HEYY CALL IT a SMART Table for a reason. Squat, solidly built, scratchproof and water-resistant, it’s perfect for preschoolers—and it has a large touch screen that allows them to drag pictures and numbers around as they cooperatively solve simple learning problems.

Of course, SMART also happens to be the name of the Canadian corporation that has pioneered technology in the classroom, and which has donated the table, interactive white boards and other equipment to the Lurie College of Education in a novel deal.

In return for the gear, the college has agreed to have its students write instructional content, which SMART Technologies will be free to use in its marketing.

It seems like a fair exchange to Janene Perez, an adjunct professor in the Child and Adolescent Development department who teaches an undergraduate class called “Child Care Administration.”

continued on page 4
Last spring, faculty, staff and administra-
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mated a yearend effort to pull together
data and documentation for a two-day visit
by the National Council for Accreditation of
Teacher Education (NCATE). Accreditation,
which usually takes place every seven years,
is a rigorous, professional process that
produces fewer than a hundred teachers in
all specializations and grade levels. The 10
largest colleges that produce the greatest
numbers of teachers in Illinois (400-plus
teachers annually) uniformly received low
grades of C’s, D’s and F’s. (Given examples
like these and a well-founded suspicion
about NCATE’s true mo-
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the country have questioned the logic and
integrity of the U.S. News and World Re-
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declared their unwillingness to cooper-
ate with NCATE’s data-gathering, prompt-
ing the magazine’s editors to threaten to
give these schools failing grades for failing
to comply (although they later backed away
from this threat).)

Let me be clear. I agree with ncate that
teacher education is important. And we
have no objection to fair, impartial evalu-
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is so important that it must not become a
political football or worse, another pawn in
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gies. Please let me know what you think.

Elaine Chin, Dean
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As a candidate for a master’s degree in Child and Adolescent Development, McVey says. "I have a few more reservations about the SMART Table in terms of its impact on a child’s cognitive skills. Nguyen says her young nieces tend to become mesmerized by touch screen devices. "They’re staring at a screen constantly, all day," she says.

"I’m here and there about young people with technology," adds Nguyen, an after-school Head Start teacher. "It’s probably a necessity, but in some ways, it just reinforces the idea that kids will grow up thinking when you touch something, something happens."

McVey’s interactive lesson for Perez’s class had to do with teaching young children about sorting and receiving mail. She found a way to put animal pictures on postcards and had the students “deliver” the mail to the right place—bees to the beehive, for example.

"One high school district is installing 100 SMART boards this year, and she estimates that several hundred local classrooms have them. "The school districts want people who know how to use those tools," she says. "If that’s what the kids want, you’ve got to give it to them."

For her project, Beck developed a series of images showing the stages in a butter-fly’s life cycle, locating them at different points on a spiral. “The child is supposed to make the life cycle and follow the spiral,” she explains.

"You can kind of put a child in any environment," she says. "Especially if they’re in enriched environments, children can adapt to it quickly.”

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"The school districts want people who know how to use those tools," she says.

As the head of a 350-child day care program with kids ranging from 5 to 14, Lee has a pretty good idea of what interests them. Her lesson in sequencing involved having users drag different numbers of vegetables into a basket. "I’m lucky enough to be married to a graphic designer," she says. "He helped me with the background, so it was really cool."

Once she got started, she found the process was almost addictive. "It was actually incredibly easy," Lee says. "I made a couple more just for fun."

Lee said her section of Perez’s class had limited time with the SMART Table, because the previous class kept crashing it (owing to a software problem that since has been rectified, according to McVey). Some of Lee’s classmates seemed stymied by the software at times, she says. But in the future, would-be teachers will have to master these technical skills in addition to the other tools they acquire. "If you don’t know, you’d better know," she says. "If that’s what the kids want, you’ve got to give it to them."
There’s an app for that
Taking the iPad to School

Jolynn Asato Props Open Her MacBook Pro and plays a slide show she has made, a beautiful, meditative narrative about how her family tended her grandfather’s ashes in a shrine at their home in Hawaii.

