

Campus CONNECTIONS

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

**Learning science
by doing science**

UW-led SCALE
initiative promotes
immersion
experiences for
all K-12 students.



THE UNIVERSITY
of
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MADISON

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For Alumni & Friends of the
University of Wisconsin–Madison
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Office of External Relations

Julie Underwood
Dean of the School of Education

Henry Lufler, Jr.
Associate Dean for
External Relations

Kerry G. Hill
Editor

Nancy J. Nelson
Alumni Coordinator

Judy Holt
Public Relations Coordinator

John Graham
Web Manager/Graphic Designer

Jennifer McFarland
Development Director

DESIGN AND PRODUCTION
Nancy Brower, Stephanie Stone
University Communications

CORRESPONDENCE AND ADDRESS CHANGES

Box 21, Education Building
1000 Bascom Mall
Madison, WI 53706-1398
(608) 265-2831
FAX: (608) 265-5813

soenews@education.wisc.edu

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David Sleasman

UNIVERSITY OF WISCONSIN–MADISON SCHOOL OF EDUCATION DIRECTORY

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www.education.wisc.edu/art

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School again fares well in U.S. News rankings

The breadth of quality graduate programs at UW–Madison is evident in the latest academic rankings released by *U.S. News and World Report*, which placed 33 UW–Madison programs among the nation’s top ten, led by the School of Education.

The areas covered by the 2007 issue of *America’s Best Graduate Schools* included education and the sciences. The magazine also ranks specific programs within each of these disciplines.

The School of Education ranked seventh in the nation (tied with the University of Pennsylvania), up from ninth in last year’s rankings. Over the years, the School has consistently ranked among the top ten.

As in previous years, the School’s core programs fared well in specialty rankings, based on a reputational survey of the nation’s education school deans. The deans rated UW–Madison:

- ◆ First in three areas – administration, curriculum and instruction, and educational psychology.
- ◆ Second in two areas – elementary and secondary education.
- ◆ Third in education policy.
- ◆ Seventh in two areas – counseling and vocational/technical education.
- ◆ Tenth in special education.

“Our goal is consistent excellence, and this is just one indication that we are achieving that,” says Dean Julie Underwood.

Also of note are two disciplines within the School included in the *U.S. News* guidebook that were last ranked in 2003:

- ◆ First in printmaking (art).
- ◆ Second in rehabilitation counseling.

The latest rankings also point to UW–Madison’s strength in the sciences:

- ◆ Chemistry, seventh overall, with top ten specialties in analytical (fourth), biochemistry (sixth), inorganic (eighth), organic (eighth), physical (eighth), and theoretical (ninth).
- ◆ Computer science, ninth overall, with top ten specialties in systems (seventh) and programming language (10th).
- ◆ Biological sciences, 12th overall, with top ten specialties in microbiology (third) and ecology/evolutionary biology (eighth).
- ◆ Earth sciences, 15th overall, with the geology specialty rated ninth.
- ◆ Mathematics, 14th overall, with top ten specialties in logic (fourth), statistics (fourth), and algebra (ninth).
- ◆ Physics, 16th overall, while the plasma physics specialty was ranked fourth.

UW–Madison also was ranked 11th for library and information studies, with top ten specialties in services for children and youth (fifth) and archives and preservation (eighth). ■

For more information, go to the U.S. News & World Report website: http://www.usnews.com/usnews/edu/grad/rankings/edu/eduindex_brief.php.

PHOTO BY DAVID SLEASMAN



ON THE COVER: A fourth-grade student prepares to check materials for a hands-on exercise as part of an electricity and magnetism immersion unit in the Madison Metropolitan School District. Story on Page 2.

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Taking science to a higher level

Initiative striving for quality on a large **SCALE**

PHOTO: DAVID SLEASMAN



Across the nation, advanced-level science courses engage high school students in the intellectual process of scientific inquiry. In these selective classes, students get firsthand experience in formulating questions, conducting experiments, collecting and analyzing data, and communicating their findings.

