The arc of news-driven, mass media narratives regretfully tends to mimic the form of the tragedies they cover. Intense in coverage. Short in duration. And unfortunately, after the incident mercifully settles down, sometimes are never heard about again. The vibrant red of the lead quickly bleeds dry; the process of recovery is more grey, wan by comparison. And as our interests shift and collective gaze refocuses on the next breaking story, the victims are deserted. Left to their own devices as they fitfully grasp at the remaining fragments of their lives, absorbing the outer chaos, desperately trying to reorder it into some form of lasting inner peace.
Project Rebirth – Continued

*Project Rebirth* is a documentary that challenges the ephemeral nature of most broadcast news stories, with salutary effects for both viewer and subject. *Rebirth* chronicles the aftermath of the most wide-reaching tragedy of our recent past, the cataclysmic destruction of the Twin Towers, and brings it to a more human scale. The film examines this atrocity through the prism of five sympathetic survivors as they have been forced to cope with 9/11’s fallout, whether it be physical, spiritual or emotional, sometimes all three in concert.

*Rebirth* follows the emotional journey of a firefighter dealing with guilt when his best friend does not survive. A female victim’s son who struggles with the practicalities of working in finance like his departed mother did at the time of her passing. It lingers on the story of young woman who lost both her beloved fiancé, and her idyllic dreams of a future together, in one horrific instant. It shows a woman dealing with the physical trauma of surviving a plane’s impact while working in the South Tower. And it conveys a construction worker’s pain after losing a brother and being left to build the Freedom Tower, and rebuild his life, alone. Their individual narratives intertwined through the inescapable bind of a sudden, inconceivable and absolute loss.

Democratic pluralistic societies necessitate a level of deliberation in their governance that can surpass the excessive, bridge into the seemingly incomprehensible and sometimes even verge on the ludicrous. Practical outcomes of the political process are utterly slow in their embodiment. The cogs of change do turn, but they move deliberately, over a prolonged gestation period. And the politically- and emotionally-charged grounds of Ground Zero have certainly not been immune. Far from it.

The most breathtaking aesthetic choice of *Rebirth* is the time-lapse photography that documents this glacially slow rebuilding of the 9/11 site. The subtle growth at Ground Zero, almost imperceptible to the naked eye, acts as a metaphor for the equally gradual reshaping of lives consumed by the aftermath of 9/11. Life simply cannot remain the same in the dark, omnipresent shadow of this soul-wearying conflagration. The only questions are the degree of change, the painful existential cost it must exact and the time it takes. Is following a mother’s career in finance the most appropriate homage to make up for a son’s sense of loss? When is it right to move on after the unexpected death of a beloved fiancé, the moment when it is appropriate to finally let go of your shared dreams together? Are endless surgeries the most suitable way to deal with disabling disfigurement? Or should we just surrender, the price we all must eventually pay as human beings fashioned in a fragile, tender and ultimately mortal form?
Project Rebirth – Continued

In a society obsessed with novelty and plagued by an ever-maddening quickness of pace, a slow building symphony of steady construction provides an appropriate framework to allow us to bear silent witness to these lives indelibly shaped by the defining tragedy of the new millennium.

To these victims, 9/11 is not just a terrorist act with shock waves that can still be felt in the geopolitical realities of the present as well as, most likely, distant future.

No. It is far more piercing.

For them, a paradigm has become inverted. The political has become the intensely personal. Infused with the most intimate and deeply profound emotions possible. And the existential detritus caused by the deaths of thousands of innocents caused by the collapse of two gleaming towers, erected as a testament to the hypercapitalism of our times, is something that can only be swept away slowly. Carefully. Painfully. Year-by-endless-year. Moment-by-searing-moment. Never truly exorcised from a psyche scarred deeply, irrevocably.

Similar to the luminous glow of the newest buildings on this hallowed site, as they stretch out to the boundless heavens above, reaching for a peace that these earth-bound victims can never have, the quiet dignity with which these five solemn people struggle to resuscitate their shattered souls is something equally dazzling to behold.

