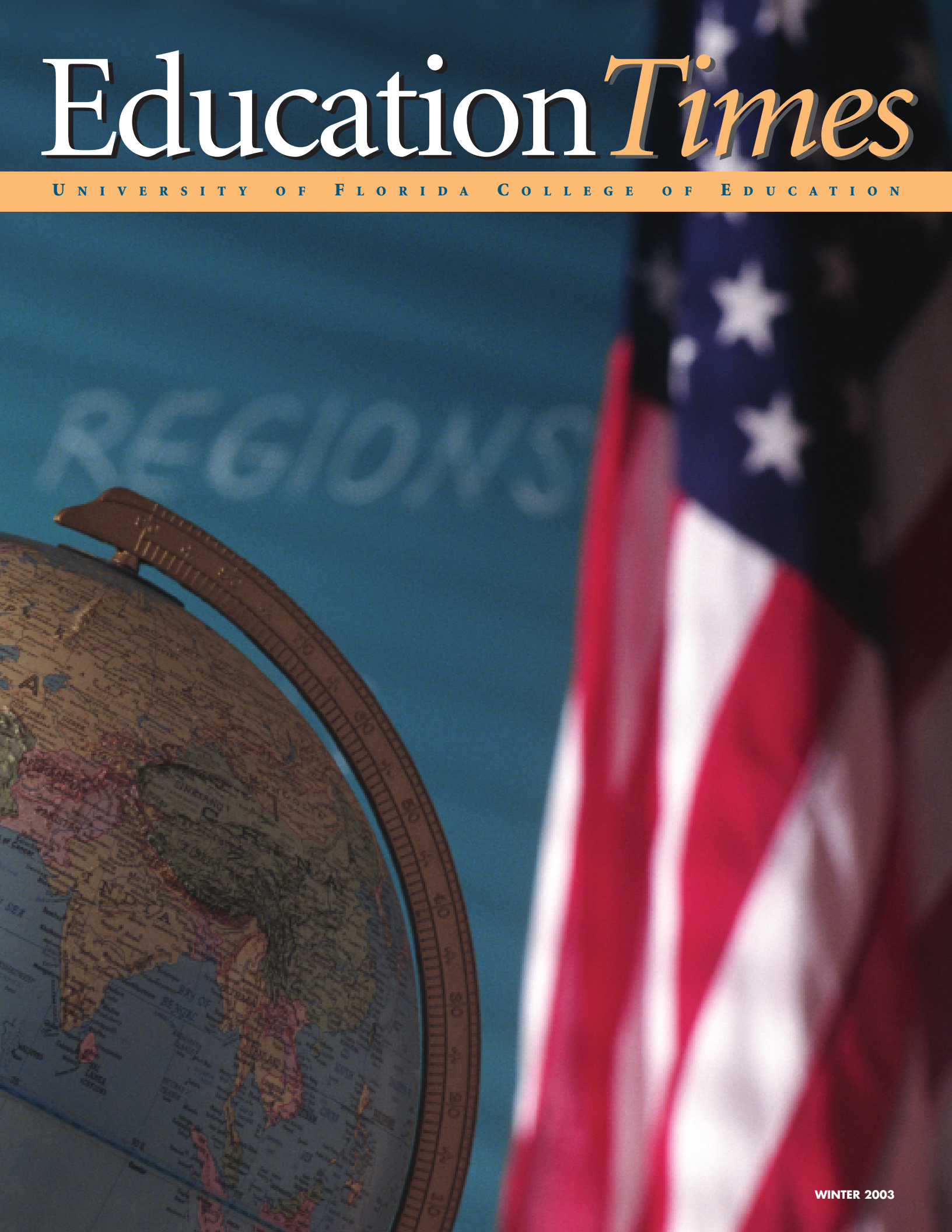


# Education*Times*

UNIVERSITY OF FLORIDA COLLEGE OF EDUCATION



WINTER 2003

## Message from the Dean

CATHERINE EMIHOVICH, PH.D.



As someone who has been trained as an anthropologist, my longstanding research interests are in the area of culture and education. For this reason, I find Florida to be a wonderful state for examining the complex interrelationships between culture and education at all educational levels. Every year, our student population is becoming ever more diverse, not just by race and ethnicity, but also in the rapidly growing number of students who speak English as a second language and those who have special needs and require assistance, not just within the family and PreK-12 schools, but also within the community as they transition to adulthood. When you add the fact that Florida also has the fastest growing population under age 18 in the country, it is clear that how we address these issues will serve as a template for other states as their population diversity increases over time.

This diversity is an exciting source of energy, talent, and ideas that contributes to the overall strength and ideals of a democratic society. At the same time, educators are faced with unprecedented challenges in helping students succeed in mastering the demands of a fast-moving, information-oriented, high technology culture that may not match the cultural capital students bring from their family and community contexts. This challenge has been taken up by both the University of Florida and the College of Education in implementing several new initiatives to prepare students and educators to live in a more pluralistic society.

In a previous column, I commented on the significant roles that the Opportunity Alliance, a scholarship and professional development program for students and teachers at six highly diverse, low-income high schools across the state, and the Lastinger Center for Learning, which operates programs for K-5 teachers and administrators to introduce them to research-based practices, play in enhancing our outreach to more diverse schools and communities. Added to this mix is the College Reach Out Program (CROP), a summer program for students in grades 6-12 to learn more about postsecondary opportunities, and the Florida Fund for Minority Teachers (FFMT), a state-wide program based in our College to prepare more diverse teachers for all schools. We have also revived our Holmes Partnership, and we are actively seeking new ways to establish collaborative partnerships with school districts, community groups, and businesses to involve

all citizens in the critically necessary task of improving education for all students.

At the department level, many faculty are actively engaged in research and service activities that underscore the importance of acknowledging students' diverse needs and cultural experiences. Within the School of Teaching and Learning, faculty in the Language and Literacy program situate literacy and second language acquisition within a cultural framework. Counselor Education faculty have a grant to prepare more bilingual school counselors, and Special Education faculty have numerous grants to help teachers become more knowledgeable about inclusion models and transition issues. At P.K. Yonge, our K-12 developmental research school, teachers have implemented Summer Adventures in Literacy (S.A.I.L.), a very effective intervention program for struggling readers. Finally, faculty in the preservice and continuing teacher education programs highlight culturally relevant pedagogical strategies to prepare our students to teach in more diverse schools.

