Course Spotlight: “Introduction to Mobile Phone Learning”

Dr. Dominic Mentor EdD ’11 Instructional Technology & Media and
Dr. Nabeel Ahmad EdD ’09 Instructional Technology & Media

Dominic and Nabeel, graduates of the CCTE program, are adjunct professors at Teachers College, teaching two courses: Introduction to Mobile Phone Learning in the CCTE program and Cognition and Hand-held Devices in The Human Cognition and Learning program in the Department of Human Development. Over the past four years they have establish this mobile learning course at TC, which was the first course in the country that covered this topic. The two courses differ slightly; the Cognition and Handled Devices course focus on the deeper cognitive perspective of a wider plethora of mobile use for learning.

Dominic Mentor grew up in Cape Town, South Africa, during apartheid. He named his sister as the initial connection with technology. Access to technology was sparse due to apartheid policies. His sister started a computer technology organization with three others, with the sole purpose of providing computer technology access to teachers, so that they could produce newspapers, newsletters, or use it for teachings, purposes. In addition to this childhood experience, his cousin received a keyboard device that connected to the television, creating an interactive experience for children.

Dr. Dominic Mentor
Course Spotlight – Continued

The device beeped and blinked, allowed for the screen to receive input and make the user a producer, rather than a consumer, which made this experience stimulating for Dominic as a child. The device mimicked the functions of a computer, which consisted of word games, mathematics games, as well as programming. These early experiences with technology were exciting and piqued his interest.

When he started teaching in South Africa, most of the teaching materials were paper-based at various schools. The apartheid government gave schools of color one computer, if they were lucky. With use of the computer they could generate materials and save them electronically to be updated later. While he was still studying, at his first university, the University of the Western Cape, he was able to follow in the footsteps of his sister and generate guideline documents and booklets for new teachers. Having access to the electronic files allowed them to provide the most recent and up-to-date materials as new teachers went into their teaching experiences. This process of transitioning from paper-based models to electronic served as a turning point for Dominic.

He earned a master’s degree in Hypermedia for Language Learning, where he was able to fully use the multimedia capabilities for language learning purposes. This allowed him to create a self-contained interactive experience, making the language learning experience more dynamic.

Dominic recalls how the Introduction to Mobile Phone Learning course was developed, “We saw a real need for this field to come into being. We were walking through the park… changing our dissertation focus. There is this area and it really needs to be explored, as well as shared with people. We were investing all this time in looking at this as new emerging arena, then realizing that many people in the States at the time weren’t even thinking about this as an area of study. Yet we were seeing the amazing potential in all fields, not just education, in people’s personal lives. That led us into this course and creating the course… We were investing so much effort and energy into the research and were only able to just talk to one another. What would be required to make this happen? What are the theoretical aspects? What are the pedagogical practicalities? We were collecting all of this and so much of it we had to leave out of our dissertations. But there was so much rich material there, so putting a course together to be able to share that was really helpful, not just to fellow peers, but other students.”

Dominic predominantly works in the area of workforce development, to prepare young adults for internships, IT internships in particular, within various corporations. In addition to this work, he is a consultant for after school organizations to help students with STEM subjects in order to help them to succeed and do better in the STEM fields. Much of Dominic’s work is grant funded and he does some work, potentially using mobile technology and leveraging it for education and personal benefit in many spheres of students’ lives. Dominic also worked as a consultant with the Mayors Office of Adult Education serving on projects ranging from aiding previously incarcerated women, and GED students, creating a space for the tutors of the New York public library that offers classes in computer literacy, ESL teaching to immigrants and senior citizens, and the Emmy award winning “We Are New York” program. Making all these things accessible for people to use.

Dominic’s experience as an adjunct faculty at TC has been rewarding; technology is readily available and constantly updated. He also mentioned that he has the freedom to explore new technologies, since new technology is available to the students and faculty. “I appreciated it so much more because I have worked in environments where that’s not possible, where many segments of society and other institutions just do not have that in many places in the USA.”
Course Spotlight – Continued

This access allows faculty and students to stay on the cusp of new things that are happening as well as encourage and celebrate innovation.

