

Campus CONNECTIONS

For Alumni & Friends of the University of Wisconsin–Madison School of Education

Professor
James Paul Gee
Finds Learning
Insights in
Video Games



THE UNIVERSITY
of
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Campus CONNECTIONS

For Alumni & Friends of the
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FROM THE DEAN

Forging Connections, Looking to the Future

Welcome to the first issue of *Campus Connections*, the successor to the *School of Education News*. As the new name suggests, we envision a publication that better connects our alumni and friends with the University of Wisconsin-Madison and the School of Education.

Our goal is to better serve all members of our diverse alumni population – a considerable challenge, given the unique range of programs in the School of Education. Many of our graduates work in education, as one might expect, but many of our alumni are in a wide range of other fields.

Campus Connections features articles on our research and current issues in education, the visual arts and dance, and tips on accessing information and resources from the School. We hope that you find *Campus Connections* enjoyable and useful.

The Wisconsin Campaign: In October, the campus community – including the School of Education – and the University of Wisconsin Foundation moved into the public phase of the most ambitious fund-raising effort in the university's history – called *Create the Future: The Wisconsin Campaign*.

During this campaign, which runs through 2006, we are inviting our alumni and friends to join in an extraordinary opportunity to build on the strengths of the University and the School of Education to create an even more vibrant place for learning.

You can learn more about the campaign by visiting the UW Foundation Web site – www.uwfoundation.wisc.edu – and clicking on the “Create the Future” link.

New Vision for East Campus:

In November, Chancellor John Wiley unveiled a bold long-range plan that will change the face of UW-Madison's East Campus by creating an arts and humanities district while providing new student housing and classrooms.

This plan includes two important developments for the School of Education:

- ◆ **A new home for the Department of Art**, which will consolidate parts of the department that are now spread across campus, and provide gallery space where our students and faculty can exhibit their works to the public.
- ◆ **An education research building**, which will allow us to expand our cutting-edge research, much of it federally funded.

Both of these projects have far to go, but the reception thus far has been promising. For more information about the East Campus Plan, visit this Web site: www.news.wisc.edu/9148.html



Dean Charles Read

Charles Read, Dean
UW-Madison School of Education

PHOTO BY KERRY G. HILL



Diana Hess promotes democracy education. page 6

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Good games, Good tea

James Paul Gee, the Tashia Morgridge Professor of Reading in UW–Madison’s Department of Curriculum and Instruction, has written for such scholarly publications as the *Journal of Adolescent & Adult Literacy*, *The Journal of the Learning Sciences*, *Review of Research in Education*, *Linguistics and Education*, and the *Harvard Educational Review*. Last year, Gee added articles for *Wired Magazine* and *Game Developer* to his list of author’s credits.

Indeed, as a result of his latest book – *What Video Games Have to Teach Us About Learning and Literacy*, New York: Palgrave/St. Martin’s (May 2003) – Gee has been quoted in such daily newspapers as *USA Today*, *Newsday*, and *The Observer* of London. His work was the focus of a 3,000-word article in the *Chronicle of Higher Education* and has been critiqued by *GameZone Online* and on other game-related Web sites.

In the following interview, Gee speaks about his latest research, its implications, and the attention it has received:

Q: What inspired your scholarly interest in video games?

James Paul Gee: My interest in games was inspired by my then–6-year-old son, Sam. Sam is now 8 and likes games a lot. He recently said to me, “I guess I got the game gene from you,” and then remembered that it was he who turned me onto games and said, “No, actually, you got the gene from me.”

When he was little, Sam played games like *Dr. Seuss’s Cat in the Hat* and *Winnie the Pooh*, eventually moving on to games like *Pajama Sam* and *Spy Fox*. I played *Pajama Sam* myself so that I could help him play it and found the game fascinating. It involved a colorful and entertaining world, lots of humor, including lots of play on words, and thought-provoking problems.

Of course, Sam didn’t really need my help and often had to help me. I decided to try an adult game. I was 53 when I started and was amazed at how long, challenging, and complex games like *Deus Ex* or *Half-Life* were. Yet millions of people buy them and learn them very well, including kids who wouldn’t spend 12 concentrated minutes really learning algebra in school and certainly wouldn’t pay for the experience.

Game companies face an interesting problem – a problem that, in some ways, schools face, though schools rarely face the prospect of going broke. Game companies need to sell something that is long, hard, and requires an

ching

extended commitment. They can't dumb the games down, because most players don't want short or easy games. If people can't learn to play the company's games, the company goes broke. So they have no choice but to make the games very good at getting themselves learned.

It dawned on me that good games were learning machines, designed with good learning principles. As someone who had worked for years in the areas of learning and literacy, I realized that these principles were supported, in fact, by cutting-edge research in cognitive science, the science that studies human thinking and learning. Many of these principles could be used in schools to get students to learn things like science, but too often today schools are returning to the skill-and-drill and multiple-choice tests that kill deep learning.

Q: What are some of those learning principles?

Gee: Here are just a few of the many learning principles built into good computer and video games:

Players are given in-game verbal information “on demand” and “just in time,” when it can be related to actions in the virtual world that will make clear what it really means. Furthermore, players usually read manuals after they have played for a while, by which time technicalities are all lucidly connected to embodied experiences in the virtual world. This is how words ought to work in good science instruction. Human beings have great difficulty comprehending and retaining lots of verbal information given out of any context of use.



PHOTOS BY BOB RASHID

It was Sam Gee's love of video games that inspired his father, James Paul Gee, to take an academic interest in games, leading to a book and a new scholarly direction.

Games create a “psychosocial moratorium” where players can take risks without overly serious consequences, like a failing grade. When you fail, you start back from a saved game. Training modules and often the initial level in a game are simplified versions of the game. Thus players learn in a sub-set of the domain to be mastered, not outside it altogether. Games carefully order

the problems so that generalizations players form early work well later. Lots of good work in cognitive science shows us that learners draw creative, but fruitless generalizations if left to work on complex cases too early.

Good games consistently operate at the outer edge of a player's growing competence, seeking, for each player, to be challenging, but doable. This creates a sense of "pleasurable frustration." Schools seek to avoid both pleasure and frustration and have no idea that, in fact, they can go together.

All deep learning involves a committed engagement of the learner's self. Games manage this by creating interesting virtual identities that players can juxtapose with their mundane real-world selves. Good science and math classrooms (in short supply today) get children to think of themselves as scientists and mathematicians – types of people who think and value in certain ways.

In massive multiplayer games, players share knowledge, skills, and values with others both in the game and on various Internet sites. In the process, they create distributed and dispersed knowledge within a community of practice in a way that would please any new capitalist high-tech, cross-functional-team-centered workplace.

Most importantly, good computer and video games get players to think about the design of complex systems. Some players are relatively passive in this regard, but others use what they learn to design their own extensions to games or new games altogether, often with software that comes with the game itself. Players of all stripes regularly critique game design on a multitude of Internet sites. Many eventually move to think about design and technologies beyond the game space. No learning is more central to the modern world than being able to reflect on and manipulate the design of complex systems, whether in science, society, or workplaces.

Learning in computer and video games shows that the "phonics debate" (skill-and-drill on "basics" versus

immersion in practice) is misplaced. Game players are not left to an unguided immersion in practice; rather they are actively "manipulated" by the game's design to learn in a structured way, though in a way that means they co-design the game by playing it in their own distinctive way. At the same time, games don't spend hours drilling players on low-level facts apart from playing the game.



"Good video games encourage types of learning and thinking that are important in the modern world – learning and thinking that today's young people are often better at than their baby-boomer parents."

–James Paul Gee

Q: How did you conduct your research?

Gee: I played lots of games, for hours and hours, on a computer and various game platforms (*PlayStation 2*, an *Xbox*, and *Nintendo GameCube*). You can tell when people are writing about games and don't play them. My graduate students are required to play them, as are the students who take my course on video games and education. I visited lots of game sites and boards.

My students and I interviewed game players from 6 to 20 years old. I went to LAN parties on campus, where I was gratified to see that, at least at the ones I attended, cultural diversity is no problem – kids of every kind come there as gamers in

a way you just don't see in other aspects of campus life. Not all of this is in the book, since I wanted to do a second one on the social aspects of gaming – a task I may leave to my students, one of whom is a very successful Princess and leader in *Lineage*.

Q: What was the most surprising thing that you learned?

Gee: Good video games encourage types of learning and thinking that are important in the modern world – learning and thinking that today's young people are often better at than their baby-boomer parents. And this is not because games operate at "twitch speed."

Good games encourage exploration rather than straightforward movement to a goal. They encourage players to redefine goals as they move forward. They encourage them to seek multiple routes to goals and

multiple solutions to problems. “Linear” is not a term of praise for a video game. In today’s world, where everything interacts in complicated ways with everything else, such non-linear thinking is a requisite for progress.

The most important factor that drives learning is motivation. When motivation dies, learning dies and playing stops. Cognitive science has had a hard time defining motivation, though one definition cites a learner’s willingness to make an extended commitment to engage at a personal level in a new area of learning. Since good games appear to be highly motivating to a great many people, we can study how they create and sustain motivation in this sense.