These kinds of activities can only be sustained in an environment where outreach is valued for the difference it makes in peoples' lives and the new knowledge it helps create. In this sense, our attention to culture is focused not just on diversity issues, but also on the cultural practices of the university. The culture of the academy has not always valued this type of engagement (hence the concept of the "ivory tower"); but under new leadership, I see this model becoming more accepted, particularly in the professional colleges, where the needs and views of practitioners have always been more prevalent. From an anthropological perspective, a clear distinction exists between "schooling" (experiences in bounded organizational structures) and "education" (experiences that encompass life-long learning from birth to death). To quote my favorite anthropologist, Margaret Mead: "We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet." As the College of Education moves forward with its plans for our 100th year celebration next year, we envision a new paradigm emerging that embraces the "scholarship of engagement" and builds upon the rich cultural practices and norms of all citizens in Florida.

A handwritten signature in dark ink that reads "Catherine Emihovich". The signature is written in a cursive, flowing style.

# Content

The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning, and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.



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#### DEAN

Catherine Emihovich

#### EDITOR

Kay Shehan Hughes

#### ASSISTANT TO EDITOR

Mary Bennett

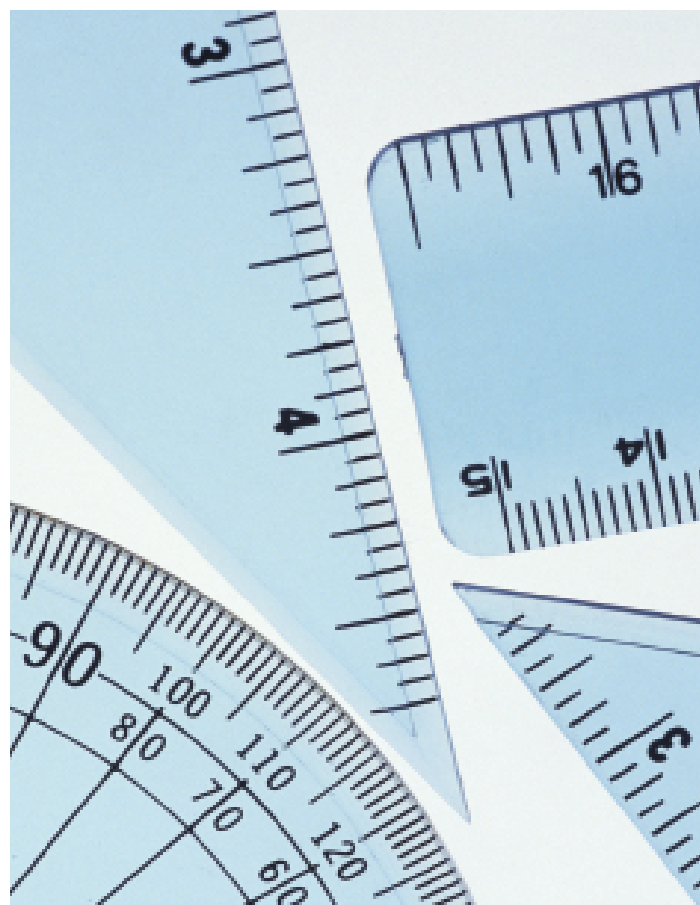
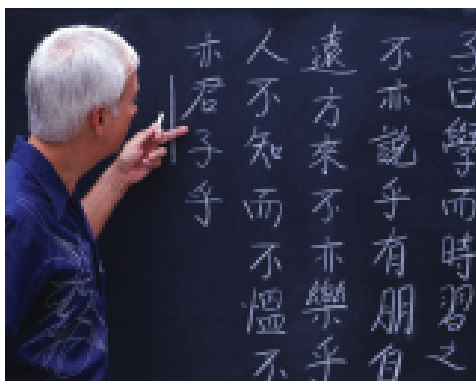
#### CONTRIBUTORS

Mary Bennett  
Natasha Crespo  
Kay Shehan Hughes

#### LAYOUT/DESIGN

J&S Design Studio

UF College of Education  
P.O. Box 117040  
Gainesville, FL 32611  
Phone: 352-392-0728  
[www.coe.ufl.edu](http://www.coe.ufl.edu)



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## COVER

We need to imagine an educational system where voices previously silent will now be heard and where differences are acknowledged and validated while we seek to identify and preserve those cultural elements that constitute the democratic core of this nation.

### ATTENTION EDUCATORS...

If you have received **National Board Certification** for your subject area, please take a moment to let us know. Simply fill out the card insert in this issue of EducationTimes and return it postage paid.

# Community Partnerships

NATASHA CRESPO

## The College of Education has embarked on a voyage of collaboration and partnership with the community.

It is a place where researchers are encouraged to branch out and intertwine their work with the people of the city.

Focusing on “scholarship of engagement” types of activities, in which faculty connects with people who are working outside of the university setting, is a primary goal for the College. In other words, professors should join with agencies that are actually doing the work they are studying and teaching to students. In the case of the College of Education, the term refers to people who partner with other organizations such as schools, libraries, and counseling centers.

Scholarship of engagement work is essential for the success and professional development of the university. A tie between the academic and the “real world” is essential. This fact is evident in the work of Professor Elizabeth Bondy. A faculty member of the University of Florida for more than 13 years, Bondy has dedicated her efforts to linking university training with true classroom experience.

“If we are embracing the scholarship of engagement concept, it means that we can not hide,” Bondy said. “There is no place to hide. We need to make sure that our work is real and important and relevant to practitioners, the people who are really doing the work.”

Her expertise is connected to teacher education in the elementary school setting. After receiving her undergraduate degree from Tufts University in the areas of child

study and psychology, Bondy taught in a private school in Massachusetts for children with learning disabilities. She later worked in the Florida school system before returning to graduate school at UF. After completing her doctoral work, Bondy was hired by the School of Teaching and Learning.

Since that time, she has developed a number of programs that center on helping children who struggle with school.

### Bright Futures

This program was designed and implemented years before the emergence of the Florida Bright Futures Scholarship. Since the fall of 1990, Bright Futures has been providing support and mentorship for children in Gainesville public housing neighborhoods.

The idea for the program originated during a joint meeting between the College of Education, the Gainesville Police Department, and the Gainesville Housing Authority. All had special concerns about the large school

drop out rate among children living in public housing. It was agreed that UF students should be brought in to provide academic assistance for those kids, and the aid should begin as early as possible during a child’s academic career.

