

### **Analysis of Game Designs by Girls, Boys, and Mixed Sex Groups**

During the same study as above, we had the groups all design and build their own games. For this part of the project, we want to examine the design documents, the actual games, and the video recorded game design sessions to see what kinds of games and themes girls, boys, and mixed sex groups developed. The results may help us design technology experiences that encourage more girls to consider technology careers.

### **Cognitive Load Study Description**

Cognitive load refers to the amount of effort being used during a task, including learning. It can be good (called Extraneous Cognitive Load, like using metacognitive skills during learning) or bad (when the instruction is poorly worded or designed). This study will attempt to measure what different kinds of cognitive load look like in terms of EEG brain readings, and will use those to validate tests of cognitive load.

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## EARLY CHILDHOOD EDUCATION ONLINE PROGRAM

Beginning fall 2009, the UND Early Childhood Education (ECE) Master of Science graduate program went online. The program is designed for working professionals who are unable to attend traditional, on-campus classes. This fall we admitted 15 new graduate students to the program and already we have six applicants accepted for spring semester. These students come from all over the country - ND, MN, MI, CA, AL, RI, OR, TX, NC, FL, GA and Canada. By being an online program we offer exposure to diversity that we have not been able to offer in our campus program.

As we were advised by others who started online programs, “Be prepared for the numbers to grow quickly!” Many thanks to go our colleagues in the Special Education Department as they were able to prepare and assist us in addressing the many issues that result from a quick increase in enrollment with an online program – reviewing applications at the tenth hour, advising at a distance, supervising practicums from afar and designing quality online courses.

The successful effort was the result of great team work between the ECE faculty and UND’s Online and Distance Education Division. As we grow, we will continue to work closely with the other EHD departments that offer classes to our graduate students so that we become the best online Early Childhood Education graduate program in the county!! For more information visit our web page at <http://www.und.edu/dept/tl/html/ECE/grad/index.html> or contact Dr Sue Offutt at 701-777-4436 or [soffutt@medicine.nodak.edu](mailto:soffutt@medicine.nodak.edu).

## MARK GUY RECIEVES GRANT AWARDS

Mark Guy is Co-PI on a \$100,000 grant from the National Science Foundation entitled, "Beyond Earth: Weaving Science and Indigenous Culture." The purpose of this project is to combine Native American and Western epistemologies in informal settings. An inquiry and simulation-based instructional model of learning will give youth and families, experiences rooted in both Native science and Western science core concepts that will change how they view themselves in relationship to the Cosmos, Earth and fellow human beings. Additional Co-PIs are: Timothy Young, UND Physics; Clarice Baker-Big Back Fort Berthold Community College, and Kathy Froelich, Sitting Bull College.

Mark Guy is PI on a North Dakota University System STEM initiative entitled, "SITE: Simulation Immersion in Teacher Education." The project is funded for two years at \$250,000 and involves collaboration among teacher educators, content consultants, teacher candidates, and teachers. K-12 students will be immersed in stunning simulations within a portable GeoDome Theatre to promote their understanding of complex and abstract scientific concepts in Astronomy and Geology. Live networking with other sites internationally will also be conducted.



## International Educators at UND

The Teaching Excellence and Achievement Program (TEA) is one of several grant programs of the Bureau of Educational and Cultural Affairs (ECA) of the United States Department of State and administered by the International Research and Exchanges Board (IREX). Awarded to the Department of Teaching & Learning in the College of Education of the University of North Dakota, the TEA coordinators are Dr. Donna Pearson, assistant professor, and Dr. Anne Walker, associate professor, in the Department of Teaching and Learning. In Fall 2009, this nationally competitive grant provided a six-week opportunity to host twenty-seven international educators at the University of North Dakota. As one of only four universities across the nation in this program, UND welcomed two social studies teachers and twenty five English as a Foreign Language and English teachers from twelve different countries around the world. This distinguished group includes nationally recognized educators from Argentina, Bangladesh, Cambodia, Colombia, Guatemala, Honduras, India, Kazakhstan, Kyrgyzstan, Senegal, Tajikistan, and Uzbekistan.