Such rich experiences – in which students become active learners, not passive recipients of information – nurture a deeper understanding and appreciation of science, and even spark career interests. Why then should this engaged type of learning be available only to students who have been identified as high achievers? Why can't all students – from the elementary grades through high school – have opportunities to do real science?

Fourth-grade students in the Madison Metropolitan School District work on an immersion unit on electricity and magnetism that was developed through the SCALE partnership.

Wouldn't this hands-on approach generate greater interest – and higher achievement – than having students trying to digest material from textbooks? Terrence Millar, UW–Madison professor of mathematics, believes that it would – and he's not alone. Millar is the project director and principal investigator of an ambitious, federally funded initiative to infuse this approach to science and mathematics instruction into K–12 schools. The project – called System-wide Change for All Learners and Educators (SCALE) and based at UW–Madison's Wisconsin Center for Education Research (WCER) – is showing promising results.

SCALE – an appropriate acronym for such an enormous undertaking – was launched in 2003 with a five-year, \$35 million Math and Science Partnership (MSP) award from the National Science Foundation – one of the largest grants that NSF has ever awarded and one of the largest federal grants that UW–Madison has ever received. The project began with a core partnership consisting of three universities – UW–Madison, California State University–Dominguez Hills (CSUDH), and University of Pittsburgh (in the Institute for Learning and the Learning Research and Development Center) – and four urban public school districts – Los Angeles, Denver, Madison, and Providence.

"We're trying to improve student understanding of science and math," explains Millar, who describes SCALE as "a change agent" at work on multiple levels. By using its funds to leverage ideas and expertise, this massive enterprise continues to grow in complexity and reach. Authority and responsibilities have been distributed among more than 50 working groups that cut across institutional boundaries and increasingly are becoming integrated within the participating school districts and universities.

SCALE's activities have been enhanced by other funding, such as the CSUDH's \$4.9 million Quality Educator Development grant from the U.S. Department of Education to support the initiative in the Los Angeles Unified School District.

The project's working groups bring together mathematicians, scientists, engineers, social scientists, and education practitioners



PHOTO FROM VIDEO BY DAVID MARCOU

from the K–12 and university levels to focus on a single vision: "To make it the rule, instead of the exception, for every student, every year, to experience high-quality teaching of core mathematics and science concepts and to participate in a scientific investigation of some depth."

In pursuit of this vision, the SCALE groups are working on a range of activities:

- ◆ To identify and implement strategies to reduce the performance gap in mathematics and science K–12 associated with gender, ethnicity, and special education students.
- ◆ To improve pre-service and in-service mathematics and science professional learning.
- ◆ To improve collaboration between K–12 and post-secondary institutions in mathematics and science education.

Immersion is central

One of SCALE's core activities focuses on the development of "immersion units" that engage students from the elementary grades through high school in learning core concepts by engaging in scientific thinking.

An immersion unit is described as "a carefully selected and designed learning opportunity in which students are engaged in the scientific process over an extended period of time, focusing intensely on a particular concept or big idea in the content area. Immersion units offer learning opportunities to students that are con-

Terry Millar, right, UW–Madison professor of mathematics and project director of SCALE, discusses the development of immersion units. At left, Eunice Krinsky, professor and director for the Center for Mathematics and Science Education at California State University–Dominguez Hills, is among the leaders of SCALE's work in Los Angeles.

About SCALE

System-wide Change for All Learners and Educators (SCALE) is a national network focused on improving mathematics and science teaching and learning at all levels. The SCALE Administrative Office is located at the Wisconsin Center for Education Research at UW–Madison.

Funding: SCALE is funded by a five-year (2003–07), \$35-million grant from the National Science Foundation’s (NSF) Math and Science Partnership (MSP) Program.

SCALE vision: To make it the rule, instead of the exception, for every student, every year, to experience high-quality teaching of core mathematics and science concepts. The partnership brings together mathematicians, scientists, engineers, social scientists, and education practitioners to build a whole new approach to reforming K–12 mathematics and science education.