Players engage in “action at a distance” when they play a video game, much like remotely manipulating a robot, but in a far more fine-grained fashion. Cognitive research suggests that since for humans perception and action are deeply interconnected, such fine-grained action at a distance actually causes humans to feel as if their bodies and minds have stretched into a new space. Books and movies, for all their virtues, cannot do this.

The more a player can manipulate character and the more the player’s decisions impact on the character, the more the player invests in the character and the game at this biological level. This investment appears to be the deepest foundation of a player’s motivation to stick with and eventually master a game.

Q: What specifically about video games promotes learning?

Gee: First, good games create what I call the “cycle of expertise,” a type of learning that humans actually enjoy.

- ◆ Learners are confronted with problems designed to make them form good generalizations about what will work later.
- ◆ Learners must solve related but varied problems until they attain a routinized mastery.
- ◆ A new problem is thrown at them, requiring both those routinized skills and new ones. This re-opens the routinized tool kit for integration with new skills.
- ◆ Repetition in confronting the new problems creates a new, higher-level set of routinized skills.
- ◆ The cycle is repeated again and again.

This is how expertise is formed in any area, including learning to read. In a game, it means that learning and playing become synonymous for the duration of the game.

Second, humans are most motivated to learn and keep learning (and playing) when the game operates at the outer edge of their competence; that is, it feels doable,

but challenging, giving rise to a constant sense of pleasurable frustration. Good games allow players to customize to their own levels of competence and styles of learning. Good games allow multiple solutions to problems, differential rewards for different levels of play, and regular feedback about the player’s progress. Some games even manage to get harder for those doing too well and easier for those faring poorly.

Third, in their tutorials and early levels, good games do a masterful job of presenting the basic elements in such a way that the player sees how the game works as a whole system, not as discrete, unrelated units. Basic skills are always practiced, not in isolation, but in sets that go together to form strategies for accomplishing goals and carrying out activities. This allows learners always to see how these basic skills fit into the game as a whole system and how different skills are integrated.

In school, on the other hand, children often are exposed to basic skills one by one, step by step. In early reading instruction, for example, they are taught first awareness of the sounds that compose words, then the decoding of letters, then reading aloud to attain more fluent decoding, then comprehension skills. Then and only then do they get to the real “game” – reading for meaning and to carry out their own purposes.

Q: How would you like to see your findings applied to Pre-K–12 education?

Gee: My book is not a direct argument for using video games in classrooms. First and foremost, it argues that we can learn good learning principles from games and game designers, principles that can be implemented in school curricula even without games. Second, we can use games and game technology in schools to greatly increase deep learning, not as stand-alone entities, but as part of a whole curriculum.

Whether as part of a game or as part of an activities-based curriculum without games, games can teach educators how to recruit and use the power of identity in areas like science. Games have an immense power to get people involved with and thinking about identities and the sorts of values, beliefs, and actions associated with them.

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James Paul Gee

- ◆ Tashia Morgridge Professor of Reading, Department of Curriculum and Instruction, since 1998.
- ◆ Ph.D. in linguistics, Stanford University, 1975
- ◆ To learn more about Gee, go online to: www.education.wisc.edu/edpsych/facstaff/gee.htm

Hess Provides Strong Voice For Democracy Education

A small group of UW–Madison graduate students wrestled with the question: In the American democracy, should “patriotism and loyalty” be considered the duty of all citizens, a quality that’s important but not required, or neither?

That depends, one noted, on how you define “patriotism” and “loyalty.” Does that mean unquestioning deference to government leaders? Or, can dissenting with those in power be considered “patriotic” and “loyal”?

Throughout the discussion – in a curriculum and instruction seminar on democracy education – differences more often centered on interpretations of words than on sharp divergences of opinion. For instance, the students debated whether the phrase “support for public schools” pertained only to providing tax dollars or more broadly to being in total agreement with policies and curricula.

During the follow-up to this exercise, Diana Hess, assistant professor of curriculum and

instruction, emphasized the importance of looking beyond agreements and disagreements. Even people who agree on something can do so for different reasons, Hess noted. She urged her students to probe deeper: “What values are you ascribing to?”

Through the exercise, Hess had given her students a taste of the difficulties in crafting a democracy-education curriculum.

She pointed to one of the most significant challenges: Americans don’t agree on what democracy education should accomplish. Some believe that students should be taught to question “the official story,” while others want to promote

loyalty and support of government leaders over dissent. Hess noted that people’s perceptions of how things are going affect their views on democracy education.

Difficulties and differences aside, she sees a critical need for effective democracy education, especially in light of concerns that younger Americans aren’t as politically active as older citizens. She noted: “We’re seeing a lot of volunteer activity among the younger cohort,” but not as much voter participation.

Hess recommends democracy education that includes open, fair, and well-managed discussions of controversial public issues, saying such an approach “has potential to help young people develop into the strongest kind of citizen.” She said, “The public discussion of controversial issues is the heart and soul of democracy, and we must teach our young people how to engage in that discussion.”

She has become widely recognized for her research and advocacy in this area – through articles in professional journals to lectures and conference presentations. The Wisconsin Civics Education Task Force, on which Hess served, called for regular discussions of public issues at all grade levels and the teaching of skills for discussing controversial topics.

Democracy requires education; that’s why public schools were formed, she observed. She said that schools need to continue teaching history, government, law, and democracy, but she called for presenting civic knowledge in a manner that effectively engages students, including simulations of democratic processes and open discussions.

Diana E. Hess

- ◆ Assistant Professor, Social Studies Education, Department of Curriculum and Instruction
- ◆ Ph.D. with concentration in curriculum and instruction in social studies, educational policy and law, University of Washington, 1998
- ◆ M.A. in educational policy, University of Illinois, 1995
- ◆ B.A. in political science, Western Illinois University, 1979

Resources

The complete report of the Wisconsin Civics Education Task Force is available online (PDF) at:

www.dpi.state.wi.us/dpi/dlsis/cal/pdf/civics.pdf

Wisconsin law related to social studies education:

www.dpi.state.wi.us/dpi/dlsis/cal/caltsslaw.html

“Democratic education works best when you have to interact with someone different than you,” she told an Appleton audience in November. Instead of avoiding controversial public issues – which she defines as “an unresolved question of public policy that sparks significant disagreement” – in the classroom, Hess recommends: “Have kids talk about it.”

In a 2002 article, she cited a study in which a vast majority of high school social studies students valued discussion as a form of learning.

Hess emphasized that an effective discussion must be structured not as a debate or attempt to persuade, but as a group effort to build deeper understandings of the issue, as well as to sharpen students’ discussion and critical-thinking abilities. This requires the teacher to be a facilitator, with knowledge of the issue and the skills to spark broad, high-quality participation.

Those wary of discussing controversial topics in classrooms often cite concerns about whether teachers will attempt to foist their personal views on students.

“No teachers are neutral,” Hess said, “and all decisions are inherently political” – including what qualifies as a controversial issue. But she stressed that skilled facilitators hold their own participation in check while encouraging the students to fully explore different perspectives and reach their own conclusions.



PHOTO BY KERRY G. HILL

“We want a best-case hearing of competing views,” she said.

In an op-ed piece published in September 2002 in the *Wisconsin State Journal*, Hess wrote: “One of the most basic tenets of democracy is that it thrives in open and rigorous debate. But, as the students in my study indicated, the kind of thinking and skills necessary for good deliberation do not come naturally. They must be taught – along with the information necessary to understand other points of view from within our nation or beyond.” ■

Diana Hess, assistant professor of curriculum and instruction, leads a graduate seminar discussion about democracy education.

FIGs add spice to UW’s freshmen menu

Bringing freshmen with shared interests into small learning communities that work closely with individual faculty members provides a more welcoming transition to the large UW–Madison campus.

That’s the idea behind First-year Interest Groups (FIGs) – clusters of up to 20 students who live in the same residence hall or residential “neighborhood” and enroll together in three fall-semester classes under a central theme. Each FIG is led by a faculty member who teaches the “synthesizing” course that integrates content from the other two classes.

Based on the success of four pilot FIGs in 2001, the College of Letters and Science

expanded the program in 2002, to 13 groups with 250 students, and again in 2003, to 24 clusters with about 470 students. The latter session included two FIGs led by faculty and staff members from the School of Education.

Focus on adolescence: Joyce Hemphill, a lecturer in Educational Psychology, had 19 students in her FIG, “Adolescence and the Community,” which looked at the roles that adolescents can assume, including student, consumer, criminal offender, parent, runaway, and emerging responsible adult.

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FIGs

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Hemphill, who has been involved in freshman orientation since graduate school, described the first semester of the freshman year as one of the hardest transitions in an individual's academic life. "When you go to college, you leave family, friends, and home – your support group. . . This transition often results in a drop in self-esteem, low grades, and for some, depression.

"By being part of a FIG, the students come to UW–Madison with a built-in support group," she said. Group members "help one another academically, remembering assignments, getting notes, forming study groups. . . and they talk and share experiences, fears, and concerns."

Her FIG included service activities in schools and agencies that work with troubled adolescents. The students raised funds for Briarpatch, a local agency that serves runaway and homeless teens and their families, with a finals-week bake sale at four dorms.

