



## Richard Anderson (Cognitive Science of Teaching and Learning): teacher, researcher, and entrepreneur



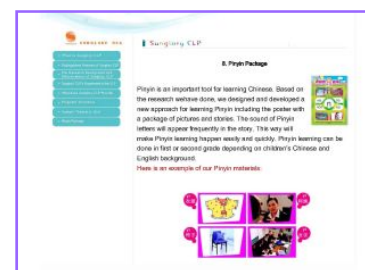
If you've read Richard Anderson's [faculty profile](#) on the Educational Psychology Web site, or the [article](#) about him in Wikipedia, you learned about many of his academic achievements during his 47-year career at the University of Illinois and in our department. What you might not know is that he is also a successful entrepreneur. Go to <http://www.chinacra.net/courseinfo/english/index.html> (the English language version) or to [www.chinacra.net](http://www.chinacra.net) (the Chinese language site) and you'll read about his company, which provides training to kindergarten teachers and publishes books for its Shared Book Reading program.

While Dr. Anderson is not involved in day-to-day management, the company's title, Dick Sunglory Education, combines the diminutive of his first name with a "made up" word that has a positive feeling in Chinese. The company has also had a positive impact on Chinese education, through the sale of its products rather than by directly affecting educational policy. Dr. Anderson had never seen himself as a businessman, but decided to "form the business because I wanted to get our research findings into practice. To change educational policy requires government involvement."

That almost happened about six years ago when Dr. Anderson's two principal business colleagues in China were designated by the Ministry of Education to revise the national reading language arts curriculum, but at the last minute there was a political coup and their government contacts left office.

He feels the business is having a major impact, however, helping him reach about a million Chinese kindergarteners (3-, 4-, and 5-year olds), and he notes that "not very many education professors anywhere, or for that matter engineers or biologists or whatever have developed a program and got it into use by a million people. It's an education thing, not a thingamajig using lasers or computers, it fills a need in China. There was no tradition of reading with children. Instead the classic way to start Chinese is to learn a bunch of characters before you get even a single sentence."

Because he is providing educational service as a business and therefore must charge for it, his primary customers are the rising urban middle class in China, although "we have some blue collar workers whose families and children use the program. For example, a few years ago I visited the school kindergarten sponsored by the Red Star Tractor Factory in Liu Yon Penang Province China and all 33 classes of kindergarteners, about 25 children per class, were using the Shared Book Reading program. Their parents work for the factory, mostly blue collar assembly line workers, security guards, and secretaries."



A page from the Dick Sunglory Education Web site.

The company is also having an economic impact, employing about a thousand people in several major Chinese cities. "We're making money in this company and to me it's a nice sum of money but to my Chinese colleagues it's an astronomical sum of money, double their academic salaries." Working with Dr. Anderson has paid off in other ways as well. One of his colleagues, for example, has come to be regarded as China's leading psychologist.

On a recent trip to China Dr. Anderson had an hour long bi-lingual interview on early reading for Sina.com, considered China's most popular Web site. To see the interview, go to <http://baby.sina.com.cn/tv/jiangtang49.html?pi=3>.



So far the program is only offered in mainland China. Expansion to Taiwan is still only a future possibility because “there are 60 million children in the age cohort my company’s trying to reach in China and currently we’re reaching 3% of them.” Although some of Dr. Anderson’s Taiwanese students have thought of taking the program to Taiwan, he notes that it hasn’t yet happened because “the business track and the academic track are different.”

Dr. Anderson’s original research focus was not on Chinese language issues. After graduating from Harvard in 1960 he worked on “a hot educational innovation, programmed instruction,” but also had already started in with a couple of strands, which he has continued throughout his career. One was reasoning and problem solving. The other was children’s knowledge of words, where they learn the words they know, what formal knowledge they need to have of speech sounds and how they are combined to make words or morphemes (units of meaning within words).

**Dr. Anderson started the Center for the Study of Reading in 1979 with a big five-year federal grant. “We tried to give it another title but our contract monitor said NO. He was right. It’s not too ponderous with a lot of fancy words like cognitive and new literacy.”**

Another continuing interest was issues of culture and language and about 20 years ago he took the opportunity to work with an outstanding Chinese student and initiate a program of research on cross-language and cross-cultural studies about how children learn to read. His research in this area has branched off into many aspects, including the practical research and development that is directly affecting the education of children in China

and other more basic research about the psycholinguistic foundations for reading and whether they are the same or different for Chinese or English. Although so much of his current focus is on Chinese study, Dr. Anderson considers himself an internationalist in action as well as thought. “I have an obvious reason for accepting Chinese students, yet here I am taking students from Jordan and Malaysia and every once in a while,” he notes with a grin, “I take an American.”

