

the point OF LEARNING

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COLLEGE OF EDUCATION
University of Illinois at Urbana-Champaign

Early steps play role in how well preschoolers learn math

Craig Chamberlain, Education Editor, News Bureau, University of Illinois at Urbana-Champaign

On the road to trigonometry and calculus, children must first comprehend 1, 2 and 3.

That's no small thing, says researcher Art Baroody.

How a child comes to understand "two-ness" and "three-ness" and other basic but abstract concepts lays the foundation for what comes later.

Research in recent decades shows that preschoolers have more potential to develop "informal math knowledge" than was previously realized, said Baroody, a professor in Curriculum and Instruction in the College of Education.

"We now know that preschoolers can learn an awful lot about mathematics even before they come to school. They are not blank slates, as we used to think."

"But parents and preschool teachers should be careful to focus on the right things," Baroody said. Pushing kids too soon into counting or basic addition can lead them to learn those skills only through rote memorization, and not gain a true understanding of the concepts or patterns involved.

"It can also be frustrating and confusing for them," Baroody said. "Counting things, for instance, seems simple to us adults and a skill we take for granted. However, learning how to count is challenging to children because it involves acquiring some rather abstract ideas and coordinating a number of skills.

"Parents and teachers who want to get children started on the right foot might better help them first to recognize and distinguish among groups of one, two, and three things," he said. Learning to recognize and name these



small numbers first can make learning to count easier and quicker.

The value of learning the words, in particular, came through clearly for Baroody in the results of research he has directed over the last two years. He presented those results last April at the biennial meeting of the Society for Research in Child Development, in a paper co-written by graduate students Alexis Benson and Meng-lung Lai. "My guess is that learning the number words is far more important than many people now think."

In preparing children for school math, parents and preschool teachers can help most by always looking for opportunities for kids to use and discover math in everyday situations, Baroody said. It can be as simple as asking a young child if he has two shoes. "It's not something that you can impose on them, it's not something that you can teach directly. What you need to do is create the opportunities, create problems, get them involved, try to get them to solve it their own way."

"There is an exceptional amount of interest right now" in how young children learn about math, as part of a larger concern about math education, Baroody noted, and he is continuing to study the psychological foundations involved. His work is supported by a three-year grant from the National Science Foundation and a five-year grant from the Spencer Foundation.

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Changing the Equations

By Amy F. Reiter, Assistant Editor, University of Illinois Alumni Association

“Good morning, Dr. Hrabowski,” 13-year old Freeman Hrabowski (AM ’71 LAS, PHD ’75 ED) would say to the young man in the mirror every morning. He has greeted himself this way ever since he was inspired by a black Tuskegee Institute dean and mathematician to pursue an academic role, Hrabowski has greeted himself this way ever since.

As a 12-year-old living in racially charged Birmingham, Alabama, Hrabowski, marched as a youth leader in Martin Luther King Jr.’s 1963 Children’s Crusade. Now he’s president of the University of Maryland, Baltimore County (UMBC), crusading to eliminate the race and gender gaps in math and science.

When he marched and was jailed in the Children’s Crusade, Hrabowski learned to question, “What’s it worth to stand for a cause? To believe in something?” said his wife, Jacqueline Coleman Hrabowski, (EDM ’71), a vice president at T. Rowe Price. “I think it has made him more resolved to work for something that sometimes seems impossible.”

In third grade, while many students were pulling away from math in confusion, Hrabowski was falling in love with the field. It made sense to him. Math taught him patience and to look at a problem from different perspectives. Hrabowski said he saw “a connection between mathematics and life.”

That connection has benefited him. When his friend was among the four girls killed in the 1963 church bombing in Birmingham, Hrabowski could have turned bitter from the experience. Instead, “he has just devoted his life to making things better for the next person,” said Michael Summers, Hrabowski’s close friend and chemistry/biochemistry professor at UMBC.



The boy who loved math became a teenager recruited by colleges. At age 15, he entered Hampton Institute in Virginia and went on to become the senior class president.

