



Samuel W. & Marilyn C. Seidel School of Education & Professional Studies

The Seidel News

SPRING 2008

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The *Seidel News* is published twice a year. Lori Dewald edited this edition.

Dean's Reflections: One Can Make a Difference

There are so many times each week when I am reminded of how one person can make a difference. A few weeks ago when I introduced the Riall Lecture speaker, I spoke about Ms. E. Pauline Riall and how her generosity has made a difference over the years—thousands of students have heard the profound messages delivered by over 20 Riall lecturers.



Seidel Dean
Dr. Dennis Pataniczek

this notion of one person making a difference. Certainly Sam and Lyn Seidel made a profound difference when their generosity endowed the Seidel School of Education and Professional Studies and made scholarships available to so many students over the years. Carol and Jim Powers are making a difference—their generosity will endow the Reading Room in the new Teacher Education and

Technology Center. People make a difference in many ways. I want to commend our faculty and students for the myriad ways they make a difference in the lives of others every day. In terms of giving, our faculty, staff and friends have made a profound difference. Two faculty members designate annual gifts to the support of the May Literacy Lab. Another provides ongoing support for our PDS efforts. Our friend Charles Emory endowed a scholarship for a social work student to honor his son.

Our engagement in a Capital Campaign at Salisbury University—*Taking Excellence to New Heights: Campaign 2012* (www.salisbury.edu/campaign)—has reinforced

Technology Center.

But it doesn't take a large financial contribution to make a difference in this campaign. I invite you to join us in the effort to make a difference by supporting the new Teacher Education and Technology Center—to enhance the generosity of the State of Maryland. Your contribution, no matter what the amount, will make a difference in the lives of Salisbury University students and the P-16 students and community clients they will serve. Please consider joining the Campaign and becoming a link to the new TETC. Your participation in the campaign will make a difference.

IN THIS ISSUE:

- Department Updates
- PSD Conferences
- Regents Faculty Award
- Riall Lecture
- Athletic Training Achievements
- TETC Update



www.salisbury.edu/seidel



Bond Named Maryland Professor of the Year

In a first for any college or university on the Eastern Shore, the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE) have named Dr. Ernie Bond 2007 Maryland Professor of the Year. An expert in children's literature, Bond is a member of SU's Teacher Education Department.

The Carnegie Foundation for the Advancement of Teaching is recognized as the leading independent policy and research center dedicated to the enhancement of teaching and learning. CASE is a premier resource for professional development in higher education.

"To be recognized by two such distinguished institutions places Dr. Bond in the forefront of educators nationwide," said SU President Janet Dudley-Eshbach. "Salisbury University is now widely recognized as a Maryland university of national distinction. Dr. Bond's award epitomizes the meaning of that expression. Our students are fortunate to have a professor who brings the world into his classroom and takes them out into the world. He is an exemplary mentor, teacher and colleague."

In ceremonies at the famed Willard InterContinental Hotel and the Folger Shakespeare Library in Washington, D.C., Bond was the only professor from a Maryland institution to be honored—one of 50 nationwide. Launched in 1981, this prestigious award salutes the most outstanding collegiate instructors in the country.

"This is not the kind of award that an individual can win without a very supportive environment, so it reflects highly on my department and the Salisbury University

community," Bond said. "I have been fortunate to be able to rely on the resources and expertise of my colleagues especially."

This is not the first time Bond's excellence has been recognized. This spring, he received the highest faculty honor given by the University System of Maryland—the Regents Award for Excellence in Teaching.

"When I say Dr. Bond's accomplishments are far-reaching, I mean that literally," said Dr. Dennis Pataniczek, dean of the Seidel School of Education and Professional Studies. "Working with colleagues, he designed the first International Children's Literature class at SU, which now travels around the world every summer. In doing so, he has created incredible learning opportunities for both undergraduate and graduate students to study abroad and to experience firsthand the international enthusiasm for children's literature."

In 2005, Bond first led students to Iceland and England, where several presented at an international conference. The next class went "down under" to Australia and New Zealand where they met more than 60 authors and illustrators and visited an aboriginal school. This past summer, students made a stop in Germany for the European Literacy Conference, and heard a reading by the editor and translator of Anne Frank's diary.

With an initial interest in literature sparked by his mother, an English professor, Bond became particularly fond of children's literature when working as a preschool teacher while attending Ohio State University. "There are many things my college students need to learn about using literature as future teachers, but the most important is to instill in kids an excitement and inquisitiveness about what they

are reading," he said.