That very fall, a voluntary project with 11 UF students interested in working with children was launched. Thirteen years later, the now grant-funded program has evolved to include approximately 125 students in the fall and about 50 to 60 in the spring and has grown

to encompass six public housing neighborhoods. First semester juniors from the Unified Elementary PROTEACH Program meet twice a week with the same child. They focus on academic work as well as coaching and mentorship relationship building.

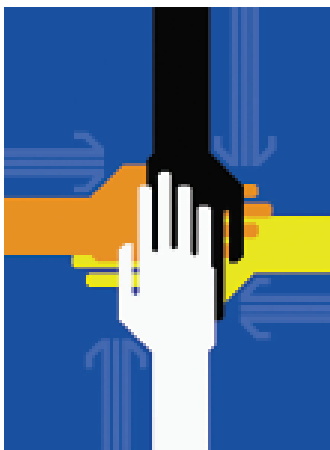
“The way Bright Futures works is that we built it into our teacher education program,” Bondy said. “At the same time that the folks in the community housing and police were concerned about what was happening in the public housing areas, we at the College were concerned that we were not adequately preparing our students to work with the many types of students and families that are out there. This was a wonderful opportunity where our need and the community’s needs came together.”

The way the program works is as follows: Children from the participating neighborhoods are recruited, and their parents sign them up. Bondy then pairs each UF student with one of the children. The pair is then involved in a variety of activities intended to guide both the student and the child.

“Our students have course work that is linked to Bright Futures,” Bondy said. “It’s not like we just say, ‘Hi, welcome, you are off to public housing.’ We integrate this experience into the courses they are taking.”

For example, since students are taking a language arts class and learning about writing, they can administer certain writing activities with their children and observe their work. Furthermore, the students are enrolled in a counselor education course that focuses on how to connect families to schools. One of their assignments is to interview the child’s primary caregiver.

“It makes very important connections for them,” Bondy said. “It’s not just an abstract college course; rather it’s something linked to a particular child you are working with.”





UF students are not the only ones benefiting from this partnership though. The children receive help where they need it. At the start of the program, letters are sent requesting guidance from each child's teacher. Some teachers are quite detailed, stressing that either the weekly spelling list be reviewed or that homework be completed.

"It's not foolproof, but across the board it's been a real win/win kind of a project where the students profit from it and so do the children," Bondy said.

The two main goals of the program are to provide support for elementary school children to help them be more successful in school and to help future teachers develop the cultural competence to work with people who may be of an unfamiliar cultural group.

"There are loads of opportunities for students to learn in this kind of experience," Bondy said. "They are in a community, often a part of a community they didn't even know existed. It's fascinating. This is new, and it is important for them to get this experience because they will encounter these children and their families later when they are teachers."

So in order for Bright Futures to be effective, a number of groups must work together to get the job done. Teachers from the schools and residents from the neighborhood must supervise the area provided by the housing authority where UF students mentor children from public housing complexes.

## F to A in 0 to 60 Flat

Another of Bondy's programs involves partnering with Duval Elementary School, one of the poorest schools in the district. However, with the help of research and partnerships, the school is making extraordinary strides in bridging the learning gap. Last year, Duval received a grade of A in the state assessment test. This was a remarkable achievement considering it had an F the previous year.

"There is nothing wrong with them [the students at Duval], but they need a little more time and a little more support to be as successful as children across town," Bondy said.

For the last three years, Bondy has been a "professor in residence" at the school. It is a concept she has been trying to develop. Basically, a person in this position is a faculty member who invests a significant amount of

time in a school setting not just to do research but also to really collaborate with the people at the school.

Bondy spends at least one full day a week at Duval observing the issues facing teachers these days. It is essential to understand what is going on in classrooms nowadays if a person is to adequately teach college students how to be teachers.

She also serves as a support system for beginning teachers at the school. Bondy sets up appointments with five teachers each week to observe their classrooms. Afterwards, they have individual consultations where problem-solving techniques are practiced. However, teachers are not the only ones who seek aid from the professor. Assistant principals, guidance counselors, and other personnel get involved.

"I am part of the team there, and I try to work with people to solve problems," she said.

In addition to the "professor in residence" role, Bondy co-facilitates a teacher reading group. Some teachers expressed an interest in professional reading. So a group of nine gets together and meets on a voluntary basis to discuss readings related to the social curriculum of the classroom. They want to learn how to help kids be a better part of the community.

Bondy also works with the Teacher Fellows Project at Duval, which is related to the Lastinger Center. The year-long professional development program that is active in nine schools across the state of Florida allows teachers to determine the course of their professional development and what it is they would like to do to help children learn. Bondy's group consists of 27 participants, including two music teachers, a guidance counselor, an assistant principal, and classroom teachers. The group meets monthly to brainstorm on work that will assist children.

One of her main responsibilities as "professor in residence" is to conduct research and document what is going on in the school. Last year, two exceptional teachers were followed for a whole year with the purpose of understanding what teaching practices proved successful in the different classroom settings. The teachers, students, and parents were interviewed in an attempt to gather data on the subject.

*Continued on page 8...*



COLLEGE OF EDUCATION  
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Art Levine on the Future of...

# The American University

One Graduate Student's Commentary BY J. DIANE "DP" PORTER

Life-long teaching and learning. Critical thinking. Creativity. Thinking outside of the box. A willingness to change as the world around us changes. These are the answers to the questions regarding the future of the American university and the role it should play in higher education. The future, however, is now.

On the evening the University of Florida was experiencing a change of leadership, Dr. Art Levine was speaking to a group of UF students, faculty, and staff about change. The eleventh president of the University of Florida had been named on one side of SW 34th Street, and just across the road, a bigger picture was being painted of the new world of higher education.

Levine, president of Columbia University's Teachers College, addressed five forces that would change, and in some cases have already changed, the future of the American university: 1) the economy, 2) the changing demographics of students and our country's population, 3) technology, 4) privatization in higher education, and 5) the convergence of knowledge producers.

## 1. Economy

Just as the industrial revolution changed the face of the American workforce, so will the informational revolution we are currently experiencing. Wealth, as we know it, may no longer be the result of physical laboring, but may result more from the knowledge a person possesses. Knowledge comes with education. The more education and credentials people have, obviously, the more knowledge and skills they have, right? It makes sense. But then, the more knowledge and skills we have, the faster processes and procedures change because we become more efficient, more effective, and potentially, more complicated. At that point, is the knowledge and the skill set needed the same as before?