Hampton is also where he met Jacqueline. Reflecting on their first meeting during their freshman year, Jacqueline said, “I knew he had this impact on people, that they would want to hear what he had to say.” One week after the Hrabowskis were married, they left for their honeymoon—graduate school at Illinois.

At Illinois, Hrabowski’s ideas about how he could improve education began to take shape, both in theory and in practice. Hrabowski wanted to know: “How do I get more black kids interested in math and science?” Finding the answer would shape not only Hrabowski’s life, but also the lives of everyone around him, as well as influence the nation’s perspective of the capabilities of minorities.

After serving as a professor of math and dean of arts and sciences at Coppin State College in Baltimore, Hrabowski moved to UMBC, first as vice-provost and ultimately as president. In his 12 years as president

at UMBC, Hrabowski’s work has helped the 36-year-old university bring in federal grants to become a national leader in undergraduate math, science and engineering. In fields where drastically few minority students graduate and even fewer go on for advanced degrees, Hrabowski has enabled hundreds of talented minority students to enter, excel and graduate.

The College of Education’s Alumni Association recognized Hrabowski as a Distinguished Alumni Award recipient in 2001 because of his accomplishments at UMBC. Of his honor, Dean Susan Fowler said, “For those of us who work in the College of Education, events like this reinforce that our time is well spent in training and mentoring students. Dr. Hrabowski has gone on to make extraordinary contributions to our educational system, industry and governmental bodies.”

In November, Hrabowski returned to the Urbana-Champaign campus to speak as the 2003 David Dodds Henry Lecturer. This program brings a nationally recognized educational administrator to the Urbana campus approximately once every three years. Hrabowski’s lecture, titled “Supporting the Talented Tenth: The Role of Research Universities in Promoting High Achievement Among Minorities in Science and Engineering” was well attended by students, faculty and community members.

This May, Hrabowski will receive an honorary doctoral degree from the University of Illinois at Urbana-Champaign. Good morning, Dr. Hrabowski.

This article was reprinted by permission from a larger article in the January/February 2004 issue of Illinois Alumni magazine.

College of Education Partners with Chicago Public Schools

The College of Education recently paired twenty Education students with twenty Chicago Public School's (CPS) Gwendolyn Brooks College Preparatory School students this spring for what they hope to be the first of an ongoing effort.

The purpose of the event was to provide an opportunity for a CPS student to attend classes with a College of Education student for a day and experience the classroom climate of faculty and students on our campus. The CPS high school students that participated in this program are planning to pursue college degrees, possibly in the education field.

The College offered other activities throughout the day to give the CPS students a fuller picture of the College of Education and what it has to offer beyond the classroom. Representatives from the Office of Minority Student Affairs and Financial Aid spoke with the students about the multitude of options available to them. A panel of current Education students answered questions prepared by the CPS students. In addition to these events, the CPS students toured the Intra-Mural Physical Education (IMPE) building, the Hopkins Residence Hall, the Illini Union and its bookstore.

The College believes that this personal involvement will make a lasting impression on the students from Chicago. Helen K. Dixon, Senior Recruiter of the Chicago Public Schools, confirms this belief by stating: "The students, parents and faculty of Gwendolyn Brooks College Preparatory and the Department of Human Resources are very appreciative of the generosity extended by the College of Education. The staff and student mentors cannot be commended enough for their commitment to the CPS-Urbana partnership. The impact was clear (to the students) as they excitedly recanted their day and activities."

"The College views the expansion of its relationship with the Chicago Public School system as a high priority," states Mildred Trent, Director of the College's Educational Career Services Office and coordinator of this event. "This new event promises to be very exciting and will further strengthen ties between the Chicago Public Schools and the College of Education!"



2004 Education Alumni Association Distinguished Alumni Award Recipients

The Education Alumni Association (EAA) and the College of Education are pleased to announce the 2004 Distinguished Alumni Award recipients. They will be honored during the 2004 EAA Annual Alumni Award program on Saturday, April 24. (See the calendar of events on the back page for details. You may also visit the website at www.ed.uiuc.edu for more information.)



