



THE UNIVERSITY OF UTAH  
COLLEGE OF EDUCATION

## Semester Break E-Newsletter December 2009

### Dean's Welcome



Welcome to the first issue of the College of Education's Semester Break e-Newsletter. Our purpose is to share and celebrate recent honors and achievements of our faculty, staff, and students college-wide, across the University, and with our alumni and friends around the world. This newsletter will accompany our *College Annual Review* published each fall and now available on-line at [www.ed.utah.edu](http://www.ed.utah.edu) or through Rob Hunsaker, College Director of Development ([rob.hunsaker@utah.edu](mailto:rob.hunsaker@utah.edu)). Each of the brief articles in this issue reflects the important work that is on-going within the College of Education to generate and advance new knowledge in the field of education, highlight innovative instructional programs and partnerships across the university and with public education; and describe national and community-engaged service activities that are making a difference in people's lives. We hope you find our e-Newsletter interesting and informative. Your feedback and ideas for future articles are welcomed.

### College Fulbright Scholars Make Their Mark

During the past five years, the College of Education has been home to three recipients of the prestigious Fulbright Scholarship. Established in 1946, the Fulbright is the United States premier international exchange program and Dr. Robert Hill, Dr. Marcia Davidson, and Lynnette Averill epitomize the program's goal to increase mutual understanding between the people of the United States and the people of other countries.



In 2003, **Dr. Robert Hill**, Professor in the Department of Educational Psychology, completed an academic year as a visiting Fulbright Scholar at Maastricht University in the Netherlands. Dr. Hill was part of an international research team working on the Maastricht Aging Study, a longitudinal investigation of the impact of social, biological, and psychological determinants of the human aging process. His work produced numerous research articles, and a book entitled, "*Positive Aging: A guide for mental health professionals and consumers (2005)*" (WW Norton). *Positive Aging* has received substantial interest in the United States and internationally as a framework for understanding the nature of how people cope with the process of growing old. Dr. Hill also taught several courses in while in residence at Maastricht University including an advanced issues seminar in aging and mental health. In a recent interview, Dr. Hill remarked, "The Faculty Fulbright Scholars Program was a life changing experience that helped me to not only further my scholarly interests, but to gain a broader view of the universal nature of aging and strategies that people are using to age well in the 21<sup>st</sup> Century."



In the spring of 2009, **Dr. Marcia Davidson**, Assistant Professor in the Department of Special Education, spent a semester as a Fulbright Scholar at PJ Safarik University in Kosice, Slovak Republic. The Slovak Republic is a beautiful country surrounded by Austria, the Czech Republic, Poland, Ukraine, and Hungary. While at Safarik University, Dr. Davidson worked in the medical school with colleagues in public health and with an international Ph.D. program in psychology and medicine. Her role involved a combination of lectures to graduate students in medicine and public health, visiting schools and observing in classrooms with special education programs, as well as working in retreats and conferences with Ph.D. students. Dr. Davidson met with teachers and psychologists to discuss models of service delivery in special education, evaluation procedures, and instructional interventions. She also conducted a workshop on screening assessments for school psychologists in the central region. Dr. Davidson learned about the dire situation of the Romany children in Slovakia who live in isolated impoverished communities without adequate support for education. She has no doubt that a return to Kosice is imminent. The Fulbright

experience provided her with opportunities that were simply far beyond expectations and she states that “the support and generosity of my hosts and colleagues were simply amazing.” Slovakia has become a very important part of Dr. Davidson’s life and she looks forward to continued collaboration with very dear friends and colleagues for years to come.

In August, 2008, **Lynnette Averill**, a Ph.D. student in the Department of Educational Psychology’s Counseling Psychology Program, embarked on one of the most significant journeys of her personal and professional life. She went to Melbourne, Australia for one year as a Fulbright Scholar at the Australian Centre for Posttraumatic Mental Health (ACPMH). Lynnette’s Fulbright experience provided the opportunity for her to solidify and consolidate new and already acquired knowledge and skills, collaborate on a range of research projects, and build professional networks and relationships with an outstanding group of people in her field. It also allowed her the time to explore a beautiful country and make new friends. As a Fulbright Scholar, Lynnette’s main research focus was a project statistically modelling the relationship between alcohol use and posttraumatic stress disorder in military veterans. Lynnette emphasizes how being awarded a Fulbright changed her life for the better. She is a very proud Fulbright alumnus and takes any opportunity available to share her experiences and encourage others to apply and seek out similar opportunities. To quote Lynnette, “I think for many Fulbrighters, certainly for me, my experiences as a Fulbright scholar provided me an opportunity to do just that, to truly come alive.”



