Teaching Kids About the National Debt

TC receives $2.45 million grant to develop a curriculum on America’s fiscal challenges

Teachers College has received a three-year $2.45 million grant from the Peter G. Peterson Foundation to develop a comprehensive social studies and mathematics curriculum about the fiscal challenges that face the nation, which will be distributed free of charge to every high school in the country.

Titled “Understanding Fiscal Responsibility: A Curriculum for Teaching About the Federal Budget, National Debt and Budget Deficit,” the non-partisan, inquiry-based curriculum will teach students the

Continued on Page 2

Stimulating Equity?

TC event asks if funds are used as intended

States are using federal stimulus money intended to promote innovation and equity in schools to plug holes in education budgets ravaged by the recession.

That is the finding of at least one major study that will be presented at “Stimulating Equity? The Impact of the Federal Stimulus Act on Educational Opportunity,” a symposium that will be held at Teachers College on February 8 and 9, in the Cowin Center.

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facts, significance and consequences for the United States and its citizens of public policies leading to persistent deficits and a growing national debt. The curriculum will be organized around several questions:

• What do we need to know and understand about the federal budget, national debt and budget deficit in order to make informed public policy choices that comport with our values and social goals?
• What are our national fiscal practices, policies and priorities?
• How should we address our nation’s enormous fiscal challenges today and in the future?
• What are the opportunity costs associated with not addressing the state of our nation’s budget, deficit, and debt?

With this year’s federal budget due to go before Congress in February, national attention will be focused on the state of the federal budget and the nation’s fiscal outlook. At the beginning of 2010, the federal government had borrowed nearly $8 trillion for the public, including a $1.42 trillion added in the last fiscal year. The total debt, including debt the government owes itself, exceeded $12 trillion.

“We are confronted with urgent financial challenges fueled by mounting deficits and debt which threaten the long-term health of our economy,” says Peter G. Peterson, Founder and Chairman of the Peter G. Peterson Foundation. Peterson is also co-founder of The Blackstone Group, Chairman Emeritus of the Council on Foreign Relations, and former U.S. Secretary of Commerce. “On the country’s current course, our children will not do as well as their parents’ generation. Education is a critical component in setting a different course, but at present there is no comprehensive high school curriculum on our nation’s fiscal challenges. We felt that Teachers College, with its demonstrated track record of creating innovative, multimedia curricula was the partner of choice for this important project.”

“Most young Americans do not have an adequate understanding of the ever-increasing national debt, budget deficit, or of the budget process itself,” says Anand R. Marri, Assistant Professor of Social Studies and Education at Teachers College, who will lead the project. “In light of recent research showing that children possess the ability to understand specific economics topics such as banking, possessions/ownership, prices/profits and savings by the time they reach the age of eight, we expect that adolescents with a more informed perspective about the national debt,
federal budget, and budget deficit from our curriculum will be able to make more knowledgeable and responsible decisions about their own finances and demand better decisions from their elected leaders.

A baseline study funded by the Peterson Foundation and conducted by Marri has found that current economics education about the federal budget and fiscal policy is virtually non-existent in U.S. high schools. Marri will present key findings from the study—which includes interviews with teachers in nine states, a review of social studies learning standards in all 50 states, a review of the eight most commonly used high school and collegiate economics texts, and a review of high school mathematics standards—at a launch event for "Understanding Fiscal Responsibility" on February 11th.

Led by Marri, an extensive ensemble of faculty and graduate students from Teachers College’s Social Studies and Mathematics programs will work on "Understanding Fiscal Responsibility." The curriculum will be field-tested in a nationally representative sample of 25 schools in three cities (Austin, Pittsburgh, and New York City), then revised for full national distribution to more than 100,000 schools in 2011. At the conclusion of the project, another research organization at Teachers College, the National Center for Restructuring Education, Schools and Teaching (NCREST), led by faculty member Thomas Hatch, will conduct an evaluation of the curriculum.

The curricula will incorporate books, primary sources, simulations, films such as "I.O.U.S.A" and other visual and digital media. It will be appropriate for students ranging from grade seven through college, and for teaching in five subject areas: Civics/Government, Economics, U.S. History, World History/Global Studies, and Mathematics.

Teachers College, through its Social Studies program, has created several award-winning multimedia curricula. In 2007, with funding from the Rockefeller Foundation, a team led by Margaret Crocco, the program’s coordinator, created "Teaching The Levees: A Curriculum for Democratic Dialogue and Civic Engagement," which—

NATIONAL DEBT CURRICULUM CONTINUED ON PAGE 4
keyed to the HBO documentary *When the Levees Broke: A Requiem in Four Acts*, directed by Spike Lee—explored civic issues raised by Hurricane Katrina and its aftermath. “Teaching *The Levees*” has been distributed free of charge to more than 30,000 schools and community organizations nationwide. Through that project, EdLab, a research and creative services unit within the College’s Gottesman Libraries, gained access to more than 50,000 educators. EdLab, which will produce and distribute copies of the “Understanding Fiscal Responsibility” curriculum and maintain a Web site for the project, will use that database to target secondary school social studies and math teachers, supervisors and administrators likely to be interested in the curriculum.

Materials for the project are being developed under the oversight of a national advisory board. The board’s membership, while not yet finalized, currently includes Robert A. Sunshine, Deputy Director of the Congressional Budget Office; Lloyd Bromberg, Director of School Programs at Federal Reserve Bank of New York; three leading economics educators (Henry M. Levin, Director of the National Center for the Study of Privatization in Education at Teachers College; Philip Van Fossen, Associate Director of the Purdue University Center for Economic Education; and Mark Schug, Director of the University of Wisconsin-Milwaukee Center for Economic Education); Joseph Peri, Acting President and Chief Executive Officer of The Council For Economic Education (CEE); David Anderson, Vice President of Working In Support of Education (w!se); and two award-winning secondary social studies and mathematics teachers (Susan D. Miller of NYC’s Eleanor Roosevelt High School and Rebecca Tatistcheff of the Bank Street College School for Children).

At present there is no comprehensive high school curriculum on our nation’s fiscal challenges.”

—PETER G. PETERSON, CHAIRMAN, THE PETER G. PETERSON FOUNDATION

To learn more about the Peterson Foundation, visit [www.pgpf.org](http://www.pgpf.org).
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The event, convened by the College’s Campaign for Educational Equity, is the first major national symposium to analyze the impact of The American Reinvestment and Recovery Act (ARRA), which is enabling the U.S. Department of Education to distribute $100 billion to states over the next two years for public schools suffering from the effects of the recession.

The symposium will specifically assess the impact of this windfall of federal cash—more than double the Department’s 2009 budget—on programs designed to improve equity and opportunity for low-income students.

The keynote speakers at the symposium are Pennsylvania Governor Edward G. Rendell, who has insisted that funding for educational equity provisions in his state continue as scheduled, despite the current economic downturn; and Russlynn Ali, Assistant Secretary for Civil Rights, U.S. Department of Education, who is responsible for enforcing civil rights law in schools. Susan H. Fuhrman, President of Teachers College and a prominent national scholar of education policy, will moderate a panel of state education commissioners.

“Some states apparently increased their anticipated education deficits upon learning that substantial federal funding for education was in the offing in order to avoid planned cuts in other areas of the budgets.”

—MICHAEL REBELL, FOUNDED DIRECTOR, THE CAMPAIGN FOR EDUCATIONAL EQUITY

including Mitchell Chester of Massachusetts.

When Congress passed ARRA last February, one intent was certainly to stabilize education funding, but its other aims were to continue equity and adequacy reforms, and promote education reforms to boost student
Officer of the Center on Education Policy, will deliver the results of a survey of state officials by his organization. The officials reported that, of the federal money they planned to use to fund education reforms, most will go toward developing data systems for tracking student success and for adopting more rigorous academic standards and assessment, and less money will be spent on improving the effectiveness and distribution of teachers and turning around low-performing schools—two indicators of how well they anticipate serving low-income children and communities.

• Maris Vinovskis, Professor of History, University of Michigan, will deliver a paper on the changing role of the federal government in education.