Probably not. The vicious cycle begins. How do we keep up with the changing world we live in? How do we keep up with ourselves?

Levine used the term "just-in-case" education to describe the reason most students have traditionally pursued a college

**Art Levine**, president of Columbia University's Teachers College, is an advocate of improving teacher quality and enhancing technology in higher education. His most recent book is *When Hope and Fear Collide: a Portrait of Today's College Student*.



degree (i.e., "Just in case I need it"). Now, however, the term "just-in-time" education seems to be more appropriate (i.e., "I learned what I needed to know just in time to use it"). Given that the average person will undergo six career changes in his or her lifetime, one knowledge or skill set based on one college degree may not be sufficient anymore.

## What does this mean for us as educators?

It means the demand for higher education will increase, but the face of it will be very different. According to Levine, it is probable that students will want more knowledge and more skills in a shorter period of time, targeted more toward a specific concept, idea, or discipline. It means that students may not be patient enough to wait four years to get a degree that could be outdated the day they graduate. Maybe it means we need to find a way to make college degrees "timeless" through periodic updates.

## 2. Demographics

On college campuses, the number of students who would typically be considered "traditional" is decreasing, while the num-

ber of 25+-year-old students who attend part-time and live off campus is increasing. These are also the students who are demanding more convenience, better service, quality professors, and only want to pay for the services they utilize on campus.

## What does this mean for us as educators?

In combination with the economy, it means that a good number of today's students and tomorrow's students will want their education "to go." They want what is comparable to a 24-hour fast-food drive-through window, on-line banking and shopping, 1-800-fix-my-problem customer service, never-have-to-leave-my-house education. That is a tall order to fill and flies in the face of everything we know and admire about the English structure of institutions of higher education, on which the original nine colonial colleges were founded in the United States. Of course, there will still be the students who do want a "traditional" college education, on campus, in four years. Levine speculates that their needs could be the total opposite of their fast-food friends, in that they will demand more – more time, more space, more variety, more in-depth knowledge, more resources, more opportunities, more discussions, more research, more majors to choose from, and a more specific curriculum. Can we be all things to all people and still be effective? Who decides?

## 3. Technology

Levine referred to this force as the wildcard. Most of us have been known to put off purchasing a computer or other piece of electronic equipment for fear of it being out of date the day after we buy it. Could the same thing be happening with education? Look at the copyright dates of the textbooks being used in classrooms today. Then think of the two years prior when the book was being written and printed.



How much of this information is still relevant by the time it reaches the students' hands? Not only that, but how many textbooks would you actually consider to be entertaining or invite interaction on the part of the reader?

#### **What does this mean for us as educators?**

It means we really need to think outside of the box in terms of information delivery. Not only will our 24/7 society want information any time and any place, but also in real-time, with real people, dealing with real scenarios and resources, all over the world. It means we have to be up-to-date in our respective disciplines, not to mention up-to-date with technology and how to use it most effectively with our students.

Our technological society also requires today's educators to be "edu-tainers" in order to grab students' attention, get them involved and interacting with their own learning, and convince them that what we have to offer is something they want and need. As an example, Levine mentioned being able to

recreate history through virtual tours of 18th century Paris, simulating a walk down the streets, interacting with famous people, being able to smell the air, etc. – much better than a chapter from a textbook!

The use of technology could possibly be one of the most difficult obstacles to overcome in a traditional higher education setting. We are accustomed to lectures or small group discussions with face-to-face student interaction. We are accustomed to brick buildings with classrooms, desks, chalkboards, and maybe a laptop to view a PowerPoint presentation. We are accustomed to sequential, discipline-specific (as opposed to interdisciplinary) topics with preconceived outcomes. We are finally accustomed to utilizing e-mail, class discussion lists, Internet resources, and some Web-based applications in our classes. We hope this is enough to keep students physically coming to campus, to our offices, to our classes for years to come. But is it? (It might be if we could also offer free parking close to class!)

#### **4. Privatization**

The technology wildcard leads us to a discussion of privatization in higher education. Levine suggested that the business of higher education is actually very attractive to the business sector – because we are perceived as being slow to change. We cannot very well argue with that! So, what's going on in the outside world while we are inside our brick buildings and classrooms talking to students? The business industry is marketing higher education to anyone in the world who is interested, any time they are ready, any place they wish to partake.

Private, for-profit entities such as the University of Phoenix may be shaping the future of higher education and the American university. You will not find brick buildings surrounded by grass and trees with classes full of undergraduates and tenured professors engaging in dialogue at the University of Phoenix.

*Continued on page 15...*



## GRANTS

## Baby Gator Launches New Playground

For the first time, the Florida Space Grant Consortium has awarded a grant to a preschool. The recipient of this grant was Baby Gator Child Development and Research Center at the University Of Florida College Of Education.

According to NASA administrator Dr. Jaydeep Mukherjee, the grants are intended for school-age children, but the one submitted by Darci Hames, a Baby Gator teacher, included plans for science education support for young children, which convinced NASA that an award for this preschool was appropriate.

On Wednesday, November 12, 2003, Baby Gator hosted specially invited guests during a dedication ceremony for the playground equipment purchased as a result of the grant. NASA sent administrator Dr. Jaydeep Mukherjee and Payload Specialist Sam Durrance to assist with the "lift off." Durrance also autographed photos for guests, shared a 7-10 minute video of his space travel, and answered questions.

### Activities included:

- Christine Zamora from the Florida Department of Agriculture provided a display and information about plants in space.
- Febi Mayfield, a teacher at Baby Gator and an accomplished songwriter and vocal artist with the group "Jabez," sang "Space Walker," a song she composed about space. She recently sang this song and others she has composed for an event hosted by NASA in Titusville.
- NASA lent a Moon Rocks display for the day. Rosario Munoz and Juanita Luster, Baby Gator teachers, have completed the training required by anyone handling the rocks.
- Each Baby Gator classroom set up a booth in the playground which contained interactive science activities for the children and their families. The classrooms were also opened to display space projects.
- The Baby Gator Parent Advisory Council served lunch to parents and families at noon.