### **Interested in Being a Fulbright Scholar?**

As faculty member or student in the College of Education, are you thinking about the Fulbright U.S. Scholar Program or wonder about the specific opportunities it offers? If so, you can visit the Council for International Exchange website at [www.cies.org](http://www.cies.org) or contact Dr. Robert Hill at 801-581-5081 or [bhill@ed.utah.edu](mailto:bhill@ed.utah.edu). Since his return from the Netherlands, Dr. Hill has formed a local Utah Chapter of the Fulbright Association and has had several students apply and embark on Fulbright-funded activities abroad. You can also contact Dr. Marcia Davidson ([Marcia.Davidson@utah.edu](mailto:Marcia.Davidson@utah.edu)) or Lynnette Averill

([Lynnette.Averill@utah.edu](mailto:Lynnette.Averill@utah.edu)) for more information on their experiences as Fulbright Scholars.

### **CATE Expands Focus on the Role of Technology in Education**

Over the last five years, the *Center for Advancement of Technology in Education* (CATE) has been actively engaged in a number of innovative research projects in the areas of technology and learning. Under the leadership of Dr. Clifford Drew, CATE produced several research papers and projects, including the Internet Predator project funded by the Utah State Commission on Criminal and Juvenile Justice. As the use of educational technology continues to expand within K-12 classrooms, there is a pressing need to understand how technology facilitates students' cognitive information processing, promotes deep learning, and enhances student motivation, especially in challenging disciplines such as science, technology, engineering and mathematics (STEM). As a University research center under the leadership of new Director, Dr. Robert Zheng in the Department of Educational Psychology, CATE is positioned to be a leader in understanding and enhancing technology's role in education with a focus on generating new knowledge about educational technology and STEM education, identifying effective strategies; including best practices for integrating technology into STEM education both at local and national levels, and providing support to schools to implement technology-integrated STEM education.



CATE is working in collaboration with colleges and centers across campus, such as the new Center for Science and Math Education within the College of Science and College of Education, to seek opportunities that will support innovative STEM research. Current research initiatives within CATE include a National Science Foundation-funded investigation led by Dr. Kirsten Butcher in the Department of Educational Psychology that will assess the impact of cyber learning tools and services provided by the National Science Digital Library on teachers' development of technology-enhanced instruction and students' science learning. CATE is also actively involved in several research projects that address technology's role in immediate societal needs. This includes research on adolescent online social communication led by Dr. Zheng, Dr. Jason Burrow-Sanchez and Dr. Drew; as well as multimedia and cognition research led by Dr. Zheng and Dr. Anne



Cook. For more information about CATE and its many new research initiatives, go to [www.cate.utah.edu](http://www.cate.utah.edu).

**Nola Lodge-Hurford, "Trailblazer, Mentor, and Advocate,"  
Retires After Three Decades at the U**



*After three decades of exemplary  
teaching and service, Nola Lodge-Hurford  
is retiring from the University of Utah*

After three decades of exemplary teaching and service, Nola Lodge-Hurford is retiring from the University of Utah at the end of this calendar year. In a University-hosted retirement party that included a letter of appreciation from President Michael Young, Nola was described by friends, colleagues, and community members as a "trailblazer, mentor, and advocate" – a "national treasure" whose knowledge and dedication to the understanding of indigenous people has been an unparalleled force for positive change within the University of Utah, throughout the state, and across the nation. Thousands of teacher candidates and graduate students in the College of Education over the past 30 years have benefited from courses developed and taught by Nola Lodge-Hurford on



multicultural education and the lives of indigenous people. Nola has also been an advisor and mentor to hundreds of students, many of whom came to honor her at the retirement celebration held at the Indian Walk-In Center. The faculty, staff, and students of the College of Education extend our admiration and appreciation to Nola Lodge-Hurford and wish her peace and happiness in the years to come.