• A session on handling budget shortfalls in New York State will include Photeine Anagnostopoulos, Chief Operating Officer, and Alison Avera, Deputy Chief Operating Officer, of the New York City Department of Education; Dan Lowengard, Superintendent of the Syracuse City School District; Mary Anne Schmitt-Carey, Executive Director of Say Yes to Education in Syracuse; Glynda Carr, Executive Director of Education Voters of New York State; and Geri Palast, Executive Director of the Campaign for Fiscal Equity.

achievement.

“Our initial analysis indicates that stabilization may in some cases have been unduly emphasized at the expense of the equity and reform goals of the ARRA,” says Michael Rebell, founding Director of The Campaign for Educational Equity and organizer of the annual symposium. “Some states apparently increased their anticipated education deficits upon learning that substantial federal funding for education was in the offing in order to avoid planned cuts in other areas of the budget.”

At the symposium Rebell, former lead attorney in the law suit that won billions of dollars in education funding for New York City—money that is now on hold—will deliver a paper arguing that states are legally required, even in a recession, to continue to equalize educational opportunity for all children. “Children’s constitutional rights are not put on hold because there is a fiscal crisis,” he says.

Also at the symposium:

• Jack Jennings, President and Chief Executive Officer of the Center on Education Policy, will deliver the results of a survey of state officials by his organization. The officials reported that, of the federal money they planned to use to fund education reforms, most will go toward developing data systems for tracking student success and for adopting more rigorous academic standards and assessment, and less money will be spent on improving the effectiveness and distribution of teachers and turning around low-performing schools—two indicators of how well they anticipate serving low-income children and communities.

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To learn more about The Campaign for Educational Equity visit www.equitycampaign.org and TC’s 2010 Equity Symposium, visit www.tc.edu/symposium.
A blend of TC’s technology and language expertise could help non-native English speaking young writers put pen to paper.

“What should I write about?” It’s a likely complaint from any eighth grader faced with an essay or creative assignment. For the emergent bilingual student who doesn’t speak English, though, making that first move to set pen to paper can be a deal-breaker.

Now two TC faculty members in seemingly disparate areas of the College—Jo Anne Kleifgen of the International and Transcultural Studies department and Charles Kinzer of the Communication, Computing, and Technology in Education (CCTE) program—are working together to improve the academic writing of such emergent bilingual learners. The two are developing a technology-based intervention with a curricular approach to support and increase English Language Learners’ (ELLs’) academic writing through multimodal, web-based software. Their project, STEPS to Literacy: An Integrated Digital Writing Space for English Language Learners, was recently awarded a three-year, $1.5 million dollar grant from the Institute of Education Sciences (IES), a division of the U.S. Department of Education.

“Our work is based on real need,” says Kleifgen, Professor of Linguistics and Education. “There are lots of children whose home language is different from English who aren’t succeeding academically.” For example, among eighth graders who speak English as a second language—the demographic Kinzer and Kleifgen are focusing on—only 4 percent are proficient readers. Approximately 75 percent of this population is Spanish-speaking.

Kleifgen notes, “Most emergent bilingual students come from poor families and urban areas—there is a real need for intervention.”

“A huge component of academic writing is finding relevant, disparate sources and synthesizing the material in meaningful ways,” Kinzer says. “Students have to structure
“Once students start to do research,” Kinzer says, “the issue of having nothing to write about goes away.”

The roots of the collaboration between Kinzer and Kleifgen go back a few years, when students taking courses with each of them observed that both were interested in language and technology. (Kleifgen has, in fact, been teaching a course in the CCTE program since the late 1980s.) Soon after, they applied for—and received—a grant from the Kellogg Foundation to research their unique curricular approach at a Bronx middle school.

In 2005, Kleifgen and Kinzer ran a year-long pilot...
INSIDE TEACHERS COLLEGE COLUMBIA UNIVERSITY

TEENAGERS TYPICALLY CHALLENGE ANYTHING AND EVERYTHING—OR AS GUILLERMO MARINI, A THIRD-YEAR PHILOSOPHY AND EDUCATION PH.D. CANDIDATE AT TC PUTS IT, ADOLESCENCE IS “A TIME OF AWARENESS—STUDENTS ARE DISTINGUISHING THEMSELVES FROM THEIR PARENTS AND FROM THE LARGER GROUP, AND QUESTIONING WHAT THEY WANT TO DO WITH THEIR LIVES.”

SO WHY NOT TEACH THEM PHILOSOPHY? MOST COUNTRIES IN EUROPE AND LATIN AMERICA DO JUST THAT, BUT NOT THE UNITED STATES, WHERE MOST YOUNG PEOPLE COMPLETE HIGH SCHOOL WITHOUT EVER HAVING BEEN EXPOSED TO THE MOST BASIC PHILOSOPHICAL QUESTIONS OF EXISTENCE, ETHICS AND AESTHETICS.

LAST JANUARY, MARINI, FELLOW PHILOSOPHY AND EDUCATION PH.D. STUDENT TIMOTHY IGNAFFO AND A GROUP OF OTHER STUDENTS AT TC AND COLUMBIA SET OUT TO CHANGE THAT PICTURE, CREATING THE PHILOSOPHY OUTREACH PROGRAM.

MEMBERS OF THE INITIATIVE NOW TRAVEL WEEKLY TO A NUMBER OF CITY SCHOOLS, WHERE THEY FACILITATE WEEKLY AFTER-SCHOOL DIALOGUES, COORDINATE GUEST LECTURES, OR BOTH.

WITH THE BENEFIT OF A SEMINAR ON HOW TO GUIDE TEXT-BASED DISCUSSIONS, TAUGHT BY TC PHILOSOPHY AND EDUCATION PROGRAM DIRECTOR DAVID HANSEN, THE TC AND COLUMBIA VOLUNTEERS HAVE GUIDED STUDENTS IN PARSING A PHILOSOPHY IN THE TRENCHES PROGRAM IN THE SCHOOL, WHERE STUDENTS AND TEACHERS WERE ABLE TO USE A WEB-BASED LEARNING SPACE TO IMPROVE WRITING SKILLS, AN AREA IN WHICH THERE HAD BEEN RELATIVELY LITTLE FOCUS AND STUDY. THEY CHOSE TO WORK WITH EIGHTH GRADERS BECAUSE THE NEW YORK CITY DEPARTMENT OF EDUCATION ANNUALLY TESTS THIS AGE GROUP ON WRITING AT THE END OF THE SCHOOL YEAR.

DURING THE FIRST PHASE OF IES FUNDING, MARINI AND KLEIFGEN WILL USE INFORMATION FROM THE PILOT PROGRAM TO EXPAND AND REFINISH THE DESIGN OF THEIR PROGRAM. THIS SPRING, THEY HOPE TO RETURN TO THE SAME BRONX SCHOOL, TO DEVELOP THE NEW WEB SPACE. IN ADDITION TO WORKING WITH TEACHERS AND STUDENTS IN THE CLASSROOM, THEY WILL ALSO CONVENE A GROUP OF 10 “STUDENT CONSULTANTS,” WHO WILL HELP DETERMINE THE ACCESSIBILITY AND USEFULNESS OF THE CURRICULAR APPROACH.

DURING THE SECOND YEAR OF FUNDING, KLEIFGEN AND KINZER WILL EXPAND THEIR RESEARCH SETTINGS AND RESOURCES, AS WELL AS CONTINUE TO STAY CURRENT WITH TECHNOLOGICAL TRENDS AS THEY BECOME RELEVANT TO THE DEVELOPMENT OF THE PROJECT. IN THE THIRD YEAR, THEY WILL INCORPORATE A SCIENCE CURRICULUM, CONTINUE TO INCREASE THE RESEARCH SETTINGS, AND PRODUCE TRAINING MATERIALS FOR TEACHERS.