With an undergraduate degree in anthropology and sociology, and a master's in African-American studies, Bond is always looking for the cultural connections in stories. "I encourage my students to see how individual children will react to books, based on their cultural background or experiences," he said. "I try to get them into reading for pleasure and finding books that excite students."

Bond enriches his classes with his own research, his work on the editorial board for the *Journal of African American Children's Literature* and his service on two national book award committees: the Green Earth Book Award and the Outstanding International Literature for Young People Booklist. These experiences allow him to continually update classes with new literary works and to introduce renowned children's literature professionals to SU and the local community, including Australian author Graeme Base, illustrator Brian Pinkney and poet Nikki Grimes. This year, Bond brings to campus David Wiesner, the only three-time winner of the Caldecott Medal for distinguished American picture books.

One of the first SU professors to teach online courses, Bond creatively enhances all of his classes with technology including digital videos, blogs, Web chats and electronic portfolios. He has opened classroom walls with innovative online author visits, virtual poetry slams and three Internet projects that span international borders, connecting Maryland students with children in China, Estonia and New Zealand. Another recent endeavor involves using iPod shuffles and audio books to inspire reluctant readers.

"The world is Ernie's classroom," said Dr. Nancy Michelson of SU's Education Specialties Department, a colleague and collaborator. "Since arriving at SU in 1999, he has combined his passion for worldwide children's literature with his extensive technological expertise to introduce his students to global experiences that go far beyond the classroom."

Bond earned his Ph.D. in philosophy and education from Ohio State University.



Hey, Little Ant Challenge

There is a new contest for children in grades K-3, and it stems from the book *Hey, Little Ant* by Phillip and Hannah Hoose. This powerful little picture book is often used as an icebreaker for difficult discussions. The power is in the final question: "What do you think that kid should do?"

The kid in the book is deciding whether to step on the ant beneath a raised-up shoe or let the ant go free. Because the book does not answer the question but rather invites the reader to decide, educators can use it to launch discussions about what all creatures have in common, about anti-bullying and about mindful decision-making.

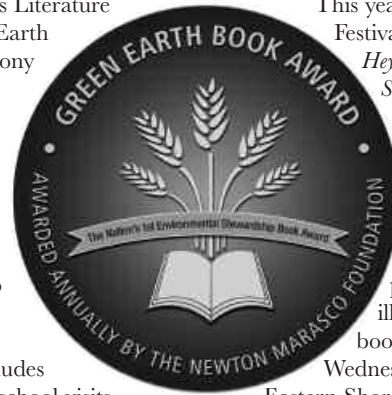
Now children can respond to the question through the *Hey, Little Ant* Essay Challenge. Find information at www.heylittleant.com. This electronic essay contest is sponsored by SU and other organizations and ends May 1. Dr. Patricia Dean, a member of the ANTvisory Board, and Dr. Ernest Bond are contest judges. For more information, contact Dean at pkdean@salisbury.edu or Bond at elbond@salisbury.edu.

Phillip Hoose will be at SU's Children's Literature Festival April 2-3. In addition to a 2 p.m. presentation in Caruthers Hall, he is the keynote speaker at the Green Earth Book Award Ceremony 7 p.m., Wednesday, April 2.

Children's Literature Festival and Book Award

The annual Children's Literature Festival and Green Earth Book Award Ceremony is April 2-3, 2008, on the campus of Salisbury University. The festival draws teachers, students, community members and the press to campus to celebrate great books, authors and illustrators who inspire great reading for children and young adults.

This year, the festival includes author panels and lectures, school visits and the Green Earth Book Award Ceremony. Jointly sponsored by the Newton Marasco Foundation and Salisbury University, the GEBA awards are bestowed upon selected authors and illustrators whose books contribute to environmental awareness and stewardship for children and young adults. The ceremony takes place 7 p.m. Wednesday, April 2, in the Wicomico Room of the Guerrieri Center. Prior to the actual ceremony, the festival hosts a children's fair featuring activities and information sponsored by various environmental and educational organizations represented on the Eastern Shore.



This year's keynote speaker for the Festival is Phillip Hoose, author of *Hey, Little Ant* and *The Race to Save the Lord God Bird*. Hoose is currently the senior conservation planner for The Nature Conservancy. David Wiesner, the only three-time recipient of the Caldecott Award, the most prestigious award for illustrators of children's books, speaks at 1 p.m. on Wednesday and addresses the Eastern Shore Reading Council at their banquet at 4:45 p.m.