*MST Professor Frank Moretti screened Project Rebirth in the Cowin Center last semester. His Columbia Center for New Media Teaching and Learning (CCNMTL) offers educational initiatives using Project Rebirth as a resource. http://ccnmtl.columbia.edu/projects/rebirth/

Dino Sossi studies Instructional Technology and Media. He previously worked for the CBS television news magazine “60 Minutes.”
Tatyana Dvorkin, current Communication, Computing and Technology in Education (CCTE) student in Instructional Technology and Media M.A. program. She was born in Kharkov, Ukraine. She came to the United States when she was eleven years of age.

Tatyana graduated summa cum laude from the University of California at Santa Cruz in 2009, with a B.A. in Sociology and a minor in Anthropology.

While she was earning her undergraduate degree she taught courses for the Princeton Review SAT Prep. “I really liked teaching.” Soon after graduation Tatyana began working in eLearning Quality Assurance as Junior Project Manager at Monarch Media, Inc. an eLearning company in Santa Cruz, California. She also worked for Kabam, Inc. as a Player Experience Associate. Kabam, Inc. is a company that produces social media games.

Tatyana combines her previous experiences with academics and games into her current work as a Teachers College student, focusing on how learning and games can complement each other.

She lived in California before moving to New York City to attend Teachers College; she made the move with little hesitancy. She absolutely loves Teachers College; she has since been accepted into the doctoral program in Instructional Technology and Media. “The best thing about TC is there are a lot of opportunities for me to apply what I am learning and to be involved research projects; in fact, there are too many of them to be involved in at the same time.”

She is very happy with the selection of Teachers College; former students and professors influenced her decision to attend the college. Tatyana gathered information about the school, “It seemed as though there was a good balance at Teachers College, of integrating theory into practice.” In comparison to other programs, Teachers College offers a sound foundation in formal education, where she felt she could thrive academically.

Her current academic interest in cognitive studies is focused on understanding how students learn, so she can implement that knowledge into instructional technology design to improve learning games.

Tatyana is interested in how games, social media programs and other interactive tools can be used to improve learning, and how these tools can be designed to be successful. She hopes to use this knowledge to develop ways to improve online/blended learning programs. She is currently working with the Games for Learning Institute here at Teachers College, learning how games work in a classroom environment, eventually she wants to look at online learning and blended learning programs. “I think it would be really cool to improve the online learning programs that exist now.”
CCTE Student Spotlight – Continued

She feels online learning programs can be a really powerful tool, especially for adult learners, where attending class may become an issue because of family responsibilities, children, and financial constraints. Tatyana is a strong supporter of having access to knowledge more readily online, for all learners. “Not everyone can afford a classroom education at a prestigious university, I think they should still have access to that knowledge, I hope to be a part of that.”

She is working on two projects one through Games for Learning Institute and the other through iZone. The Games for Learning Institute is a group of different university faculty from a number of universities including Teachers College and New York University, as well as corporate partners. Members of the Games for Learning Institute including Tatyana will be presenting two papers this spring; the first to Teachers College Educational Technology Conference, Teachers College, entitled *Investigating the Effects of Choice and Feedback as Learning Mechanics in an Educational Game*, and the second to Games, Learning, Society 8.0, University of Wisconsin-Madison, entitled, *The Impact of Choice and Feedback on Learning, Motivation, and Performance in an Educational Video Game*.

They work together to find ways games can be used for learning, and when they are successful. She is a research assistant who works with Dr. Kinzer and some other graduate students at TC to investigate these topics.

She is also a research intern for iZone, which is part of the Department of Education in New York City. The Department of Education in New York is implementing the iLearnNYC program in local high schools and middle schools in New York, Tatyana works as an intern for this program. She collects observational data on how those programs are being implemented; her work will be used to write case studies for new teachers who want to implement iLearnNYC. iLearnNYC is a program that puts blended learning tools in the classroom, so students can do part of there work online and part with the teachers. Tatyana noticed the technology being used to divide lessons into manageable chunks of time, allowing teachers to differentiate instruction and permitting students to work in smaller groups, in a sense it is making the classroom smaller and allowing the content to be more personal for the students.

Her future plans after degree completion is to work for a company that designs learning games and/or learning tools. She hopes to combine her quality assurance experience with the depth and background of educational research to continue her work as a research educator, evaluating and analyzing the effectiveness of the eLearning products and tools.

Her involvement in the Teachers College community includes her work with the Games for Learning Institute and her work with the iDesign Lab, in addition to actively working on research and studying on campus. “So far I have enjoyed all my classes one way or another, even if a class wasn’t 100% perfect there’s been something to learn.”