Hemphill noted: "Not only are these students getting hands-on experience working with adolescents and seeing backgrounds and experiences different than their own, but they are connecting to the Madison community, learning where things are and getting more comfortable with their surroundings."

Leading a FIG also enabled Hemphill to work more closely with students. "I usually teach large lecture classes and so don't often get to know my students. With my FIG, I feel like I am part of this great group of people. I just love each and every one of them."

In addition to Hemphill's course, the students took a sociology class on "Problems of Minorities in America" and a freshman composition course.

Mysteries of biology: Gary Diffie, associate professor of kinesiology, led a "Bio-FIG" on "The Physiology of Human Performance," in which students explored muscle physiology from the molecular level up to whole-body

movement. Diffie collaborated closely with the faculty members who taught the other two courses, in mathematics and chemistry.

"The purpose of our Bio-FIG is to catch first-year biology majors before they have a chance to start developing bad habits in their approach to biology," Diffie explained.

"Rather than see biology as a series of facts to be memorized and to see each of their courses as completely independent entities, we are hoping to get the students to realize that biology is really more about solving very complex mysteries and that the chemistry, physics, and math prerequisites that we ask them to take are designed to give them some tools to use in solving these complex problems."

Diffie's students worked in teams on case studies, in which they applied concepts from their math and chemistry classes. For instance, they learned how force, velocity, leverage, and other mathematical topics were necessary to explain the engineering prowess of the human body.

"Many of the problems the students have worked on do not have a clear beginning or a clear end," Diffie noted. "In many cases we, as instructors, don't know the final answer. It is up to the students to decide what the problem is really about and what the best strategy is for addressing it."

Diffie traced his interest in improving biology instruction to his own days as "a struggling biology undergraduate."

He explained: "If someone had asked me at that time what were the qualities of a good scientist, I would have said 'being a good bookkeeper,' because that seemed to me the aspects of science that were emphasized – watching things carefully, keeping careful track of what was going on. It wasn't until I got to grad school that I realized that science was really all about creativity and problem solving – just like a good mystery or complex computer game." ■

For more information about First-year Interest Groups, go online to: www.lssaa.wisc.edu/figs/.

"By being part of a FIG, the students come to UW–Madison with a built-in support group."

–Joyce Hemphill

Community expands multicultural awareness

Developing multicultural awareness involves much more than understanding and embracing racial and ethnic differences.

“This is not just a black-white thing,” said Carl Grant, professor and chairman of the Department of Curriculum and Instruction. Grant described multiculturalism in broad terms that span the range of diversity, encompassing social and economic class, gender, sexual orientation, age, religion, and power. From a global perspective, this also means knowing about issues of immigration, integration, and multiple languages.

He views multicultural awareness as a vital part of “becoming educated citizens,” regardless of occupation or background. “They need world-class knowledge.”

Grant serves as faculty director of UW–Madison’s Multicultural Learning Community (MLC), a new residential-based initiative co-sponsored by the College of Letters and Science, School of Education, and University Housing Services. The MLC is open to first- and second-year students who want to live in a diverse community and participate in a broad range of social and cultural activities. The MLC, which occupies one floor of Witte Hall, was launched in the fall of 2003 with 56 students.

“I’ve been really pleased,” said Grant, adding that the MLC has more than met his expectations.

“We’ve got a rich mix,” he noted, including students who are Asian American, Latino, African American, white, mixed race; gay and straight; and from small towns and rural areas as well as from large cities.

Grant described his role as being a liaison – “spreading the word” and getting other faculty members involved. He credited the housing staff for contributing significantly to the success of the MLC. “We are very much a team.”

Together, the MLC residents and staff organize and participate in social activities, cultural celebrations, lectures, debates, and community service projects. All residents also must participate in faculty-led weekly seminars that explore the presence of race, class, gender, sexuality, disability, language and religion in society and how they influence power relations. The seminar includes discussions and reflection papers.

Grant said MLC activities are intended to have an impact on residents’ other academic work. “As future leaders, they need to take what they’re learning and integrate it.” ■

To learn more about the MLC, go online to: www.housing.wisc.edu/witte/mlc.

Conference designed to promote global education

The second annual international education conference – *Education Across Six Continents: Teaching and Curriculum for a Global Society* – is scheduled for Friday and Saturday, March 12–13, at UW–Madison’s Pyle Center, 702 Langdon St.

The 2004 conference will feature three keynote sessions – at the Friday evening reception, on Saturday morning, and at the Saturday luncheon.

Conference plans include:

- ◆ **Friday** – all-day and half-day workshops.
- ◆ **Saturday** – More than a dozen breakout discussion sessions, and, in the afternoon, table presentations in which teachers and curriculum directors and coordinators can interact and share successful practices in international education.

For more details and registration information, go online to www.education.wisc.edu/edadmin/iec/ or e-mail Dean Bowles, emeritus professor of educational administration, at bowles@education.wisc.edu.

Conference sponsors at UW–Madison are the School of Education and its Departments of Educational Administration and Curriculum and Instruction; the International Institute and the African Studies Program, Center for East Asian Studies, Center for European Studies, Center for Russia, East Europe and Central Asia, Center for South Asia, Center for South East Asian Studies, and Latin American, Caribbean and Iberian Studies Program. Other sponsors include UW–Milwaukee Caribbean and Latin American Studies Program; Wisconsin Department of Public Instruction; Friends of International Education, Inc.; and the Wisconsin Fulbright Association. ■

What Causes Learning Problems?

As an occupational therapist working in schools, Mary Schneider became occupied with one nagging question – one that drove

Schneider back to UW–Madison to earn her doctorate and to launch a major research initiative.

Today, Schneider’s ongoing studies, supported by the National Institute of Alcohol Abuse and Alcoholism, continue to blaze the trail toward

answering that question, which has health implications for millions of mothers and their children. This project already has produced significant findings, with more on the horizon, according to Schneider, a professor of occupational therapy.

The question grew out of her early work with children who had attention deficits, learning disabilities and motor deficits. “I was supporting teachers so that they could make adaptations to help children meet their educational goals,” explained Schneider. “I was struck by the high number of children with learning and mental-health problems.”

She kept asking: What is causing all these problems? No one had any answers. “If you don’t know what causes something, you can’t prevent it,” said Schneider, who took on the challenge.

The dangers of heavy alcohol use already were known, so she decided to focus her attention on the largely unexplored effects of moderate alcohol consumption. She cited a statistic from the U.S. Centers for Disease Control – that 60 percent of women of childbear-

ing age consume alcohol – and pointed out that most pregnancies are unplanned. That means, she said, “A lot of fetuses are exposed.”

She decided to use a primate model, because “you can manipulate one variable, like fetal alcohol exposure, and keep others constant. In real life, numerous variables are entangled,” making it more difficult to isolate causes. For instance, women who drink alcohol are more likely to smoke tobacco, live in stressful situations, and use drugs.

In the preliminary phases, she determined that, like humans, some rhesus monkeys were inclined to drink alcohol, while others weren’t. She then divided a population of female monkeys who were inclined to drink into four groups:

- ◆ Given regular moderate doses of alcohol.
- ◆ Exposed regularly to stressors.
- ◆ Given alcohol and exposed to stressors.
- ◆ A control group.

The alcohol/stress combination most reflects real-life situations, she said.

Her ongoing studies have followed the offspring of these groups. Schneider and her collaborating researchers – especially Colleen Moore, professor of psychology, and Gary Kraemer, professor of occupational therapy – have reported new findings at various stages:

Birth: The groups generally produced viable offspring, but 23% of the pregnancies in the alcohol/stress combination group ended in miscarriage or stillbirth. Also, male offspring in the combination group had statistically lower birth weights.

At six months: When the offspring were separated from their mothers, those in the alcohol and alcohol/stress groups had exaggerated levels of stress hormones – suggesting that children exposed to alcohol in the womb were more likely to have problems with stress.

At three years old: Offspring were tested for learning on tasks that involved the ability to inhibit an impulse, think, and adjust their

PHOTO COURTESY OF MARY SCHNEIDER



Professor Mary Schneider’s ongoing studies of rhesus monkeys continues to shed light on the effects of alcohol and stress on fetuses.

Mary L. Schneider

- ◆ Professor, Kinesiology and Psychology
- ◆ Ph.D., Psychology, University of Wisconsin–Madison
- ◆ M.S., Psychology, University of Wisconsin–Madison
- ◆ B.S., Occupational Therapy, University of Wisconsin–Madison
- ◆ To learn more about Schneider, go online to: www.education.wisc.edu/kinesiology/ot/facstaff/Mary_Schneider.htm

actions. Those exposed to alcohol had notable difficulties doing these tasks.

Schneider said that she recognized similar responses when testing one young child during the first diagnostic clinic at UW–Madison’s Waisman Center to focus on fetal alcohol syndrome. The clinic, launched in October, uses highly sensitive tools and is staffed by specialized professionals.

Young adults: Brain-imaging studies – using positron emission tomography (PET) – found an altered brain chemical system in monkeys subjected to prenatal stress alone, a combination of alcohol and stress, and alcohol alone late in pregnancy. Researchers are now studying the circuitry that underlies the problems.

Exposure to alcohol in the womb appears to affect sensory processing, Schneider explained. For example, monkeys exposed to alcohol in the womb have exaggerated responses to touch. This might be one of multiple causes of “tactile defensiveness,” which appears to be on the rise among children.