“We have students from diverse backgrounds, diverse work spaces. We’ve had students in our classes from psychology, mathematics, science, adult learning.” The course is set-up in such a way so that all students benefit, “Again we cater and learn from these diverse backgrounds and experiences that students come with and share with us as well as seek help bring their mobile learning ideas into existence.”

In addition to these two courses Dominic teaches another course entitled Cognition and Handheld Devices and helps out on another titled Strategic Learning in the Adult Learning and Leadership program in the Department of Organization and Leadership. The mobile phone learning course is structured in such a way that at the beginning of the course prior knowledge is activated to recall students’ first and previous experiences with their phones and their current experiences with mobile phone use. The course discusses what is currently happening in the field of mobile learning and mobile use and what is to come in the near future, all of which follows from a solid foundation in mobile learning theories and pedagogical practicalities... and cultivates ideas of how the simplest of mobile phones, and mobile phone tools can be repurposed for various fields and needs.

Within the creative learning environment, student active agency is encouraged. This empowers the students and allows Nabeel and Dominic to be accountable to the students. Student feedback is incorporated on a week to week basis for inclusion and transparency to enrich the experience for the students and the instructors.

Dominic enjoys teaching the Introduction to Mobile Phone Learning course the most, for several reasons: co-teaching with Nabeel which offers the students a dual perspective on the topics taught in the course, in addition to the multitude of student perspectives that adds to the value of the course.

Dominic indicated that, “Another reason we created the course was the snowball effect. We get the word out, we expand, but the seeds that we are planting with other people and the seeds that we get from them, then there is this great harvest that takes place. The students then employ that knowledge in whichever context they find themselves in from K-12 teaching, counseling, psychology, and corporate America. This makes it more of a realistic, practical application and experience and fruitful for us.”

One of their students in the Adult Learning and Leadership program really set the bar high with the standard of creating a business after every class. He started a business for corporate learning support in Brazil based off of the Introduction to Mobile Phone Learning course. They have had other business/entrepreneur-type thinking from their students that has come as a result of this course.

In addition to teaching and consulting, his publications and conference proceedings have consisted of e-learning and the ecology of e-learning in higher education and/or business environments, placing the learner at the center of it all. Moreover, he has written about mobile learning and the social emotional aspects of mobile communication, enables possible portable community support and how, an often times this overlooked aspect of academic journeys, can benefit the student. Dominic feels there is not enough being written about the value of socio-emotion and the connectedness it offers and how those momentary emotions of connectedness can be used for academic gain and success.
Dominic delivered the keynote address at William Patterson University of Educational Technology Conference, where he spoke about the use of iPads in the K-12 settings. He is also on the advisory board for a developing book in this field, where he will submit a chapter as well. He belongs to the e-learning Guild, Kappa Delta Pi, and the National College Transition Network.

Furthermore, Dominic is engaged in a personal project where he is using crowd-sourcing technology with the use of mobile phones and other electronic devices to retroactively document uprisings that took place during the apartheid. There were many protests, but they were not necessarily documented, hence historical crowd-sourcing is taking place.

**Nabeel Ahmad** grew up in Oklahoma City, Oklahoma. He had a home computer with educational software loaded on it (e.g., geography quizzes). He enjoyed the interactive nature of using the computer as opposed to passively watching television. By using the computer as a child he felt in control of the activity in which he was involved, in the driver’s seat and empowered by the possibilities of what one could do with technology.

His experience as an undergraduate was enlighten during his work at the call center for technical support. From this experience, he learned the significance of explaining how to navigate technological devices (e.g., satellite television, cellular phones, and computers) to someone that doesn’t know as much as you. Although the people he was working with at the time had more domain knowledge they could not explain it as well as they should have or could have. He then realized it is not about specific domain knowledge but about knowing how to explain something to someone that does not have the same level of electronic knowledge as you. His ability to communicate and explain the navigation process to people seeking technical support, were able to gain knowledge from Nabeel as a result of that interaction. After he graduated, he began to reflect on his experiences in technical support and wanted to investigate how education could be fused into this process.