Among other authors speaking at the conference are O.R. Melling from Ireland who is the recipient of the GEBA in the young adult category; Cambria Gordon, the recipient in the non-fiction category; and Jean Okimoto, for her book *Winston of Churchill*, the winner in the children's category.

For complete festival and author information including the schedule of events, please visit: <http://faculty.salisbury.edu/~elbond/childlitfestival.html> or contact the festival chair, Dr. Ernie Bond, at elbond@salisbury.edu or 410-548-3257.

To ITV or Not to ITV: That Is the Research Question

By Jim Forte and Vicki Root

Thanks to the magic of technology, the Department of Social Work now teaches students at distant sites including Elkton, Wye Mills and Hagerstown. Someday we may beam our signal as far as China or maybe even Denmark.

Hybrid (blended) education includes an online component and interaction between students and teacher by televised sound and image. This contrasts dramatically with the traditional face-to-face teaching modality. But does interactive televised (ITV) education produce more satisfied and knowledgeable students, or more chances to use class "to sleep, perchance to dream"? That is the research question, and without much hesitation, Professors Forte and Root decided to do a comparison.

In the spring, Professor Root's sections of Human Behavior and the Social Environment II (online and televised instruction) will be compared with Professor Forte's Web-enhanced section (supplemental resources at My Classes and face-to-face instruction).

With the help of the "King of Social Work Distance Education" Paul Freddolino from Michigan State University and SU's own "Queen of Instruction Design" Melissa Thomas, the professors constructed a quasi-experimental research design to explore: Whether 'tis nobler to be an interactive TV instructor or not to be an interactive TV instructor?

To ensure that nothing was rotten on the Eastern Shore, the researchers also obtained approval of their Institutional Review Board proposal detailing the minimal risks, informed consent procedures and confidentiality protections. We considered but chose not to offer students Danish pastry for participating.

All sections present the same play to their student audiences. Each instructor uses the same textbooks, assignments, test banks and activities, and each follows the same lesson plans. Both instructors implement a "Models, Metaphors and Maps" approach that uses exemplary models, middle-range theoretical models, theoretical root metaphors and eco-

maps to translate macro level content for student comprehension.

The researchers also assess whether students respond differently to the two teaching modalities, or if one approach produces madness, mayhem and tragedy of Shakespearean proportions. Educational attainment is measured by a Knowledge Survey given before and after the course, by performance on an integrative term paper, and by appraisal of the achievement of learning objectives at the end of the semester. Satisfaction will be measured by a modified My Classes survey. If necessary, the two professors will also engage in a fencing match using blades tipped with Rogues Brew Shakespeare Stout.

Chairperson Marvin Tossey, heir to Fortinbras and educated at Wittenberg (Ohio!), has backed this venture with his tireless army, and Professor Forte has vowed to return to the Ophelia's nunnery if a conclusive resolution of the "to be" issue is not obtained by the last act.

The M.Ed. Specialist Program Receives National Recognition

In July 2007, the Master of Education Reading Specialist Program received national recognition from the International Reading Association and the National Council for Accreditation of Teacher Education. This distinction was awarded after a peer review of the program's curricular design, instruction and assessment at the level of Reading Specialist/Literacy Coach based on national standards set jointly by the International Reading Association and the National Council of Teachers of English.

The review board commended the practical

experience that candidates were afforded in the program and the detail in documentation of each program assessment, rubric and data set. They cited as particularly noteworthy the expertise of the faculty.

"Faculty expertise is the crucial factor. Our reading faculty is committed to the program and the candidates. Together we bring a wide array of backgrounds, specialties and experiences to the program. Our disciplinary peers commenting on that was certainly gratifying. The faculty members who consistently teach in the program are

passionate about reading education. We meet regularly to evaluate and update the curriculum. I'm convinced that's what permitted us to achieve national recognition," said Dr. Patricia Richards, director of the Master of Education Reading Specialist Program.

Faculty members who teach courses in the program are Drs. Laurie Andes, Ernest Bond, Patricia Dean, Dorsey Hammond, Laura Marasco, Nancy Michelson, Patricia Richards, Joyce Wiencek and John Wolinski.

Education Specialties Department Update

by Nomsa Geleta, Chair

Bring you greetings from the new Department of Education Specialties. As you may already know, beginning this academic year the SU Education Department has reorganized into two departments—Education Specialties and Teacher Education. The reorganization was necessary to better prepare schoolteachers and administrators for today's classrooms. The Department of Education Specialties prepares candidates who wish to enter secondary and K-12 programs, and offers graduate studies for current teachers and administrators. Although faculty continue to teach in both departments based on their respective academic expertise, 15 full-time faculty members make up the Department of Education Specialties. I invite you to visit our Web site to meet the faculty and learn more about our department. We welcome two new faculty members this year to our team, Dr. Gwen Beegle, special education, and Dr. Douglas DeWitt, education leadership.