## COMMUNITY PARTNERSHIPS

*Continued from page 5...*

Furthermore, surveys were given to teachers asking them to rank the effectiveness of different strategies that helped transform Duval from an F to an A school.

These research efforts help Duval, but they have the potential of helping others too," Bondy said.

### The Family, Youth, Community Consortium

The Family, Youth, Community Consortium (FYCC) is another one of Bondy's projects concentrating on joint ventures. This network of people is made up of different agencies and organizations with a variety of special interests in young people. Along with principals and teachers, representatives from Planned Parenthood, the Harn Museum, the Chamber of Commerce, and neighborhood nutrition centers make up this diverse group. Meeting five times a year at varied locations, FYCC's mission is to coordinate and develop resources to support struggling children and youths. The group is able to pool each individual's resources to provide a thorough look into relevant issues. For example, a librarian wanted to know who was working on child safety regarding computers and technology. The Chamber of Commerce contact knew exactly who to call.

"It's all about coordinating our resources to make things more efficient," said Bondy.

During the meetings, reports from subcommittees are given. Announcements keep members informed about what is going on in the community. The group has achieved some successful products since it began. The Web site gives a detailed directory of resources available to help children and families. (Hard copies were distributed too.) The organization is currently trying to compile a list of Web site links that provide aid for children.

Bondy is very encouraged by the results of her work. Her commitment and passion have contributed greatly to the College's endeavor. Teamwork between the university and the community is key to creating a strong foundation for flourishing children and thriving teachers.



*Elizabeth Bondy – Ph.D. in Curriculum and Instruction; M.Ed. in reading education; B.A. in child study and psychology. Contact: 392-9191 ext. 247 or bondy@coe.ufl.edu*



# COE

## Graduate Students Present at NATIONAL History of Education Meeting

Six graduate students in the College of Education presented papers at the annual History of Education Society meeting in Evanston, Illinois from October 30 to November 2. The students' conference papers all stemmed from research projects they undertook in Professor Sevan Terzian's "Seminar in Social Foundations," EDF 7934, in the spring of 2003. The special topic for the seminar was the history of secondary education in the United States. All six students are pursuing doctoral or master's degrees in the social foundations of education program in the Department of Educational Leadership, Policy and Foundations at UF. They organized their conference proposals in the form of two panels.

Erika Gubrium and Sheryl Howie formed a panel titled, "Case Studies of the Education of Blacks in Florida's Public School System during the Reconstruction Era: Politics and Perspectives." Gubrium's paper, "A Reconstruction Era School in Gainesville, Florida: Teacher Identity in the Face of Public Perceptions," documents the simultaneous optimism and pessimism of a female Northern missionary teacher. In it, Gubrium considers gender roles in the 19th century in conjunction with the evangelical

impulse and emerging ideas about race. Howie's paper, "The Impact of Florida Legislation on the American Missionary Association, 1865-1896," demonstrates how state politics and laws ultimately undermined efforts to provide public education to African Americans. Howie documents dissension within the Republican Party,

**The History of Education Society meeting draws scholars from all over the world and is considered one of the most prestigious conferences in its discipline.**

which enervated ideals of racial equality after the Civil War.

Don Boyd, Regan Garner, Andrew Grunzke, and Larry Smith formed the second panel, "Federal Involvement in Florida Secondary Education, 1930-2000." Boyd's paper, "The New Space Race: A Historical Perspective on Space Utilization in Florida Public Schools, 1938-2000," documents and analyzes the allocation of classroom space in three Florida counties amid growing federal involvement in the realm of public education. In her paper titled, "The International Baccalaureate at East Side High School, 1983-2000," Regan Garner investigates the changing social dynamics within one high school in

Gainesville, Florida, amid racial tensions in the larger community. Andrew Grunzke's paper, "Rock and Roll High School: The Rise of the Underground Newspaper, 1968-1995," suggests that illicit student publications were often associated with the punk movement and were fueled by court rulings restricting freedom of speech in

public schools. Finally, Larry Smith profiles federal attempts to mollify the severe poverty in North Central Florida during the Great Depression in "Extending the Vision: WPA and NYA Activities in Florida."

Professor Terzian chaired both panels, and each benefited from the comments of a critic: Jeffrey Mirel, professor of educational studies and history at the University of Michigan, and Victoria-Maria MacDonald, associate professor of history and philosophy of education at Florida State University. The History of Education Society meeting draws scholars from all over the world and is considered one of the most prestigious conferences in its discipline.

## SEAT of Honor

The pictured bench has been donated to the College of Education for student use by Mr. and Mrs. Alan S. Pareira. Additional benches are available. Each bench will have a small, brass plaque with the donor's name and the date of donation. Or, if you prefer, you can dedicate a bench in someone's memory, having a plaque commemorate this person.

For more details, contact Mary C. Driscoll at (866) 773-4505.



COLLEGE OF EDUCATION  
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# faculty news



**Vivian Correa** has been selected to serve on the board of The Council for Exceptional Children (CEC). CEC is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice. CEC now has 50,000 members in the United States, Canada, and throughout the world.



**Nancy Fichtman Dana and Diane Yendol-Silva** of the School of Teaching and Learning have written a new book entitled *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry*. Published by Corwin Press in March 2003, the book has a forward written by noted author and educator Ann Lieberman. The text was written in recognition that teaching and learning are inherently complex endeavors, fraught with many issues, problems, and tensions for teachers to face each day in the classroom. Teacher inquiry is a powerful way for teachers to gain insights into these daily issues, tensions, and problems and to engage in educational reform and change.



**James Doud**, chair and professor in the Department of Educational Leadership, Policy and Foundations, was named an "Honorary National Distinguished Principal" by the Board of Directors of the National Association of Elementary School Principals. This award, the individual NDP state awards, and a few international school awards was presented at a black-tie affair at the J. W. Marriott Hotel in Washington, DC on November 8. Although no longer an active elementary school principal, the Board recognized Doud's contributions to the association over the past 25 years.



**Lamont A. Flowers**, assistant professor in the Department of Educational Leadership, Policy and Foundations in the College of Education, was recently selected as an associate editor for the *College Student Affairs Journal*. The *College Student Affairs Journal* is the national refereed journal of the Southern Association for College Student Affairs.



**Rose Pringle**, assistant professor of science education in the School of Teaching and Learning, has been elected president-elect of the Southeastern Association for the Education of Teachers in Science (SAETS). Pringle will serve one year as president-elect followed by one year as president.