Schneider reported being “on the verge of a big finding” regarding a certain form of a gene that makes some monkeys exposed to alcohol in the womb more vulnerable than others.

“The gene regulates a brain chemical,” she explained. “Those monkeys with a certain form, or allele, of the gene experience more problems related to emotional regulation than those who carried a different form of the gene, who were protected or shielded. The gene contains a code to produce a protein that takes a certain brain chemical across a synapse, or space between brain cells, and clears away extra chemical.”

She also cited studies showing that alcohol exposure interferes with cell-to-cell adhesion, so researchers are working on drugs that address this.

While continuing with her primate studies, Schneider welcomes opportunities to deliver some sobering messages to human audiences:

- ◆ “Alcohol is the largest known cause of mental retardation today.”
- ◆ “There is no safe dose of alcohol during pregnancy.”
- ◆ “Stress can exacerbate the effect of alcohol.”

- ◆ “We need more alcohol and drug treatment for mothers.”

While urging pregnant teens to abstain from alcohol, she also offers some reassurances to those who had consumed alcohol before they realized they were pregnant: Child outcomes are determined by a complex combination of risks and preventive factors. Risk factors represent probabilities, not guarantees, that problems will develop.

She also wants to sensitize educators about children who might have attention problems, impulsiveness, and hypersensitivity. “Too often, people label these kids as behavioral problems,” she said.

Children who are properly diagnosed can be taught better self-control and how to deal to some extent with their sensory-processing problems. Medications sometimes help, but Schneider believes that there has been an over-reliance on drugs. She noted that tests now underway with alcohol-exposed monkeys are aimed at determining the effectiveness of varying doses of Ritalin. ■

“There is no safe dose of alcohol during pregnancy.”

–Mary Schneider

RESEARCH BRIEFS

CIRTL begins forums

Despite significant advances in science over the past 300 years, the medieval model of “lecturing down to students” has continued to hold sway in undergraduate science education, according to Carl Wieman, the 2001 Nobel Laureate in physics.

Today, however, science education stands ready to capitalize on new ways of teaching, learning, and measuring results in the classroom, said Wieman, a University of Colorado professor, the keynote lecturer at the first annual forum sponsored by the Center for the Integration of Research, Teaching and Learning (CIRTL), a federally-funded initiative based at UW–Madison’s Wisconsin Center for Education Research (WCER).

“The best hope we have is to use the tools of science to teach science,” he said during a public lecture in the Wisconsin Union Theater. “You can do research on how people learn. It’s not just that there are good teachers and bad teachers, as many people think.”

The two-day CIRTL Forum drew about 240 attendees from more than 67 of the nation’s research universities. Talks, panel discussions, and poster presentations focused largely on providing future science, technology, engineering, and mathematics faculty with good skills in both research and teaching.

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Research Briefs

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CIRTL – directed by Robert Mathieu, UW–Madison professor of astronomy – is a five-year project funded by the National Science Foundation aimed at developing a national faculty in science, technology, engineering, and mathematics committed to implementing and advancing effective teaching practices for diverse student audiences.

To learn more, go online to:
www.wcer.wisc.edu/cirtl/.

SCALE makes strong start

Partners from UW–Madison, the University of Pittsburgh, and four metropolitan school districts have laid the foundation for a \$35-million federally funded initiative to ensure that every K–12 student, every year, experiences high-quality teaching of core math and science concepts and participates in scientific investigation of some depth.

Based at the Wisconsin Center for Education Research, the five-year effort – System-wide Change for All Learners and Educators (SCALE) – capped its first year with three major sessions in November – a “think tank” meeting titled “Learning and Leading Together: Partnership for Sustainable Reform”; the first meeting of SCALE’s National Advisory Board; and a Science Inquiry Learning Conference for SCALE’s four K–12 district partners – Los Angeles, Denver, Providence, and Madison.

SCALE is bringing together mathematicians, scientists, engineers, social scientists, and

education practitioners to build a new approach to reforming K–12 mathematics and science education. This includes improving models of collaboration between K–12 and postsecondary institutions in math and science education.

To learn more, go online to:
www.wcer.wisc.edu/scalemsp/.

Charter schools resources online

The Charter School and Real-World Practices project at UW–Madison’s Center on Education and Work has produced a variety of resources related to high school reform and charter schools. The 2001–2003 project looked at U.S. charter high schools with a special focus on practices that link students to the world beyond the classroom.

The variety of strategies and instructional practices included placement in real-world settings; instruction that brings the outside world into classrooms; learning opportunities beyond the use of conventional classrooms or textbooks; and demonstration of mastery under conditions similar to those in the community and professional world.

The project Web site – www.cew.wisc.edu/charterSchools/ – provides resources for schools interested in adopting similar real-world practices.

Four reports are available electronically (as PDF files) at no cost:

- ◆ **Final Research Report:** Researchers provide ten naturalistic generalizations applicable to the 21 charter schools in the study.
- ◆ **Senior Survey Report:** Students from the class of 2002 were surveyed during their senior year about their perspectives on their charter high school experience.
- ◆ **Graduate Survey Report:** Charter school graduates again offer their views on schooling six months after finishing high school.
- ◆ **Charter School Survey Report:** Twenty-one charter school leaders share information on various programmatic components of their schools.

Information on ordering additional materials also is available.

Resources

The Wisconsin Center for Education Research has launched **WCER TODAY**, a monthly e-mail newsletter for professionals and others who are interested in the latest news about education research.

WCER TODAY includes brief items on new research reports, working papers, and feature stories, with links to full-length documents posted on the WCER Web site.

To receive a sample issue, or to subscribe, send an e-mail to pbaker@wisc.edu.

Public Art Created with Purpose

When spring showers come this year, the rain that lands on the roof of the former Pet Milk factory in Middleton will flow off into a network of downspouts, like those on other buildings.

But instead of ushering the rainwater all the way to the ground, the metal tubes will send the streams cascading down 13-foot trellises fashioned from salvaged trusses and then rushing through concrete and rock-lined channels. This journey will end a few yards away from the base of the 1914 brick building, where sunken gardens will collect and hold the runoff until the ground can absorb every drop.

The ecological design of this drainage system makes it easy to overlook that a pair of UW–Madison faculty members and their graduate assistant created this as a work of art. This project – at an old industrial site redeveloped into modern condominiums called Valencia Lofts – was the first of what promises to be ongoing collaborations for sculptor Gail Simpson and landscape architect Janet Silbernagel.

This, however, was not Simpson's first experience in creating site-based public art. She and her husband, Aristotle Georgiades, associate professor of sculpture at UW–Madison, have worked on many such projects through their collaborative venture, Actual Size Artworks. Many of their installations include utilitarian aspects, such as fences, paths, and seats. Simpson, Silbernagel, and Georgiades are now working together to develop future projects.

"Developing public art is a collaborative process," Simpson explained. "It's a good place for artists who are interested in this" – including sculptors who create large-scale works. "Working in public art is much more social than an artist working alone in the studio. It's much more of a dialogue process."

Since the 1980s, public art has become more site-specific, Simpson noted. As part of the creative process, an artist needs to research and spend time at the site.

Also, she said, "It requires a lot of interaction with the community," including planners, engineers, architects, and landscape designers. The artist's role includes a lot of brainstorm-



MICHAEL FORSTER ROTHBART/UNIVERSITY COMMUNICATIONS

ing and problem solving. "Your job is to respond to other people's concerns and ideas ahead of your own artistic concerns."

"Sometimes it's satisfying, sometimes it's frustrating," Simpson said. For her, it's mostly the former.

Her most satisfying experience was "From Here to There," a 1998 project in which she and Georgiades worked with 14- to 21-year-old male residents at Maple Lane School, a juvenile detention facility in Centralia, Washington. This installation consisted of a 16-foot-high globe representing a vision of the world of possibilities beyond the facility, a 12-foot-high destination pole bearing the names of personal destinations written by the residents, and a path of stepping-stones bearing images of where the residents were from, and where they hoped to go.

Gail Simpson, assistant professor of art, right, and art graduate student Bea Drysdale install sculptural rain gardens at Valencia Lofts in Middleton, a 1914 former commercial building that has been converted to condominiums. Simpson and Janet Silbernagel, associate professor of landscape architecture, used materials salvaged from the renovation to create the functional art.

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Public Art

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“This showed me the value bringing art into the community,” Simpson said. “Art can be a very meaningful conversation. I don’t think art should be just for the people who can afford to buy it.”

With funding from a Vilas Associate grant, Simpson developed a similar project working with 14- to 17-year-old girls at a crisis shelter in Stoughton, Wisconsin. They created stepping-stones, a walking path to a water feature, and panels for a fence that, once installed, will provide more privacy for the facility.

To her surprise, Simpson found working with the girls much harder. Although receptive and creative, the girls wanted to talk more about what they were doing first. The boys, on the other hand, were eager to get to work.

Simpson noted that each project is distinctive, with different sites and people involved.

“You never repeat yourself.”