The grant's purpose is to provide the twenty seven educators (TEA Fellows) the opportunities of collaborating with U.S. educators at the University of North Dakota and the Grand Forks School District and developing expertise planning and teaching skills. Additionally, the international educators will

increase their knowledge about the United States and its educational systems as well as develop productive relationships among the international group and with their American counterparts. The award of \$168,559 assists in sustaining the professional development program: Academic sessions, an English language course, a Technology course, and a Mentor-internship in the Grand Forks Public Schools. Additionally, the TEA Fellows will participate in other cultural activities that include a football and hockey game, a local school board meeting, International Night at the University, a production at the Chester Fritz, a trip to Minneapolis, and the Mall of America, and a capitol tour in Bismarck with visits to other historical sites.



Left to Right: Roman Kuzembayev, Adhamjon Juraev, Silot Uon, Zhainagul Abdyraeva

*"This has been the best experience for me because:*

- *English language practice*
- *To see the educational system of USA*
- *To see the other English teachers of the twelve other countries*
- *To experience the culture of the USA and other countries*
- *To see the variety of technological resources used in the educational system."*

*-Zhainagul Abdyraeva  
Kyrgyzstan*

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## FACULTY PRESENTATIONS

- Baker, M. (Presenter & Author), National Council of Teachers of Mathematics Annual Meeting & Exposition Conference, National Council of Teachers of Mathematics, Washington, DC, "If the World Were a Village: A Lesson in Cultural Pedagogy". (April 23, 2009).
- Barrentine, S. (Presenter & Author), Waller, R. (Presenter & Author), Beck, P. (Presenter & Author), Organization of Teacher Educators in Reading, International Reading Association, Minneapolis, Minnesota, "Engaging with Touchstone Literature: Fertile Ground for Growing a Secure Knowledge Base to Teach Reading". (May 7, 2009).
- Chiasson, K., North Dakota Early Intervention Technical Assistance Training, North Dakota Early Intervention Technical Assistance, North Dakota Polycom, "Autism Identification". (May 19, 2009).
- Chiasson, K. (Presenter & Author), Malaterre, K. (Presenter Only), Council for Exceptional Children (CEC) 2009 Convention, Council for Exceptional Children (CEC), Seattle, WA, "Personnel Preparation Training Program for American Indian Teachers in Special Education". (April 2, 2009).
- Gallo, M. (Presenter & Author), Life After High School: Moving Forward, MSUM, Clay County CTIC, Region 5 Interagency Transition Committee, and Freedom Resource Center, Minnesota State University Moorhead, "Confessions of a Madman: Insights and Strategies for Living with ADHD". (April 8, 2009).
- Gallo, M. (Presenter & Author), Annual Early Childhood Child Care Conference, Thief River Falls Family Child Care Association & Northland Community & Technical College, Thief River Falls, MN, "Confessions of a Madman: Insights and Strategies for Living with ADHD". (April 4, 2009).
- Guy, M. (Presenter & Author), Young, T. (Presenter & Author), Annual Conference of the National Association for Research in Science Teaching, National Association of Research in Science Teaching, Garden Grove, CA, "A Three Year Longitudinal Study of Students' Lunar Concepts Related to Moon Phases", (April 16, 2009).
- Holen, J., Gourneau, B., Hung, W. (Presenter & Author), the 33rd Pacific Circle Consortium Conference, Taipei, Taiwan, "Supporting purpose-driven teaching at the University of North Dakota: A Teacher Education for the Future project report", (May 26, 2009).
- Hanley, Y. (Presenter Only), North Dakota Reading Conference, NDRA, Jamestown, ND, "Artistic styles and influence on children's books". (April 2009).
- Lee, T. (Presenter & Author), Terras, K. (Presenter & Author), Council for Exceptional Children, Council for Exceptional Children, Nashville, TN, "Online Course Delivery Models in a Special Education Program". (April 29, 2010).
- Offutt, S. (Presenter & Author), Haskins, A. (Presenter & Author), Collaborating Across Borders II: Building Bridges Between Interprofessional Education and Practice., Nova Scotia, Canada, "Satisfaction, Stress and Readiness for Interprofessional Learning.". (May 2009).
- Onchwari, G., & Keengwe, J. Mentor-coaching and teacher professional development. Research Paper presented at the Head Start's 9<sup>th</sup> National Research Conference, Washington, DC. (June 2008)
- Pearson, D. (Presenter & Author), Walker, A. (Presenter & Author), Comparative and International Education Society Conference, Res Paedagogica: Journal of the Volgograd State Teachers Training Institute, Charleston, South Carolina, "Reform and Resistance: United States Professional Development in Russian Classrooms". (March 22-26, 2009).