ULTIMATELY, KINZER AND KLEIFGEN ARE STRIVING TO BUILD A CULTURALLY SENSITIVE LEARNING SPACE THAT WILL BE BENEFICIAL FOR THE STUDENTS IN THEIR PROJECT AND BEYOND. THEY HOPE TO Emerge WITH EVIDENCE THAT THEIR METHOD SHOWS PROMISE. THEY ALSO HOPE TO HAVE A “USABLE SYSTEM” IN PLACE THAT CAN BE REPLICATED AND EXPANDED TO SUPPORT LEARNING ACROSS DISCIPLINES.

THERE ARE INSTITUTIONS WHERE FACULTY MEMBERS FROM DIFFERENT HOME DEPARTMENTS MIGHT HAVE FOUND IT DIFFICULT TO FIND EACH OTHER AND WORK TOGETHER. IN THIS INSTANCE, THOUGH, KLEIFGEN AND KINZER BOTH SAY THAT COMING FROM DIFFERENT ACADEMIC BACKGROUNDS HAS ENRICHED THEIR COLLABORATION AND BENEFITED STUDENTS.

“FORTUNATELY, AT TC,” KLEIFGEN SAYS, “IF YOU WANT TO ENGAGE IN THIS KIND OF COLLABORATIVE WORK, YOU CAN FIND A WAY.”

STEMS TO WRITING CONTINUED FROM PAGE 9
range of works, including Siddhartha by Herman Hesse and Sophie’s World, a novel on the history of philosophical thought, by Jostein Gaarder.

“We use short stories, too—anything that gets the students thinking and talking,” says Ignaffo, who coordinates the program. “The responses have been tremendously positive.”

Ignaffo says the program is rooted in the concept that engendering “philosophical discourse is an organic way to learn.”

The program has grown steadily since its launch. Last year, it had a presence in four schools in New York City, including the Brooklyn and Manhattan Free Schools, and nine active volunteers. Thanks to seed funding from the Squire Foundation and support of TC and Columbia faculty, there are now eight participating schools and 22 active volunteers. In addition, Philosophy and Education graduate students will have the unique opportunity to teach a philosophy course this spring at Columbia Secondary School, which has philosophy as part of its innovative core curriculum.

Marini hopes the model of the Philosophy Outreach Program can be replicated by graduate-level students in other disciplines.

“We’ve had the privilege and gift to come to graduate school,” says Marini. “Who else has this kind of opportunity to share?”

The program has made such a strong impact that one high school student who was moved to speak at TC this past fall about his positive experience has since enrolled in Princeton University’s summer program in philosophy.

For Marini and Ignaffo, success stories like that one are simply added motivation to create the highest quality experience, not only for high school students, but for the teaching volunteers.

“Teaching is a craft,” Ignaffo says. “We want to be prepared and to provide a good service.”
Technology isn’t just some bauble or required vocational training, like driver’s ed, but instead something with serious potential for scholarship.”

—JUDITH CRAMER, EDUCATIONAL TECHNOLOGY SPECIALIST

She’s pursued degrees at Yale, Cornell and Parsons, but this past summer, when Judith Cramer was given the chance to take some professional development courses on TC’s dime, she headed off for “cartoon college” in Vermont.

“I wanted to work on my storytelling skills with Comic Life,” says Cramer, Educational Technology Specialist, referring to the increasingly ubiquitous software program that lets users create comics from digital images.

“My boss, [TC Vice Provost] Bill Baldwin, agreed that this would be a good use of my time, so I got The Center for Cartoon Studies’ permission to attend, even though I would be the only person there using digital photos instead of drawings.”

Cramer’s job at TC is to help individual faculty members integrate digital technology into their teaching and research. Her work over the past decade has brought her into contact with faculty from five TC departments, and has also included collaboration with members of the Library staff and colleagues from Academic Computing (ACS). She teaches workshops to the latter group on software programs she has brought to the College, including Comic Life, which, she says, “meets my test for good educational software—it costs less than $100, you can learn it in 15 minutes, and it delivers a lot of bang for the buck. Of course,” she quickly adds, “you need an imaginative teacher to get the bang.”

Getting serious-minded academics to use these tools is sometimes a hard sell, but Cramer’s M.O. is to meet potential clients very much on their own turf.

“I’m always mindful of content,” she says. “I take an interest in people’s research and try to make them see that technology isn’t just some bauble or required vocational training, like driver’s ed, but instead something with serious potential for scholarship that can help them realize their aims.”

Among TC faculty, Cramer has worked with Marjorie Siegel in Curriculum & Teaching to help literacy students design templates for digital storytelling with young children; with Social Studies students in Margaret Crocco’s course on women’s history to create graphic novels based on oral histories; and with Bill Gaudelli’s history and geography students to create graphic novels from images they researched on the Web. Cheryl Panzo and Alisa Poppen, two students in Cramer’s “We
thought
and students to Comic Life and other (cheap) technologies

Media course, developed Comic Life projects for teaching about the Holocaust and the hunt for DNA. They will present this work to California teachers at the CUE conference in April.

Cramer also brought her magic to bear on TC’s award-winning curriculum project “Teaching The Levees,” about Hurricane Katrina and its aftermath. In a section of the curriculum that deals with media literacy, Cramer collaborated with Ari Rubin, an M.A. candidate in Teaching of English who was then her graduate assistant, to create a digital comic about George W. Bush speaking in New Orleans’ Jackson Square after the storm. That has given the curriculum’s more than 30,000 users an example of a photojournalism project keyed to a specific scene from Spike Lee’s documentary, When The Levees Broke: A Requiem in Four Acts, for which the “Teaching The Levees” was written as a companion piece (see “Katrina’s commentaries,” available for download at www.teachingthelevees.org/?page_id=54). Rubin, now on the English faculty at Bronx High School of Science in New York City, conducted a lab on digital comics for Cramer’s students in July. He demonstrated the way Art Spiegelman, creator of Maus, the Pulitzer Prize-winning graphic novel about the Holocaust, used panel designs to reinforce his work’s meanings. “It was fantastic,” Cramer enthuses. “Ari taught them how to create a really ominous page about the Iranian political protests by adapting Spiegelman’s layout ideas.”

Cramer also developed projects for “Teaching The Levees” using the free photo-sharing Web site

Flickr.com, a resource she has introduced at TC as a tool to hone students’ visual literacy skills before they try a digital comic or graphic novel. “I started teaching with Flickr after I learned that there were almost 13,000 images tagged ‘Katrina’ posted to the site by the end of 2005, just three months after the storm. I was simply astounded by this fact. These weren’t pictures taken by professional journalists dispatched to the scene by AP or CNN; they were images captured by ordinary citizens—maybe people who had gone there to help, or who were survivors—with cell phones, or digital cameras. Working on our section of The Levees curriculum, my team and I discovered that Spike Lee used some of these images in an INTEGRATING TECHNOLOGY CONTINUED ON PAGE 16
especially haunting part of his film. We based a media literacy lesson on this fact, focusing on the differences between photo essays and photo montages in order to call attention to questions of historical stewardship and advocacy.”

Cramer now uses Flickr with students in a variety of ways and has even led workshops designed around Flickr at conferences, most recently with TC alumnus David Boxer and faculty member Howie Budin in Toronto. She finds Flickr’s interactive Post-it notes, which can help young learners analyze elements in an image, particularly useful; also, its user-generated tags, which not only link members with common interests, but also allow anyone to use the Flickr site for visual research.

Last summer, Crocco and Gaudelli asked Cramer to create a mini-workshop centered on Flickr and Comic Life for teachers enrolled in their new “Vietnam Now” course, which centers on the documentary of the American war in Vietnam that aired on WGHB public television in the 1980s.

“I chose remembrance as the theme because I thought it would be a way to concretize the Vietnam War for students too young to know about it,” Cramer says. “If they could go out in their communities and take pictures of a memorial to the Vietnam War for a photo essay, or interview someone who had participated in the War for a comic about that experience, then it might become real.” Cramer found ‘pools,’ or thematic groups, in Flickr on the memorials to every U.S. war, including Vietnam. “Vietnam Now” students worked in class with a set of 50 images taken by Flickr members who had visited various Vietnam War memorials across the United States.