Tatyana names two courses that have greatly impacted her education and career goals, Dr. Budin’s *Democracy and Technology in Education* course and *Equity Ethics and Social Issue and Educational Technology* courses.
CCTE Student Spotlight – Continued

“What I like about those courses is they focus on sociology and philosophy, and they have really shown me that even though I have chosen more of an applied route in education. I can still do the things that I set out to do, ‘which is the idealistic improving the world type of things that every sociology major has.’ I really like those courses because they let me combine what I am doing now with my initial passion.”

The Theory and Programming of Interactive Media II class and Professor Lee’s Video Games in Education class were genuinely challenging for Tatyana, and success in those class were a rewarding accomplishment. Tatyana is an avid reader, who enjoys hiking and traveling. She plays video games, in addition to her research work.

For More Information about the Games for Learning Institute please visit: http://g4li.org/ and for more information about iLearnNYC please visit http://www.ilearnnyc.net/default.htm.
Adjunct Faculty Spotlight: Dr. Mathangi Subramanian, CCTE Program

Dr. Mathangi Subramanian, an Adjunct Assistant Professor in the Communication, Computing and Technology (CCTE) in Education program, teaching *TV and the Development of Youth*, and have taught *Human and Social Dimensions of Peace*. She is also a Teachers College graduate of the CCTE doctoral program, Ed.D 2010, where Professor Lalitha Vasudevan and Professor Ellen Meier were her advisors. Professor Subramanian is a Senior Policy Analyst, in the policy division within the New York City Council.

By the time Prof. Subramanian was ten years old she had lived in four different states; in fact she has lived in New York the longest, thus far eight years and counting.

In her senior year at Brown University, Prof. Subramanian decided to begin a career in education, she taught as a public school science teacher in the Teach for America program. “*I really really, loved teaching.*” She taught on the border of Mexico for a couple years, then moved to New York City to teach and was a founding staff member of Pace High School in the City of New York. “*During my third year of teaching I decided that I wanted to create more change than I could in the classroom.*” She has always enjoyed writing and being creative, so the communication and education program at Teachers College looked appealing. “*It seemed liked a great way to think of education more broadly it wasn’t just a classroom, it was using a TV show to reach a lot of children.*” Prof. Subramanian began her Teachers College experience as a master’s student, and later transferred to the doctoral program. During this period she has worked for Sesame Workshop in the Department of International Education, Research and Outreach, focusing on early childhood education.

“*Fundamentally getting an early childhood education is the most important thing you can do to help kids succeed.*”

Prof. Subramanian is interested in doing something that would change the world. “*Education seemed like a great way to create change.*” Her family is full of radical and progressive people. Her grandmother on her mother’s side was one of the first female doctors in India, and she did a lot of community organizing and developed several early childhood education programs. Her grandfather on her father’s side was very active in the India Independence Movement. Her parents were also politically active. She is the child of Indian immigrants, obtaining an education was part of her American Dream.

She became interested in education because she saw how it changed her life, and came to realize some children do not have the opportunities that she was afforded as a child.

As a child she wanted to become a writer and veterinarian, her love for animals sparked her interest in science. She studied science when she attended college, and earned a Bachelor of Science in Biochemistry for Brown University in 2002.
Adjunct Faculty Spotlight – Continued

She developed a real sense of community at Teachers College when she a graduate student through mentorship and scholarship. Furthermore, her teaching at TC is shaped by her interest, her experience as a secondary educator, her current employment in policy, and her experiences and inquisitive nature as a former graduate student.

Prof. Subramanian’s research interests are immigration education and gender and feminism. She is currently editing a volume on immigration education and policy. Her dissertation title was *Brown Enough: Technology, Media, and Ethnic Identity Development in the Lives of South Asian American Young Women.*

She annually attends and presents at the Comparative International Education Society Conference, some of her most recent presentation topics are a paper on *The Aunty Effect: Girls, Gossip, and Growing Up Brown,* 2011, and a speaker on Social Mobilization to Sustain Children’s Literary panel, 2010.

She is a board member of a non-profit organization called the *South Asian Women Creative Collective.* The mission is to support south Asian female artist. Last year she curated a variety of events, such as literary festivals, fund raising events, and a host of political events.