*If you have any questions, comments, or suggestions, please contact Kay Shehan Hughes at 352-392-0726 x 266 or [tkhughes@coe.ufl.edu](mailto:tkhughes@coe.ufl.edu).*

## Reception Held for Retired Faculty

**Don Bernard** joined the faculty at the University of Florida in mathematics education in 1969 after receiving his doctorate from Teachers College at Columbia University. Bernard has impacted thousands of elementary and early childhood teachers through his methods classes. In addition, he has influenced countless practicing teachers through his workshops in over 28 Florida counties and his consultancies in 15 states. He has been very active in local and national professional organizations, including the National Association for the Education of Young Children, the Association for Supervision and Curriculum Development, and the National Education Association. He has been most active in mathematics associations, serving as president of the Florida Council of Teachers of Mathematics and numerous times as a board member for the Alachua County Teachers of Mathematics. He also has been active in the National Council of Teachers of Mathematics where he has frequently been a speaker or presider. Dr. Bernard is best known for his active and playful approach to mathematics.



**Linda Crocker** worked in the College of Education from 1970-2002. Her primary area of research is in educational measurement, with a focus on validation strategies. She is nationally known for her work in this area and has served as the vice president of Division D of the American Educational Research Association and president of the National Council on Measurement in Education. She has taught a wide range of courses in educational research methodology and measurement. Her later years in the College were spent as the associate dean of Research and Graduate Studies.

**Mary Lou Koran** worked in the Department of Educational Psychology from 1972-2003. Her primary area of research is in learning and cognition, including a focus on learning outside of the classroom. She has taught a wide range of courses on educational psychology.



**Robert Myrick** worked in the educational field as a teacher, counselor, administrator, consultant, professor, and mentor. Since 1967, he has been a member of the Counselor Education department. His work has been presented through professional journals, book chapters, books, educational series and kits, and conferences. His consultation services include elementary school counseling, comprehensive developmental guidance and counseling programs (PK-12), teacher-advisor programs (middle and high school), facilitative teaching, personalized education, time-management for counselors, grief counseling, school counselor accountability and counseling, and applied technology. Myrick has received various awards and has held membership in a myriad of professional associations.



**Woodrow "Max" Parker** worked as a professor in the Counselor Education department from 1974-2003. Prior to joining the faculty at the University of Florida, Parker served as a public school teacher, juvenile court counselor, school guidance counselor, and assistant professor. His creative work includes multicultural assessment tools and techniques for acquiring cultural knowledge. Parker's research has been highlighted in refereed and non-refereed publications. He has been a member in many professional organizations, won numerous awards, and served the College, university, and his profession through many outreach efforts.



**Richard R. Renner** has been a professor since 1965. For several years, Renner promoted an informative but amusing international newsletter to foment activity in the College on comparative themes. He also conducted a similar effort on behalf of the Social Foundations section of his department. His classes often used role playing and interviews of the foreign educated as venues for understanding the subject, but only on condition that the students had done enough advance study of expert sources to elicit the respect of the foreigners involved. While at the University of Florida, Renner also taught or gave guest lectures in Austria, England, Canada, Turkey, India, Australia, and seven Latin American countries. He has consulted in Canada, the Netherlands, and Argentina. He served two terms of service respectively as a Fulbright professor in Ecuador and Peru and was chairman of the 1990 University of Florida Task Force on "Internationalizing the Curriculum."



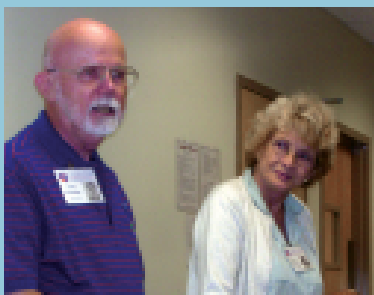
**Paul "Joe" Wittmer** worked as a professor in the Counselor Education department from 1968-2003. He has co-authored, sole authored, and contributed to many books and professional journals. His many awards include being named the second United States citizen recipient of an ad-honorem professorship at the Universidad del Valle, Cali, Columbia, South America, 1972 and being named as one of the 20 most influential contributors to the counseling profession. Wittmer's outreach has benefited schools and communities throughout the nation. In addition, Wittmer has been a member of various professional counseling organizations, has been a national and international consultant, and has served as the chair and distinguished service professor in the Counselor Education department.

# alumni news

## 2003 Grand Guard

October 2-4 marked the 2003 Grand Guard Reunion. Grand Guard recognizes those alumni who graduated from the university 50 years ago or more.

Thanks to this year's leadership, **C. Thomas "Tom" Gooding** (BAE '53, MEd '62, EdD '64) and **Maureen Leydon** (BA '53), the College of Education doubled the normal attendance during the weekend. Alumni came from as far as North Carolina, Georgia, and California.



Seen in the picture at the podium are Tom Gooding and Maureen Leydon, 2003 Grand Guard chairs.



College of Education 2003 Grand Guard attendees with Dean Catherine Emihovich

## Career Night

The College of Education's Second Annual Career Night took place on Thursday, October 23. A full house of students, faculty, and staff listened to and posed questions of the six education alumni who took part in the panel discussion.

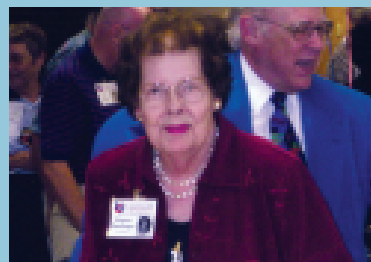
**Barbara Anderson** (BAE '69); **John J. Carvelli** (MEd '86); **Michael L. Haney** (MEd '88, EdS '88); **Felita Lott** (BAE '93); **Rachael Sharpe** (BA '93, MEd '94); and **Elizabeth Van Ella** (BAE '65) were the education alumni representatives for the evening. Woodja Flanigan, assistant director of career education at the university's Career Resource Center, also sat on the panel, along with Dean Catherine Emihovich.

From "critical moments" to "important mentors," this alumni group impressed upon students the need to set high goals and go after their dreams.

The event was sponsored in conjunction with the University of Florida's Alumni Association. We want to especially thank Kelly Boyle, Career Night's chair and member of both the Florida Cicerones and the Student Alumni Association; Michelle Lovell, associate director of the UF Alumni Association; and Jon Cannon, UF director of membership & marketing.