**Examples of graphic storytelling in a limited number of frames, taken from Alisa Poppen’s *New Hard Times*.**
The Flickr tool Cramer recommends most highly is “Tell a Story in 5 Frames,” a pool in which members post a maximum of five images to tell a story without text. Only a written title is allowed. Once the images are posted, other pool members comment on the stories. “To me, this is just a fabulous resource for teaching students how to select and sequence images in the interest of narrative,” says Cramer, who worked as a publishing art director a few incarnations back. But, she warns, “this exercise is harder than it looks. Even our grad students have trouble with it”—except for those, such as Art Education majors, with previous visual training, or who simply are inspired by the task. (One such: Brian Frederickson, a student in Crocco’s “Women of the World” course. His essay, “Fashion over Function,” won plaudits from TC classmates and Flickr members alike. See www.flickr.com/groups/visualstory/discuss/72157606080910709/).

Cramer suggests that teachers use ‘Tell a Story in 5 Frames’ first, having young students do peer editing, for example, and then move on to digital comics. “After all,” she says, “comics, whether photographed or drawn, have very complicated texts.” She pauses to point upward. “If you visualize those text balloons, you can see that it’s not just what’s said, but also what’s thought—and then there’s what Spike Lee calls ‘voice of God’, or omniscient narrator remarks, which appear as rectangular boxes at the tops of panels in comics. These can be used to indicate changes in time and space. Comics invite you to take liberties with ‘space-time,’ which is no doubt part of their attraction for kids.”

And for serious academics, as well. ❖

Stewart continued from back cover

Elevator module exaggerates speed and acceleration of the elevator so that if, say, the elevator is going upwards and you jump off, you continue to go upwards for a while before gravity brings your speed down to zero, and you then start falling to the ground. In the real world, you would not continue upwards for an obvious moment of time—nor could you jump off the elevator in the first place without losing your life. In the Doppler Effect module, as they walk toward the train, they can see a graph of the pitch shift and see how the sound is changing. In the real world, you cannot tell what notes a police car is giving off.”

The games, which Stewart hopes to study further as he begins his dissertation next year, “could save money for science programs that can’t buy the physical equipment.” He said the hope was that virtual worlds, or “physics playgrounds,” could be created as spaces where students from different geographical areas could learn together, similar to Quest Atlantis, an international learning and teaching project of Indiana University that utilizes a 3D multi-user environment to immerse children, ages 9–15, in educational tasks.

Stewart, who credits TC faculty member Jessica Hammer’s “Video Games and Education” course as a transformative event in his academic career, says, “The class really broadened my horizons and gave me the vocabulary to talk about games in a critical way, making me want to ask, ‘What can we learn about games as educators? Why not figure out what they’re doing that works and apply that in school?’”

Stewart combines his love of technology and games with a strong affinity for writing, as evidenced by his winning the Sidlinger Award’s $1,000 prize. Cormac McCarthy and Raymond Carver are his favorite authors. But it was in the humanities program at Davidson University, where Stewart earned an undergraduate degree in physics and minored in music, that his writing earned him what, for a computer geek, might be the highest praise of all.

“They asked me if I was an English major,” he says. ❖
“Visions,” curated by Maurizio Pellegrin and featuring student work, aired at Art Basel-Miami in December

“Visions in New York City,” the exhibition of short films and videos mounted at the Macy Art Gallery and Milbank Chapel in November, was selected for inclusion at the eighth annual Art Basel-Miami Verge Fair, which ran from December 3-6. “Visions” features the work of recognized and emergent artists including several pieces by TC students, alumni and professors. It was curated by faculty member, Maurizio Pellegrin, a world-renowned artist and teacher whose own works have been shown internationally in venues ranging from the Peggy Guggenheim Collection in his native Venice to Estudio de Arte Contemporaneo Jiménez in Mexico City, as well as at New York’s Museum of Modern Art and the Corcoran Art Gallery in Washington, D.C.

The “Visions” show juxtaposes the unique vision of 83 multinational artists. “It is about what people simply are, what they would like to be, what they believe to be,” says Pellegrin, who culled through hundreds of submissions in his quest to showcase visionary expressions. “The show is part of a large survey of all the arts and media. I wanted to present a contemporary survey of video by less-well known artists and not repeat the kind of exhibition being held in major museums or galleries.”

The move to Art Basel-Miami marks the first time a show created for Teachers College has been invited to participate in an exhibition of such international significance.

“This is thrilling!” says Judy Burton, Director of the Program in Art and Art Education. “We are all very excited that ‘Visions,’ which began life as a class project and had its first showing in our Macy Art Gallery, was featured at such a prestigious venue as Art Basel. This is a great accolade for our students and Maurizio, and they are now collaborating on their next video shorts project.”

Co-curator, artist and TC student Heather Van Uxem adds, “It is amazing to see the growth and success of the show expand to such great heights as Art Basel in Miami!”

One of the preeminent contemporary art shows in America, Art Basel-Miami provides a showcase for leading international galleries, complemented by special exhibitions and events featuring film, architecture and design. It attracts top-notch talent and the cognoscenti of contemporary art—not to mention a host of celebrities.

“I feel honored—and a bit unworthy—to have this piece in the company of so many marvelous films,” says Lisa Farmer, a TC Ed.M. student who is also the College’s Associate Director of Publications. Farmer’s work, “Studio,” made the final cut at Basel. “I have been a media professional producing art and photography books and magazines.
ion Moves
Miami

for over 13 years. Not until I enrolled at TC did I have the opportunity to really challenge myself in making pieces. And to be exhibited at Art Basel, in my hometown of Miami, is more than I could have ever wished. ❖


EXTENDING THE VISION A unique international film and video festival, which premiered at TC’s Macy Gallery with a concurrent exhibition of stills, made its way—under the watchful eye of co-curator and artist Heather Van Uxem—to the Art Basel-Miami Verge Fair.

(above) Still from Heather Van Uxem’s ojo de gato, 1:09 min, 2009

( below) Still from Lisa Farmer’s Studio, 3:00 min, 2009
Who He Is

Angelo Miranda is the Video Services Coordinator at Teachers College, where he oversees the Instructional Media Lab, dispenses camcorder equipment and teaches workshops on software such as ProTools, iMovie, and Final Cut Pro. Additionally, Miranda consults with faculty members who need guidance with their own video work and supervises his assistants in the editing of videotaped interviews and other work.

When he’s not working in video, Miranda, who is also a graduate of TC’s Doctoral Program in Music Education, serves as Assistant Adjunct Professor in the Music Education program, offering 10 hours of percussion instruction to two to three students per semester, so that aspiring music teachers can learn about percussion methods. Occasionally, Miranda instructs non-music majors from Columbia and TC, who have a special interest. “I get a lot of students who say they have no rhythm,” he says. “I say, ‘Can you dance? Then chances are, you can probably pick this up.’”

Road to TC

Born and raised in New York City to Puerto Rican-born parents, Miranda has lived for the majority of his 62 years in Manhattan (including in the Frederick Douglass projects, on 103rd and Amsterdam Avenue, when he was a child). After high school, Miranda enlisted in the Navy from 1964-1969. He was stationed off the coast of Vietnam on the U.S.S. Okinawa, which served as a landing platform for helicopters.

When his term was up, Miranda opted to return to New York and enroll in trade school, where he learned to become an electronic technician. Of his time in the service, he says simply, “Wasn’t for me.”

Miranda traces his passion for music back to when he was a youngster listening to his father play harmonica. His dad supported Miranda’s decision in junior high school to take up the violin. Before long, Miranda became skilled enough to play in the Manhattan Borough-Wide Junior High School Orchestra (noted Israeli violinist Pinchas Zukerman was the concert master). When Miranda entered the ninth grade, the drum chair opened up. “I was inspired by the theme song to ‘Peter Gunn’, a TV detective show—it sounded like the theme to Hawaii 5-0, and it made me want to play drums.”