Kathryn Hu-Pei Au
(Ph.D. '80/Educational Psychology)
Professor of Education
College of Education
University of Hawaii—Honolulu



Jean Casey
(B.S. '60/Elementary Education)
Faculty Member
California State University
Long Beach, California



Sunny (Koerber) McMurry
(B.S. '99, Ed.M. '02/Elementary Education)
Teacher, Sangamon Elementary School, Mahomet, Illinois



Phares O'Daffer
(Ph.D. '68/Mathematics Education)
Professor of Mathematics Emeritus
Illinois State University
Normal, Illinois



Hallie Preskill
(Ph.D. '84/Human Resource Education)
Professor, Organizational Learning & Instructional Technologies
College of Education
University of New Mexico



Susan Zola
(Ed.D. '97/Educational Organization and Leadership)
Principal
Jefferson Middle School
Champaign, Illinois

College wins national Innovative Teacher of the Year Award



The College of Education was named as one of three national Innovative Teacher of the Year award winners by Microsoft and the American Association of Colleges of Teacher Education (AACTE). The award is associated with an Innovative Teachers grant that the College Office of Educational Technology (OET) won in the fall of 2002.

The College program focused on collaborative development of project-based learning models in the areas of literacy in reading and science. The College, in partnership with the Office for Professional Development and Public Service at the University and the Champaign Unit Four School District has worked to develop model programs integrating technology into classroom instruction.

College faculty, staff and students have had four projects highlighted as "best practices" on the Microsoft Innovative Teachers web site since receiving the original grant.

Lynn Burdick, P-16 Technology Integration Coordinator (right), and Shelley Chandler, Director of Instructional Computing (left), both of OET, represented the College at the national awards ceremony in Washington, D.C. on August 26, 2003. Of this award, Shelley Chandler remarks, "Our department is a leader in supporting the creation of projects that use technology in innovative ways. It is such an honor for us to be recognized by Microsoft and AACTE with this prestigious award." National University (San Diego, CA) and Temple University (Philadelphia, PA) were the other two institutions honored.

Bernard van Leer Foundation Grant gives continued life to innovative journal

Losing funding from a 36-year-old federal program leaves a lot of gaps. With the Department of Education's decision to close the nationwide ERIC clearinghouse system at the end of 2003, sixteen education information clearinghouses, including the ERIC Clearinghouse on Elementary and Early Childhood Education housed in the College, closed their doors. However, thanks to a grant from the Bernard van Leer Foundation in the Netherlands, Early Childhood Research & Practice (ECRP), an Internet-only journal published here since 1999, will not be one of the casualties. ECRP, created by Professor Lilian Katz and Associate Director Dianne Rothenberg in the College, was the first peer-reviewed, on-line journal devoted to early childhood research and practice in the United States. Even now, five years later, the biannual journal remains one of only two such publications.

With no advertising and no charge for subscriptions, the journal was originally supported with funds from the University of Illinois ERIC clearinghouse contract. However, since the Department of Education announced the decision to discontinue the ERIC clearinghouses last spring, the future of ECRP has been in question.

"We've been working for some time to figure out how to continue publishing," says Lilian Katz. "In fact, the last two issues were put out using miscellaneous funds and volunteer efforts of the

staff. And, the truth is, we simply wouldn't be able to continue that way. The Bernard van Leer Foundation grant has really saved the journal."

Rothenberg says the one-year grant is intended to fully fund the journal and allow for the staff to work out a transition plan to become self-supporting beyond 2004. "It also will allow us to begin accepting manuscripts in English and Spanish, and begin publishing all of the articles in English and in Spanish. As far as we know, we will be the only fully bilingual early childhood electronic journal in the world."

Rothenberg believes that the additional time will let ECRP work out a new structure that allows them to continue publication and, at the same time, remain accessible as an "open access" scholarly journal. "Right now, the journal is free and available to anyone with a web browser. We had over 400,000 readers last year—more than 80,000 readers from other countries. We want to avoid paid subscriptions to support the journal because we know that the number of readers would drop dramatically. The Bernard van Leer Foundation is giving us the luxury of time to explore all of the options."