Action goals: The SCALE Partnership is structured around five action goals:

1. Implement strategies to transform core science, technology, engineering, and mathematics (STEM) education teaching system-wide in each of the four partner school districts so that every student experiences deep conceptually based instruction on core mathematics and science concepts on a continuing basis.
2. Develop and implement immersion STEM learning experiences to ensure that every student in the partner districts experiences the process of engagement in an extended scientific investigation at least once a year.
3. Design and implement a new environment for teacher preparation and development programs that gives teachers a deeper grasp of STEM content and effective pedagogical strategies for engaging students in learning.
4. Increase the participation of minority and female students in high school mathematics and science courses and send more of these students to college as majors in these fields, thus building a more diverse pool of potential STEM teachers.
5. Ensure that a culture of evidence permeates all lines of work in the partnership through a program of research and evaluation.

SCALEnet: Because of the partnership’s coast-to-coast geographic distribution, a knowledge management tool was needed to facilitate communication and encourage collaboration. SCALEnet is a customized version of the Vignette Business Collaboration Server software. This web-based collaborative workspace allows project participants to store, collect, manage, discover, send, and receive information at one secure location. SCALEnet currently has more than 600 registered users.

For more information about SCALE, including a variety of documents, visit the SCALE website: www.SCALEMSP.org/

sistent with three characteristics of authentic intellectual work: construction of knowledge, disciplined inquiry, and value beyond school.”

To spearhead this task, SCALE assembled an Immersion Design Team (IDT) that includes university science, technology, engineering, and math (STEM) faculty (including Millar), as well as cognitive psychologists, science curriculum designers, teacher trainers, school policy researchers, school district curriculum coordinators, and lead teachers.

“Immersion units can have a powerful influence on student learning,” the IDT states in a June 2004 concept paper. “Historically, there have been many barriers to successful, widespread, and sustainable implementation of high-quality immersion units.”

In its review of these barriers, the team notes that “fleeting interactions of mathematicians, scientists, and engineers from universities, research laboratories, and industry with K–12 classrooms and teachers have been a common phenomenon.” The resulting presentations “might be seen as nascent immersion-like projects, since they expose children to authentic science and design artifacts, but they do not engage students in the processes themselves.”

Researchers and organizations – sometimes with significant local or federal funding – also have sought to enrich science instruction by bringing the processes of science and engineering into K–12 classrooms. “Many of the attempts were very exciting to students who experienced them and teachers who taught them,” the IDT reported. “However, all of the attempts failed to meet our goal of systemwide, high-quality, sustainable implementation.”

Great ideas don’t always align with the curriculum, explains Millar. The IDT paper notes: “This apparent mismatch is not surprising, since the predecessors to immersion units come out of the STEM disciplines in university and other non-K–12 settings. Thus, predecessors to immersion units appeared to involve too much process and too little core K–12 content. Moreover, these predecessors to immersion units came to the districts in a haphazard fashion. For a district trying to develop a coherent curriculum across grades and across schools, such units were not easy to assimilate. As a result, in the districts that make careful choices, the curriculum coordinators would actively avoid such units no matter how good they seem.”

This problem is among many that the IDT faced in designing units and associated professional

development for teachers that the districts would find useful.

Millar cites several UW–Madison faculty-led initiatives that, in the tradition of the Wisconsin Idea, have been targeted at K–12 science education. These include UW Fast Plants (<http://fastplants.org/index.php>), led by Paul Williams, emeritus professor of plant pathology; the Institute for Chemical Education (<http://ice.chem.wisc.edu/>), led by John W. Moore, professor of chemistry; and the K-Through-Infinity program (www.wisc.edu/gspd/kti/), led by Millar.

Although these efforts don't completely meet the SCALE concept of immersion units, Miller describes them as models that can be adapted in a process he describes as “taking boutique operations to large-scale retail.” In fact, Fast Plants provided the basis for one of SCALE's first immersion units.