We are committed to providing high-quality programs and to continue the tradition of excellence in teacher preparation. We take pride in the accomplishments of our graduates. For examples, in 2007 six SU alumni were named county Teachers of the Year—Lindsey McCormick of Caroline County, Karla Eberspacher of Dorchester County, Judith Adkins of Queen Anne's County, Susan Ward of Wicomico County and Tamara Krauch Mills of Worcester County, as well as April Todd, who was awarded the Maryland Teacher of the Year honor!

We are equally proud of the exceptional work of our faculty. Our faculty are committed to working in partnership with school districts in the region. The primary goal of this partnership is to collaboratively prepare pre-service teachers as well as improve academic

success for K-12 students. This partnership includes such projects as the professional development activities for Somerset County teachers focusing on reading and technology by Drs. Regina Royer and Patricia Richards. Similarly, Dr. Nancy Michelson, in collaboration with Somerset County schools, recently completed a two-year project, the "Balanced Literacy Project in Secondary Schools," which provided sustained professional development activities for teachers. Furthermore, a three-year \$740,000 Improving Teacher Quality project, which is a collaborative project between the Fulton and Seidel schools co-directed by Dr. Connie Richards and me, is coming to a close this year. Scores of teachers from four lower Delaware Sussex county school districts (Delmar, Laurel, Seaford and Woodbridge) benefited from this project. They received scholarships for graduate courses, PRAXIS preparation workshops, as well as financial assistance towards PRAXIS examination registration. Through funding from this project, they were able to reach the highly qualified status, and above all, received funds to purchase cutting-edge technology for their classrooms to benefit student learning. Dr. Randy Groth continues to provide professional development in math education for area teachers. Moreover, he was recently awarded a \$129,108 Mathematics Partnership Grant by the Delaware State Department of Education. He is working with three Delaware high schools: Delmar High, Laurel High and Seaford High. The goal of the project is to build lesson study groups among teachers in these three schools.

I believe that the quality of our programs is enhanced by the hours faculty commit to Professional Development Schools, and time

spent supporting our interns during their practicum at both the undergraduate and graduate levels. The following faculty members have contributed in this regard: Dr. Ted Gilkey and Dr. Ken Milner continue to supervise internships for aspiring administrators. Supervising and serving as PDS liaison at the undergraduate level are: Drs. Joel Jenne, Nancy Michelson, Starlin Weaver, Randy Groth, Arlene White, Laura Marasco, Regina Royer, Patricia Richards and Ron Siers. Dr. DeWitt will join this crew as he takes on the responsibility of supervising history interns during Dr. Joel Jenne's sabbatical leave this semester.

Our faculty continue to be actively engaged in research and in producing scholarly professional development activities. They attend and present their work in local regional, national and international conferences. It is this professional vibrancy that makes our programs stand out. As teaching, scholarship and direct involvement in K-12 classrooms intertwine, we develop a web of learning that provides richer experiences for our candidates. We are excited about the space and the technology that the state of the art Teacher Education and Technology Center will afford us. It will enable us to continue to model innovative and creative teaching strategies as we prepare future educators. Please take the time to read about selected activities of our faculty in this edition of the *Seidel News*.

I thank you for your continued interest and support of our programs.

Riall Lecture Series Speaker

LouAnne Johnson was the featured speaker for the spring 2008 Riall Lecture Series on March 5 and 6 on the campus of Salisbury University.



Johnson, a former U.S. Navy journalist, Marine Corps officer and high school teacher, is the author of the *New York Times* bestseller *Dangerous Minds*, which was made into the box office hit in 1995 starring Michelle Pfeiffer.

Johnson holds an M.A. in teaching english and has taught English literature, English as a second language, developmental reading and developmental writing at high schools and colleges, and she has continued to write about education. She is the author of seven nonfiction books. The topic of her lecture comes from her most recent book, *Teaching Outside the Box: How to Grab Your Students by their Brains*.

She has presented keynote addresses to numerous organizations, including the National School Boards Association, the National Staff Development Council and the European Council of International Schools. She has appeared on several TV shows,

including *Oprah*, *CBS Eye to Eye*, and *NBC Weekend Today*.