“This is basically a letter to my children,” says Asato, an assistant professor in Elementary Education specializing in literacy. But the slide show, created on an Apple iPad, is also part of an experiment playing out this fall at the Lurie College of Education.

Asato and fellow teachers Robin Love and John Jabagchourian each have received an iPad to work with and will have access to a shared cart containing 36 iPads for use in the classroom, along with funding to pay for apps and multimedia training.

“I’m coming at it as an avid user of technology,” says Asato, who plans to have her students practice their digital storytelling skills. “There’s potential there for some really powerful tools to use in the classroom.”

Interim dean Mary McVey, who is overseeing the iPad initiative, says it is part of a push toward mobile technology use across the university and nationwide.

“It really encourages you to be creative and use your own problem-solving skills,” says McVey, an educational psychologist and enthusiastic iPad user. “You need to really think about what you’re doing and how you’re doing it.”

Word of the new initiative went out last spring when instructors were asked to submit competitive proposals for how they might use iPads in the classroom.

Love, an associate professor in the Child and Adolescent Development department who helps organize the annual Marion Cilker Arts Conference each November, wants her students to use the iPads to explore arts-related apps during the event. They can turn the iPad into a platform for digital storytelling, making music, digital finger-painting, editing videos and creating activities for special needs students.

Love will also introduce the iPads to one of her two sections of CHAD 169 (“Motivating Children and Adolescents in Educational Settings”). The iPads, which will connect to the university’s wireless system, will only be used during class time.

She expects her students will use them for tasks like “mind-mapping,” in which they share with one another graphic representations of how the ideas they’re exploring in class fit together. “They can create visuals on how they organize things,” Love says. “I want them to be able to use it in settings where you have to integrate concepts.”

The iPads will be capable of projecting images and videos to the classroom’s interactive SMART board. Students can signal whether they agree with something they see on the board with wireless devices called e-clackers, Love says. “You can put up a question for students and they can give their opinions to vote.”

Students also will be asked to choose an educational app and analyze its motivational component. “I would also like to use it in ways that will deepen their appreciation of my own course material,” Love says.

Students entering school today are part of the “i-Generation,” Love says. “They’ve never been in a world where you didn’t have touch screens.” It is important that Lurie College graduates be able to motivate these students, she says.

“I really do think that it’s important for us to prepare students for the world they’re going out into,” she says.

Love will compare the experiences of her iPad section with the class that uses traditional tools. “I want to see if that creates a difference in the quality or the depth of their learning, even the experience of the class.”

You have to think about how to use that technology in the best possible way,” she says. “It’s only as good as the teacher that’s using it and how they’re using it.”

John Jabagchourian, an instructor in Childhood and Adolescent Development, hopes that asking the undergraduates in his child cognitive development class to work with iPads will strengthen their skills and confidence in technology.

An important goal will be learning to evaluate the quality of information gathered online, he says, “so they’ll learn to do their own research.” They will also be able to take and share class notes on their iPads using a special stylus that simulates the experience of pen-and-paper note-taking.

Like Love, he’ll also ask students to create concept maps on the iPads. “It’s a way for them to construct their own understanding,” he says.

Jabagchourian also wants his students to evaluate child-centered apps on the iPad in light of the cognitive development principles they will be studying.

He says he came to the project with a “little bit of skepticism,” because apps developed to help hope people will buy their products. “I’m not here promoting Apple and its products. I’m seeing whether it will motivate students and enhance their confidence.”

Promoting digital skills

Jolynn Asato is eager to explore with her Language Arts and Literacy Methods students the potential for digital storytelling using the iPad. “This is where they learn how to teach reading and teach writing,” she says.

With iPads in hand, “We’re going to do a writer’s workshop,” she says. “They’re going to be creating digital stories” similar to her slide show demo. This will call for them to master the technique of layering narrative and text over pictures.

Writing two-minute-long scripts based on personal narratives will teach them to be very, very economical about language,” she says. “What are the weights of the words that you use?”

Asato adds, “We learn by doing. If they’re going to be good teachers of writing, they have to be in touch with their own reading and writing process.”

Students will also use the iPads for co-operative note-taking. “They’re going to be taking notes on them and sharing notes,” she says. She expects the iPad work will occupy about a third of each class session.