### **Go Global! Peru Study Abroad Program Begins Summer 2010**

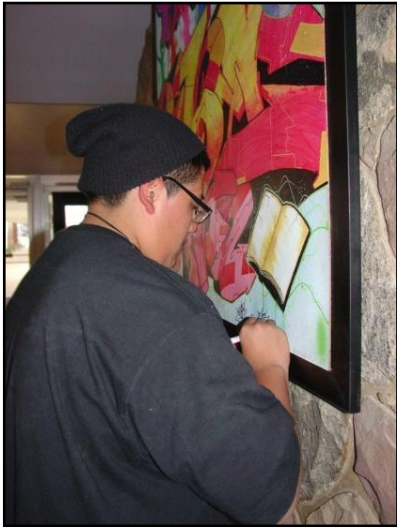


This summer, University of Utah students, students at other colleges or universities, alumni and qualified members of our community are welcome to apply to participate in a new College of Education 7-day Study Abroad Program in Cusco Peru. Cusco is a magical city filled with history and beauty. From the stunning churches in the Plaza de Armas to the Incan ruins and the gorgeous landscape of the Sacred Valley, it is a treasured city that should not be missed. Two days will be spent in Machu Picchu, one of the top archaeological sites on the planet and a dream travel destination for anyone who is fortunate enough to visit. The deadline for application to the Peru experience is February 12, 2010 and availability is limited to 25 participants. For more information on this exciting opportunity and potential financial support, visit the College of Education website ([www.ed.utah.edu](http://www.ed.utah.edu)) and click on the *Go Global* link on the right side of the page. You may also contact Susan Johnston, Peru Program Director, at [Susan.Johnston@utah.edu](mailto:Susan.Johnston@utah.edu).

### **College Welcomes New Urban Institute for Teacher Education**

The Urban Institute for Teacher Education (UITE) held an unofficial opening and welcoming reception on November 18<sup>th</sup> with university faculty, staff, and students, as well as local community members, in attendance. The new Institute, in conjunction with the four departments in the College of Education, academic colleges throughout the University of Utah, and local school districts prepares undergraduate and graduate teacher candidates in early childhood, elementary, and secondary education. Through a college-wide core curriculum, future teachers acquire the knowledge and skills in areas

that include school-family partnerships, multicultural education, the integration of the arts into academic learning, classroom management, educational law, data-based assessment, inclusive education, the use of technology in diverse classrooms, and educational research.



Classroom and community experiences through practica and service learning focus on issues of equity, access, and social justice for contemporary students, teachers, and families. Under the leadership of Mary Burbank, the UITE provides educator induction/mentoring and professional development opportunities through its commitment to quality learning for every child. The UITE is also initiating a new Peer

Advocacy Program led by Andrea Garavito, UITE Recruitment Coordinator, and elementary education majors in the College of Education. For more information on the UITE, including the Fall 2009 "Happenings" Newsletter, visit our website at <http://www.ed.utah.edu/UITE/index.html> or go to [www.ed.utah.edu](http://www.ed.utah.edu) and click on Urban Institute for Teacher Education.

## **New Video Highlights Important Work of Indian Walk-In Center**



What started out as a family discussion became a class project for Rosie Dayzie, Dean's Office staff member and Film Studies graduate at the University of Utah. In her own words, Rosie describes the experience of producing and directing the new short film, *The Indian Walk-In Center*, as "a remarkable and compelling journey. I wanted to use my

love for film making to give back to the American Indian community that has been an integral part of my life." Based on the Indian Walk-In Center's mission of healing "The People" by strengthening the community, final editing of the short film was completed in fall 2009. Rosie has also maintained hours of footage to make a full-length documentary. The film is intended to promote the critical work of the Indian Walk-In Center and its holistic approach to wellness, while engaging viewers in a discussion regarding the challenges faced by American Indian and Alaskan Natives living along the Wasatch Front. The finished short film is now available on You-Tube at

<http://www.youtube.com/watch?v=JigjuKIJC8> and on the College of Education website ([www.ed.utah.edu](http://www.ed.utah.edu)).