According to the IDT, immersion units should provide deeper learning opportunities for students and professional development for teachers. In its concept paper, the team presents recommendations for designing high-quality systemwide immersion units. For example, immersion units should:

- ◆ Be designed by interdisciplinary teams that include university scientists, learning scientists, and school district personnel.
- ◆ Be coordinated closely with the existing curriculum to have maximum impact on overall learning.
- ◆ Focus on core concepts, preferably ones traditionally hard to learn and yet important precursors of other science concepts.
- ◆ Run about four to six weeks, long enough to allow students to engage in the main elements of a full inquiry cycle, but leaving sufficient time to cover the rest of the curriculum.
- ◆ Be taught by regular classroom teachers, who have received professional development.
- ◆ Allow students to work in small teams, with frequent sharing and comparison among teams.

Ideas into practice

The Immersion Design Team has been working with each of the four school districts to develop immersion units for all grade levels that fit within district requirements. The process involves sharpening the definition of what constitutes an immersion unit and identifying suitable topics within the district's adopted curriculum, assessment environment, and local, state, and national standards.

The IDT notes that an immersion unit can be most effective when students have background knowledge in the discipline that it addresses; the unit reinforces ideas and work that students are doing before and afterward; and teachers are given clear maps about the activities and concepts, the corresponding standards, and learning expectations.

Even before the IDT published its concept paper, the painstaking task of creating individual units and preparing teachers had commenced. The development of a unit begins with the creation of a unit advisory team, which selects overarching concepts, develops guiding questions, creates the storyline, and discusses the expertise required. This collaborative group consists of educators from both K–12 schools and universities, who bring to the process a range of expertise (e.g., content area, assessments, and learning science), perspectives, and pedagogies.

Each unit team works with its primary writer on drafting, reviewing, and revising the unit, until the group deems it ready for testing in the district. Based on field observations and evaluations of the test, the unit may be further revised before it is added to the curriculum.

As SCALE develops instructional guides for science in Los Angeles, for example, immer-



PHOTO FROM VIDEO BY DAVID MARCOU

Hedi Baxter, senior outreach specialist for UW–Madison's Center for Biology Education, leads a summer academy to prepare Los Angeles teachers to teach an eighth-grade immersion unit on buoyancy and density.

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Simulation games aim to spark real-world learning

PHOTO: KERRY G. HILL



Kurt Squire

- ◆ Assistant Professor in the Department of Curriculum and Instruction
- ◆ Research Scientist, ADL Academic Co-Lab, Madison
- ◆ Ph.D. in Instructional Systems Technology, Indiana University, 2004
- ◆ To learn more about Squire and his work, go online to <http://website.education.wisc.edu/kdsquire/>
- ◆ Also, visit the Academic Advanced Distributed Learning (AADL) Co-Laboratory website: www.academiccolab.org/index.html

An effort led by Kurt Squire, assistant professor in UW–Madison’s Department of Curriculum and Instruction, aims to equip and train urban middle-school teachers to use gaming technology to enhance their mathematics and literacy instruction. But that doesn’t mean Squire wants those students to spend more time perched in front of a computer in a lab or classroom trying to navigate some virtual universe.

In fact, this approach to learning doesn’t require a classroom or school building at all, he explains. Instead, students use hand-held computers (a.k.a. personal digital assistants, or PDAs) with global positioning systems (GPS) to engage in simulations that place virtual learning games in real environments, such as a school yard, park, or neighborhood.

Squire and his colleagues have been exploring the potential of “augmented reality” simulations with successful pilot projects involving college, high school, and younger students. Last fall, the U.S. Department of Education awarded Squire’s team – which includes colleagues at the Massachusetts Institute of Technology and Harvard University – a three-year, \$1.49 million Star School Grant to

develop augmented reality simulation learning games for middle-school teachers in Milwaukee and Madison to adapt and use in their classes.

The project is based at the UW System’s Academic Advanced Distributed Learning (AADL) Co-Laboratory in Madison, within the Games and Professional Practice Simulations (GAPPS) Group, of which Squire is core faculty member. Squire and colleagues Chris Dede, Wirth Professor of learning technologies at the Harvard Graduate School of Education, and UW–Madison alumnus Eric Klopfer, an associate professor and director of teacher education at MIT, designed this project to build upon their previous work on game design and learning.