She noted a 1999 project in which she created a back rail for a skatepark in Lynnwood, Washington. She had to please skateboarders, as well as others in the community. “Kids that age don’t like children’s art,” she said. The skaters specifically told her that they didn’t want rainbows or hot air balloons. The rail includes a stylized image of a skateboarder.

Simpson, an assistant professor who coordinates the Art Department’s foundations area, said she enjoys installations that take place not

in galleries, but in the midst of people going about their daily lives. “Everybody stops and asks what you’re doing.”

Her most unusual site – on a traffic island on North Avenue at Cambridge in Milwaukee – had her working close enough to traffic to feel trucks whizzing by. For this 2003 project, called “Compass,” she recycled a light post to create a “destination pole” featuring a spiraling cluster of signs of unusual shapes and colors related to the neighborhood’s history and personality.

Simpson, who became intrigued by landscaping and land-use issues after moving to the Stoughton area, met her latest collaborator, Janet Silbernagel, at a visual cultures symposium. The pair discovered that they shared an interest of sites in transition. Silbernagel wasn’t aiming to restore such sites, but to do creative landscaping that told their stories.

Together, they won a Graduate School grant to pursue their vision. Their search for a site led to Valencia Lofts in Middleton, where the developer, the Alexander Co., agreed to turn over the landscaping to the UW–Madison artists.

Simpson and Silbernagel, assisted by art graduate student Bea Drysdale, used materials salvaged from the building to create low-maintenance rain gardens. They used metal, glass, and stones from the site to give a unique sculptural treatment to each of the trellises that they had created from old trusses. They also redesigned the patios to include irregular edges and special types of plants in expansion joints.

In addition to working with The Alexander Co., they have also collaborated with the City of Middleton Planning Commission, Watts Landscaping, and Kenneth Potter, a UW–Madison civil and environmental engineering professor who designs rain gardens. ■

Gail Simpson

- ◆ Assistant Professor, UW–Madison Department of Art
- ◆ Foundations Area Coordinator and Teaching Assistant Supervisor
- ◆ M.F.A., School of the Art Institute of Chicago
- ◆ To learn more about Simpson and her work, go online to the Actual Size Artworks site: www.actualsizeartworks.com

Resources

To learn more, go online:

A UW–Madison news release about the Valencia Lofts project:
www.news.wisc.edu/releases/8767.html

An article from the *Wisconsin State Journal* on the Valencia Lofts project: www.dnr.state.wi.us/org/water/wm/nps/rg/WSJ.htm

IN THE ARTS

Rosenberg work gets Emmy nominations

Dances for Television, directed by **Douglas Rosenberg** (associate professor in the Dance Program) and co-produced by Wisconsin Public Television, was nominated for two Regional Emmy Awards, including Outstanding Achievement for Entertainment Programs.

The half-hour program of “screen dances” premiered on WHA Television last April, and includes four works: *Real Boy* by former Bill T. Jones dancer Sean Curran, *Hope* by New York theater artists Amy Sue Rosen and Derek Bernstein, and *Residues* and *Odyssey* by choreographer **Li Chiao-Ping** (professor of dance).

Rosenberg, a nationally recognized video artist who teaches in Dance’s Interarts & Technology Program, spoke about the challenges of translating dance from the stage to the screen in November as part of the Dance Program’s Friday Forum Series.

“I try to use the material a different way,” he told students and others. “Translation makes space for intimacy,” he said, noting that a dance for the screen can amplify elements of the stage version. He pointed out, however, that choreographers – who have a relationship with the original work – aren’t always happy with the video versions.

Mladenoff’s art explores nature

Nancy Mladenoff’s most recent exhibit – *Hush, You Mushrooms*, at the Wendy Cooper Gallery in Madison – featured wall painting, drawings, and photographs that reflect the assistant art professor’s in-depth exploration of the natural world.

“The issue of repulsion/attraction regarding fungi and insects interests me a great deal,” Mladenoff said in her artistic statement. “On a scientific level, they are two of the most important living organisms on the planet, responsible for the majority of the world’s recycling and decomposition as well as the tenuous balance that still exists in the ecosystem.”

Her latest work involves “an interaction between painting and digital photography that deals with the natural world in a more direct manner.”

She explained: “In addition to creating paintings about nature, I have been attempting to make nature part of the artwork itself. For my project in Darmstadt (Germany), I painted on mushrooms both as ephemeral works of painting and as a performance for a live audience. The mushrooms have been digitally documented as the artwork.”

She also became interested in the cultural aspects of mushrooms. “Mushrooms are a significant component of regional folklore as well as the cultural history and folklore of much of Europe and Asia.”

Mladenoff told the *Wisconsin State Journal*: “Part of the fascination for me, both with insects and mushrooms – I’m really attracted to these kind of small, unnoticed things in nature – is that there’s a love-hate relationship with these things. People either love the beauty of them, or they’re disgusted with them.”

Banes celebrates book, recovery

Sally Banes, the Marian Hannah Winter Professor of Theater History and Dance Studies at UW–Madison, returned to campus in October – 18 months after suffering a brain aneurysm and massive stroke, and battling infection after infection.

Besides celebrating her recovery against the odds, Banes marked the publication of *Reinventing Dance in the 1960s: Everything Was Possible* (2003: UW Press), which she edited. The book, with a foreword by Mikhail Baryshnikov, is a collection of essays on the work of such groundbreaking choreographers and performers as Meredith Monk, Anna Halprin, and Kenneth King, and companies such as the Judson Dance Theater in Los Angeles.

Banes spoke briefly about her book at a special event at Lathrop Hall. “People should pay attention to this work – no one is making

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Douglas Rosenberg



Nancy Mladenoff paints a mushroom during an art event in Germany.

In the Arts

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dances like this anymore,” she said. “Today, the emphasis is on heroics – big works. In the ‘60s, you saw dances about ordinary, everyday occurrences. I find that type of choreography enormously energizing.”

Banes also offered advice for others confronted with setbacks: “I sat down one day and made a list of things I wanted to accomplish by this fall. Then I took them one step at a time. Each individual step might not have seemed like much – standing up straight, being able to walk on my own without a walker. But taken together, they add up.”

She also drew inspiration from **Li Chiao-Ping**, professor of dance, who recovered from serious injuries sustained in a January 1999 car accident and resumed performing.

Koykkar compositions recorded

Several compositions by professor **Joseph Koykkar**, professor and music director for the Dance Program, have been recorded or featured in recent performances:

- ◆ School of Music faculty recorded *Musica Per Due* for a CD on the Equilibrium label.
- ◆ New York’s North/South Consonance Ensemble is recording *Out Front* for release this spring.

- ◆ Florida International University’s new music ensemble performed *Double Take*, for chamber ensemble at the College Music Society Conference in October.
- ◆ The Robin Cox Ensemble performed *For Mallets and Strings* for the Loretta Livingston Dance Company in Los Angeles in May.
- ◆ *Cosmic Code*, Koykkar’s major work for ensemble, video and interactive technologies, premiered last March at the statewide conference of the Wisconsin Alliance for Composers focusing on Music Technology and Media, which he hosted.

Hitchcock works internationally

John Hitchcock, assistant professor of art, collaborated with Dominic Thorburn of the Rhodes University School of Fine Art in Grahamstown, South Africa, last August to organize and present *Cross-Cultural Identities: An Artist Print Exchange Between South Africa and North America* – a portfolio of 17 prints on exhibit at the South African Museum in Cape Town.

While in South Africa, Hitchcock attended the 3rd IMPACT International Print Conference at the Michaelis School of Fine Art, University of Cape Town, and presented two artist lectures at the Michaelis School of Fine Art and the Community Arts Project.

In September, Hitchcock created an onsite installation in Darmstadt, Germany, for the garden exhibition biennial in the TransitARTen - Vogelfrei 5, Kunstentdeckungen in Privatgärten. He also presented two public art talks.

During the fall semester, Hitchcock also was a visiting artist at several universities – Northern Illinois University, Xavier University Art Gallery in Cincinnati, Bemidji State University in Minnesota, and West Virginia University – where he created a series of new prints, critiqued student works, and lectured about his current research. ■

Resources

The Arts on Campus Web site – www.arts.wisc.edu/ – provides quick access to art information on the UW–Madison campus, including news, a calendar of events, performances, and exhibits, and links to the sponsoring units.

The Arts on Campus Web site is a collaborative project sponsored by the Arts Institute and University Communications in cooperation with campus arts units – including the Department of Art and the Dance Program in the School of Education – and organizations, and with the support of the Evjue Foundation.

Love of Art, Books Merge

No one can accuse Rachel Melis of being timid. Melis, who grew up in a family of artists along Lake Superior's forested south shore, had produced her own fine arts book for children – *Taste the Light* – during her summer internship in Stockholm, Wisconsin, with Gaylord Schanilec, a master of centuries-old engraving and printing techniques.

Then, after arriving at UW–Madison to pursue her master of fine arts degree, she discovered a place that reflected her passion for children's books, the Cooperative Children's Book Center (CCBC). One day, she walked in and offered one of the 68 copies of *Taste the Light* for the CCBC's Wisconsin Authors collection.

Her timing couldn't have been better.

"We were so impressed with the book and with Rachel's commitment to children's literature that we asked if she would be interested in designing the CCBC's 40th anniversary edition of the Charlotte Zolotow Lecture," said Kathleen Horning, director of the CCBC, a specialized library of the School of Education.