As it turns out, drumming agreed with Miranda. At City College, where he had initially gone to study engineering, he wound up playing in three bands: as drummer in a jazz band, timpani player in the school orchestra, and drummer in the City College’s Big Band. Soon Miranda found himself immersed in the Music Program, where he studied with John Lewis of the Modern Jazz Quartet. There, he completed his Bachelor’s of Arts.

When Miranda reported to work as a secretary in TC’s Bilingual Education program in 1981, his plan was to enroll in TC’s Music Education program and make good use of the College’s tuition incentives. Upon completing his Master’s in 1983, Miranda sailed straight into the doctoral program, which took him 15 years, working full-time at the College, to complete. His disserta-
tion explored the use of technology for teaching percussion.

After a short stint as assistant to the electronics engineer in the library, Miranda learned of the opening in Video Services. “Having a background in electronics gave me the confidence to apply, even though I didn’t have video experience,” he says of his latest TC transfer, in the early nineties.

In His Spare Time
What spare time? Miranda’s music card remains full: he plays in no less than four different bands, including: Quinto Nivel, a salsa band in which he plays the vibraphone; the T. Fleischer Trio, a jazz group in which he plays drums with James Corter, TC Professor of Statistics and Education; the Continental Orchestra, a Hungarian band with a touring schedule; and an impromptu jazz trio with Corter and Paul Acquaro, Director of the TC Web.

Best Part of the Job
Miranda loves the interrelatedness of music, video and technology and finds the transition from one area to another to be seamless. Plus, he says: “Technology is changing so fast—it’s exciting. Sometimes it’s challenging to keep up, but it also keeps my job interesting.”

Another highlight: Hosting luminary guests in the studio, including most of TC’s presidents, a high-profile U.S. governor, and even South African Archbishop Desmond Tutu, who received a medal from TC at the College’s convocation in 2003.

When he’s teaching, Miranda especially values “seeing students progress from the place where they think they don’t know anything to recording their CDs.”

Did You Know?
For four years in the early 1990s, Miranda was President of TC’s Tai Chi Club. He took up tai chi during a semester at City College, and has been a daily part of his life ever since. He studied with Da Liu, a Chinese master, until the latter’s death. Since a period of being “masterless,” Miranda has studied with William Chen, another master, who was a good friend of Da Liu’s. He’s also experimented with other forms of martial arts, including aikido and bagua.

Of Tai Chi, Miranda says, “If you have enough room to lay down a cow, you have enough room to practice.”

Did You Know?
ONE BUSY SPRING
TC’s second annual Academic Festival tops the a long list of big events at the College coming up in the next couple of months

Mark your calendar now: On Saturday, April 24, TC will host its second annual Academic Festival, this year themed “Defining the Next Decade.”

The day-long program will focus on work by TC faculty that could shape the national debates in education, health and psychology in the years ahead. And Academic Festival, in turn, caps a winter and spring packed with other compelling events. These include the College's fifth annual Symposium on Educational Equity (February 8th and 9th in Cowin Conference Center), which this year will focus on the impact of federal stimulus money for education; “Healthier Students Are Better Learners,” an Equity Forum in which Charles Basch, TC’s Richard March Hoe Professor of Psychology and Education, will discuss six major health risks that disproportionately affect poorer students and students of color (tentatively scheduled for March 9th); the annual education conference of the National Conference of State Legislators, which TC will host on its campus (March 12-14); the College’s Tisch lecture, which will be delivered this year by Visiting Professor Robert Siegler, the Theresa Heinz Professor of Cognitive Psychology at Carnegie Mellon University and a pioneering researcher in the area of children’s mathematical and scientific thinking; and, on April 8th, the Sixth Annual Morton Deutsch Awards for Distinguished Contributions to Social Justice, which this year will be given to Claude Steele, the eminent social psychologist and Provost of Columbia University.

At Academic Festival, Susan Fuhrman, President of Teachers College, will present the Teachers College Koming Medal to TC alumnus, His Excellency Nahas Angula, Prime Minister of Namibia, who will deliver the keynote address. In 1973, Angula was assigned by the South West Africa Peoples Organization (SWAPO) to establish a school for Namibian exiles in Zambia, the start of the SWAPO education system in exile which eventually extended to the Democratic Republic of Congo and Angola. When apartheid ended in Namibia, Angula became the first Minister of Education under the new government, and he created a system of schools that for the first time brought education to all of the nation’s young people, using inexpensive technology to bridge Namibia’s vast distances and harsh terrain.

The Koming medal will also be presented to Ulysses Byas, who was a pioneering principal at an all-black school in the segregated American South of the 1950s. Byas, who earned his master’s degree at TC in Educational Administration, became principal of the all-black Fair Street High School in Gainesville, Georgia, in 1957. There
he exposed the shocking lack or resources of this supposedly top black institution to a responsive white public. Byas is now the subject of Hello Professor: A Black Principal and Professional Leadership in the Segregated South by Vanessa Siddle Walker, a professor at Emory University.

The First Congregational Church of Park Ridge, New Jersey, and sings with the Metropolitan Singers/Greek Choral Society. Her sister, Kathryn Kerge, is also a TC alumna of the Organizational Psychology program.

**Welcoming New Employees**

Teachers College would like to welcome those who joined its staff during the month of December. Welcome to TC! (If you were hired during December and are not listed, please contact the Office of Human Resources to be included in an upcoming issue of Inside.)

Mady Schiffer
Assistant Director of Residential Services, Facilities/Residence Halls

Sabrina Sanchez
Project Manager, Curriculum & Teaching

Angel Pagan
Mechanic Engineer, Maintenance

**Alumna Is Named Director of TC Annual Fund**

Teachers College has named Susan Kerge Scherman—an alumna who earned her Masters degree in Music and Music Education—as the new Director of the Annual Fund and Leadership Gifts.

Scherman, who spent a number of years in development at the Columbia Business School and Weill Cornell Medical Center, comes to TC from the Stevens Institute of Technology in Hoboken, New Jersey, where she has directed the annual fund and raised over $1 million for the operating needs of the Institute. She has also worked at the Gilman School in Baltimore, and in public relations for Robinson Lerer & Montgomery Strategic Communications in New York City.

“I’m thrilled to return to Teachers College with the opportunity to help support faculty and students in the important work they do,” Scherman said.

Scherman, who earned her undergraduate degree in English at Gettysburg College, is also a vocalist who has sung solos with the First Congregational Church of Park Ridge, New Jersey, and sings with the Metropolitan Singers/Greek Choral Society. Her sister, Kathryn Kerge, is also a TC alumna of the Organizational Psychology program.

**Welcoming New Employees**

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Mady Schiffer
Assistant Director of Residential Services, Facilities/Residence Halls

Sabrina Sanchez
Project Manager, Curriculum & Teaching

Angel Pagan
Mechanic Engineer, Maintenance

**Staff Anniversaries**

Happy anniversary to the following full-time employees who have provided 10 or more years of service to TC and whose anniversary took place in December. (If your anniversary date was in December and
James Black ........................... 35
Mechanic General, Maintenance

Sharon Johnson ...................... 21
Clerk/Typist, Registrar &
Doctoral Studies

Leroy Johnson ...................... 21
Staff Accountant, Student
Accounts

Yvonne Wallace ....................... 15
Secretary, Biobehavioral
Sciences

Barbara Torney ....................... 15
Director of Administrative
Information Services,
Administrative Computing

Marsha Streeter ...................... 14
Department Secretary, Health &
Behavior Studies

Lucila Villaquiran ................... 12
Associate Director of Financial
Aid, Financial Aid

Rocco Diomede ........................ 12
Lead Person Carpenter,
Maintenance

Edwin Vazquez ........................ 10
Manager of Media Services,
Interactive Media Services

Dinelia Rosa ........................... 10
Director, Psychology
Consultation Center

Next Issue: March 2010
Deadline: February 12, 2010

Inside, the newsletter of
Teachers College, Columbia University,
is produced by the Office of
External Affairs.

www.tc.edu/inside

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information of interest, visit:
www.tc.edu/newsbureau/newsrequest.htm
or e-mail: ea@tc.edu
or send via campus mail to:
Office of External Affairs, Box 306