In the four years since they began exploring the idea of using mobile technologies to meld virtual and real learning environments, technology – especially the sophistication of hand-held devices and GPS – has advanced significantly, Squire notes.

The trio previously collaborated on *Environmental Detectives*, a simulation that involves assessing and containing a virtual toxic spill. Given information via individual PDAs, student players take on such roles as Environmental Protection Agency workers, workers for a manufacturing facility, workers at a high-tech firm, and environmental activists. Through the simulation, they learn such basic investigative skills as observation, hypothesis testing, data gathering, analysis, and reporting.

No single player receives all pertinent information, so the exercises promote collaboration. The game motivates participants to read carefully for meaning, because others depend on them to relay vital information.

The feedback has been positive, says Squire, adding that students at different age levels cite different reasons. College students appreciate the complexity of the problems; high school students like the realism and the authenticity of students as scientists; and younger students enjoy the characters and fantasy elements.

Squire notes that these simulations incorporate sophisticated content, including using

actual government reports. In response, the students have been surprisingly sophisticated in their scientific argumentation, as they take up theories and then change their thinking as new evidence becomes available.

The three-year Star School Project aims to provide models that will enable middle school teachers to design and adapt their own augmented reality learning games linked to state standards for reading and mathematics, he explains. “We’re just trying to make it easy for teachers to design exciting, effective curricula. We’re trying to improve reading and math achievement while also helping students develop identities in mathematics, technology, and science.”

The project also aims to address concerns over the “digital divide” by making technology available to urban students who traditionally have not had such access. “We’re trying to make experiences available to kids who might not otherwise get them.”

At the same time, the simulations address a common criticism of game-playing.

“A lot of parents are concerned about kids sitting around immobile, playing games,” Squire says. This approach to learning, however, promotes activity and gets young people to look at their surroundings in different ways.

The exercises also allow students to tap into what they already know in ways that regular classroom instruction doesn’t. “The idea is to tie it in to what they already know and build on it so that they might start to use mathematics and science to understand the world around them.”

The project’s game design is based at UW–Madison, with technical support from MIT, where Squire previously served as research manager of the MIT Games-to-Teach Project and a visiting research fellow. Harvard’s Learning Technologies Program is responsible for the research and evaluation component, determining whether augmented reality mobile simulation games significantly improve student learning as measured by the Iowa Test of Basic Skills in mathematics and literacy.

Working through the Wisconsin Cooperative Educational Service Agency (CESA) District 1, Squire’s team will provide professional development workshops for teachers, starting with the first cohort of about 30 in June. Over the three years of the project, he hopes to reach more than 100 teachers.

Looking beyond the immediate project, Squire hopes that additional sponsors will step in and help to make the applications widely available to all teachers who are interested. “We’re hoping that a lot of people will use this.” ■

Students have new learning preferences

Today’s incoming students – the so-called “NetGen Students” – arrive on college campuses out of a world far different than that of previous generations, according to Catherine Stephens, instruction and technology integration coordinator at the School of Education’s Center for Instructional Materials and Computing (CIMC).

“Young people today are immersed in a wider variety of media and pervasive use of the Internet for school study and for building social connections,” Stephens explains. “Young people today thrive in online communities, rely on cell phones and instant messaging, build friendships both near and far, and

create their own worlds with access to media and computing tools.”

She adds: “For educators, technology is not longer just a tool. Instead, technology is part of the environment in which we live, breathe, work, and play.”

To help educators understand today’s new student, Stephens points to several articles and resources in a growing body of literature, including:

◆ **James Paul Gee**, professor in the UW–Madison Department of Curriculum and Instruction, explains that “Games, not school, are teaching kids to think” – <http://www.wired.com/wired/archive/11.05/view.html?pg=1>

◆ **Diane Oblinger**, professor at the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill, writes about “Educating the Net Generation” – www.educause.edu/educatingthenetgen

◆ Author **Ian Jukes**, an advocate for restructuring our educational institutions to become more relevant to the current and future needs of children, explores the learning preferences of “digital natives” – e.g., today’s students – compared to “digital immigrants” – e.g., many teachers – www.apple.com/au/education/digitalkids/disconnect/landscape.html ■

Actions used with words speak even louder

“Teachers’ gestures make a difference in instructional communication – children learn more when teachers ‘ground’ their speech with gestures.”