The Charlotte Zolotow Award and Lecture – which are presented each year in separate programs – were established in 1998 in honor of Zolotow, a distinguished children's book editor and author who attended UW–Madison. Art professor Phil Hamilton, who designed the Zolotow Medal, had been urging the CCBC to publish the annual lecture as a fine press publication. To celebrate the library's 40th anniversary, the Friends of the CCBC embraced that idea.

Melis, a student of Hamilton's, had attended the 2002 Zolotow Lecture, by Kevin Henkes, a popular author/illustrator of children's books who also had studied with Hamilton. "All the pieces seemed to fit," said Horning, who approached Melis.

"It was totally out of the blue for me," said Melis, who undertook the project as an independent study, guided by Hamilton.

She selected the type and paper – including the intricately designed end paper, which had to be shipped from Italy. She recruited other students to help with some of the tasks. She printed, cut and attached the title – *An Equivalent Happiness: Making It Out of Childhood* – to the textured, hand-folded red cover of each of the 950 copies.

"The enormity of this project still has not sunk in," she said. "Kevin Henkes wrote me this wonderful thank you letter for doing it. He said he loves to look at it and hold it. That's what's neat about fine arts books – they appeal to the senses."

"Everyone has been very pleased with the book," Horning said. "Perhaps the most heart-warming response, however, has come from Charlotte Zolotow herself. Kevin Henkes' former editor, Susan Hirschman, is a good friend of Charlotte's and happened to be

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Rachel Melis' artistic exploration of savannas included the children's fine art book shown here. Her exhibit, *Savanna*, featured prints, artists' books, and installations focusing on the art of the place and placement – nature and our perceptions of nature.



Rachel Melis displays the children's fine arts book she created in collaboration with writer Emily Carlson. The book was part of *Savanna*, her recent exhibit at the UW–Madison Arboretum Visitor Center.

PHOTO BY KERRY G. HILL

Rachel Melis

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visiting her on the day the finished publication arrived in the mail. Susan reported that Charlotte was ecstatic about it, and kept holding the booklet, turning the pages, and stroking the paper, saying over and over again how beautiful it was.”

In addition to children’s books, Melis also has a passion for nature, rooted in her childhood around Port Wing, Wisconsin, and nurtured through prairie studies at Grinnell College in Iowa, where she did her undergraduate work. At Grinnell, she was torn between English and art, eventually settling into print-making and book arts.

“I want to do art about ecosystems and the native world,” she said. Her more recent exhibit, *Savanna*, reflects that. *Savanna* – which ran through November and December at the Steinhauer Trust Gallery at the UW–Madison Arboretum Visitor Center – featured her

prints, artists’ books, and installations that focused on nature and perceptions of nature.

In her artistic statement, she noted: “In researching savannas, I discovered that many people have searched for ways, whether general and philosophical or specific and statistical, to locate restorable oak savannas – an ecosystem that once covered most of southern Wisconsin. They generally conclude that oak savannas, while sharing a few constant features, inherently defy clear definition.”

Melis included in the exhibit a children’s fine arts book created in collaboration with Emily Carlson, a fellow Grinnell alumna, who writes for UW–Madison’s news service.

With one more exhibit this spring to complete her degree, Melis aspires to teach at the college level in an interdisciplinary setting. “Children’s books will be in there too,” she added, noting the uncertainty of whether she’ll produce children’s books as a sideline or whether that eventually will displace teaching as her primary pursuit.

“I always wanted to do writing and art,” she said. She recalled that her parents, Gregory and Terese Melis, always encouraged her interest in children’s books, and still give them to her as gifts.

A prestigious Beinecke Brothers Memorial Scholarship gave her the opportunity to pursue graduate studies in book arts, which brought her to UW–Madison.

Melis started a bit earlier than planned so that she could take a four-week course in illustration from Peter Sís, an internationally recognized author/illustrator of children’s books. An Arts Institute residency had brought Sís, a Czech native, to UW–Madison during the summer of 2001. It was through this course that Melis met Kevin Henkes and learned about his work.

She also engages her passion for printing by working under the tutelage of Tracy Honn at Silver Buckle Press, the working letterpress museum housed in Memorial Library.

Her adviser, art professor and department chair Jim Escalante, described Melis as “one of the most convincing students that I have worked with when it comes to speaking her passion for the content of her work.” ■

SHARE YOUR GOOD NEWS

Campus Connections welcomes news about the latest activities and accomplishments of alumni, faculty, and staff of the UW–Madison School of Education to share with colleagues, classmates, and others.

An online submission form is available on the School’s Web site at: www.education.wisc.edu/alumni/frm_submissions.asp

Items also may be sent by mail to:
Campus Connections
UW–Madison School of Education
Box 21 Education Building
1000 Bascom Mall
Madison, WI 53706–1398

Or via e-mail to: soenews@education.wisc.edu

All submissions should include your full name (plus the name you used as a student, if different), mailing address, phone number, and e-mail address.

Alumni should include their School of Education degree(s) and year of graduation; faculty and staff members should include their title and department/unit.

Wiley cites action research collaboration

An ongoing initiative to promote action research by teachers in the Madison Metropolitan School District was among eight university-community partnerships honored by Chancellor John Wiley for their innovative approaches to community service.

Since 1990, the School of Education has provided technical assistance and support to 800 Madison teachers and staff developers who engage in action research. The key goal of this collaboration is to empower teachers and show that they can produce knowledge that is valuable for others.

The Madison Metropolitan School District/UW–Madison Action Research Partnership and seven others were recognized at the seventh annual University and Community Partnerships Reception on July 16.

These partnerships “demonstrate the impact of the Wisconsin Idea at the local level, and show that the mission of our university can uplift individuals, families, neighborhoods and communities in sustainable ways,” said LaMarr Billups, UW–Madison director of community relations and special assistant to the chancellor.

Ken Zeichner, Hoefs-Bascom professor of education and associate dean of the School of Education, and Cathy Caro-Bruce of the Madison Metropolitan School District, reported that participation in action research has:

- ◆ Energized teachers, increasing their confidence and giving them a greater sense of control over their work.
- ◆ Prompted more teachers to view their teaching in a more analytic, focused, and in-depth way.
- ◆ Convinced teachers of the importance of collaborating with colleagues.
- ◆ Inspired teachers to become more learner-centered in their practice, in part, as a result of gathering data from their students.
- ◆ Made teachers more willing to let their students participate in decision making about classroom affairs including curriculum issues.

Zeichner and Caro-Bruce also noted that teachers have seen improvements in pupil attitudes, involvement, behavior, and/or learning

as a result of specific actions taken as part of their research.

In past years, other School of Education partnerships have been recognized, including the SHAPE (Students Helping in the Advancement of Public Education) tutoring program, the PEOPLE (Pre-college Enrichment Opportunity Program for Learning Excellence) Program, the Madison Professional Development School Partnership, and Technology and the Arts (a pre-college program for students in grades 5–8). ■

Bowman honored as entrepreneur

Nicole R. Bowman, a Ph.D. candidate in educational administration at UW–Madison, was named “Student Entrepreneur of the Year” at the U.S. Department of Commerce’s 2003 Minority Economic Development Week Conference, held September 28–October 1.

This marked the first time that this award, from the Commerce Department’s Minority Business Development Agency, has gone to a Wisconsin resident and Native American.

Bowman, of the Stockbridge-Munsee Band of the Mohican Tribe, owns Shawano-based Bowman Performance Consulting LLC, which she launched in 2001 to provide consulting services in educational research, curriculum development, program evaluation, and organizational development for state, tribal, federal, and private organizations. She also offers professional development training, technical assistance, fund development, and business planning and development services.

Bowman’s Ph.D. studies focus on culturally relevant research and evaluation methods for the educational achievement of Native Americans and other at-risk populations. She expects to complete her dissertation by next fall.

She has a B.A. from St. Norbert College in early childhood and elementary education and an M.Ed. from Lesley College in curriculum and instruction. ■

ALUMNI UPDATES *(Listed by year of first degree)*

Elizabeth M. Roberts (M.S. '50 in physical education, Ph.D. '60 in physiology and physical education, professor emerita in kinesiology) gave an invited presentation on the research conducted by her and her students at UW–Madison, during the University of Toronto's centennial celebration of the graduation of Clara Benson, the first woman to earn a doctorate in chemistry.

John Feldhusen (M.S. '55 in educational administration, Ph.D. '58 in educational psychology) received a lifetime achievement award from the Mensa Education and Research Foundation for his work in the field of human intelligence, giftedness, and creativity. Feldhusen, the Robert B. Kane Distinguished Professor of Education Emeritus at Purdue University and founder of Purdue's Gifted Education Resource Institute, received the Alumni Achievement Award from the UW–Madison School of Education in 1992.

Thomas Malone (B.S. '61, M.S. '63 in art) was among the ceramists featured in *21st Century Ceramics in the United States and Canada*, a fall 2003 exhibition at the Canzani Center Gallery at the Columbus (Ohio) College of Art & Design. Malone is an emeritus professor at Illinois State University, retiring in May 2001.