Now in its 21st year, the E. Pauline Riall Lecture Series was established by the late Ms. Riall, long-time principal and teacher of Salisbury University's Campus School. The purpose of this series is to bring to the University and community outstanding national lecturers in the field of education. For further information, please contact Dr. Laura L. Marasco, chair of the Riall Committee at 410-546-6012 or e-mail at llmarasco@salisbury.edu.

Teacher Education Department Update by Laurie Andes, Chair

A new year is a time not only to look forward, but also to reflect upon the past. Looking back over the last semester, I especially appreciate the way in which our faculty continuously strive to see the "big picture" and work for the improvement of Salisbury University teacher education programs. Looking forward in the year 2008, three areas of emphasis are on the horizon: Global/International Outreach, Scholarship/Internships and Technology. These three areas continue to be the focus for the newly formed Department of Teacher Education. Faculty have made considerable progress in each of these areas, and continue to surprise and delight their students with marvelous accomplishments in teaching and learning.

Global/International Outreach: We have a lot to celebrate and build on in the coming year. Dr. Ernest Bond, named in 2007 as Regents Professor and Maryland Professor of the Year, returns from sabbatical to plan a new program of international travel planned around authors and illustrators in New Zealand and Australia. In collaboration with Dr. Patricia Dean, Bond will design this course and study program to take place during the summer of 2008 and to be offered to both undergraduate and graduate students in Education. Continuing the international theme, we also celebrate the achievements of Dr. Edward Robeck, a Fulbright Scholar who will spend the entire spring 2008 semester in Malaysia, working with science teachers as they implement inquiry methods and improve science education. Congratulations to both of these faculty and their achievements. We look forward to the creative exchange of ideas that will surely inform the work of all of us throughout the coming year!

Scholarship/Internship: We continue to emphasize the quality of work done in the field through action research and internships. We are so fortunate to share in the efforts of our successful partners in Professional Development Schools throughout the region. Working together, we are making improvements that continuously and positively impact children. We have recently made efforts to refine and revise the work of our teacher candidates in schools, insisting that they be responsible for more teaching at an ever earlier stage in their careers. They continue to rise to the challenge! Many thanks to our hardworking faculty who serve as supervisors, Professional Development School Liaisons and mentors to beginning and practicing teachers throughout the region! Student achievement is continuously improving thanks to your efforts. Special appreciation goes to Dr. John Bing and Dr. Keith Conners for their work in Professional Development Schools. Recognition is also due to Dr. Althea Pennerman, Dr. Claudia Burgess, Dr. Diallo Sessoms and Linda Conner, who continue to work or soon will be working with school partners throughout the year. School partnerships enhance our ability to place teacher candidates in high quality internship settings that provide excellent learning experiences for college students and children. Many thanks to Dr. John Wolinski and Dr. Dorsey Hammond for continuing to provide quality learning experiences that blend theory and practice in reading as our candidates tutor students in local schools. We also look forward to working with Dr. Chin Hsiu Chen in expanding the Early Childhood Program internships to include close alliances with our Professional Development School Partners. Special thanks goes to Dr. Teena

Gorrow for her excellent work as Elementary Program director this past semester, and to Brandy Terrill for her numerous connections and activities associated with our local Eastern Shore Reading Council, an organization that includes many of our PDS partners.

Technology: The faculty in the Department of Teacher Education continue to maintain high expectations for teaching and learning through technology. All faculty have attended conferences to learn more about handheld computers, digital storytelling, online courses and interactive boards. We continue to seek strategies to integrate technology into coursework and field experiences in a way that enhances learning. Special thanks are due to Sara Elburn for her continued assistance in helping faculty incorporate technology into teaching. Dr. Diallo Sessoms, who joined our faculty in fall 2007, brings many new uses for teaching with interactive boards to the attention of faculty and teacher candidates. Candidates have developed new learning experiences for children that include digital storytelling and the creation of videos as learning tools. And of course, all of us look forward to our move into the new Teacher Education and Technology Center during summer 2008. We will have space designated for methods labs, an infusion of new technology, and opportunities for collaboration with faculty in communications and art.

In closing, I continue to marvel at my colleagues and all that they do, and I anticipate a burst of creativity and energy as we move into 2008. With all that we are engaged in, and the excitement of moving to the new TETC, truly exciting opportunities await us!

Notes From the Social Work Field Office

Field Experience for the Satellite Program

As the Social Work Department develops the bachelor and master's courses in the satellite settings, the field office is challenged with developing field placements near the different sites. The field office has been looking forward to the task and has already made a great deal of progress.