Saturdays, February 6
East Asia (Simulcast Workshop): How
to Read Chinese Paintings • 10:00am—
1:00pm, Followed by optional field trip
What is different about the rendition
of space in a Chinese painting? Why
is there calligraphy as well as image?
Red chops? Learn more about these
and other topics from Maxwell Hearn,
the Douglas Dillon Curator in the
Metropolitan Museum’s Department of
Asian Art, author of a best selling book
of the same title as the lecture. Designed
for art teachers as well as for history,
literature, and social studies teachers
who would like to introduce the art
of China to their students. Instructor:
Hearn, the Douglas Dillon Curator,
Department of Asian Art Metropolitan
Museum of Art. $15.00 for people
attending at the Columbia University
site (Non-credit/non-degree course).
Participants who attend a tour of the
Metropolitan galleries of Chinese art at
a later date (to be announced) will earn
0.5 CEUs. For other participants, please
contact your NCTA office sponsoring
the program. Register at www.
tc.columbia.edu/t/a/document/11971 easternregistration_emp2.pdf

Sundays, February 7
Staten Island Alumni Reception •
2:00pm – 5:00pm • 415 Vineyard
Avenue, Staten Island
RSVP at: www.tc.columbia.edu/
calendar/rsvp/rsvp.htm?eventID=7454&
eID=68&cType=Center

Chicago • 2:30 pm • Ambassador
Theater
Tickets on sale on January 20 in
Thomdlke 160. Half of the tickets will
be sold at 9:30 am and half at 4:30 pm. Tickets are $30 each and one per TC student ID. Cash only. Non-refundable. For more information, visit www.tc.edu/studentactivities or 212-678-3690.

**MONDAY & TUESDAY, FEBRUARY 8 & 9**
The Campaign for Educational Equity 5th Annual Symposium • 7:00am – 6:00pm
Gov. Edward Rendell, State of Pennsylvania, Keynote Address, Day 1
Russlynn Ali, Assistant Secretary, Office for Civil Rights, U.S. Department of Education, Keynote Address, Day 2. Form more information, visit: www.tc.edu/symposium.

**FEBRUARY 9 THROUGH FEBRUARY 13**
Reading and Writing Project • 8:00am – 4:00am • Milbank Chapel and 177-179 Grace Dodge Hall
This event is open to TC and Columbia students/alumni only! Please visit www.tc.columbia.edu/careerservices/index.asp?id=Students&Info=Jobs+%26+Recruitment for more information.

**FEBRUARY 9 THROUGH FEBRUARY 13**
Harlem Village Academy Information Session • 4:30pm – 6:00pm • 179 Grace Dodge Hall
This event is open to TC and Columbia students/alumni only! Please visit www.tc.columbia.edu/careerservices/index.asp?id=Students&Info=Jobs+%26+Recruitment for more detailed event information.

**TUESDAY, FEBRUARY 9**
Raising Happy—and Moral—Children: A lecture with Richard Weissbourd • 6:30pm – 7:30pm
Sulzberger Parlor, 3rd Floor Barnard Hall
These days many of us as parents are very focused on our kids’ happiness and achievements. But this intense focus on happiness and achievement—and the constant praising of kids that goes with it—can imperil the development of kids’ moral qualities. What kinds of achievement pressure are constructive and what kinds are destructive? How can we raise children who are both happy and moral? What are the key moral qualities that we need to develop in kids, and how can we as parents and teachers develop them? Richard Weissbourd, author of The Parents We Mean to Be and lecturer on education at Harvard University, describes how parents and other adults can become more effective moral mentors.

International Human Rights – A panel discussion with Yvette Christianse, Helen Lieberman, Virginia Setshedi and Jody Williams • 6:30pm – 7:30pm • Diana Center Event Oval
This year’s Rennert Forum celebrates the life and work of Helen Suzman, the iconic South African leader who devoted her life to the fight against apartheid. Distinguished human rights activists discuss Suzman’s legacy and how her work illuminates today’s struggles for international human rights. Helen Lieberman is founder and Honorary President of Ikamva Labantu (The Future of our Nation), a South African grassroots social development organization. Virginia Magwaza-Setshedi is Programme Manager with the Norwegian People’s Aid and anti-privatization activist; Jody Williams is the 1997 Nobel Peace Prize Laureate. Yvette Christianse, Associate Professor of English at Fordham University, will moderate and provide introductory remarks. Co-sponsored by the Dobkin Family Foundation

Latinos in The US: Assimilation Or Transnationalism? A lecture with Silvia Pedraza
Silvia Pedraza and Lara Sung Back use the National Latino Survey data collected in 2006 to assess the extent to which Mexicans, Puerto Ricans, Cubans, and South American immigrants have assimilated or engaged in transnational practices as well as which social characteristics predict these behaviors. They compare various immigrant cohorts: those who arrived in the US between 1958-1973, 1974-1989, and 1990-2005. The results show that the type of migration—as labor migrants, professional migrants, or refugees—makes a difference for these outcomes. Silvia Pedraza is Professor of Sociology at the University of Michigan, Ann Arbor. Her publications include Political and Economic Migrants in America: Cubans and Mexicans; Origins and Destinies; Immigration, Race, and Ethnicity in America, co-edited with Ruben G. Rumbaut; and Political Disaffection in Cuba’s Revolution and Exodus.

**FEBRUARY 9 THROUGH MARCH 25**
Helen Suzman: Fighter for Human Rights • Diana Center
Helen Suzman served on South Africa’s Parliament from 1953–1989, and was alone in opposing apartheid during the 13-year period when she was the governing body’s only member of the Progressive Party (1961-1974). This exhibition explores nearly four decades of Suzman’s life and vision through photographs, personal letters, quotations from speeches, and news articles. Suzman was nominated twice for the Nobel Peace Prize in recognition of her contribution to the pursuit of justice in South Africa. She received the United Nations Award of the International League for Human Rights in 1978. In 1989, Queen Elizabeth conferred on her an Honorary Dame Commander (Civil Division) of the Order of the British Empire. Suzman died on January 1, 2009, at the age of 91.

**WEDNESDAY, FEBRUARY 10**
Award of February degrees and certificates. No ceremony.
OSCP Event • 8:00am – 12:00pm • Cowin Auditorium
Calendar

THURSDAY, FEBRUARY 11
White Rights: What Apartheid South Africa Learned from the United States - A lunchtime lecture with Elizabeth Esch • 12:00pm – 1:00pm • Diana Center

Though widely regarded as the most racist regime on earth, the apartheid government in South Africa learned much from policies and practices long extant in the United States. Before apartheid was institutionalized, South African social scientists, educators, and politicians were among the most astute observers of racial segregation and white supremacy in the U.S. Elizabeth Esch, Assistant Professor of History and American Studies at Barnard College, shows how white South Africans studied U.S. history and mimicked its practices—from so-called anti-miscegenation laws to the pass-book and homeland systems—in implementing apartheid. Professor Esch’s work has appeared in Souls: a Critical Journal of Black Politics, Culture and Society; Cabinet: a Quarterly Journal of Art and Culture; and Historical Materialism.

Launch of Anand Marri’s social studies curriculum on the national debt • 3:00pm – 6:00pm • The Peterson Foundation headquarters in NYC, 712 Fifth Avenue at 56th Street

Uncommon Schools Information Session • 12:00pm to 9:00pm • 177-179 grace dodge hall

This event is open to TC and Columbia students/alumni only! Please visit www.tc.columbia.edu/careerservices/index.asp?id=Students&Info=Jobs+%26+Recruitment for more detailed event information

FRIDAY, FEBRUARY 12

TESOL Apple Lecture • 12:00pm to 9:00pm • Cowin Auditorium; 150–152 Horace Mann

NYC Ballet: Swan Lake • 8:00pm • Lincoln Center

For more information, visit www.tc.edu/studentactivities or 212-678-3690. Tickets on sale on January 25 in Thorndike 160. Half of the tickets will be sold at 9:30 am and half at 4:30 pm. Tickets are $12 each and one per TC student ID. Cash only. Non-refundable.