— Martha Alibali

Here’s your assignment: Explain how to wrap a package. It’s quite likely that you’ll use gestures to enhance – perhaps even to guide – your verbal instructions. Now try to teach this lesson in gift-wrapping while keeping your hands firmly at your side. Notice any differences between your two tutorials?

The preceding paragraph describes one of many tests that Martha Alibali, professor in the Departments of Psychology and Educational Psychology, and her colleagues have used in their studies of the role of gestures in communication.

“We’ve had people describe how to wrap a package while using gestures and without,” Alibali explains. “People tend to make different word choices when they’re allowed to gesture; they use richer kinds of words.” Without gestures, their directions tend to be choppy and more mechanical.

The body of research that shows how gestures enhance the communication of information and ideas continues to grow, explains Alibali, who is among the leading scholars in this field. “Gestures often convey information that is not expressed in speech.”

In particular, she is interested in how gestures affect classroom instruction.

“I believe that communication is integral to much of the learning that goes on in educational settings, and so it is natural to consider whether some of the important ‘action’ in instructional communication is going on in gestures,” Alibali says. Growing evidence shows, she notes, “that teachers’ gestures make a difference in instructional communication – children learn more when teachers ‘ground’ their speech with gestures.”

Her interest in gesture studies was kindled when, as an undergraduate, she worked in the lab of Dr. Susan Goldin-Meadow, a leading gesture researcher. She recalls, “One of my first assignments was to transcribe and code the gestures of children

solving quantity conservation problems. I was fascinated by the observation that children sometimes express knowledge in gestures that they do not express in speech.”

For instance, she notes that some children, while talking about the height of an object, indicate width with their hands. Alibali doesn’t see this gesture-speech mismatch as necessarily contradictory, but notes that the speaker may simply be providing an additional, unspoken piece of information.

Alibali notes that the field of gesture studies has grown in the past 15 to 20 years, thanks in particular to advances in video technology. *Gesture*, a journal devoted to this area, was launched in 2001, and, in 2002, researchers established the International Society for Gesture Studies (ISGS), of which Alibali is a member.

Currently, Alibali, in collaboration with other researchers, is focusing on two core issues:

- ◆ What do gestures do for speakers? For example, do gestures help speakers “package” visual-spatial information into verbal form?
- ◆ Do gestures facilitate comprehension and learning, particularly in instructional settings such as classrooms and tutoring?

“I examine how people use gestures depending on the situation, the communicative context, and the nature of the information being expressed,” she explains.

She and other researchers have noted how differences in content produce different gestures. For instance, someone might use a smooth, rising sweep of the hand to describe steady growth, but might use a series of rising hand chops when describing a similar slope that refers to grow in increments.

One issue that currently intrigues Alibali and her colleagues involves whether teachers can learn to control their gestures for optimal instructional effect. Even though speakers often don’t remember gesturing, there is evidence that they do alter their gestures to fit

Martha Alibali

- ◆ Professor, UW–Madison Departments of Psychology and Educational Psychology
- ◆ Director, UW–Madison Cognitive Development and Communication Laboratory
- ◆ Ph.D. in Developmental Psychology, University of Chicago, 1994
- ◆ To learn more about Alibali and her work, go online to: <http://psych.wisc.edu/alibali/home.html>



PHOTOS: KERRY G. HILL

the communicative situation. This raises an interesting possibility: “If teachers can indeed intentionally alter their gestures, they may be able to learn how to use gestures effectively in instruction.”

In a new paper, Alibali and her colleagues describe a pilot study, in which six teachers – all working on graduate degrees at UW–Madison – each taught a mathematics lesson three times – first, as they wished; second, after receiving a five-minute tutorial on gestures; and third, with instructions to inhibit the use of gestures.