In the fall, Fran Sistrunk, field coordinator, and Kim vanVulpen, assistant field coordinator, invited prospective field supervisors to attend an afternoon meeting. These meetings were held at each site. The purpose of this meeting was to provide a brief presentation on the program and recruit new field placements. Organizers offered a little Eastern Shore flavor and served Smith Island cakes as refreshments. Needless to say, the cakes were a great hit and it offered the

opportunity to share something special about Salisbury. We have had a wonderful response from the communities across the state and feel confident that Salisbury University will be able to offer excellent field experiences to all of our students in many different settings.

The first cohort of students that is enrolled in the satellite program is scheduled to enter field internships in fall 2008. Organizers will begin working with the students this spring to connect them with potential field placements and to set up interviews.

Title IV-E Program

The Title IV Education for Public Child Welfare program is in its fourth year. This program offers students who are interested in child welfare an opportunity to intern at a Department of Social Services in their child

welfare departments. These students are selected by an application and interview process. When selected, the student also receives a financial stipend toward their educational expenses. The goal of the Title IV-E program is to educate strong students for future employment in child welfare. This program is available to all the students across the state.

In September, Salisbury University was able to hire Angie Roman as a full-time Title IV-E field supervisor. At present she provides supervision for eight Title IV-E students in the Talbot and Wicomico County Department of Social Services. She is also teaching the graduate and undergraduate Child Welfare courses. The department is very fortunate to have her on board.

Transitioning from the Two-year College by Dr. Paula Nelson

When I accepted my position in the Social Work Department at Salisbury University, I expected to feel like a "newbie" again. After all, I had spent the last five years teaching in the Human Services Department at Delaware Technical and Community College. I had seniority. I developed the Drug and Alcohol Counseling Program in which I taught. I was the "go-to" person in the department. So... I expected to get lost on campus looking for, for instance, the parking permit building or that building where you turn in your driving record in order to use a state car! I expected to be unaware of the policies and the procedures: you have to turn in your driving record? Oh my! Who handles what? What is the procedure? How do I get things done? Are there travel request forms? We have scantrons?! Yes, I expected to fill like a "newbie" again, but I was also concerned about how I would handle the transition from teaching at a community college to teaching at a four-year university. I wasn't sure what that transition would entail.

I was a bit intimidated, I must admit. I was entering higher education! I was a new Dr.! I had been teaching in a field similar to social work—human services—and I was actually teaching in a program at Delaware Tech that maintains an articulation agreement with the Social Work Department at Salisbury. Despite this familiarity, I was afraid that the textbooks and the course content would seem complex and overwhelming. I was worried about my own ability to comprehend and present the material in a creative and interesting manner. All of my attention was focused on the subject matter. Once I had the opportunity to review the syllabi, I was pleased to recognize quite a few of the texts. We used a lot of the same

textbooks at Delaware Tech and the curriculum was also quite similar. This enabled me to feel a bit more relaxed and I decided that I would just focus on developing my courses and everything would work out fine.

So, I calmed myself down and was then informed that I would "have the opportunity" to deliver my courses in a blended format via satellite to three other locations! At Delaware Tech I developed online courses via the Blackboard Course Management System, but here we have My Classes?! What was that? And I was going to present my class in a TV studio? My anxiety quickly returned. I needed to learn MyClasses ASAP and blend courses to be presented in a TV studio to remote students! I immediately enrolled in the MyClasses workshops offered by the TLR and was so happy to meet Melissa Thomas. Her calm demeanor and expertise put me at ease. This feeling of calmness and serenity was again short lived, however, as I soon found myself in the TV studio in front of bright lights and starring at a black box that was to be my class. If you've never experienced teaching in the TV studio, you must give it a try ... just for fun! You look into a black box as you deliver your material. It's very challenging to one who is accustomed to making eye contact when addressing others! And you have the opportunity to see just how many pounds you really need to lose! So, okay, I was going to teach people to do counseling while looking into a black box (similar to a black hole). My future here suddenly seemed so tenuous and I hadn't even met my students yet!

The big day did finally arrive. On Monday, August 27, 2007, I met my students for the first time. And this is when the difference between the community college and the four-

year university became glaringly apparent. At the community college, I was teaching the baby boomers and now I was meeting the millennials! I was prepared to be a "newbie." I was prepared for differences in course curriculum and content. I was even prepared for differences in course management systems, but I was shocked by the differences in the student body. Fortunately, I had attended the new-faculty orientation and listened to Dr. Ellen Neufeldt's presentation on the millennium student. Being a baby boomer myself, I was so grateful for this introduction to my students at Salisbury University. Without that background knowledge, I think I really would have been thrown for a loop.