Margo Hemphill Kren (B.S. '66 in art), who retired this year from her position as professor of art at Kansas State University, showed her work in fall 2003 at the Olsen-Larsen Galleries in West De Moines, Iowa. She also traveled to Australia to present slide lectures at the Northern Territory University in Darwin and Deakin University in Melbourne.

Mary Stieglitz (Ph.D. '72 in curriculum and instruction), professor of art and design at Iowa State University, has been named the Distinguished Arts and Humanities Scholar for 2003–04 in the university's new Center for Excellence in the Arts and Humanities. The award provides Stieglitz with a leave for the spring 2004 semester to pursue her research interests. Stieglitz, who has been on the faculty since 1997, works in both traditional and digital (wide format) photography, and researches imaging history.

Katherine Kainz (M.S. '75 in counseling and guidance) has taken a position as a staff psychologist at Olmsted Medical Center in Rochester, Minnesota. Kainz recently completed a Ph.D. program in Psychology at Saybrook Graduate School and Research Center. Her dissertation research, *Barriers and Enhancements to Physician–Psychologist Collaboration*, was published in the American Psychology Association journal, *Professional Psychology Research and Practice*.

Linda R. (Brandy) Larson (B.S. '78 in art education, M.A. '79, M.F.A. '80 in art) spent the 2001–03 school years teaching art at the Üsküdar Amerikan Academy in Istanbul, Turkey. She organized an art and letter exchange between fifth graders at Üsküdar Amerikan and Sandy Bank Primary School in Treasure Beach, Jamaica, where she has taught art as a volunteer since 1996.

What Are You So Grumpy About? by author/illustrator **Tom Lichtenheld** (B.F.A. '79 in art) has been named one of the Best Children's Books of 2003 by *Child Magazine*. Lichtenheld's interest in books began in UW–Madison's Art Department, while studying book arts with professor **Walter Hamady**. *Grumpy*, published by Little Brown, is Lichtenheld's third book. *Newsweek* selected his first, *Everything I Know About Pirates*, as one of the best children's books of 2000.

Deborah B. Cureton (Ph.D. '80 in curriculum and instruction) received a University of Wisconsin System Women of Color Recognition Award for her contributions to her campus and community. Cureton has served as dean of UW–Richland since July 2001.

Peter Kloosterman (M.S. '80, Ph.D. '84 in curriculum and instruction) has been appointed executive associate dean of the School of Education at Indiana University's Bloomington campus. Kloosterman, a professor of mathematics education, has served in many leadership roles, including department chair of curriculum and instruction and chair of the university's committee on teacher education.

Paul Sandrock (M.A. '81 in education and Spanish), the Wisconsin Department of Public Instruction's world languages education consultant, recently received national recognition for his role as the state's foreign language education supervisor. Sandrock, who has served in his current capacity since 1992, received the first Pearson–Prentice Hall/National Council of State Supervisors of Foreign Languages (NCSSFL) annual State Supervisor of the Year Award.

Kim Fenske (B.S. '81 in social studies education) has joined the Madison office of American Express as a personal financial advisor. Fenske, who received a law degree from UW–Madison in 1990, was previously employed by the Ho–Chunk Nation.

Kris Hall (Ph.D. '95 in educational administration) has become executive director of equity operations and school services for the Dubuque, Iowa, Community School District. Hall served for nine years as principal of Table Mound Elementary School in Dubuque.

Bob Tarrell (M.F.A. '95 in art) was honored as the 2003 Art Educator of the Year by the 600-member Wisconsin Art Education Association. Tarrell, an associate professor of art at Edgewood College in Madison, says he strives “to prepare all students to incorporate the benefits of the visual arts into their lives.”

Grace A. Balwit (Ph.D. '97 in curriculum and instruction) recently retired from George Fox University, Newberg, Oregon, after teaching for nine years in the School of Education. During that time, she developed an initial teaching license program for non-traditional students and taught in the graduate programs in reading and literacy. She taught in the Marinette (Wis.) Public Schools from 1970 to 1994. As her first “retirement adventure,” she was headed to Namibia to help teachers and students in the Okahandja schools develop literacy-teaching strategies.

FACULTY/STAFF HONORS

Alberta M. Gloria, associate professor of counseling psychology, received the 2003 Kenneth and Mamie Clark Award for Outstanding Contribution to the Professional Development of Ethnic Minority Graduate Students. The American Psychological Association of Graduate Students (APAGS) sponsored this award to recognize ethnic minority psychologists.

Kent Peterson, professor of educational administration, received a Distinguished Service Award from the Association of Wisconsin School Administrators (AWSA) for his contributions towards the advancement of the profession. Known for his work in educational leadership, Peterson has made presentations at AWSA conferences and consulted with AWSA on numerous projects, including the Wisconsin School Leadership Academy and the creation of a model principal mentorship program.

Kenneth M. Zeichner, Hoefs-Bascom professor of curriculum and instruction and associate dean of the School of Education,

is listed as one of the most-cited education researchers of the last two decades, according to a recent citation survey by Thomson ISI, a leading citation indexing company. Citations of published research are key indicators of the influence of scholarly work. The survey, which covered 21 fields, listed 29 UW–Madison faculty members from a broad range of disciplines, from the natural sciences to the social sciences, education and engineering.

Adam Gamoran, professor of education policy studies and sociology and chair of the Department of Sociology, was elected to the National Academy of Education, which consists of up to 150 members elected on the basis of outstanding scholarship or outstanding contributions to education. At the Wisconsin Center for Education Research, he has completed a variety of studies on school organization, tracking and ability grouping, student achievement in English, mathematics, and science, and school reform.

BOOKSHELF

New books by faculty, staff, and alumni of the School of Education:

The State and the Politics of Knowledge, by **Michael W. Apple** (John Bascom professor of curriculum and instruction and educational policy studies). New York: RoutledgeFalmer, April 2003.

Athletic Training Student Primer: A Foundation for Success, by **Andrew P. Winterstein** (director of Athletic Training Education Program, Department of Kinesiology). SLACK, Inc., October 2003.

The Deep Approach: Second Languages for Community Building, edited by **Francois Tochon** (professor of French and curriculum and instruction) and **Denise M. Hanson** (faculty associate in curriculum and instruction). Madison, Wis.: Atwood Publishing, May 2003.

L'Effet de L'Enseignant Sur L'apprentissage en Groupe (Teacher's Impact on Group Learning), by **Francois Tochon** (professor of French

and curriculum and instruction) Paris: Presses Universitaires de France, May 2003.

Desire and Decline: Schooling Amid Crisis in Tanzania, by **Frances Vavrus** (Ph.D. '98 in curriculum and instruction). New York: Peter Lang Publishing, 2003.

Glimpses: Short Tales of Ellen and Friends (e-book), by **Ruth Ticktin** (B.S. '74 in dance therapy), Writers Closet, division of TrakSoft Inc., 2003.

Different by Design: The Context and Character of Three Magnet Schools (Sociology of Education Series), by **Mary Haywood Metz** (professor and department chair of educational policy studies). New York: Teachers College Press, July 2003. (Re-issue of earlier work with new introduction that places the book in the context of present-day educational debates.)

"Exploring Cultural Challenges to the Integration of Technology," by **Jo Ann Carr** (director of the Center for

Milestones

Advancement from assistant to associate professor: Bernadette Baker, curriculum and instruction; Brian Bottge, rehabilitation psychology and special education; Derrick Buisch, art; Gary Diffie, kinesiology; Kreg Gruben, kinesiology; Theresa Marche, art; Julie Mead, educational administration; Douglas Rosenberg, kinesiology; Amy Stambach, educational policy studies.

Advancement from associate to full professor: Stacey Lee, educational policy studies; Li Chiao-Ping, kinesiology.

New tenure-track faculty: Kimberly Howard, counseling psychology; Kurt Squire, curriculum and instruction; Patricia Burch, educational policy studies; Philip Scruggs, kinesiology; Lisa Colbert, kinesiology; Julia Wilbarger, kinesiology.

Instructional Materials and Computing), in *Leadership, Higher Education and the Information Age: A New Era for Information Technology and Libraries*, edited by Barbara Dewey and Carrie Regenstein. Chicago: Neal-Schumann Publishers, May 2003.

Governing Children, Families and Education: Restructuring the Welfare State, by **Marianne Bloch** (professor of curriculum and instruction), **Thomas Popkewitz** (professor of curriculum and instruction), Kerstin Holmlund, and Ingeborg Moqvist. New York: Palgrave Macmillan, December 2003.

Educational Partnerships and the State: The Paradoxes of Governing Schools, Children, and Families, by **Barry Franklin** (Ph.D. '74 in curriculum and instruction), **Thomas Popkewitz** (professor of curriculum and instruction), and **Marianne Bloch** (professor of curriculum and instruction). New York: Palgrave Macmillan, December 2003.

Thriving Online Community Focuses on Children's Literature

"We get a wide range
of perspectives."

-Kathleen Horning

During a discussion of Native American literature in October 1999, Joseph Bruchac mentioned that *Bowman's Store*, his critically acclaimed memoir, went out of print not long after it was first published. Bruchac, an Abenaki Indian who has written more than 50 books for young readers, noted that works by Native American authors are hard to find.