### **Reading Clinic Helps Struggling Readers Through One of the U's Longest Running Training Grants**

Thanks to a recent grant extension from the federal government, the University of Utah Reading Clinic (UURC) in the College of Education continues to make reading easier for struggling students. The grant, now in its seventh consecutive year, is funded from the higher education portion of No Child Left Behind (NCLB) and is awarded and administered by the Utah State Board of Regents, under the direction of Dr. Phyllis "Teddi" Safman. The grant focuses on teacher professional development in reading. The new award for \$200,000 brings the total allocation of NCLB funds for the UURC to nearly \$2 million. Since opening its doors in September, 2001 the UURC, under the leadership of Dr. Kathleen Brown, has provided professional development and intervention services to thousands of parents, students and educators in 33 of Utah's school districts. Children experiencing difficulties learning to read in regular classroom and special education settings benefit from an assessment of their skills and private tutoring intervention tailored to the reader's level and challenges. "The Reading Clinic provides the finest professional development, intervention and tutoring programs in the nation," says



Senator Karen Morgan. "Lives are forever changed there. Teachers finally have access to the most effective methods for reading instruction. Struggling readers receive personalized one-on-one tutoring to meet their most challenging needs. A long waiting list attests to the success of the Reading Clinic and the great demand that exists for their services."

The UURC also serves the professional development needs of elementary, early childhood and special education majors in the University's newly redesigned teacher education program. All majors must take two clinical field experiences with the UURC which involve tutoring a struggling reader in one of the UURC's schools. The U's education majors receive mentoring and coaching from the UURC staff and school coordinator who is trained in the UURC's reading models. "The UURC practicum was one of the most beneficial and practical courses that I have taken," said a U education major. "To be able to incorporate what we were learning on



a daily basis with 'real' students while having access to the immediate support of the excellent UURC staff was tremendous." Kathleen Brown explains that in all 67 Utah schools where the UURC has conducted an initial clinical practicum, educators have requested a second, third, and in most instances, a fourth year of training. "This is clear evidence that participants attach high value to the experience—a factor that increases the probability of sustainability."

For more information on the UURC, visit [www.uurc.org](http://www.uurc.org) or call 801-265-3951.

### **Spotlight on Recent Faculty Student, and Alumni Honors**



**Dr. Cathy Nelson**, Assistant Professor in the Department of Special Education has been appointed as the University of Utah representative to the National Consortium on Sensory Disabilities, a federally funded program of the U.S. Department of Education, Office of Special Education. The consortium consists of 24 universities with doctoral programs that have an emphasis in one or more of the three sensory impairment areas: blind/visually impaired, deaf/hard of hearing, and deaf blindness.

**Lora Tuesday-Heathfield**, Associate Professor in the Department of Educational Psychology, is the recipient of the Lifetime Achievement Award of the Utah Association of School Psychologists (UASP). As described in the nomination, "Lora has affected the profession of school psychology in Utah from many directions: as a longtime active member and officer of the UASP Board, as a pre-service trainer at the University of Utah, as a researcher in the field, and as a close and supportive advisor to both school psychology students and practicing school

psychologists in local education agencies. In addition, Lora stays highly involved in issues affecting the profession at the national level." Dr. Tuesday-Heathfield sees a critical role for UASP in the shift to a Response to Intervention (RTI) model of identifying students with specific learning disabilities. She believes that school psychologists are in a unique position to apply skills in problem solving, creating data collection systems, facilitation of data analysis from assessments, and consultation with school team members. She is one of the founding

members of UASP's RTI Task Force whose goal is providing information and training to assist school psychologists in Utah to understand the principles and their roles in RTI at the school and agency levels.