You can view past issues of Early Childhood Research & Practice on the web at: <http://ecrp.uiuc.edu/>.

The *point of Learning* is published twice a year for alumni and friends of the University of Illinois at Urbana-Champaign College of Education.

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making a

Difference



If we want to have the very best college, we have to bring in the very best students. Fourteen years ago, with that simple-sounding philosophy, Russell Zwoyer brought a dramatic change to the College of Education (*please see p. 9 for a tribute to Russ Zwoyer*). Russ, then the Associate Dean for Academic Affairs, saw an increasing trend in the number of top students choosing to pursue their degrees with competing universities. They were going elsewhere not because of quality reasons, but because they were being offered more support in the form of scholarships and fellowships. Russ worked within the College and the University to create what has become one of our most valued and proudest programs, the William Chandler Bagley Awards.

The Bagley Awards marked the first sustained, privately funded philanthropic effort in the history of the institution. For the very first time, faculty, friends and alumni could invest directly, and in any amount, in the academic success of our students. The college has come a long way since presenting the first six William Chandler Bagley Scholarships that year. In fact, this past November, 93 of our students were honored with Bagley or other named scholarships -- over \$150,000 of private gifts distributed based on academic merit and achievement.

Many of us would love to be able to sponsor a new building or endow a professorship in the College. And gifts of this magnitude are incredible and can transform an institution overnight. But, in the end, education here in the College is about the young men and women who come to us to learn and to teach. The William Chandler Bagley Awards program is built to allow all of us to play a role in attracting, retaining and supporting them.

Thank you to all who contributed towards a Bagley Scholarship or to one of our many named awards this year. We also appreciate those of you who are considering participation in the Bagley program. These awards make a significant difference in the academic careers of our student recipients and, they play a crucial role in bringing the very best students to the College to study.

Susan A. Fowler

D O N O R R E P O R T
July 1, 2002 to June 30, 2003

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Donald R. Ferris	Marion A. Johnson	Jack C. Merwin	Catherine M. Roszkowski	Robert L. Williamson
Francine J. Fisher	Linda Johnson-Kabisch	Kenneth F. and	Todd J. Ruder	Gary C. and Sarah A. Winbush
Evangeline C. Force	Carolyn T. Jones	Jacqueline Lakes Miller	Ruth M. Russell	Mary L. Woodburn
Margaret J. Ford	Steven W. Jones and	Shirley Ann Miller	Bruce Z. and Martha H. Sanders	Katie H. Wright
Ann L. Foreman	Marie T. Bazzetta-Jones	Frederick E. and	Carol S. Sanders	Douglas M. and Lynn D. Wurtzel
W. Tad and Cathleen A.	Faustine Jones-Wilson†	Joyanne B. Mills	Katrina M. Sanders	Constance L. and
McGregor Foster	Eugene P. Jontry	Jacqueline L. Mitchell	Bobbie Scaggs	Stanley S. Yaffe
Jonathan B. and Amy E. Freund	Laura J. Jordan	Doris B. Moore†	Virginia L. Schmidt	Susan M. Young
Joe and Hoshi Fujioka	Janet L. Kane†	Joel W. Morris	Judith L. Schultz†	James E. Ysseldyke
Ambrose J. Furey Jr.	Barbara E. Kaufman	James E. and Sarah L. Morse	Sue Scott	William R. Zbinden
Gail S. Gaebler	Janice Kellogg	Mary Lu Muffoletto	Kathryn M. Setlak	Barbara J. Zeller
Sandra S. Gagie	Paul W. and Bonnie M. Kerr†	V. Bahiyah Muhammad	Mary E. Shannon	
George M. Gazdat	Ruth N. King	Mary C. Mulcahy	Doris J. Shaw†	
Nancy J. Gehlbach	Jane B. Kinkaid	Mary Jo Mulcahy†	E. Marcia Sheridan	
Karen C. Gissy	J. Randolph Kirby	Mary Ellen Mulliken	Michele I. Shoresman	
Laurie B. Glenner	Lance D. Kohan	Margaret E. Murphy	William H. and Elsie L. Sippel	