Nabeel recalls how the *Introduction to Mobile Phone Learning* course was curated, “To put it into context. This is around the time when the first iPhone came out, around 2008. Imagine before this iPhone came out, people were texting on flip and razor phones, then all of a sudden the iPhone comes out and it changes everything. People were starting to think I didn’t know you could do this just with my phone. So that was around the time Dominic and I had this walk in the park and wondered what could we do for mobile devices in education. We then started to think we have all this research that we had done both together and independently. Dominic was a teacher in a past life and he had the good idea of saying why don’t we put this together and teach a course on it, because surely there has got to be other people besides the two of us that would be interested in it. Sure enough there was.”

Nabeel works for IBM in their learning department. He interned with them while he was completing his dissertation work at TC. Shortly after he graduated he went to work fulltime for IBM to develop their internal mobile learning strategy, which was the focus of his dissertation. He is looking at how to take advantage of video on mobile devices and what types of videos would make sense in an educational setting. How could you use audio/voice recognition for practical applications? About half of what he does now is still within the mobile space, in addition to investigating how IBM employees could use mobile devices to do their jobs better.
Course Spotlight – Continued

“Not only has it been a good teaching experience, but a good learning experience, as well… Through my teaching experience here, I think I learned a lot. Just as much, if not more than, the students from the class, but in a different way. …Being here you see a lot of students who care about being in the class and have some genuine interest. We know this because after the class we still hear from them and updating us on their projects… which has been fruitful for us to see that people aren’t just taking our class because they want to fill a graduation requirement but there are many of them that look for something deeper than that. That has really been an excellent experience for myself and Dominic, as well, to know that students really do care.”

They solicit student feedback throughout the semester and incorporate students’ comments into the course immediately within the confines of the course schedule. This strategy is used to exchange ideas to foster a creative learning environment.

Most recently, Nabeel has been presenting at several human resources and workforce learning professional organizations, such as the American Society for Training and Development (ASTD), the Human Resources Association of New York (HRANY), and the Project Management (PMI), in addition to writing industry articles. His focus is on using mobile devices in the workplace.

Alumni Spotlight: Dr. Jennie Brotman PhD. 09’, Science Education

Dr. Jennie Brotman, graduate of the Science Education PhD program in 2009, grew up in Northern New Jersey. She is the Director of Program Implementation at the non-profit organization, Teaching Matters. The mission of the organization is to develop and retain great teachers, and measurably increase their ability to give students in urban public schools an excellent education.

Dr. Brotman’s inquisitive mind led her to explore and discover how things work throughout her childhood. She had an inspiring high school biology teacher whose brilliance in the classroom influenced Dr. Brotman’s decision to major in biology in college. After graduating from the University of Pennsylvania with a degree in biology she worked in a fruit fly neuroscience research lab at the University of California at San Francisco for two years with the intention of attending graduate school to earn a PhD in science. Dr. Brotman realized she most enjoyed the teaching aspects of her job at the research lab, so she decided to pursue science education. Shifting from science research to science education was a major turning point in her academic and professional career.

She soon became a middle school science teacher, creating and teaching an inquiry-based science curriculum for a start-up middle school in Oakland, California. “Since I began teaching I’ve just been on a path towards learning more and more about the field of both science education and education more broadly, and trying to deepen my understanding of different facets of public schools and how to make change there.” She left the classroom because she wanted to make an impact on a broader scale and to change education broadly; her current job allows her to explore these aspects of education directly.
Alumni Spotlight – Continued

Dr. Brotman’s love for learning began while she was a child. Moreover, she enjoyed learning new concepts, especially topics in mathematics and science. Later in her childhood into her early adult life Dr. Brotman began to explore outdoor activities such as hiking and appreciating nature.

For her PhD, Dr. Brotman determined first how urban high school students learn about socially controversial science topics both inside and outside the classroom, and second how these young people use both of these sources of learning in their personal decision-making. Specifically Dr. Brotman’s thesis research focused on students’ learning and decision-making about HIV/AIDS and sexual health and explored how schools can impact students’ thinking and decision-making about these issues.