In her spare time she writes children stories that are published in magazines, she has an article coming out in April 2012 in *Skipping Stones Magazine,* titled *Just Like Home.* Prof. Subramanian is active in the community and very passionate about her work.
Alumni Spotlight: Dr. Jinho Kim, Mathematics Education, Ed.D. 2002

Dr. Jinho Kim, Mathematics Education program graduate in 2002, was born in South Korea. He is currently working as an Associate Professor at Daegu National University of Education in Korea. Prof. Kim has fond memories of all his professors within the Mathematics Education program at Teachers College, especially Dr. Bruce Vogeli. He recalls various opportunities he had to discuss his interest in and out of the classroom with Dr. Vogeli, among other Program faculty. Kim was especially pleased with the instructional quality of the mathematics courses he took, in addition to the professors’ ability to manage their busy schedules and have time to answer his questions; providing him with insights which cannot be sought in papers and articles.

Professor Kim’s dissertation title was, Development of Instructional Units Connecting Informal and Formal Mathematical Knowledge of Equivalence and Addition. The findings of his research explained that children acquire mathematical knowledge before they entered school, through their everyday life, he states children are taught mathematics with the states of tabula rasa. The focus of Prof. Kim’s dissertation was to develop instructional units connecting informal mathematical knowledge and formal mathematical knowledge.

Prof. Kim further elaborates on his opportunities and courses taken as a graduate student at Teachers College, and compares this to his current association as a research professional. He spent numerous hours accessing the resources from the Gottesman Libraries at Teachers College gathering articles and books for his research. “Perhaps, if there was not a good library such as TC library, I could not have completed my articles and books published last year.” The title of the books were, Mathematics Instruction-based on Constructivism: 3rd Grade, and Curves and Tools for Solving Three Constructible Problems. His current research interest is to develop strategies for teachers to successfully implement reform-based curriculum and instruction. He has identified a path for teachers to follow; he now is working on how to make the instruction method more systematic for teachers to use it easily. His approach to this is through the understanding of “Teaching Mathematics without Teaching,” based on radical constructivism. “The core part of the instruction should be based on what students know, not on ones suggested in mathematics textbooks.”

In addition to his work as an Associate Professor, Prof. Kim is an avid manuscript translator between the Korean and English languages. To date he has translated thirteen books with colleagues, he explains the entire translation process usually takes two or three years to complete. His body of work as a published author and translator is aimed towards improving reform-based mathematics instruction in Korea. “I write books for sharing my understanding with colleagues and teachers.”
Alumni Spotlight – Continued

Prof. Kim is concurrently working on three major projects. First, *Vol. 1: Mathematics Education in Korea: Curriculum, and Teaching, and Learning Practices*, and *Vol. 2: Mathematics Education in Korea: Contemporary Trends in Researches in Korea*, two volumes to be published by July 2012 and July 2014, respectively. Second, he has been working to co-author national elementary school mathematics textbooks, workbooks, and teachers’ edition based on the 2009 National Mathematics Curriculum. A draft will be implemented and tested in elementary schools in Spring 2013.

Third, Prof. Kim has been conducting research with Professor J. Philip Smith at Teachers College, Professor Youngyoul Oh at Department of Mathematics Education, Seoul National University of Education, and a doctoral candidate in the Mathematics Education program at Teachers College entitled, *Future Research Topics in the Field of Mathematical Problem Solving*. “Our interest is to know how experts in this field expect research to be conducted, and which topics in problem solving should be researched in the future?”

Along with his academic work, he is a member of the Korean Society of Mathematics Education and a chair editor of *Education of Primary School Mathematics*, since 2008. Prof. Kim is an editor of the *Journal of the Korean School Mathematics Society*, since 2005. He also holds a secretary position on the Local Organization Committee for 2012 History and Pedagogy of Mathematics in Daejeon, Korea.