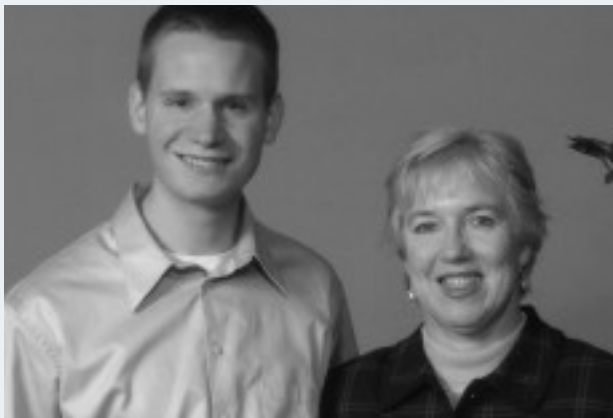
*Those listed with an * are new members of the President's Council. Those listed with a † have increased their annual gift for the past fiscal year.*

This list reflects only a small portion of our generous donors. For a complete list of College of Education donors for fiscal year 2003 (July 1, 2002 to June 30, 2003), please visit our website at www.ed.uiuc.edu. Thank you.

Corporations, Foundations and Organizations

The following corporations, foundations and other organizations have made a gift of \$250 or more to the University of Illinois College of Education during the last fiscal year.

The A. L. Mailman Family Foundation, Inc.
American Educational Research Association
American Psychological Association
Bank One Foundation
The Boeing Company
California Institute Human Service
The Chicago Community Foundation
College of Education Alumni Association
The Columbus Foundation
Foundation For Child Development
Illinois Science Teachers Association
Inspiration Software, Inc.
John Deere World Headquarters
John Dewey Society
Kellogg Foundation
Microsoft Corporation
National Academy of Education
National Council on Measurement in Education
RAND
The Schwab Fund for Charitable Giving
The Spencer Foundation
Stanford University

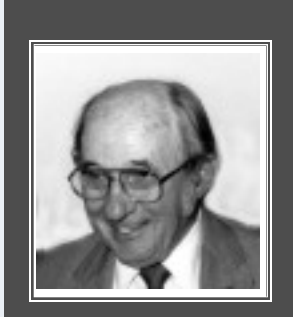


Matching Gifts

The following corporations, foundations, and organizations have generously matched their employee's gift to the University of Illinois College of Education through their organization's matching gift program.

AG Communication Systems Foundation
American Standard Foundation
Bank One Foundation
The Boeing Gift Matching Program
Bridgestone/Firestone, Inc.
The Capital Group Companies, Inc.
Caterpillar Foundation
Central Illinois Light Company
ChevronTexaco
CNA Foundation
Deloitte & Touche Foundation
The Donaldson Foundation
Erie Insurance Group
Ernst & Young Foundation
ExxonMobil Foundation
GE Foundation
Harris Bank Foundation
Hewitt Associates LLC
World Reach/Hewlett Packard Matching Program
Houghton Mifflin Company c/o Charitable Gift Fund
Household International
Kemper National Insurance Companies
Lucent Technologies
MBNA America Bank, N.A.
Merrill Lynch & Co. Foundation, Inc.
Minnesota Mining & Manufacturing Foundation, Inc.
Mobil Foundation, Inc.
Motorola Foundation
National City Bank of Michigan/Illinois
SBC Foundation
Shell Oil Company Foundation
State Farm Companies Foundation
Tellabs Operations Inc.
UNOCAL Foundation
W. K. Kellogg Foundation
Wachovia Foundation
Wells Fargo Foundation

Thank you all for your generosity!