During Dr. Brotman’s graduate work, she was afforded the opportunity to engage in several fellowships and assistantships that gave her experience in many New York City public schools. These experiences were incredibly valuable for her. For example, she was a part of the Urban Science Education Center where she was able to work with a public school teacher on an action research project. “Opportunities to do really deep work in classrooms with teachers and students was a huge benefit of my work at TC. It was also very helpful to have access to a peer group of other graduate students and researchers who were also working closely with New York City teachers.”

In addition, through her work with Dr. Felicia Mensah, she wrote a literature review on the field of girls and science education while she was a student at TC. “TC provided me with opportunities to do curriculum development, professional development, research, and teacher support in numerous New York City public schools.” Since then she had the opportunity to write an article about gender-inclusive practices for the Encyclopedia of Science Education. Dr. Mensah was Dr. Brotman’s advisor and supported the development of her work. “She really supported the work I did on gender and education and writing a literature review on this topic, as well as on my dissertation research. She gave thoughtful feedback on my work, which helped me become a stronger researcher.” Her work with a research team in the Department of Curriculum and Teaching under Dr. Nancy Lesko on the HIV/AIDS curriculum in New York City was also a great influence on the work that Dr. Brotman was able to complete at TC. She enjoyed the Urban Science Education courses she took in the science education program, where she had the opportunity to shadow students and deeply analyze students’ experiences in urban classrooms. This positive coursework experience allowed her to better understand New York City public schools, especially since her background was in California schools.

Dr. Brotman has published articles in science education journals related to her dissertation work on controversial topics in science education, HIV/AIDS and sexual health education. During and after her time at TC, Dr. Brotman was an adjunct instructor at Barnard College, where she taught Contemporary Issues in Education, as well as a course entitled Science in the City, where undergraduates partnered with New York City public school teachers and collaborated to make the city a resource for science teaching and learning. From this work she was able to co-author a publication and conference presentation. Additionally, as described above, Dr. Brotman worked with Dr. Nancy Lesko in the Curriculum and Teaching Department on a project investigating New York City’s required K-12 HIV/AIDS curriculum, which also lead to a publication and presentation.

Dr. Brotman is a regular reviewer for the Journal of Research in Science Teaching and has reviewed for Science Education; she has maintained these science education affiliations.
Alumni Spotlight – Continued

She has also presented at the National Association for Research in Science Teaching (NARST) conferences and presented about engaging girls in robotics at a girls and STEM conference.

Dr. Brotman has a four-year-old son, whom she spends quality time with outside of work. She enjoys being outdoors, hiking, and cooking, and she regularly visits the American Museum of Natural History with her son. Dr. Brotman is hard working, sincere and dedicated to her work.

Publication links:


Current Student Spotlight: Allen Dimacali, Mathematics Education

Allen Dimacali is a second-year graduate student in the Mathematics Education EdD program. He was born in Honolulu, HI and grew up in San Diego, CA. He has lived in New York for the past 8 years. He is the Mathematics Editorial Director for SpringBoard, the publishing department of the College Board, where he manages a 6-12 core curriculum.

Allen taught middle school and high school for over ten years prior to beginning his graduate studies at TC. Shortly after teaching, he entered the educational publishing industry as a curriculum developer with Kaplan, Inc., which eventually led to his current position as Mathematics Editorial Director at the College Board.

Allen knew TC was the gold standard for graduate studies in education, and for this reason, he chose to apply to TC. “I’ve met and expanded my network with a lot of really good and interesting people in the mathematics, science, ELA, and policy departments… The professors have been really good about sharing their research interests as I prepare for my dissertation.”

“The faculty within the Mathematics Education department are very helpful; they are very open to questions that you have specifically within their research interests or generally about the program itself and the options that you have.”

His academic interests are mathematics curriculum and mathematics education policy. Much of his work pertains to the Common Core State Standards for Mathematics, and 6-12 curriculum development. He is also interested in pure mathematics as it relates to algebra, geometry, trigonometry, calculus, and topics that follow.

His research interests include mathematical modeling, and how teachers are interpreting and teaching this concept at the secondary level, and understanding the current implications and potential impacts of the Common Core State Standards within mathematics education. In particular, Allen’s focus is on the impact of all Common Core and how it relates and translates to college readiness in mathematics.