Aside from his busy academic schedule, he finds time to enjoy life as a family man; he has a six-year old daughter that is his happiness. He reads children’s books to her, teaching her mathematics, how to cook and even how to ice skate. “As you can expect my life is not easy for conducting many projects, such as investigating research, writing books, translating books into Korean, advising graduate students, and so on, the time playing with my daughter gives me some peaceful relaxing time. The enjoyment is much better than the one felt when I finish my each project.” Prof. Kim’s family and friends described him as a “faithful person,” whose actions and speech are consistent.
Faculty/Research Spotlight: Dr. Ann Rivet, Ph.D., Science Education Program, NSF Grant

Dr. Ann Rivet, an Associate Professor of Science Education at Teachers College, grew up in New Hampshire and attended Brown University to study physics. Although, overall a positive experience, she shares, “I remember very distinctly sitting in my quantum mechanics class, watching the back of my professor’s head as he was writing long Greek symbols across the board, and thinking there has got to be a better way to learn this stuff...” Once she finished her undergraduate degree, she sought opportunities to learn more about science education. This led first to working on development projects at TERC and then graduate school at the University of Michigan. At Michigan, she transitioned to a focus on Earth science combined with developing and supporting project-based science programs in urban settings.

Dr. Rivet’s current academic research interest includes a dual focus on understanding how students come to understand science, and how to create learning environments to support students’ learning of science. “I look at how students come to understand, for example, Earth science processes and concepts that are beyond their direct perceptions. How do you learn about global circulation, weather systems and plate tectonics, and other things that you can’t experience firsthand? What are the different representations and models, and ways to use those effectively in teaching, which help support student understanding? Also, how do you help teachers learn ways to leverage this process to create effective learning spaces in science classrooms?”

She is currently working on a major research project funded by the National Science Foundation (NSF). The Fall 2009 issue of MST Times gave a brief overview of this project’s focus. MST Times is proud to provide an update on the progress of Dr. Rivet’s work. Beginning in 2009, principal investigators Dr. Rivet and Dr. Kim Kastens, received a grant from the National Science Foundation entitled, Bridging the Gap Between Tabletop Models and the Earth System. Dr. Kastens is an oceanographer that works in the Lamont-Doherty Earth Observatory at Columbia University. She has a research interest in geo-science learning and thinking.

The focus of this three-year project is to look at ways in which 8th and 9th grade Earth science teachers in New York use physical model representations of concepts in the classroom, and how students reason with such models to come to understand large-scale Earth system processes. The investigators use an analogical mapping framework to analyze students’ understanding of correspondences and non-correspondences between objects in the model and objects in the Earth system, the configuration and/or motion of the entities, and comparing the process of how the model works to how the Earth system operates.

In year one the team collected data through recorded observations and written student assessments from four science teachers’ classroom. The observed lessons focused on three different Earth science topics where the teachers used physical models in their instruction. The assessments focused on model reasoning and concept development for these topics.
Faculty/Research Spotlight – Continued

Over the summer, the research team collaborated with the teachers to improve instructional strategies (pedagogy) using physical models in the classroom. They developed a range of instructional strategies aimed at supporting students to think more robustly about the relationship between the model and the actual Earth system. The teachers are currently implementing a series of instructional strategies that were developed to support analogical mapping. “We are examining both the impact the instructional strategies have on the classroom environment, and the student performance on assessment measures.”

Two full-time doctoral students in science education, Alison Miller and Cheryl Lyons, are fully involved with all the different aspects of the project, including assessment development, observing classroom lessons, interviewing students about their responses, and working with teachers. “The work that the students do is invaluable. In my mind, the best thing about TC, really, are the students.”

The research team is currently in the process of analyzing all the data collected, to describe what the teachers did in year one and how it changed in year two, how it compares with changes in student performance.

In addition to her academic work Dr. Rivet finds time to enjoy gardening and planting flowers in the spring and summer months. She loves to ice skate in the winter with family and friends. Traveling is integrated into her life through her annual presentations at conferences held by the American Education Research Association, the National Association for Research in Science Teaching, and visiting family throughout the year. Dr. Rivet thrives in a goal-rich environment and loves to work collaboratively.
Accomplishments and Announcements

Dr. Fernand Brunschwig, Adjunct Associate Professor in Science Education, was recognized with the Jerry Resnick Memorial Presidential Award at the SCONYC conference at Styvesant HS. The Physics Club of NY sponsored by the Physics Teachers NYC presented the award. He was honored for “organizing the Saturday morning workshops for physics teachers at Teachers College.”