A different but related major line of research has focused on improving classroom discussion so that it is more intellectually stimulating and personally engaging for children. “We have tended to work with upper elementary school students, 4<sup>th</sup> and 5<sup>th</sup> graders, and we’ve extended this into a cross-cultural angle in China and Korea. His current funding, a 4-year \$3 million grant from the Institute for Educational Sciences (the research granting wing of the U.S. Dept. of Education) studies “whether we can pump up the intellectual stimulation, personal engagement, and conceptual richness of instruction for African-American and Latino children.”

**When asked if he had any plans to slow down, Dr. Anderson said simply “I don’t.”**

This side of Dr. Anderson’s many interests relates to his philosophy of teaching and his reasons for continuing to do it. “I enjoy classroom teaching and am good at it. I have a certain style of doing it which is less teacher fronted. It follows from what I’ve learned, that children don’t have enough time other than playtime where they are more in charge of their own thinking because there is too much teacher leading. Same thing happens in graduate school, so I have a way of running seminars somewhat like the way we run discussions with 5<sup>th</sup> graders, where more initiative and more responsibility goes to students, they don’t just sit and listen to me spew out truth as I know it.”



Pictures Dr. Anderson took of Chinese children line the south wall of his office.

Interviewing someone with such a long and varied career and so many different interests is hard to keep on track. At one point when the interview yet again branched off into conversation not exactly related to the subject at hand, and a glance at the clock reminded this writer that it was time to get back to asking questions, Dr. Anderson offered an apology. “I’m getting you off topic. I often do that.”



## Educational Psychology faculty inspires College of Education ice skating party

And here she is! Carolyn Anderson (Queries faculty) first doing a little maneuver called "Shoot the Duck," and then (apparently) sitting on the duck! And that whirling blur in the third picture is Dr. Anderson also.



It was her idea, you see, to suggest that the College host an ice skating party at the campus arena. A certain EdPsych staff member thought that was ridiculous, would never happen, nada, no way, but was happily proved wrong. Thanks to much help from Assistant Dean Susan Michaels, here's the result.



About 40 College of Education faculty, students, and staff, along with friends and family, came to the ice arena on Saturday, February 13 and took over the rink after the regular public session ended.

It was an eclectic group, representing many different COE departments and units.



When participants weren't skating, or watching, or snapping pictures, they could usually be found at the food table...



... "stoking up" on energy with pot-luck dishes, lasagna, and desserts.



And judging by the comments that evening and the emails that came later, we can confidently say ...



*A good time was had by all!*



## EdPsych students participate in trials of new speak test

Several of our students who had previously taken the traditional campus Speak Test helped the Center for Teaching Excellence try out a new test that is replacing the Speak. As its name implies, the English Proficiency Interview (EPI) provides for brief one-on-one conversational interviews with ESL professionals instead of talking into a microphone and recording answers to pre-set questions. In addition to giving students questions to general language proficiency, the new format will allow the student to talk about topics specifically related to an academic context.

Junli Wei (CSTL) said she feels the new format “is more natural to test potential TA's real ability for communication.” She liked the individual interview because “the old test was noisy and people interrupted each other.”



Another EdPsych student, **Sun Joo Chung** (Queries), who can be seen in a video of a [demo](#) EPI that CTE has posted on their [Web site](#), provided the following thoughts:

Chung

*The warm-up question and answer session eased test anxiety and allowed the test taker to feel more comfortable in the testing situation. The EPI tested a test taker's ability not only to communicate in daily conversations, but also to explain and illustrate specialized terminology in layman's terms which is a very important skill as a classroom instructor.”*

*As a student learning about language test development, my participation in the trial run helped me get a peek at how a newly developed language test goes through various stages before it is operationalized. The new EPI test combined the SPEAK test and the SPEAK appeal in one sitting, so it felt like a practical alternative to the SPEAK test. In addition, the warm up questions allowed me to 'activate' my English before going into the more technical portion of the interview which as a non-native speaker of English, might be an important performance factor.*

*I liked the adaptive feature in the new EPI test which is one of the most striking differences compared with the previous SPEAK test. I look forward to the implementation of the EPI and its impact on assessing and training international teaching assistants at the U of I.*

One change generally leads to others. In the case of the new test format, changes include:

- ◆ A longer testing period each semester (several weeks instead of a few days)
- ◆ A shorter scoring period (about one week)
- ◆ A new scoring system (2 through 6, including 4CP, a “Conditional Pass” which allows the student to teach but requires further specific ESL coursework)
- ◆ Elimination of the appeals process (because of the similarity of the EPI to the Speak Test appeals format)
- ◆ A new \$50 fee for each scheduled test (a fee that will be required from all EdPsych students in order to be registered for the test.)