Allen currently serves as a co-editor for the Mathematical Modeling Handbook II: The Assessments, emphasizing the assessment of mathematical modeling. “This is our attempt at help secondary school teachers interpret what modeling means in the spirit of the Common Core State Standards. Hopefully, they will get ideas and more research can come about from this project.” Allen published an article in the Journal of Mathematics Education at Teachers College, Spring 2012 assessment issue.

Dr. Bruce Vogeli has impacted Allen’s experience thus far at TC. Having in-depth conversations with him about mathematical modeling, and what SpringBoard (and the College Board) is doing about mathematical modeling has greatly influenced his perspective on mathematics education. Additionally, in listening to Dr. Erica Walker talk about her interest in and work with urban schools and urban school reform, has developed his interest in this field of research as well.
Current Student Spotlight – Continued

After graduation Allen plans to teach part-time as a university professor, in addition to advancing within the College Board organization, with an interest in policy. Allen feels change begins with policy. Once policy becomes enacted, change becomes implemented, regardless of the scale, and he finds really every little bit to improve education interesting and wants to be a part of. “If my doctorate degree helps me to be a part of change in education, which I think and hope that it will, I’m all for it.”

In the midst of Allen’s professional and academic work, he maintains several professional affiliations: National Council of Teachers of Mathematics (NCTM), National Council of Supervisors of Mathematics (NCSM), Mathematical Association of America (MAA), Association for Supervision and Curriculum Development (ASCD), and Conference Board of Mathematical Sciences (CBMS), where he attended forums and conferences discussing the Common Core State Standards and their impact on content, assessment, and professional development.

Allen is quiet, patient, and loves water-related activities, coming from Hawaii and Southern California, he enjoys outdoor activities such as kayaking and beach volleyball, while also spending time with his partner, family, and close friends.
MST Alumni Honored at the TC Academic Festival

MST alumni, Dr. Chong Yang Kim (EdD ’83, Instructional Technology & Media) and Dr. Sreyashi Jhumki Basu (PhD ’06, MS ’03, MA ’02, Science Education), one honored on April 13 at the TC Academic Festival. More information about the TC Academic Festival can be found at www.tc.edu/festival.

Chong Yang Kim is a prominent education leader in Korea who began teaching at Hanyang University in 1982 before eventually serving as the university’s President for 18 years. He is now the chairman of the board of trustees of the Hanyang University Foundation, located in Seoul, which in addition to the university itself, includes a kindergarten, an elementary school, middle and high schools, a women’s college, a cyber-university, two hospitals and several profitable organizations. He was honored with the 2013 Distinguished Alumni Award.

Distinguished Alumni Awards are awarded by the TC Alumni Association upon alumni who have exhibited extraordinary impact in their respective fields since graduating from TC.

Dr. Chong Yang Kim

Sreyashi Jhumki Basu received a BA in Human Biology at Stanford University. Her undergraduate thesis brought her to Russia, where she interviewed homeless children and presented her outreach findings to UNICEF for implementation. For this work, she received the Deans Award for Best Dissertation in the School of Arts and Sciences. While at TC, from which she received her PhD in Science Education in 2006, Jhumki developed an after-school program for a South Bronx school and co-founded a public school in the Crown Heights area of Brooklyn. Upon graduating she worked at NYU’s Steinhardt School of Culture, Education, and Human Development, where she was awarded a research fellowship from the Knowles Science Teaching Foundation. She was promoted to associate professor and made tenure by 2008. Jhumki passed away in 2008, at the age of 31, following a seven-year battle with breast cancer. The Jhumki Basu Foundation has since been created in her honor.

Dr. Sreyashi Jhumki Basu

Early Career Awards are awarded by the TC Alumni Association upon alumni who have shown promise as a rising star in their field by making a significant impact within 10 years of graduation from TC.
In Memory of Dr. Joseph E. Bowman, Jr., 1950-2013

Dr. Joseph Bowman, 62, passed away at Ellis Hospital on April 10, 2013. Dr. Bowman was born in Brooklyn, to the late Joseph and Violetta Bowman.