Asato brings to the table some technical expertise with digital storytelling. As a graduate student in Los Angeles, she worked in an after-school program for elementary students who created digital stories on iPods and iPads. “It was great,” she says. “The kids are a lot less uptight than the adults about it.”

Last summer, she took a three-day workshop at the University of California, Berkeley, Center for Digital Storytelling to brush up on her skills. “It was really powerful,” she says.

“I’m excited about this,” Asato says. “Our students talk about not having much preparation with technology. We haven’t really been integrating technology into the classroom.”

Lurie College dean Elaine Chin says bringing the iPads into the classroom is part of a broader college-wide sustainability push to get people to use less paper. “We wanted the students to experience this so they could carry it into their professional lives,” she says.

But faculty should deploy technology like the iPad thoughtfully, she says. “Theory should drive how we use the stuff, rather than technology,” she says. “You have to understand what kind of tool is it and what kind of learning it supports.”

Mary McVey concurs and notes that evolving technology calls for evolving technical skills. She points out that computer labs equipped with desktop computers, which once represented the latest in educational technology, are rapidly becoming outdated.

“If I can say one word about technology in the college, it’s mobility,” McVey says. “That means classrooms have got to move around and be configured at a moment’s notice, and the technology has got to be able to go along with that.”

McVey is seldom without her iPad, which she uses for reading and video, among other things. “They really are a personal tool,” she says, “which means when you have multiple people using those iPads it forces us to be highly creative.”
Faculty in transition

Katya Karathanos has been awarded tenure and promotion to associate professor in the Secondary Education department of the Lurie College of Education. Karathanos, who earned her Ph.D. at Kansas State University, teaches foundations courses, supervises student teachers, and serves as the intern program coordinator for the college’s Single Subject Credential Program. Her research and professional activities center on issues of equity and social justice, with a specific focus on teaching English learners. Karathanos has received numerous university grants and awards, including two Learning Productivity Program grants and the Dean’s Award for Excellence and Equity in Education in 2007 and 2009.

Maureen Smith has been promoted to full professor in the Child and Adolescent Development department of the Lurie College of Education. Smith has taught a wide range of courses, from lower division general education to master’s program capstone courses. Smith has established a record of service to the university over the past few years, having served on the library board, the Board of General Studies and the Institutional Review Board. Within the college, she has served on the Research, Scholarship and Special Projects and Curriculum committees.

Smith served on the city of San José’s Early Childhood Commission for six years—all while publishing 20 articles in peer-reviewed journals.

Ji-Mei Chang, a professor in the department of Special Education, will take part in the Faculty Early Retirement Program (FERP). “During my FERP, I will continue my research on using information literacy skills and habits of mind within the credential course I teach,” she says. “These are integral parts of professional development, as candidates learn to adopt the understanding by Design framework to develop integrated curriculum units. I will also continue my role as an Assessment Coordinator for the department.”

William Hanna, a professor in the Elementary Education department, will take part in the Faculty Early Retirement Program. Hanna, who received his Ph.D. from the University of Michigan, has received extensive federal funding for his programs to teach American history in public schools.

Judith Lessow-Hurley, a professor in the Elementary Education department, will participate in the Faculty Early Retirement Program. “I plan to teach my classes, complete my term on statewide senate (ASCU), participate actively in campus governance and continue to study issues related to religious diversity in public schools,” Hurley says.

Kathryn Lindholm-Leary, a professor in the Child and Adolescent Development department, will join the Faculty Early Retirement Program. “I will continue to conduct research and work with schools in the area of dual language education,” she says. “My current work is focused on the significance of language development in promoting academic success in English Learner students.”

Amy Strage, a professor in the Childhood and Adolescent Development department, has become interim director of the Center for Faculty Development at San José State University. “In this capacity, I will create and implement programs designed for faculty at all stages of their careers, to support them as they seek to enhance their teaching, to develop their research and scholarly agendas, and to more generally explore fruitful avenues for career growth and renewal. Professor receives CSU award for research, scholarship and creative activity

Rebeca Burciaga, an assistant professor in the Educational Leadership department of the Lurie College of Education, has received an award from the California State University system for her work in studying high school dropouts.