One element of the testing process that hasn't changed is the registration procedure. As before, students must be registered by their department. An email will be sent to all students when the registration period is made available.



## Dates and deadlines

Dates that relate to degree conferral deadlines can be found on the College of Education and Graduate College Web sites. Other upcoming dates to note:

### Spring Semester

Wednesday, May 5 — Last day of Spring classes

Thursday, May 6 — Reading Day

EdPsych Spring Faculty/Staff Meeting, 10:00-11:30 am, room 210A Education

EdPsych Spring Luncheon, noon (see box below)

College of Education Spring Faculty/Staff Meeting, 2:00-4:00 pm, Heritage Room,  
ACES Library

College of Education Spring Faculty/Staff Reception, 5:00-6:30 pm, home of  
Dean Mary Kalantzis

**EdPsych Spring Luncheon**  
**Thursday, May 6, noon in room 242**

*All EdPsych students, faculty and staff welcome*

**pot luck menu**

email [hnkatz@illinois.edu](mailto:hnkatz@illinois.edu) by April 29 to let us know what kind of dish  
you plan to bring (salad, appetizer, main dish, side dish, or dessert)

if you need to warm up your food or keep it cold  
during the morning, you can use the oven and refrigerator  
in the kitchen by the third floor lounge

be sure to label any items you leave in the refrigerator

Friday, May 7 through Friday, May 14 — Final exams

### Summer Semester

Monday May 17 — First day of Summer Session 1 classes

Monday May 31 — Last day of Summer Session 1 classes

Monday June 14 — First day of Summer Session 2 classes

Thursday, August 4 — Last day of Summer Session 1 classes

### EdPsych office schedule

Monday, May 31 — Closed for Memorial Day



## Julie Patterson transfers from Statistics to EdPsych's Queries division



EdPsych doesn't have a Spring admission season for on-campus doctoral candidates, but exceptions are always possible, and this semester Queries faculty approved **Julie Patterson's** transfer from the Statistics Department for doctoral study in educational testing. Her undergraduate interest in learning "the background information about the tests" led to enrollment in the Masters of Education in Mathematics Education program at Teachers College in Columbia University, New York City, where she "fell in love" with courses in measurement, evaluation, and statistics. Feeling that her background in statistics needed strengthening, after graduation from Teachers College, Julie came to Illinois to pursue a Ph.D. in that department. With her statistics masters in hand and a desire for a less theoretical program, she decided to "return to the world of education and measurement" by applying to transfer to our Queries division and prepare to "teach at the college level while also working for or in collaboration with a testing company." Julie's "main hobby is playing golf with my wonderful husband, Bobby," a juvenile probation officer in Central Texas, and she also likes to scrapbook and read in her free time.

## Five students admitted to CTER online master's program for Spring 2010

Newly enrolled in Ed Psych's Curriculum, Technology, and Education Reform online master's program are **Brian Johnson** in Bloomington, IL, **Kenneth Kasee** in Chicago, **Heather Latimore** in Tumwater, WA, **Stephen Ryan Jr.** in Clarendon Hills, IL, and **Kathryn Wyss** in Chebanse, IL.

## Student profiles: Counseling Psychology interns Nallely Galvin, Bryana French



Nallely became an EdPsych Ph.D. student in Fall 2004 and has focused on investigating cervical and breast cancer screening behaviors of Mexican women and the related role of Latino males. She hopes to do clinical work as well as conduct research on Latino health issues in a medical center or government agency.

Other than that goal, Nallely says she has no idea where she will go after internship "but I can tell you that I am not moving to a cold place." Currently she's at the Federal Medical Center, a women's prison in the warm state of Texas, doing intakes, individual and brief therapy, group psychotherapy, assessments, and working closely with a multidisciplinary team.

Despite the climate at U of I, she feels she has had many positive experiences here, best of all working at McKinley Health Center as a graduate assistant for the Special Populations Program.

Nallely loves traveling, dancing, shopping, and sweets, as well as collecting shoes. She says her favorite color changes depending on the season, and states with fervor, "I have no pets."



When Bryana completes her internship at the University of Maryland's Counseling Center, her goal is to use her research in adolescent sexual coercion to work with public policy or large non-profit organizations. A related area of interest is exploration of the roles that race, gender, and adolescent development play in understanding the effects of nonconsensual sexual experience.

Bryana joined the EdPsych Ph.D. program in Fall 2003. Looking back on the past seven years, she feels that her doctoral career, while often a challenging adjustment, gave her opportunities to grow as a professional, an activist, and a person, and to meet "some of the most amazing people here."