The researchers report that “teachers produced more gestures following a tutorial about the effectiveness of gestures than they produced with no instruction. Teachers were also able to inhibit their gestures when asked to do so.”

What does this mean? “Teachers may need support to learn how to use gestures effectively,” Alibali says. “Currently there is virtually no attention to gestures in teacher education. To fully harness the potential of gestures in the classroom, it may be helpful to provide teachers with explicit instructions

regarding the use of gestures to supplement and ground their speech.”

“I want to look at the range of gestures, spontaneous and purposeful. I think understanding the roles of different types of gestures in communication would help both speakers and listeners.”

— Martha Alibali

She and her colleagues say that “future research is needed to more fully investigate the effects of producing gestures for both teachers and students.”

Alibali adds, “There is still a great deal to be learned about how gestures ‘matter’ in instructional communication. What types of gestures are most beneficial? Are gestures more important for some learners than others (e.g., children with language impairments, second language learners, visual learners)?”

She also notes that most research on gesture and communication has simply compared conditions with gesture and without. “I want to look at the range of gestures, spontaneous and purposeful. I think understanding the roles of different types of gestures in communication would help both speakers and listeners.” ■

To learn more about gesture studies in general, visit the website of the International Society for Gesture Studies (ISGS): www.gesturestudies.com.

Embedded researcher links WCER, Milwaukee schools

PHOTO: PAUL BAKER



“An embedded researcher is not an attempt to be a consultant, but to be an expert for the district.”

—H. Gary Cook

The desire to focus educational research on the specific needs of an individual school district has inspired a new model of collaboration between Wisconsin’s largest K–12 school district and one of the nation’s largest education research centers.

Since 1999, the Wisconsin Center for Education Research (WCER) in the UW–Madison School of Education has been working with the Milwaukee Public Schools (MPS) on a range of research projects to address needs identified by the district, including curriculum, value-added systems, and systemic reform.

These efforts, over the years, have created a strong relationship, so MPS enlisted WCER’s help in an effort to improve the district’s internal research capacity. The solution that emerged brings the two even closer together – a research specialist fully connected to WCER but embedded within MPS.

“The district has tapped into the research base at UW–Madison,” explained H. Gary Cook, who discussed his experiences as the MPS/WCER embedded research specialist during WCER’s annual conference for educators from Wisconsin’s Cooperative Educational Service Agency (CESA) Districts.

“An embedded researcher is not an attempt to be a consultant, but to be an expert for the district,” Cook noted. “The researcher is in the system to address the needs of the system.”

Working inside the district but outside of its hierarchy, the embedded researcher uses all available information to learn as much as possible and then points out things to district leaders. Cook has full access both to data within the district and to the gamut of research resources at WCER.

Now in his second year on the job, Cook said the first year involved getting familiar with systems and structures and working with the MPS staff to establish a shared vision and mission. He has moved on to establishing a long-term methodology, organizing a research agenda, and identifying resources. This research agenda includes middle school evaluation, curriculum alignment, non-traditional teacher evaluation, and a comprehensive instruction survey.

Cook described his position as a “conduit of collaboration,” enhancing the ability of both WCER and MPS to conduct research, promote research as an agent for change, facilitate bringing research into practice, and provide evidence-based solutions. ■

What’s the Research On...?

A new section of the Wisconsin Center for Education Research website – www.wcer.wisc.edu/articleindex/index.php – makes it easier to find answers to questions about specific topics, for example, “What does the research say about mathematics education and professional development?”

Links to articles that have appeared on WCER’s website over the past 10 years are arranged by these topics:

- ◆ Assessment and Intervention in Special Education
- ◆ Child Care, Family, and Community
- ◆ Educational Policy and Accountability Studies
- ◆ Mathematics Education
- ◆ Mathematics and Science Education
- ◆ Teaching, Learning, and Professional Development
- ◆ Studies of English and Writing Instruction
- ◆ Educational Technology
- ◆ Higher Education
- ◆ Science Education

Art initiative connects Brasilia, Madison

Cristina Coleman-Rosa noticed the striking contrast. Through an exchange program, Coleman-Rosa, a native of Brazil, had come to the University of California-Chico, where she earned her bachelor of fine arts degree. Her interest in printmaking led to graduate studies in UW–Madison’s Art Department. The strong Latin American presence she saw in California was noticeably lacking in Wisconsin.