RUSSELL E. ZWOYER

Associate Dean Emeritus
June 30, 1933 - July 4, 2003

Last summer, we lost our long time friend and colleague, Russell Zwoyer after his long fight with cancer. During his thirty years on the faculty, from his early days at University High School, to his work with Max Beberman and the Curriculum Laboratory to his time in the Center for the Study of Reading and with Reading Recovery, Russ was a career-long advocate of learning and strongly committed to the success of our students. In 1988, during his tenure as Associate Dean for Administration and Research Services, Russ institutionalized this commitment with the creation of the Office for Development and Alumni Relations and the William Chandler Bagley Scholarship program.

With Russ' formal retirement from the College in 1991, the hundreds of students who have received Bagley or other named scholarships over the years, may never have had the opportunity to meet a man whose commitment to the improvement of the College really is legendary. Working through the tenure of four separate deans and navigating countless shifts in state and federal political landscapes, Russ developed a style and approach that was by no means traditional, but extremely successful.

Working with Russ during my time as a Reading Recovery University Trainer, I had the unique opportunity to shadow Russ as he met with regional and district superintendents, principals, and leaders of corporations and foundations. I had the rare opportunity to see firsthand, how personality, perseverance and sheer determination can transform long-shot ideas into realities. I watched roadblocks to impossible feats literally dissolve during Russell's conversations with others. He was a master at building connections through negotiation. It was a game he played constantly. And every administrator he met thoroughly enjoyed playing it with him because everyone understood very clearly, it was a game Russ truly had no interest in winning -- his focus was always, unswervingly, on the end benefits for children and their teachers.

A number of us knew Russ as "Mr. Wonderful." Now, to be clear, Russ was not a saccharine kind of guy. Instead, this nickname came from his standard response to the question of "How are you doing?" The answer was always, "Wonderful." Even in the face of events that many of us would describe as devastating, to Russ, things were wonderful. He simply refused to let events that swelled around him with his administrative responsibilities define his life. This lesson is one that I am still learning and carry with me.

I am forever grateful that I had the chance to share some time on this earth with Russ. From scholarships to partnerships to friendships, he truly set an example of public service and personal achievement that all of us in the College of Education should proudly recognize. Along with his family, friends and colleagues, I honor the wonderful career and life of Russell E. Zwoyer.

Written by Janet Gaffney, an Associate Professor in the Department of Special Education.

Do You Want to Be a William Chandler Bagley Award Sponsor?

Becoming a William Chandler Bagley Award sponsor is easy. Alumni, faculty and friends can make donations to the William Chandler Bagley Scholarship Program in any amount, at any time throughout the year. At certain sponsorship levels (see below), donors will have the opportunity to sponsor an individual student scholarship. Sponsors are invited to the Student Recognition Banquet where they will meet their student and be acknowledged as well.

Sponsorship Levels

- \$ 500 Partial undergraduate sponsorship
- \$1000 Fully funded undergraduate sponsorship
- \$1500 Fully funded masters student sponsorship
- \$2000 Fully funded doctoral student sponsorship

Who is Eligible?

All graduate students are eligible to apply for these \$2,000 awards. Undergraduate students who have completed a minimum of 90 credit hours are eligible to apply for \$1,000 scholarships. William Chandler Bagley Scholarships are merit-based awards. Recipients are chosen by the Undergraduate and Graduate Awards Committees. Students selected as Bagley Scholars will be recognized at the College of Education Student Recognition Banquet each fall.

If you would like to make a gift to the William Chandler Bagley Scholarship Fund please visit our online giving site: www.ed.uiuc.edu/ODAR/alumni/ or contact the College of Education's Office of Development at 217/244-7228. Thank you.

College of Education Faculty and Staff Awards



Jennifer Greene, Professor in Educational Psychology, has been awarded the 2003 Paul F. Lazarsfeld Award, a distinguished career award, from the American Evaluation Association. This award is presented to individuals whose written work on evaluation theory has led to fruitful debates on the assumptions, goals, and methods of evaluation.



Thomas Schwandt, Professor in Educational Psychology, was selected as a Distinguished Teacher/Scholar by the University of Illinois' Teaching Advancement Board. He is being rewarded with funds for his proposed project entitled "Investigating the Teaching of Judgment in Professional Education". Created by the Office of the Provost, the program is intended to both recognize outstanding faculty on the campus, but also to offer opportunities to explore better methods and approaches to the art and craft of teaching.