As for her internship, she "couldn't be happier" working with staff that is as racially and ethnically diverse as is her caseload, and that "infuses multicultural competence in an authentic, integrated way."

Bryana is also quite happy with Che, a feline "fiery ball of furry energy" she found ("or maybe he found me") a few months ago.



## This and that about who's doing what ...

### ... professionally

Three EdPsych Queries faculty — **Hua-Hua Chang**, **Jennifer Greene**, and **Thomas Schwandt** — are included in the 67 new [American Educational Research Association \(AERA\) Fellows](#) to be inducted at the group's May 1 Annual Meeting in Denver, CO ... **Youngshin Chi** (Queries) received a \$1,720 grant from ETS' TOEFL Grants and Awards Committee ... The January 7, 2010 issue of *Diverse Issues in Higher Education* highlighted **Brendesha Tynes** (Child Development faculty) as one of their 12 "emerging scholars" for 2010 ... **Zhushan (Mandy) Li** (Queries) has accepted a tenure track position as an assistant professor at Boston College ... A College Board Fellowship for the 2010-11 academic year has been awarded to **Usama Ahmed** (Queries) ... **Kiel Christianson** (CSTL faculty) was the subject of a three-page article on the March 31 front page of the Beckman Institute website, <http://www.beckman.illinois.edu/news/Christianson033110>. Kiel and **Steven Luke** (CSTL) are also publishing an article in *Scientific Studies of Reading* ... A new grant from the Institute for Computing in the Humanities, Arts, and Social Sciences (I-CHASS) and NCSA for an inter-institutional project includes **Dorothy Espelage** (Child Development faculty) as one of the recipient's research scientists ... **Leslie Rutkowski** (Queries alumnus) has accepted a tenure track assistant professor position at Indiana University in Bloomington.

*The above summary of current news is necessarily incomplete in a department with so many ongoing distinguished scholastic pursuits . You can find more achievements on our department Web site's [Research and Publications](#) page.*

### ... and personally

The winter break highlight for **Marc McConney** (Child Development) was his January 10, 2010 wedding ... **Michelle Birkett** (Counseling) became engaged a few weeks earlier, wedding date TBD pending results of job searches ... Andrew, first child of **Junli Wei** (CSTL) and her husband, joined the family on December 4, 2009 ... Matthew, first child of **Yingying (Crystal) Fiel** (CSTL) and **Adam Feil** (CSTL alumnus) was born on March 16, 2010 ... **Helen Katz** (staff) will be on "Keepin' the Faith" on WILL-AM radio Sunday, May 16, 5:00 to 6:00 p.m., to talk about the new Soul Miners: Children's Theatre Company of Champaign-Urbana.

## EdPsych department members rated as "excellent" teachers for Fall 2009 include three rated as "outstanding"

In the Incomplete List of Teachers Rated as Excellent, published by the Center for Teaching Excellence, stars were next to the names of **Jeffrey Goetz** (CSTL), **Kathleen Kordesh** (Counseling) and **David Zola** (CSTL faculty). In addition, the following 21 EdPsych students and faculty made the list: **Jacquelyn Beard** (Counseling), **James Brooks** (Counseling), **Dorothy Espelage** (Child Development faculty), **Michelle Flores** (Counseling), **Jennifer Greene** (Queries faculty), **James Hannum** (Counseling faculty), **Rhonda Jamison** (Child Development), **Josh Kingsbury** (Counseling), **John Knorek** (Counseling), **Jioni Lewis** (Counseling), **Leigh Mingle** (CSTL), **Michelle Perry** (Child Development faculty), **Zully Rivera-Ramos** (Counseling), **Joe Robinson** (Queries faculty), **James Rounds** (Counseling faculty), **Allison Ryan** (Child Development faculty), **Tom Schwandt** (Queries faculty), **Lisa Spanierman** (Counseling faculty), **Geneene Thompson** (Child Development), **Shuai Wang** (CSTL), and **Travis Wilson** (Child Development).

## EdPsych December degrees include three doctorates and 15 CTER online master's

**Shumin Lin** (CSTL), **Tiffany McCaughey** (Counseling), and **Hui-Jeong Woo** (Queries) are now Dr. Lin, Dr. McCaughey and Dr. Woo. CTER grads were **Jennifer Adams**, **Luke Azinger**, **Erik Bostrom**, **Scott Cimarusti**, **Nicholas DiFilippo**, **Marsha Foshee**, **Michael Geraghty**, **Elizabeth Good**, **Emily Kaffel**, **Carole McCulley**, **Matthew McCulley**, **Patrick O'Hara**, **Pamela Olivito**, **Megan Pule** and **Shin-Ming Yao**.