**Mickey Ibarra** (class of 1980, M.Ed. in Special Education). Mickey Ibarra & Associates, a leading government and public affairs firm that specializes in Washington advocacy, Hispanic outreach and intergovernmental support, received the prestigious Top 100 Minority Business® Enterprise Award. In its fourth year, this program is designed to acknowledge and pay tribute to outstanding minority business owners in Maryland, Virginia, Delaware and the District of Columbia. Congratulations to College of Education Alumnus Mickey Ibarra.



### **Spotlight on Recent Faculty and Student Publications/Presentations**

**Robert Zheng**, Director, Center for Advancement of Technology in Education and Assistant Professor, Department of Educational Psychology. Dr. Zheng also serves as editor-in-chief for *the International Journal of CyberBehavior, Psychology and Learning (IJCBL)* and welcomes manuscripts from university colleagues (contact [Robert.Zheng@utah.edu](mailto:Robert.Zheng@utah.edu)).



*Adolescent Online Social Communication and Behavior: Relationship Formation on the Internet*  
Edited By: Robert Zheng, The University of Utah, USA; Jason Burrow-Sanchez, University of Utah, USA; Clifford J. Drew, University of Utah, USA.

The use of social media has gained a greater foothold in teen life as they embrace the conversational nature of interactive online media. However, general concerns exist among the public, community, schools, and administration that online social communication may pose more threats than benefits to adolescents. This book identifies the role and function of shared contact behavior of youth on the Web. With expert international contributions, this publication provides a deep understanding on various issues of adolescent Internet use with an emphasis on diverse aspects of social and cognitive development, communication characteristics, and modes of communication.

*The Impact of Individual Differences on Social Communication Pattern in Online Learning* by Robert Zheng, University of Utah, USA; Jill A. Flygare, University of Utah, USA; Laura B. Dahl, University of Utah, USA; Richard R. Hoffman, University of Utah, USA in *Cognitive and Emotional Processes in Web-Based Education: Integrating Human Factors and Personalization: Part of the Advances in Web-based Learning (AWBL) Book Series*.

This chapter bridge social communication patterns with the construct of cognitive style in the context of on-line learning. According to their empirical findings, individual differences in cognitive style have an effect on the formation of on-line social communication. With the use of the method of social network analysis it is demonstrated that learners exhibit different consistent patterns of behavior according to their cognitive style; thus, learning support should be adapted on the different types of learners. Additionally, according to the authors, a set of additional factors (ranging from complementary personality to online chat experience) is also significant in Web-based collaborative learning.

**Clayton Pierce**, Post-Doctoral Fellow, Department of Education, Culture, and Society (contact: Clayton.Pierce@utah.edu)



"Herbert Marcuse: Philosophy, Psychoanalysis, and Emancipation" the Collected Papers of Herbert Marcuse Volume Five. Published by Routledge, 2010. Edited by Douglas Kellner and Clayton Pierce. The material in this volume is a rich collection of many of Herbert Marcuse's published and unpublished writings, interviews, lectures, and correspondences. In their comprehensive introduction, Douglas Kellner, Clayton Pierce and Tyson Lewis reflect on the origins, development, and tensions within Marcuse's emancipatory interpretations of philosophy and psychoanalytic theory that are present within his critical theory of the contemporary moment.

"On Marcuse: Critique, Liberation, and Reschooling in the Radical Pedagogy of Herbert Marcuse". Published by Sense Publishers, 2008. By Douglas Kellner, Tyson Lewis, and Clayton Pierce. By situating Herbert Marcuse's dialectical analysis of the progressive and conservative trends in schooling within an overall critique of one-

dimensional society, this book demonstrates the importance of the theme of education for Marcuse's overall critical theory and political project.

**Patricia D. Santistevan Matthews**, Clinical Assistant Professor,  
Department of Special Education  
(Contact: [Patricia.Matthews@utah.edu](mailto:Patricia.Matthews@utah.edu))