FEBRUARY 12 & FEBRUARY 13
Introduction to Digital Video • 9:30am – 4:45pm

This workshop introduces participants to the creative methods for the integration of digital video in education. Learn how to digitize pre-recorded videos and edit them using Apple’s iMovie. We will look at the surrounding community as a resource. In addition, learn how to research a local historical site and produce a one-minute video that will be exported to Quicktime and burned to a DVD. Instructor: Shawna BuShell; Tuition: $543.00. Available for 1.5 CEU’s. (Non-credit/non-degree course). Register at https://applyyourself.com/?id=COL-TCNC

SATURDAY, FEBRUARY 13
Career Services • 8:00am – 6:00pm • Cowin Auditorium and 138,140, 152 horace Mann

Literature Review • 9:30am – 12pm • Location TBD

This workshop is presented by the Graduate Writing Center. For more information, visit www.tc.edu/studentactivities or 212-678-3690.

MONDAY, FEBRUARY 15
Zankel Fellowship Application Deadline

For more information, visit www.tc.edu/studentactivities or 212-678-3690.

TUESDAY, FEBRUARY 16

Last day to change points in variable-point courses.

Lunchtime lecture: Quiet Revolutions: Postcolonial Women’s Writings and Structures of Solidarity • 12:00pm – 1:00pm • Sulzberger Parlor, 3rd Floor Barnard Hall

Since the 1980s, the conventional model for reading postcolonial women’s writings has been to emphasize the prevalence of silence and invisibility, the desire for voice and narrative space, and the use of self-representation as a form of empowerment and transformation. What is often eclipsed is a valuable political ethic based on solidarity and coalition-building among oppressed and marginalized figures. By working across an expansive literary archive, stretching from Mary Prince’s slave narrative to more recent works by Miriama Ba, Bapsi Sidhwa, Edwidge Danticat and Shani Mootoo, Alison Donnell identifies an alternative framework for reading such literature, presenting a new model of feminist criticism rooted in the solidarity of experience and coalitional ethics. Alison Donnell is the author of Twentieth Century Caribbean Literature: Critical Moments in Anglophone Literary and Critical History and a Joint Editor of Interventions: International Journal of Postcolonial Studies.

TUESDAY, FEBRUARY 16
The Vice President’s Office for Diversity & Community Affairs’ Book Talk Series • 4:00pm – 5:30pm • Milbank Chapel

Anna Newmann, Professing to Learn, Creating Tenured Lives and Careers in the American Research University

TUESDAY-THURSDAY, FEBRUARY 16-18
Reading and Writing Project • 8:00am – 4:00pm • Private Dining Room; Milbank Chapel; Cowin Auditorium; 177-179 Grace Dodge; First floor, Horace Mann
**Wednesday, February 17**

**Mastering the Student Affairs Conference**

Career Panel • 5:30pm - 7:00pm
For more detailed event information, please visit www.tc.columbia.edu/careerservices/index.asp?id=Students&Info=Jobs+%26+Recruitment

Where’s My Fit? Career Panel • 5:30pm - 7:00pm
For more detailed event information, please visit www.tc.columbia.edu/careerservices/index.asp?id=Students&Info=Jobs+%26+Recruitment

**Thursday, February 18**

**Teachers College Alumni Panel** • 4:00pm - 5:00pm • Location TBA
www.tc.edu/studentsteaching/

Harlem Children’s Zone Information Session •
4:00pm - 6:30pm • 140 Horace Mann
This event is open to TC and Columbia students/alumni only! Please visit www.tc.columbia.edu/careerservices/index.asp?id=Students&Info=Jobs+%26+Recruitment for more detailed event information

**Friday, February 19**

**Doctoral Certification Examination for students not majoring in an area of psychology** • 9:00am - 12:00pm & 1:45pm - 4:45pm

Lecture: A Nation-building People: American Efforts at International Control without Empire, and the Consequences • 10:30am - 11:30am • Morningside Campus, 311 Fayerweather Hall
Jeremi Suri of University of Wisconsin-Madison lectures, “A Nation-building People: American Efforts at International Control without Empire, and the Consequences” at the Center for International History. For more information email sea2009@columbia.edu or visit www.columbia.edu/cu/chi/c_conferences.htm.

**Friday-Saturday, February 19-20**

**2010 Counseling & Clinical Psychology 27th Annual Winter Roundtable: “Act Together: The Hope of Community.”** • Milbank Chapel; Cowin Auditorium; and Grace Dodge Hall
The Winter Roundtable is the longest running continuing professional education program in the United States devoted solely to cultural issues in psychology and education. The Winter Roundtable will continue its tradition of bringing together scholars, practitioners, researchers, social change agents and students interested in the intersections between race, ethnicity, social class, gender, sexual orientation, and religious affiliation in psychology and education. The theme of the 2010 conference, “Act Together: The Hope of Community” underscores the Roundtable’s commitment to recognizing the multiple and complex effects of culture and social location in psychological and educational matters. The Winter Roundtable’s legacy in honoring significant and promising research, practice, and training innovations in cultural psychology and education will be continued in the 2010 conference, with the inclusion of five highlighted conference features:

The presentation of the 7th Annual Social Justice Action Award, the presentation of the 20th Annual Janet E. Helms Award for Mentoring and Scholarship in Psychology and Education, the Student Scholarship Program, and Pathways to Publication, Pathways to Practice. Details are provided in the links to the left. See www.tc.columbia.edu/centers/roundtable

**Saturday & Sunday, February 20-21**

**TESOL Curriculum and Design Workshop** • 10:00am - 6:00pm
This workshop focuses on language curriculum and course design for adult learners. Participants will be introduced to factors in course development such as context, needs, goals and objectives, materials and evaluation, course organization and content conceptualization. They will also explore, discuss, and create resources and materials for their target student population.

The workshop will take place in one of the computer labs. Instructor: Carolin Fuchs; Tuition: $43.00. Available for 1 CEU. (Non-credit/non-degree course). Register at: https://app.applyyourself.com/?id=COL-TCNC

**Saturdays, February 20 – 27**

**Publishing on the Web as an Educational Activity** • 9:30am - 4:45pm
This inspiring workshop is for educators, administrators and faculty, who wish to design their own interactive Web site using Dreamweaver for their personal or professional enrichment. Learn how to integrate graphics and photos to high quality Internet pages that incorporate tables, style sheets, Java scripts, web forms and surveys. Participants will also begin to consider various issues that arise when using the web, such as how to make WWW sites accessible, and how to address security, privacy and copyright considerations. Instructor: Alyson Vogel; Tuition: $543.00. Available for 1.5 CEU’s. (Non-credit/non-degree course). Register at: https://app.applyyourself.com/?id=COL-TCNC

**Monday, February 22**

**Coffee Hour: Learn by Doing!** • 10:00am - 11:00am • Second Floor Salon, Gottesman Libraries
Do your eyes glaze over when presented with the details of database searching? Will the newly adopted Cephalonian method thrive or fail? What about using Socrates to teach the library catalog? A more student centered approached to finding full text? Sometimes called experiential learning?
And the future of library instruction... The Gottesman Libraries is experimenting with more fun, innovative, and effective ways to bring research resources and strategies to the Teachers College classroom. Join us over coffee and danishes to discuss instructional strategies and brainstorm ideas, as we embrace the spirit of progressive education and learn by doing! Please RSVP: www.tc.columbia.edu/calendar/rsvp/rsvp?eventID=7469&cID=28&cType=Center

On Dance: Merce Cunningham And His Legacy As A Teacher - A panel discussion with Mary Lisa Burns, Nancy Dalva, Patricia Lent, and Robert Swinston

Julius S. Held Auditorium, 304 Barnard Hall

“...the student should touch the utmost limits. This panel discussion includes Robert Swinston, Assistant to the Choreographer at the Merce Cunningham Dance Company, and Patricia Lent, Director of Repertory Licensing, and Mary Lisa Burns, Director of Education for the Cunningham Dance Foundation. Mr. Swinston and Ms. Lent are also Trustees of the Merce Cunningham Trust. Moderated by Nancy Dalva, Producer/Writer for the Foundation’s web series “Mondays with Merce,” the discussion will focus on the world-renowned choreographer’s lifelong work as a teacher who both created a technique of modern dance and trained generations of dancers and dance teachers. Information 212.854.2905