Bruchac's comments were not lost on the online community where this discussion occurred. Members who wanted to read his book complained about the difficulties of obtaining copies. These exchanges prompted one small publisher, Lee & Low Books, to re-issue *Bowman's Store* in 2001.

This episode signaled that this vibrant community had emerged as a recognized, influential voice in the world of literature for children and young adults. United by common interests and linked by information technology, the community – CCBC-Net – today has nearly 2,000 members from around Wisconsin, across the United States, and as far away as Australia.

The Cooperative Children's Book Center (CCBC) – a non-circulating examination, study, and research library specializing in children's and young adult literature, based in the UW–Madison School of Education – launched its online forum in 1995, using then-new listserv technology to encourage awareness and discussion of issues relevant to literature for younger readers.

"CCBC-Net brings people from different backgrounds together to talk about children's books," explained Kathleen Horning, CCBC director. "We get a wide range of perspectives" – including university students and faculty, teachers, school and public librarians, curriculum consultants, school and library administrators, writers, artists, publishers, critics, early-childhood educators and care providers, and booksellers.

"People really like the sense of community," Horning said. "Children's literature aficionados can feel isolated," she added, noting that many school librarians and children's specialists don't have opportunities where they work to engage in deep conversations about children's literature.

"Every month, we have a particular theme that we're discussing," with themes announced well in advance, Horning said.

Every December, members talk about the best books of the year. January, February, and March discussions focus on books that have received or been nominated for various national honors. Discussions occasionally have been devoted to specific authors, such as Robert Cormier, Peter Sís, Marc Simont, and Virginia Hamilton. Other topics have included literature about community, books on the big screen, Harry Potter, poetry, Canadian authors, Australian children's literature, humor, creative nonfiction, sports books, history through nonfiction, and nonlinear narratives.

Except for a few days at the beginning of each month for posting announcements, participants limit exchanges to the theme. Discussions – which are archived on the CCBC's Web site – continue throughout the year, although some subscribers log off for the summer.

Horning noted that many online discussion groups look with disfavor at "lurkers" – individuals who monitor the exchanges but don't contribute – but stressed that's not the case with CCBC-Net. She said many subscribers rely on CCBC-Net to stay informed and often use what they've learned online for their offline discussions.

"Everywhere we go, we hear people who want to continue the conversations started on CCBC-Net," she said. ■

To learn more about CCBC-Net, including how to subscribe, go online to: www.education.wisc.edu/ccbc/listserv.htm.

Consortium links UW, K-12 districts

School districts across Wisconsin now have a greater voice in programs developed by the UW-Madison Office of Education Outreach, thanks to a regional consortium launched in September.

This network is designed to serve educators in areas of Wisconsin not previously reached by UW-Madison programs. Outreach programs are being delivered through 10 regional sites across the state, using a variety of modes, including face-to-face instruction, Internet, BadgerNet broadcast, and videoconferencing.

“With our great faculty and staff resources and outstanding research base, we can bring quality UW-Madison programs to Wisconsin school districts without the travel and time constraints associated with programs offered on the Madison campus,” said Steven Lanphear, assistant director of the Office of Education Outreach.

Consortium members include five school districts – Green Bay, Kettle Moraine, Mequon-Thiensville,

Watertown, and Wisconsin Rapids – and five Cooperative Educational Service Agencies (CESA) – Districts 2, 3, 4, 8, and 10.

In September, representatives of the members and UW-Madison staff met to discuss themes and logistics of programming. Members continue to provide ongoing input on the professional development needs of K-12 schools.

During its initial semester, two UW-Madison programs – “The Mentoring Year” and the “Instructional Technology Coordinators Update Series” – were offered through consortium sites. Lanphear said that efforts were underway to greatly increase the offerings for the spring and summer terms. ■

For more information, contact Steven Lanphear by phone at (608) 262-0589 or via e-mail at slanphear@education.wisc.edu.

RESOURCES

Center for Instructional Materials and Computing

The Center for Instructional Materials and Computing (CIMC), a specialized library of the UW-Madison School of Education, provides access to education resources and materials and instruction in information technology literacy to Wisconsin educators.

“Much of the CIMC’s new Web site – <http://cimc.education.wisc.edu/> – should be of interest to educators,” said Jo Ann Carr, CIMC director. She notes that the home page includes a direct link to information for K-12 educators.

Carr cited other areas that teachers especially might find useful:

- ◆ Professional resource information on topics ranging from children’s literature and clipart to lesson plans, curriculum guides, education funding resources, plus an education journals database; and information on standards, technology, testing and measurement: http://cimc.education.wisc.edu/ed_info/index.html
- ◆ Webliographies with links on themes commonly taught in a particular month: http://cimc.education.wisc.edu/ed_info/webliographies/index.html
- ◆ Technology tutorials for teachers: <http://cimc.education.wisc.edu/computing/tutorials/index.html>

“We would find it very helpful to know what resources teachers find most useful so that we can further develop our ‘Information for K-12 Educators’ section to meet their needs,” Carr said.

Office of Education Outreach

The UW-Madison Office of Education Outreach works with faculty to develop workshops, conferences, distance learning courses, seminars, and institutes on a wide range of topics that reflect the mission and activities of the School of Education.

Upcoming offerings include: “What do I do when...?” Strategies for Managing Student Behavior, February 20; Middle Level Literacy Survival Skills: Differentiation to the Rescue, March 2; Anyone Can Fly: Educational, Social, and Personal Expression Through Quilts, March 6-7; Creating Responsive Learning Communities: Structuring Schools and Classrooms for the Success of All Learners, March 29-30; Student-Centered Programs to Address Serious Problem Behavior, April 2.

Information on upcoming programs is available on the Education Outreach Web site: www.education.wisc.edu/outreach/. Or contact the Office of Education Outreach by calling (608) 263-5140 or via e-mail to outreachinfo@education.wisc.edu. ■

Good Games

continued from page 5

That is why organizations like the U.S. Army and the National Alliance (a Neo-Nazi organization), and others of every ideological stripe have designed games. They know that games are powerful devices to teach people how to feel and believe like the type of person the organization wants to recruit. This does not mean that the player will actually become that type of person, but the player will have lived inside that kind of person's skin. Would that schools used such power to recruit scientists or social workers.

Many parents today use computers, games, media, activities, and books to accelerate their children's cognitive development outside of school. But I want to add a proviso: Parents must ensure that kids play games proactively, that is, that they think about the design of the game, the types of thinking and strategies it recruits, its relationship to other games, books, movies, and the world around them.

Kids should also be fully engaged in other tasks, like drawing, writing, and social activities. Kids today very often do just this. *Blue's Clues* is a game, a show, books, and activities. Six-year-olds play *Age of Mythology*, take books out of the school library on mythology, enact mythological characters in play and drawing, and relate them to their favorite superhero characters. They also go outdoors and play sports.

While games will eventually allow students to learn content, such as chemistry or history, by living in worlds and taking on identities that require them to learn, value, and use such content, games also have a great potential to get players thinking about moral values. Many good games, like *The Elder Scrolls: Morrowind* or *Star Wars: Knights of the Old Republic*, involve making choices about what type of character the player wants to be and what values the player wants that character to embody. These choices make the game different for each player.

Q: What are the most interesting and/or surprising responses your book has received in scholarly circles and beyond?

Gee: I had expected lots of negative reaction to the book based on the media obsession with violence in video games. However, the reaction to the book so far has been almost entirely positive. The book has been discussed on lots of Internet sites, on radio shows, and in several magazines. I have gotten lots of e-mail from businesses that want to put games into schools, though I have stayed away from endorsing any companies or taking money from them, since I don't want my advocacy for games to be seen as self-serving.



The most interesting e-mail I have received has been from teenagers, many of whom have sent thoughtful responses. Several have told me they already had all the ideas in my book and regretted I had beaten them to the punch. I told them that I am just an immigrant in the video game world; they are the true natives and will make the really important academic contributions in this area.

Q: Has your work prompted others to begin paying serious attention to this area?

Gee: I knew when I wrote the book that this was going to be a real growth area. New assistant professors are from a generation that grew up with games, and many want to study them. Every day, more and more people are taking games seriously as a cultural, social, and cognitive phenomenon. I think my book is convincing some older academics to take a closer look at games and to take them more seriously. But younger academics and gamers see my book as supporting a cause many of them already believe in.

Q: What are your next steps?

Gee: I will continue to work in this area for at least the next few years. We have started a game research lab in the Teacher Education Building, where we have graduate students working on games and learning. We have hired a new young faculty member who specializes in game research, Kurt Squire. Kurt is probably the best young game scholar in the country and we are very lucky to have him. I want to establish game research here as a graduate study area, to put together teams of faculty, students, and designers who can build new theories and practices around games, not just for schools, but for families, workplaces, and communities. ■

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Animated Visions

Professor George Cramer, left, watches students Kelly Farrow, right, and Tusy Culos, center, work on an animation project during a summer class in the Department of Art's computer lab in the Mosse Humanities Building. The immensely popular class – Introduction to 3-D Modeling and Animation – draws students from a wide range of fields on campus, from art and graphic design to engineering and computer sciences. Cramer (M.F.A.'70), who created the course in 1996, retired after the summer 2003 semester, but the department plans to continue offering the course.



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