He attended the University at Albany where he earned his bachelor’s degree in African Studies and Sociology in 1972 and his masters in Library Science and Secondary Education in 1975. Dr. Bowman continued his education at TC where he earned EdD ’91, ME ’83, Instructional Technology and Media; MA ’84, Computing in Education. Dr. Bowman received the 2007-2008 MST Distinguished Alumnus Award. He was elected to the New York State Board of Regents in 2001. Dr. Joseph “OJ” Bowman was a great human contributor to education and social issues in New York State. He continuously served as a advocate and spearheaded long and endless efforts for minority and economically disadvantaged students to ensure their inclusion in the revolution of educational technology.

Dr. Joseph Bowman Jr. is survived by his wife Etwin, daughters, Amber and Alicia and his brother, William and a large extended family will all live to cherish fond memories.

In an effort to encourage the development of creative ideas, entrepreneurship and game-based technology solutions to address challenges facing education, the TC Games Research Lab launched the first ever Educational Games Incubator Challenge on April 19. This year's theme was Cross-Cultural Games -- to design and develop a mobile game to teach English vocabulary to non-native speakers in an effective and fun way based upon solid learning theory and game design principles.

Of twenty-four submissions, six teams were chosen by judges to give extended pitch presentations for the final round. The panel of judges represented academia, industry, and non-profit: Dr. Joey J. Lee, Assistant Professor of Technology and Education at TC; Dr. Charles Kinzer, Professor of Technology and Education at TC; Scott Price, Senior Project Manager at BrainPOP; Anna Ly, Research Fellow at the Joan Ganz Cooney Center; Samuel Ahn, CEO of Big Apple Education; and Pen-Pen Chen, Bilingual Speech and Language Pathologist for the NYC Department of Education and CEO of Penguistics Solutions.

The winning teams receive up to $16,000 in seed funding to partner with the TC Games Research Lab to design and develop the educational games. The lab will incubate the projects over the following year. This event was very well received, especially as a means to bring together talented individuals all over New York City with similar interests and to mobilize their efforts to create successful educational technology projects.

- Groups deliver pitch presentations for innovative mobile app ideas.
- A networking mixer brought together experts in the field and many students interested in game design and development.
Accomplishments and Announcements

Dr. Fernand Brunschwig, Science Education faculty authored a book chapter with collaborator Accalogoun. A summary of their article was written in the Foreword by Gayle A. Buck: "In Chapter 7, FB and LA explore the use of visual data, in the form of computer simulations, to help students see how scientists use images and models in problem solving. The authors developed, implemented, and studied simulations that were structured to mimic real life events and provided {educational/teaching} methods {graduate} students with the opportunities to experience and manipulate phenomena and then use the simulations with their own students. Based on their findings, the authors discuss the necessary characteristics for creating simulations that foster science knowledge construction." Dr. O. Roger Anderson and Julie Contino are the authors of Chapter 1 of the same book: The role of visualization in conceptual learning and conceptual change (pp. 3-22).

The book is available from Information Age Publishing PO BOX 79049 Charlotte, NC 28271-7047

Phillip Boda, Science Education EdM candidate, proposal accepted for breakout session at University of Minnesota’s P-12 STEM Colloquium in August 2013. This interactive session focuses on using the concept of solubility as an anchored phenomenon to transverse across STEM disciplines by using the conceptual change model of learning with inquiry-based pedagogies.

Jose Castillo, DDS ’14 (College of Dental Medicine) and MA ’14 (Teachers College) was the recipient of the 2013 Jose Morales Health Leadership Scholarship Fund Award, sponsored by the Association of Hispanic Healthcare Executives (AHHE). He was one of 4 national recipients, which included a health policy/management student, a nursing student, and a medical student. Upon receiving this recognition on Friday, June 7, 2013 in New York, he met the crowds with the following remarks: "I want to express my deep gratitude to AHHE for believing in my future and in my goals. Their philanthropic actions reflect a focus on the youth who will influence the future of this nation." AHHE’s mission is to support the educational pipeline of Latinos entering the health professions. Jose’s future plans include working in dental academia as a teacher, professor, clinician, researcher and mentor.