TUESDAY, FEBRUARY 23

Lecture: Writing the Outsider: Perspectives From Spain

Julius S. Held Auditorium, 304 Barnard Hall

What does it mean for a literary work to write the ‘outsider.’ Can literature authentically capture a voice from elsewhere? Or, by attempting to do just that, does it necessarily corrupt and confuse such a voice? Drawing on the last work of Miguel de Cervantes, The Trials of Persiles and Sigismunda, A Northern Story (1617), Sonia Velazquez, from the department of Spanish and Portuguese Languages and Cultures at Princeton University, discusses how literature can either deny the speech and voice of the ‘outsider’ or else attempt to open up channels of communication. In particular, she suggests that Cervantes, unlike comparable writers of epic in the period, does not attempt to ‘tame the outsider’; rather, those characters which Cervantes situates as ‘barbarians’ are made intelligible through practices of translation. Sponsored by the Mellon Foundation. Information: 212.854.3321 barnardtranslation@gmail.com

Tisch Lecture with Visiting Professor Robert Stiegler

4:00pm – 8:00pm Location TBD

Teach For All Information Session

4:30pm – 6:00pm 140 Horace Mann

This event is open to TC and Columbia students/alumni only! Please visit www.tc.columbia.edu/careerservices/index.asp?id=Students&Info=Jobs+%26%23038%3BRecruitment for more detailed event information

WEDNESDAY, FEBRUARY 24

Reading and Writing Project

4:00pm Milbank Chapel

Campaign for Educational Equity Forum:

Healthier Students Are Better Learners

3:30pm – 5:00pm 179 Grace Dodge Hall

Featuring the research of Chuck Basch, TC’s Richard March Hoe Professor of Health Education on six major health risks that affect students’ academic performance.

A Taste of Harlem

3:00pm – 5:00pm

For more information, visit www.tc.edu/studentactivities or 212-678-3690.

THURSDAY, FEBRUARY 25

The Vice President’s Office for Diversity & Community Affairs’ Book Talk Series

4:00pm – 5:30pm Milbank Chapel

Eleanor Drago-Severson, Leading Adult Learning, Supporting Adult Development in Our School

Lecture: Strangers in Paradise: Religion, Politics and Identity In New Migrant Communities in The US

8:00pm Sulzberger Parlor, Barnard Hall

Having served as lead investigator for a
This workshop introduces participants to the creative and practical applications of podcasting in education. Learn how to record and produce your own 1-minute audio and video podcasts. In addition, you will learn how to post your final projects to the Internet and download them onto portable media players. Instructor: Shawna BuShell. Tuition: $543.00. Available for 1.5 CEU’s. (Non-credit/ non-degree course). Register at: https://app.applyyourself.com/?id=COL-TCNC

**FRIDAY, FEBRUARY 26**

**Doctoral Certification Examination (Ed.D./ Ph.D.)** for students majoring in an area of psychology • 9:00am – 12pm and 1:45pm - 4:45pm

**All Ivy Environmental and Sustainable Development Career Fair** • 10:00am - 3:00pm • Morningside Campus, Low Memorial Library, The Rotunda, Columbia University

To register for this event and learn more detailed event information, please visit www.tc.columbia.edu/careerservices/index.asp?id=Students&Info=Jobs-%26-Recreation

Human Resources/Organizational Development Career Fair • 3:00pm - 6:00pm • The New School (Arnhold Hall, 2nd floor)

To register for this event and learn more detailed event information, please visit www.tc.columbia.edu/careerservices/index.asp?id=Students&Info=Jobs-%26-Recreation

**FRIDAY & SATURDAY, FEBRUARY 26-27**

**Career Services 2010 Metro Fair** • Private Dining Room and 177-179 Grace Dodge Hall • 8:00am - 6:00pm

**Podcasting in Education** • 9:30am – 4:45pm

SATURDAY, FEBRUARY 27

**Scholar and Feminist Conference XXXV: Feminism And Climate Change** • 9:00am – 6:00pm • Registration in Barnard Hall Lobby

How does social exploitation parallel environmental exploitation in regional and global contexts? How can diverse affected groups find common ground? The 2010 Feminism and Climate Change Conference will bring together a wide array of pioneering environmental activists, artists and scholars who have focused on the gender, race and class components of global climate change. Keynote speakers: Majora Carter, environmental justice activist and president of the Majora Carter Group, a “green” economic consulting firm; Joni Seager, scholar and activist in feminist geography and global environmental policy; and Chair, Global Studies Department at Bentley University. For a full list of participants, and to register, please visit: www.barnard.edu/bcrw/scholarandfeminist

**Admissions Gates Millennium** • 8:00am – 5:00pm • Cowin Auditorium and First floor, Horace Mann

**Workshop: Concept Mapping** • 9:30am – 12:00pm • Location TBD

Presented by the Graduate Writing Center. For more information, visit www.tc.edu/studentactivities or 212-678-3690.

**SATURDAY, FEBRUARY 27**

**Black Student Network Fifth Annual Black History Month Gala** • 7:00pm – 2:00am • TC Grace Dodge Dining Hall

“I Can. I Will. It’s Already Done.” Dinner and Cocktails, All Black Attire. For more information, please contact Althea Jack at x4190 or ajack@tc.columbia.edu. Sponsored by the Office of the Vice President for Diversity and Community Affairs.

**MONDAY, MARCH 1**

Last day to submit to the Registrar’s Office formal Master’s essays for May award of degree.

**University Seminar on Innovation in Education** • 7:00pm – 9:00pm • 305 Russell Hall

Join us for a stimulating evening of new ideas and discussion. The University Seminar on Innovation in Education explores the process of learning in individuals, organizations, and society—throughout the lifespan and via major institutions and is co-chaired by Ronald Gross, who also conducts Gottesman’s Socratic Conversations, and Robert McClintock, TC’s John L. and Sue Ann Weinberg Professor in the Historical and Philosophical Foundations of Education. For more information or to RSVP, contact 212-678-3022 or govan@tc.edu.

**TUESDAY, MARCH 2**

**ESF Summer Camps Information Session** • 4:30pm – 6:00pm

This event is open to TC and Columbia students/alumni only! Please visit www.tc.columbia.edu/careerservices/index.asp?id=Students&Info=Jobs-%26-Recreation for more detailed event information.

**WEDNESDAY, MARCH 3**

**Casual Conversations** • 12:00pm – 1:30pm • GDH Private Dining Room

For more information, visit www.tc.edu/studentactivities or 212-678-3690.
When it comes to “performing” super-human feats like leaping off rapidly descending elevators or rolling giant spheres around a gravity-shifting room, mere mortal Phillip Stewart, a third-year TC graduate student, doesn’t even blink. Why? For one, the self-professed gaming fan grew up glued to Nintendo classics, such as Super Mario Brothers and Metroid. And as any gaming aficionado knows, in a virtual world, anything is possible.

When applying his extensive gaming knowledge to his academic life, Stewart adopts a similar attitude—and recently, that’s paid off. In 2009, Stewart was awarded the ninth annual Walter Sidlinger Writing Award for his essay “Physics Geeks and Game Readiness,” which explores how conceptual physics students interact with the 3D serious game Physics Geeks and whether or not the game, a brain-child of the Virtual Learning Worlds team at Columbia University, facilitates learning.

Physics Geeks was brought to its imaginative life by the collective efforts of Susan Dreher of the Columbia Center for New Media Teaching and Learning, who acted as the primary software developer; programmer Rob Lane of Columbia’s National Science Digital Library, who served as project manager for Physics Geeks; and Stewart, who designed the educational content of the virtual worlds.

“The goal of the game is for students to interact with physical objects in a way that’s not possible in the real world,” says Stewart. “The site exaggerates what mechanics do to make the physics more obvious. So the