**Elizabeth Van Ella** (BAE '65), alumni Career Night panelist, who had not been back to campus since 1965, flew in from Chicago for the occasion. She also was a guest speaker at one of Rick

Ferdig's educational technology classes and was a presenter at a Leadership Breakfast for the College of Education.



**Margaret Rosenberger** (BAE '49, MEd '52), who is known to many Gainesville area alumni and friends for her years of service to education, is busy writing these days. She has written eight books, the most recent, *The Birth and Growth of The Village*, which is a history of Gainesville's premier retirement home, The Village. It is the home of many College of Education alumni, faculty, and friends – Hal Lewis, James Wattenbarger and his wife, Hilda Wiles, and Dorothy Stripling, just to name a few. Rosenberger has made a lasting contribution to the area's history, a permanent testament to the spirit and goal in making this retirement community a reality.

Most of the proceeds of the book will go to Rosenberger's philanthropies, one being the College of Education. You can obtain more information about the book by mailing her: 8015 N.W. 28th Place, Apt. B-110, Gainesville, FL 32606-8605 or emailing at [margaretrosenberger@juno.com](mailto:margaretrosenberger@juno.com).

*If you have any questions, comments, or suggestions, please contact Mary Driscoll at 140 Norman Hall; PO Box 117044, Gainesville, FL 32611-7044; 352-392-1058 ext. 290, or by e-mail: [mdriscoll@coe.ufl.edu](mailto:mdriscoll@coe.ufl.edu).*



### Baby Gator!

In honor of her 50th reunion, JoAnne McCartney Fleece has given a wonderful gift to Baby Gator, the College of Education's early childhood center serving more than 130 children from ages one to five.



**Shown during the Grand Guard activities, Pam Pallas (standing, left) discusses Baby Gator with JoAnne Fleece (far right) and other members of the 2003 Grand Guard Reunion.**

### Dr. Vincent McGuire Scholarship

A newly endowed scholarship for the College of Education was established by Vincent McGuire and his wife. Dr. McGuire received his BS from New York University, his MA from Columbia, and his EdD from the University of Florida.

McGuire taught high school in Westchester County, New York; Zephyrhills, Florida; and P.K. Yonge Laboratory School. He served as a professor at the University of Florida for 38 years. He was the state coordinator for Phi Delta Kappa, for which he received the "Certificate of Recognition." He was the president of the Florida Council of Teachers of English and received an Honor Award for his contribution to English education.

He was the author and editor of 20 high school English textbooks,



**Vincent McGuire and his wife Windy.**

three college texts, and six literary maps of Florida. He was also a staff writer for the National Safety Council.

In his spare time, Vincent enjoys tennis and has previously served as president of the UF tennis boosters.

The College of Education thanks Vincent and his wife, Windy, for this generous donation!

## Tampa Couple Promotes Educational Technology

The generosity of two College of Education alumni will improve the University of Florida's Teaching and Technology Initiative. Donald H. Gilbert (BA '52, MEd '63) and Helen W. Gilbert (BAE '65, MEd '67) have committed a leadership gift to the College of Education to further the K-12 technology partnership program.

Teachers in the 21st century classroom will use more information technologies than ever before. In addition to strengthening teachers' content and pedagogical knowledge, current reform efforts include expectations for preparing teachers to use information technologies effectively in the classroom. In 2002, the College of Education partnered with 5 elementary schools, 11 in-service teachers, and 12 pre-service teachers. The program enhanced technology

lessons for nearly 300 elementary school students. Under the direction of Kara Dawson, the program hopes to add another school partner during the 2003-2004 year.

Don and Helen both know the value added with an up-to-date teaching staff that realizes the importance of technology in the classroom. Don taught sociology and psychology at Lake City Community College and then at Hillsborough Community College. Helen taught at Lake City High School and at St. Petersburg Community College, overseeing the humanities division the last ten years. Don and Helen are both retired but stay current with the technology needs of schools and universities.

Thank you, Don and Helen, for your generous support!



# edugator news

**1952**

**Rachel (Riherd Ohse) Bosma**, BSE '52, MEd '60, has retired as a business education teacher.

**1955**

**Alice (Crider Coe) Davis**, BAE '55, is a senior health educator at the Pinellas County Health Department (Florida) and is working with the lead intervention team.

**1958**

**Thomas C. Park**, BAE '58, MAE '59, EdD '61, died at his home in Herndon, Virginia on July 20, 2003 at the age of 84. An educator and music textbook editor, he came to the United States in 1956 after graduating from the Kyung Sung Academy in Korea and teaching for 15 years in the College of Education at Seoul National University. He retired as a professor of education at St. Cloud State University (Minnesota) in 1985. Park was an avid violinist who performed with many orchestras and was the editor of the first series of music textbooks for Korean children in grades 1-6. He was also the author of many books, including a book titled *Folk Songs of China, Japan, and Korea*. He is survived by his wife of 61 years, Whasoon; his sons, James (Grace) of Potomac, Maryland; John (Sarah) of Herndon, Virginia; his daughters, Susan Kim of Hernando, Florida; Doris Park of Silver Spring, Maryland; and Betty Saggart of Overland Park, Kansas.

**1962**

**Martin W. Schoppmeyer**, EdD '62, has retired as university professor emeritus of educational administration from the University of Arkansas. He and his wife, Marilyn (BSE '51, MEd '58), are helping their son to start a charter school called The Academy.

**1968**

**Linda A. Nugent**, MEd '68, who attended the University of Florida under a fellowship to prepare reading teachers for middle schools, has retired as a reading teacher from Fox Lane Middle School in Bedford, New York, after 34 years.

**1971**

**Eunice (Martin) Baros**, MEd '71, the founder and first president of Savant at the University of Florida, is an assis-

tant public defender in Palm Beach County, Florida. She has been selected to serve on the American Jewish Committee National Council for a two-year term (2003-2005) and the Florida Legal Services Board of Directors (2001-2003).

**1973**

**Michele A. (Melia) Edwards**, BAE '73, currently teaching at Blanche Ely High School in Broward County, Florida, has just returned from a three-week course, "Teaching Shakespeare through Performance," at the Globe Theatre in London as a recipient of an English Speaking Union scholarship. Currently, she partners with the IIRP at the University of South Florida to review the Florida Teacher Certification Examination for Drama. Edwards retired October 2003 with 30 years in English, theatre, and dance education. She was named the 1987 Arts Teacher of the Year and is a past president of the Florida Association for Theatre Education. She is an International Thespian Society member and troupe sponsor who has served as a district chair and state program coordinator. Additionally, she developed a cross-curricular Kennedy Center workshop entitled "Trap Your Ideas on Paper" for motivating and developing writing skills through the arts.