I was accustomed to teaching students who were mostly adult learners returning to school with a myriad of life experience. I was used to dealing with the "me" generation and now I was teaching the "we" generation. The millennium generation is described as an eager generation but also an anxious one. They are living in a world of conflict and they have experienced a lot, both nationally and globally. They are eager to help out and personal relationships are their most important priority. The millennials are conservative in their views on family life and relationships, and are in many ways closer to their parents than previous generations. These students tend to be more dependent and want the details about how to get an A on the assignment. They are also much more verbal than the baby boomers about their grades, what is fair, and what is working and not working in the classroom. The Salisbury students are definitely a tougher audience to play to, but when they applaud, it's sincere and heartfelt and it makes the transition and the anxiety all worthwhile!

Sharing a Global Profession

Last August, a group from the Seidel School had the opportunity to explore firsthand the similarities and differences between teaching on Delmarva and teaching in Malaysia.

Thanks to an international research planning grant provided by the National Science Foundation, two local middle school science teachers and a science education professor embarked on a 10-day journey across that country. The rigorous trip involved interviewing more than 40 teachers in nine secondary schools located in five Malaysian cities, from the capital city, Kuala Lumpur, on the Malaysian mainland, to the city of Kuching on the island of Borneo.

Ken Johnson, a science teacher at Salisbury Middle School, and Andrea Drewes, a science teacher at Stephen Decatur Middle School, who are also both master's degree students at SU, were on a team that met with secondary science teachers in each Malaysian school. During the meetings the team conducted interviews, toured the schools while having informal discussions and observed science instruction in Malaysian classrooms. The U.S. group also included Dr. Ed Robeck from SU, and Dr. Rob Steiner, director of the Seminars on Science Program—an online professional development series for science teachers produced by the American Museum of Natural History in New York. Graduate students from the Universiti Kebangsaan Malaysia (UKM), all of whom were also current or former teachers, accompanied the group, helping provide background, insights and translations as needed (although the interviews and conversations were generally conducted in English, which is the common language of the multicultural Malaysian population.)

Of the many observations made on the trip, one that struck Johnson most strongly was the sense of respect and kindness shared by the teachers, administrators and especially the children. "It showed me that the students really felt welcome and safe there and that everyone had a general concern for each other," Johnson reflected after the trip. "I had a feeling of, 'Hey, I'd like to spend some time here.'"

Drewes found it remarkable that there were many similarities in the concerns of the Malaysian teachers with those she sees in her own work. "I felt a connection with these teachers," Drewes said. "We shared a strong desire to teach using today's best methods like



inquiry, constructivism, experiments, project-based learning and collaborative work." Drewes continued, "Teachers in both countries have constraints in place restricting pedagogical options."

High stakes tests, over-flowing curricula and large class sizes (in Malaysia, 40 students in a section is typical) all present challenges, many of which Drewes and Johnson more or less shared with their Malaysian counterparts, even though their professional contexts are very different. Overall, the experience demonstrated that the joys and trials of teaching resonate across the globe as teachers in different countries work to help young people learn science.



Social Work Continuing Education Programs

The Social Work Department is committed to providing continuing education to professional social workers in our community. To meet their various practice and professional needs, the department offers a wide variety of workshops and trainings throughout the year. Although these workshops are designed to offer continuing education credits for social workers, professionals from other disciplines are welcome. The department has a continuing education link at www.salisbury.edu/SocialWork/continued.html that offers information on our upcoming trainings.

Spring 2008 Workshops

February 29

Adult Children of Alcoholics:
Characteristics and Interventions

April 16

The Hospice Foundation of America
Living With Grief Teleconference:
Children and Adolescents
Co-sponsored with Coastal Hospice

May 30

Treatment Needs of Sexual Offenders:
Adults and Adolescents
Co-sponsored with the Mental Health
Association of the Lower Shore

June 6

Child-centered Play Therapy
Co-sponsored with the Lower Shore
Early Intervention Program



Faculty Happenings

Andes, L. "The Ethics of Reading First." Published as part of the proceedings of the International Conference of Linguistics and Applied Behavioral Science, Arlington, VA. Nov. 17, 2007

Andes, L. "The Role of Literacy in Revolution and Freedom." Presented at the Middle States Social Studies Conference, Wilmington, DE. Feb. 28, 2008.