Gary Cziko, Professor in Educational Psychology, was named NCSA (National Center for Supercomputing Applications) Fellow for his

program: The Internet Café or Language Exchange (ICLEx): The Development of an Agent-Assisted Synchronous Communications Venue for Tandem Language Learning. This program will provide the means by which foreign-language learners can use the Internet to establish synchronous communication with native speakers of the language they are learning.



Wanda Pillow, Professor in Educational Policy Studies, was named a 2003 - 2004 Beckman Fellow, Center for Advanced Study, for her study, Tracing Meanings of the 1804 Corps Expedition: Stories of Manifest Destiny, Confluence of Cultures, and Invasion. During her Center appointment, Professor Pillow will work to identify shifting historical and present-day representations, interpretations, and uses of the Lewis and Clark Corps of Discovery expedition in popular culture, political discourse, and educational curricula.



Allison Ryan, Professor of Educational Psychology, was named 2003 - 2004 Fellow, Center for Advanced Study, for her study, Social Resources in

the Classroom: An Examination of Classroom Characteristics that Promote Equity. During her appointment Professor Ryan will conduct a research project to explore what can be done in classrooms to encourage all students to seek help and voice their opinions. Her research will inform policy makers about how we can create classrooms to foster social interactions that will help all adolescents to reach their academic potential.



Sharon Tettegah, Professor of Curriculum and Instruction, was named a NCSA (National Center for Supercomputing Applications) Fellow for her study: Multicultural Teaching Knowledge Repository for Educators (MuTKRE). Professor Tettegah hopes to improve educators' knowledge about the evolution and social significance of information technology and multicultural education and social justice by developing a knowledge repository where educators can access and dialogue on cultural issues that are related to classroom practices.

Education faculty receive prestigious Fulbright Grants



PROFESSOR WILLIAM TRENT, Educational Policy Studies and Sociology, received a Fulbright Senior Specialists grant in Education at the School of Education, Saint Andrew, Argentina. Trent went to Saint Andrew in September 2003 to conduct a one-week seminar. The Fulbright Senior Specialists Program offers two- to six-week grants to leading U.S. academics and professionals to support curricular and faculty development and institutional planning at academic institutions in 140 countries around the world.



ROCHELLE GUTIERREZ, an Associate Professor in the Department of Curriculum and Instruction received a Fulbright-Garcia Robles Grant for 2003-2004. The award is for the study of "secundaria" (secondary school) mathematics teacher work groups. Gutierrez will be working at the National Pedagogical University in Zacatecas, Mexico. Fulbright-Garcia-Robles grants are Fulbright scholarships developed specifically for scholarship exchanges between the United States and Mexico. These awards are named in honor of U.S. Senator J. William Fulbright, and Mexican diplomat and Nobel Prize winner Alfonso Garcia-Robles.

Web Watch

The College of Education would like to share the following website with our readers. <http://ecap.crc.uiuc.edu>
Established in 2003, the Early Childhood and Parenting (ECAP) Collaborative is home to more than a dozen projects that focus on educating and raising young children. ECAP hosts research, technical assistance, and service projects. The projects under its umbrella are committed to ensuring that the Collaborative builds a national reputation

for high-quality research, teaching, and service to young children and families; influences state and national policy through relevant research, provides a context for interdisciplinary training of students, direct service providers, technical assistance providers, and others whose work relates to young children and their families, and actively fosters the links between research and practice.

We would love to know of any sites you find useful. Please send your suggestions to us at: ed-alumni@uiuc.edu.

Welcome Faculty

The College of Education is pleased to introduce faculty members that have joined the College in the past two years. For a complete list of faculty members and their research initiatives, please visit www.ed.uiuc.edu/facstaff.

CURRICULUM & INSTRUCTION

Michelle Crockett

Assistant Professor

Crockett's research interests include mathematics curriculum, teaching, and policy issues and the socio-cultural contexts in which these issues reside.