Dr. Felicia Moore Mensah, Associate Professor and Program Coordinator in Science Education, received the American Educational Research Association, Division K, Early Career Award. She was selected as a recipient for this award, because she has built a strong research and teaching trajectory focused on the preparation of science teachers who serve students of diverse backgrounds and who teach in urban settings.

Dr. Frank Moretti, Professor of Communication and Education and Executive Director of Columbia Center for New Media Teaching & Learning, was honored with the William T. Golden Award for innovative leadership in promoting science and science education at The Weather Event: What can Science Tell Us About New York’s Future?

Dr. Ann Rivet, Associate Professor of Science Education, was awarded a $25,000 grant from the National Geographic Education Foundation to begin planning for a collaborative center focused on Earth Science and Geography education with the National Geographic Society.

Nathan N. Alexander, current Mathematics Education Ph.D. student, is serving as co-guest editor for the Journal of Urban Mathematics Education (JUME) for the special proceedings issue to be published in Summer 2012. [http://ed-osprey.gsu.edu/ojs/index.php/JUME]

Dr. Anthony Cocciole, CCTE Ed.D. 2009 graduate, won the Best Poster award at the iConference 2012 in Toronto, Canada.

Dr. Julie Contino, a Science Education Ed.D. 2011 graduate, was hired as a Senior Specialist in Science and Teacher Education for the American Museum of Natural History’s new Master of Arts in Teaching Program. For information, please see amnh.org/education/mat.

Dr. Sean C. Feeney, Mathematics Education Ph.D. 2005 graduate and Carol C. Burriss, Organization & Leadership Ed.D. 2003 graduate, co-wrote an open position letter that was featured as the cover article in Newsday 3 November 2011. The position letter has received support of more than 65% of Long Island’s Elementary, Middle and High School principals. Additionally, thousands of educators, parents and supporters across the state have supported the letter. They have created a website to post their paper, supporters and relevant research: www.longislandprincipals.org. For further information, please see NYT Article: http://www.nytimes.com/2011/11/28/education/principals-protest-increased-use-of-test-scores-to-evaluate-educators.html?_r=1&ref=nyregion

Dean Fusto, CCTE M.A. 1992 graduate wrote and published a book, The Next Best Thing to Being There. It is geared toward the K-12 classroom teacher and focuses on ways to teach cultural understanding, global awareness, and 21st century skills.
Accomplishments and Announcements – Continued

**Dr. Mary Downes Gastrich**, Science Education Ph.D. 1989 graduate, is a clinical assistant professor at UMDNJ-Robert Wood Johnson Medical School. She was appointment to the Cardiovascular Institute of New Jersey (2012), and appointment to the Myocardial Infarction Data Acquisition System Workgroup (2011). She is also Principal Investigator: *The Risk of Subsequent Cardiovascular Outcomes and Survival in Women with Preeclampsia/Eclampsia and a Myocardial Infarction or Stroke* (2011 - current). Gastrich is Coinvestigator: Gestational Diabetes Survey (2011-current) and Core Group Member: Center of OB/GYN Research and Mentoring.

**Radi Gray**, current Computing in Education MA, K-12: Technology Specialist student, was awarded a Career Development Grant from the American Association of University Women (AAUW) this academic year.

**Dr. Natasha Cooke-Nieves**, Science Education E.d.D. 2011 graduate, received the Milken Educator Award for the Milken Family Foundation, which includes a $25,000 monetary gift. Teacher Magazine honored her with the “Oscars of Teaching”, education reform leader Lowell Milken launched the Milken Educator Awards in 1987 to celebrate, elevate and activate exemplary K-12 educators. Over the years, the Awards have been instrumental in communicating to parents and policy makers alike the proven fact that the quality of the teacher in the classroom is by far the most important school-based factor in determining student achievement. For more information, please see: [www.mff.org](http://www.mff.org).

**Otis Robinson**, Science Education M.A. 1986, in the spring of 2011 he had successfully helped to implement the first Globaloria educational videogame design and social networking program in New York State at my alma mater junior high school Intermediate School 364 in Brooklyn. As a result of the project, he was the featured speaker with The World Wide Workshop team, program founder Idit Caperton and other lead educators on the panel before Former Vice President Al Gore the keynote speaker. The Games For Change three-day event that took place at New York University highlights educational technology, social networking and videogame projects in schools and the community.

Faculty, Adjunct, Student, and Alumni Publications and Presentations


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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), 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.