Santistevan Matthews, P. D., Peterson, P. J., Johnson, G. R., & Fetsco, T. (2009). Targeted native language training with preservice special education teachers. *Multicultural Learning and Teaching*, 4(2), 80-97. Preservice special education teacher candidates in higher education training programs are given little or no specific training in the use of basic native language or

cultural academic instructional techniques to support the learning needs of students who have not reached a level of English proficiency. Preservice special education students are also not assessed for their effective level of application of culturally responsive language techniques to classroom field placement settings when working with diverse children with disabilities. The purpose of this study was to investigate the transfer of basic Spanish language culturally responsive academic math problem solving instruction strategies from the university classroom to field placements by three preservice student teachers in a special education training program in mild/moderate disabilities. This study employed an experimental single-subject multiple baseline design across subjects. Data were collected on the frequency of use of basic culturally responsive Spanish language behavior in the areas of (a) concept bridging, (b) task directional, and (c) praising language. After five sessions of explicit targeted Spanish language training all subjects significantly increased their levels of the use of the Spanish targeted language approach when teaching small groups of students in their classroom field placement settings. To see, read, and use this article and others in Vol. 4, # 2 of MLT or articles that are in the archives simply go to: [mltonline.org](http://mltonline.org).

**Cheryl Winston**, Clinical Instructor, Department of Special Education,  
Multi-University Consortium for Sensory Impairments (Contact:  
[Cheryl.Winston@utah.edu](mailto:Cheryl.Winston@utah.edu))





Winston, C., & Clawson, S. (2009, November/December ). Auditory access in higher education classrooms. *Volta Voices*, 16(6), 32-33. Providing access to all classroom discourse for college students who are deaf or hard of hearing is vital. This article describes a unique auditory accommodation that was provided for two university students with severe to profound hearing loss whose primary mode of communication was spoken language. Although the students utilized listening technology, they were limited in their auditory participation with all conversational partners in classroom discussion. The Multi-University Consortium Teacher Training Program in Sensory Impairments at the University of Utah in coordination with the University's Instructional Media Services piloted the use of adaptations to the videoconferencing facility to meet the needs of these students. These accommodations successfully enabled the students to participate in classroom discourse. The current trend of instructional technology to support distance and teacher education plays an increasing role in higher education. The potential exists to adapt distance education facilities for uses that extend beyond distance learning.

**Laura Richards**, PhD graduate, Department of Educational Psychology (Contact: [LauraR@uidaho.edu](mailto:LauraR@uidaho.edu))

Richards, L.C., Heathfield, L.T., & Jenson, W.R. (in press). A class wide peer modeling intervention package to increase on-task behavior. *Psychology in the Schools*. Evidence-based class wide interventions have the potential to help a large number of students by preventing problem behaviors before they become a significant problem in the classroom. This dissertation study examined the effectiveness of a class wide peer modeling intervention package to improve students' on-task behavior in the classroom.

**Greg Miles**, Masters Degree, Department of Educational Psychology (contact: [greg.miles@utah.edu](mailto:greg.miles@utah.edu))

Miles, G., Heathfield, L.T., Miller, J., Woltz, D. (2009, October). *Factor analysis of the Children's Communication Checklist – Second Edition*. Poster presented at the annual meeting of the Utah Association of School Psychologists, Salt Lake City, UT. Impairment in language and communication is a core deficit in autism and related autism spectrum

disorders. This study examined the factor structure of the Children's Communication Checklist (2<sup>nd</sup> edition) by comparing four factor models across three groups: the US normative sample, the UK normative sample, and a sample of children diagnosed with autism.

## **College Alumni, Emeriti, and Friends Featured on New Webpage**

This past year, the College began profiling its more than 12,500 alumni, emeriti, and friends on the new "Connecting to You" page (<http://www.ed.utah.edu/Alumni/index.html>). For more than 150 years, the College of Education has provided its students with meaningful and innovative educational experiences. Whether you know it or not, you are part of a group of remarkable people who are helping to shape our world in vibrant and positive ways. College graduates have gone on to contribute to our communities as teachers,



school administrators, school counselors/psychologists, mental health workers, higher education faculty, and in many other professions. Our alumni, emeriti, and friends are making a huge difference in Utah, the country, and many other places around the world.

Where has your involvement in education taken you? We would love to hear your story. Please visit *Connecting to You* to create a profile of yourself and to see profiles of other engaging people doing great work.

**For more news, events, and information, please visit our  
College of Education website at [www.ed.utah.edu](http://www.ed.utah.edu)**

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