**1973**

**Susan (Stein) Luck**, BAE '73, is an art teacher at North Glades Elementary. She was named 2001 Teacher of the Year and received two grants in 2002.

**1975**

**John M. Novak**, EdD '75, is a professor of education and chair of Graduate Studies at Brock University, St. Catharines, Ontario, Canada. Novak was voted president-elect of the Society of Professors of Education. His latest book is entitled *Inviting Educational Leadership* (London: Pearson Education). In the last ten years he has been an invited keynote speaker on six continents.

**1979**

**Rona F. Flippo**, EdD '79, a professor of education at Fitchburg State College in Massachusetts, just published her 11th book in January 2003: a reading assessment book for use by teachers of grades K-8 entitled *Assessing Readers: Qualitative Diagnosis and Instruction*.

**1987**

**Lisa W. (Werner) Slocumb** Wiggins, MEd '87, is an educational consultant/diagnostician with the Multidisciplinary Diagnostic and Training Program (MDTP) at the University of Florida.

**1990**

**Juan L. Vazquez**, PhD '90, the head of the Department of Mathematics at Missouri Southern State University in Joplin, Missouri, was promoted to full professor of mathematics in fall 2003.

**1993**

**Karry Ann (Blackstone) Castillo**, MEd '93, is an academic specialist at Brevard County's newest school, Manatee Elementary. Castillo completed her Educational Leadership certification in spring 2003.

**1998**

**Iana L. Baker**, BAE '98, MEd '99, formerly the program coordinator for the Florida Fund for Minority Teachers, Inc., is working as a 5th grade teacher at Belleview Santos Elementary School in Belleview, Florida.

**Jeanne M. Herbert**, MEd '98, a regional professional development specialist for Orange-Ulster BOCES in New York, is one of nine specialists statewide that ensures compliance of Special Education's regulations (both federal and state) by providing regional staff development and inservices for all personnel and parents.

**1999**

**Danielle N. (Nadrowski) Stone**, MEd '99, is a Pre-K ESE Teacher at Rainbow Elementary School (Florida).

**2000**

**Genobia A. (Wedemier) Babalola**, MEd '00, EdS '00, lead therapist at Tanner Behavioral Health in Carrollton, GA, became a nationally certified counselor in June 2003 and became a licensed professional counselor in August 2003.

**2002**

**Louis H. Murphy Jr.**, BAE '02, MAE '03, is working on the Governors Grant for ESE through the Florida Council on Elementary Education and has signed with the Hillsborough County school system (Florida).

You will find a Web site, though, where you can receive your entire education (depending on how you define "education"). Right in front of your computer monitor, you can register for classes, purchase your books, attend class and interact with your professors and other classmates, visit the library, turn in your class assignments, and even graduate – all without leaving your chair! Sounds enticing, doesn't it – and it certainly would not take four years of your life to complete the program.

#### What does this mean for us as educators?

It may mean finding a balance between our traditional ideas of higher education and those described above. It may mean doing a better job of funding traditional higher education, marketing benefits more effectively, incorporating more technology into our delivery, or targeting a specific audience we want to entice to campus. We need to decide whom we want to educate, how to go about it, and then, how well we are going to do it.

### 5. Convergence of Knowledge Producers

Technology and privatization come together in this force. Large audiences around the world can simultaneously take part in classes, seminars, and training sessions via satellite provided by companies able to hire full-time content providers (a.k.a. professors with stock options). People seeking higher education, further education, or professional development now have choices beyond the American university. Corporate universities, for-profit education centers, and even community education centers all sell pieces of education for the convenience of the consumer. Levine described a possible scenario of the future where these alternative education providers compete for the best-known names in academia to be their full-time content providers. These professors would be behind-the-scenes producers of the curriculum, choreographers of information delivery, and directors of their own tenure and research processes. The best professors would become stars, complete with agents that negotiate packages with book deals, commercial endorsements, distance learning courses, and consulting gigs. With knowledge comes power, prestige, money, and maybe a fan club!

#### What does this mean for us as educators?

Maybe it means that we need to tap into these resources for ourselves in order to stay current with respective fields of study. Maybe it means we need to find ways to market our expertise and contract with the for-profit institutions and join forces with them. Maybe it means we should have enough confidence in what takes place in our brick institutions to continue to enhance that experience for students and market it appropriately. Levine believes there are three types of institutions of higher education: 1) Brick, 2) Click, and 3) Brick and Click. Maybe it means we should also find ways to incorporate some of the click into our brick.

Levine questioned what might happen to the quality and integrity of a college degree when students choose to spend their seat time learning only in front of their computers instead of physically listening to professors teach in classrooms and interacting with other students through the educational process. Is it possible that competencies, certificates, and portfolios could become more important to employers than critical thinking, interpersonal skills, and some basic common knowledge? For anyone who has been on a college campus recently or read an article about the current state of higher education, Levine's words came as no surprise. The issues with the economy, student demographics, technology, and privatization are not new issues for higher education. How we choose to respond to them, however, especially in light of Levine's comments, will have to be new.

Life-long teaching and learning. Critical thinking. Creativity. Thinking outside of the box. A willingness to change as the world around us changes. These are the answers to the questions regarding the future of the American university and the role it should play in higher education. The future, however, is now.

*J. Diane "DP" Porter is the assistant director of housing for Academic Initiatives and a graduate student in Higher Education Administration.*



COLLEGE OF EDUCATION  
UNIVERSITY OF FLORIDA

## Volunteers NEEDED

We are looking for volunteers to help with regional events. If you are interested in becoming a College of Education volunteer, please complete and return the following.

We look forward to hearing from you!

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DEGREE/YEAR

CURRENT POSITION

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College of Education,  
EducationTimes,  
University of Florida,  
PO Box 117044, Gainesville, FL  
32611-7044

#### CONTACT:

Ph: (352) 392-0728 x 290

Fax: (352) 846-2422

E-mail: [mdriscoll@coe.ufl.edu](mailto:mdriscoll@coe.ufl.edu)



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