Anthony Cocicolo, CCTE EdD ‘09, received the Pratt-Severn Faculty Innovation Award 2013. The award is designed to identify innovation by full-time faculty members in incorporating evolving information technologies in the curricula of accredited master’s degree programs in library and information studies. He accepted the award at the annual meeting of the Association of Information and Library Science Educators in Seattle, Washington.

Mary Gastrich, Science Education EdD ‘82, promotion to Adjunct Associate Professor, UMDNJ/Robert Wood Johnson Medical School, Cardiovascular Institute of New Jersey, Dept. of OB/GYN and Reproductive Sciences.

Holly Henry, CCTE MA ‘05, received her PhD in Information Science and Learning Technologies from the University of Missouri on May 17, 2013. The title of her dissertation was Fostering Argumentation in Introductory Sociology.
Accomplishments and Announcements - Continued

Fidelia Johnson, CCTE MA ‘05, received her Doctorate of Education on Apr 28, 2013 with a concentration on Teacher Leadership. Her doctoral study covered advantages and disadvantages of cross grade level collaboration to improve collegial interactions.

George Papayannis (MA '03) was recently awarded a Wipro Science Education Fellowship for the 2013-2015 school years. The two-year fellowship supports experienced teachers to improve science instruction and increase teacher leadership in their districts. Papayannis currently teaches physics, biology, and chemistry at Fenway High School in the Boston Public Schools and will continue to do so during the duration of the fellowship.

Link: https://sites.google.com/site/wiprosefcommunity/about

Dr. Kristen Sosulski, CCTE Ed.D graduate published a new book with my co-author Ted Bongiovanni, and her last book was mentioned in MST Times. Both Ted and Kristen are authors of the month for Routledge with our new book the Savvy Student's Guide to Online Learning: http://www.routledge.com/education/articles/authors_of_the_month_june_kristen_sosulski_ted_bongiovanni/ Kristen also featured on the NYU Stern Website at: http://www.stern.nyu.edu/experience-stern/faculty-research/kristen-sosulski-savvy-student

Hilary Wilder, CCTE EdD ‘95, and Perien Boer, CCTE, Ed.D., ’12, continue to work on ways to 'internationalize' their courses with virtual collaboration experiences for their students. They are also spearheading a project between their respective universities on the use of ICTs in quality assurance in teacher education programs. In 2010, Wilder was a Fulbright Scholar at the University of Namibia, developing courses for the M.Ed. Ed Tech program that Perien is now directing.
Faculty, Adjunct, Student, and Alumni
Publications and Presentations


Boda, Phillip A. (2013, August). *STEM Integration Through Solubility: Teachers Using the NGSS to their Advantage*. Breakout session proposal accepted for University of Minnesota’s Colloquium on P-12 STEM Education Research, Minneapolis, MN.


The MST Times is available online. The e-newsletter features interview videos, active links, and articles archives.

MST Times e-newsletter:
http://blogs.tc.columbia.edu/mst

MST Department YouTube Channel:
http://www.youtube.com/user/teacherscollegemst

Kenny Nienhusser, Former Director of Academic Administration for the Department of Mathematics, Science and Technology, created MST Times in Fall 2005.

Deiana Jackson, the Assistant to the Director of Academic Administration for the Department of Mathematics, Science and Technology, created the MST Department YouTube Channel in Spring 2012.

Each year, the MST Department Graduate Assistant is responsible for writing and editing the newsletter. Below, editors and respective volume numbers are listed.

Volume I (2005-2006): Raven Hebert  
Volume V (2009-2010): Amy J. Rae and Diane R. Murray  
Volume VI (2010-2011): Diane R. Murray  
Volume VII (2011-2012): Yamit Daon (editor of Issue I) and Deiana Jackson (Issue II and Issue III)  
Volume VIII (2012-2013): Deiana Jackson, deiana.jackson@tc.columbia.edu

If you would like a copy of the MST Times, please email your request, including full name, phone number, and mailing address to Jeffrey Jaech at jj2205@tc.columbia.edu.