Barbara Hug

Assistant Professor

Hug's research interests are focused around the question of how students learn, in particular, how students learn from inquiry-based materials.



Karla Moller

Assistant Professor

Moller's interests are focused on literacy education at the elementary level, specifically in the areas of multiethnic and multicultural literature.

EDUCATIONAL ORGANIZATION AND LEADERSHIP



Michael Bastedo

Assistant Professor

Bastedo's work to date has used organization theory and policy analysis to examine emerging trends in state policy for public higher education.



Kristina Hesbol

Assistant Professor

Her primary research interest focuses on learning organizations, particularly in studying the impact of organizational design on reform efforts to improve opportunities for learning in schools and private sector organizations.

EDUCATIONAL POLICY STUDIES

Antonia Darder

Professor

Darder's teaching examines cultural issues in education with an emphasis on identity, language, and popular culture, as well as the foundations of critical pedagogy, Latino studies, and social justice theory.



Chris Span

Assistant Professor

Span's research interests pertain to the educational history of African Americans in the 19th and 20th century.

EDUCATIONAL PSYCHOLOGY



Lisa Spanierman

Assistant Professor

Her primary research area involves white racial attitudes, white privilege, and the costs of racism to whites.



Andreas Klein

Assistant Professor

One of Klein's research interests includes the development of statistically efficient estimation methods for interaction models and application to research questions.

HUMAN RESOURCE EDUCATION



Andrea Ellinger

Assistant Professor

Her long-term research agenda has been to understand how managers and leaders serve as facilitators of learning within learning-oriented organizational contexts.

Share your news with us!

Education Alumni Association News Exchange

We take pride in the accomplishments of our alumni and look forward to hearing from you. Please share your recent activities (career advancement, honors, publications, appointments, etc.) with us. Newspaper clippings, press releases, and pictures are also appreciated.

Please mail your information to the Office of Development and Alumni Relations, College of Education, University of Illinois at Urbana-Champaign, 1310 South Sixth Street, Champaign, Illinois 61820, Phone: (217) 244-7228 FAX: (217) 333-5847 or send an email to ed-alumni@uiuc.edu. You can also fill out our on-line web update form by visiting our Web site at www.ed.uiuc.edu/odar/update.html.

Personal Information:

Name (Including Maiden)

Address

City, State, Zip

Degree/Year

Home Phone

Preferred Email

Business Information:

Title

Organization

Address

City, State, Zip

Work Phone

Comments

Office of Development
38 Education Building
1310 South Sixth Street
Champaign, Illinois 61820

(217)244-7228

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2004 SPRING CALENDAR OF EVENTS

APRIL

Thursday, April 8

Teacher Placement Day

Illini Union, 9am-3pm

<http://ecso.edu.uiuc.edu>

Thursday, April 15

AERA Annual Meeting

College of Education reception
Manchester Grand Hyatt, Ballroom A
San Diego, California
7-9pm

<http://www.area.net/meeting>

Saturday, April 24

**Education Alumni Association
Annual Meeting**

Illinois Terminal, Champaign
8:30-10:30am

Distinguished Alumni Awards Program

Illinois Terminal, Champaign
11am-1pm

(see p.3 for a list of this year's recipients)

MAY

Thursday, May 13

Graduation Celebration

College of Education Building,
Champaign
5-7pm

Sunday, May 16

College of Education Convocation

George Huff Hall, Champaign
10am-Noon

College of Education Convocation Luncheon

College of Education Building,
Champaign

Noon *(immediately following Convocation)*

2004 FALL PREVIEW

Sunday, October 24 – Sunday,
October 31

Homecoming Week

Saturday, October 30

**Homecoming Football Game
Illinois vs. Iowa Pregame Event
College of Education**

Time to be determined

Student Recognition Banquet

Time and Date to be determined

If you would like more information about any of these events, please email us at ed-alumni@uiuc.edu, call us at (217) 244-7228 or visit www.ed.uiuc.edu/alumni.