The competitive CSU Awards for Research, Scholarship and Creative Activity provide time and seed money to help faculty stay current in their disciplines and build external funding to expand their research.

Burciaga’s project, “Young Adults Challenging Assumptions, Revealing Wealth, Wisdom, and Hope in Hardship,” is an interdisciplinary mixed-methods project focusing on the experiences of 16 young adults (ages 18-24) who left high school before graduating in the Sacramento area. “Findings suggest the term ‘dropout’ oversimplifies experiences and overlooks the insight these young adults bring to our quest for answers and solutions to the drop-out phenomena,” Burciaga says.

Her research was conducted as part of the Healthy Youths/Healthy Regions (HYHR) initiative, a partnership between the University of California, Davis, Center for Regional Change, Sierra Health Foundation and The California Endowment.

Burciaga has already published four working papers based on her research under the award.

Lurie College professor named university teacher-scholar

Mai-Yan Lu, a professor in the Educational Leadership department, has been named a 2011-2012 university Teacher-Scholar representing the Lurie College of Education. Lu will join a group of other mid-career faculty selected from other departments at San José State University in a year-long “learning community,” says Amy Strage, director of the university’s Center for Faculty Development.

Participants may nominate themselves or be nominated by peers and must be recommended by their dean. They must demonstrate an interest in issues of teaching and learning and show a successful track record in their career, Strage says.

Many of this year’s program participants were born in other countries, Strage says. “They bring a global perspective, contrasting their experiences with those elsewhere in the world,” Strage, who served herself as a Teacher Scholar, remembers it as “a phenomenally wonderful experience to meet people all over the campus. It was really eye-opening to see how different things are in other departments.”
After stints working with preschoolers and in a hospital, Clark earned her master’s degree in education (speech pathology and audiology) with a credential in teaching handwriting children. For many years she worked for the Santa Clara County Office of Education, providing services to local schools.

In the late 1980s she became a county office program specialist, task with finding suitable resources for children with a wide spectrum of disabilities. Later in her career she became a quality management trainer and an educational consultant.

“Speech pathologists are highly trained in many more areas than people realize,” she says, in explaining her versatility. “People don’t realize what we’ve been trained to do.”

A Candy Stripper as a teenager, Clark has always looked for ways to be of service. In 1996 she was honored with the Valley of Hearts Education Award from Parents Helping Parents, a support group for families with special needs children.

In 2002 she helped to launch the Dalai Lama Foundation, an international organization endorsed by His Holiness, the Dalai Lama, which promotes ethics and peace through education. Clark, who first heard the Dalai Lama speak in 1997 and has been deeply touched by his teachings, also worked with the dying and grieving.

Clark, whose husband Robert owned Mierna Books in Palo Alto before he retired, first thought of establishing a scholarship fund after the untimely death of her brother-in-law when he was in his 30s. His parents established a fund in his memory. “I thought, ‘I’d like to do something like that at Santa José State,’” she says.

“It’s been a journey, and I’m very grateful.”

Growing up in San Francisco, Clark realized her calling at a young age. “When I was in junior high school, I came home and told my mother, ‘I want to be a speech therapist,’” she recalls.

At Santa José State in the late 1960s and early 1970s, “I felt that I had received one of the best educations in speech pathology and audiology,” she says. Clark Armitstead, who had helped to establish the Santa Clara County Speech-Language Hearing Association in 1958, was one of hers.

“When I think of Kay, I see a woman walking into class with a smile on her face,” says Clark, smiling bittersweetly at the memory.
TAKE A HAND in shaping the future

Your investment in the Lurie College of Education will help tomorrow’s educators as SJSU helped you. Please use the enclosed envelope to give to the college’s annual fund.

www.sjsu.edu/education

The Sunshine Fund benefits the Kay Armstead Center for Communicative Disorders at the Lurie College of Education (see story page 11). The clinic provides low-cost speech, language and hearing evaluations, treatments and consultations.

If you are interested in giving to the Sunshine Fund please go to www.sjsu.edu/advancement/giving/colleges/coed/