Andes, L. "Understanding English Language Learners." Presented to the National Council of Teachers of English, New York. Nov. 16, 2007

Andes, L. "Using Case Studies with Teacher Candidates." Presented at the Keystone State Reading Conference. Oct. 22, 2007

Andes, L. "Using Teams to Teach English Language Learners." Presented at the State of Maryland International Reading Association Conference, Baltimore. April 18, 2008

Andes, L. and J. Andes. "Purposeful Communities." Presented to the Academy for Leadership in Education, Salisbury University. Feb. 20, 2008

Andes, L. and N. Geleta. "Access for All." Presented to the Association of American Colleges of Teacher Education, New Orleans. Feb. 8, 2008.

Beegle, G. and T. Neuville. "Leadership to promote family partnerships: identifying and reclaiming lost opportunities." Presented at NCCREST Leadership for Equity and Excellence conference, Washington, DC. 2007.

Bond, E. and N. L. Michelson. (in press). "Writing Harry's World: Children Co-authoring Hogwarts." E. Heliman, Ed. *Harry Potter's World: Multidisciplinary Critical Perspectives* (2nd ed.). Routledge.

Forté, J. A. "Adding the 'Symbolic' to Interactionist Practice: A Theoretical Elaboration of William Schwartz' Legacy to Group Workers." *Social Work with Groups*. 2008.

Forté, J. A. "Measurement for clinicians: Tools for ethical accountability and for effective practice." Presented at the National Association of Social Workers, Maryland Chapter, Second Annual Clinical Conference, Baltimore. Oct. 12, 2007.

Garrow, T. R., S. M. Muller and K. Parsons. "Help Your Sub Be a Star." *Kappa Delta Pi New Teacher Advocate*. Fall 2007. 15(1), 14-15.

Garrow, T. R. and S.M. Muller. "Before You Get Out the Equipment: Tips for Managing the Gymnasium Classroom." Maryland Association for Health, Physical Education, Recreation and Dance (MAHPERD) 2007 Convention, Towson, MD. Oct. 19, 2007.

Groth, R.E. "Toward a Conceptualization of Statistical Knowledge for Teaching." *Journal for Research in Mathematics Education*. 38, 427-437.

Hall, G.E. and D. Wagner. "Instructor's PowerPoint Companion to Accompany *The Joy of Teaching: Making a Difference in Student Learning*." Boston: Allyn & Bacon.

Jenne, J.T. and N. L. Michelson. "Practicing What We Preach: Social Studies Methods Instructors Teaching Content Area Reading." Submitted to *The Theory and Research in Social Studies Journal*.

Kushman, M. Presented innovative research at the 44th annual conference of the Association of Family and Conciliation Courts in Washington, DC. 2007.

Michelson, N. L., A. Todd, K. Smith and H. Travis. "Improving Striving Readers' Achievement through Collaboration and Teacher Research: Three Secondary English Teachers' Work with a University Reading Coach." International Reading Association Annual Convention. May 2008 (accepted).

Milner, K.R. "Improving the Achievement of Children with Disabilities: Understanding the Reauthorization of the IDEA and the Link to NCLB." Presented at Texas A & M University /Texas School District. 2007.

Muller, S. M. and T. R. Garrow. "Resiliency: Factors Influencing Teacher Retention." Maryland Association for Health, Physical Education, Recreation, and Dance (MAHPERD) 2007 Convention, Towson, MD. Oct. 19, 2007

Royer, R. D. and P. O. Richards. "Digital Storytelling for Better Reading: Learning and Leading with Technology." *The Journal of the International Society for Technology in Education*. 2007.

Siers, R. and S. Elburn. "The Supportive Co-Teaching Internship: Collaborative Voices from the Field." Presentation at SU Professional Development School (PDS) partner school teachers. Nov. 2007.

Siers, R., and S. Elburn. "A Phenomenological Study of Salisbury University Interns in the Field." Presentation at Bowie State University Professional Development School (PDS). Sept. 2007.

Siers, R., and S. Siers. "Maximizing the Collaborative Internship Experience." Presentation at Bowie State University Professional Development School (PDS). July 2007.

Siers, R. and K. Lutz. PDS, ILT, AFG and SIT. Presentation at the 11th Annual Regional Professional Development Schools Conference, Salisbury, MD. May 2007.

van Vulpen, K.S. "Taking Care of Yourself While Taking Care of Others." Workshop presented at the Eastern Shore Oncology Conference, Salisbury, MD. Nov. 2007.