Talking about this with fellow art students inspired Coleman-Rosa to launch an initiative – *Centro-Oeste*, or *Mid-West* – in hopes of connecting artists in Madison and Brasilia, Brazil’s capital and her hometown. Both cities, she explains, are in the Midwestern regions of their respective countries and generally get little attention in artistic circles. She set out to mount a pair of exhibits – showcasing art from Madison in Brazil and bringing Brazilian art to Wisconsin – aimed at increasing mutual cultural awareness in these regions.

In her quest to develop *Centro-Oeste*, she enlisted the support of her fellow graduate students and several faculty members in the Art Department. To help organize the effort in Brazil, she turned to her closest contact in Brasilia’s art community, Darlan Rosa, her father.

With few resources available, she credits the participating artists for making the project possible. Art Department faculty members helped to generate some funds, and the artists contributed toward the costs of mounting the exhibitions. In Brazil, the Universidade de Brasília (University of Brasilia) provided accommodations.

“It involved a lot of collaboration on all sides,” Coleman-Rosa says.

The first part of the project – *Centro-Oeste: Núcleo Madison* – came to fruition during the summer of 2003, when the works of 46 Madison-based artists, including 10 faculty members, were featured in back-to-back exhibits at Museum de Arte de Brasilia (MAB) and Casa Thomas Jefferson Art Gallery (the former U.S. Embassy Cultural Center in Brasília). A six-member jury of



PHOTO: KERRY G. HILL

UW–Madison graduate students and faculty members selected which student works would be included.

In the exhibition statement, assistant art professor John Hitchcock notes that “*Centro-Oestes: Núcleo Madison* represents a cross-section of the University of Wisconsin–Madison Art Department. . . . All of the art works in this exhibition explore and challenge the complexity of art now, a mixed bag of media, styles, and ideas.”

“The people in Brazil were impressed by the diversity of works, the social commentary and political criticism,” says Coleman-Rosa. “The exhibition opened their eyes.”

Before she could complete the second phase of her project, Coleman-Rosa completed her master’s degree at UW–Madison and entered the University of California at Los Angeles to begin work on her doctorate in the interdisciplinary World Arts and Culture program. She is focusing on a form of Afro-Brazilian martial arts and dance that has made its way to California.

Still determined to see her vision through, she coordinated *Centro-Oeste: Nucleo Brasilia* from afar. The exhibit ran January 20–February 17 in the Union Galleries at

Cristina Coleman-Rosa, left, joined by her father, painter/sculptor Darlan Rosa, returns to the Art Department this spring for the culmination of Centro-Oeste, a project she launched to link artists at UW–Madison, where she received her M.F.A., and Brasilia, Brazil, her hometown.

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Chazen Museum features UW metalsmiths



Eleanor Moty

Nearly three decades of UW–Madison’s art metals program are on display in *Metalsmiths and Mentors*, an exhibit running through July 23 at the Chazen Museum of Art on campus.

The exhibit, which opened April 29, focuses on the years that Fred Fenster and Eleanor Moty led the program and includes a retrospective of their work, along with works by half of the program’s more than 50 M.F.A. graduates since 1972. The show also includes Lisa Gralnick, who joined the faculty after Moty retired in 2001, and Kim Cridler, who was hired in 2005, to represent the program’s future.

UW–Madison’s art metals program is regarded among the best in the nation, thanks in large part to the teaching legacy of Fenster and Moty, who instilled in their students a profound respect for craftsmanship, technical innovation, formal integrity, and thoughtful design.

Both Moty and Fenster are revered as educators and mentors, yet their work and their approaches to metalsmithing are poles apart. This show includes holloware and jewelry, wearable sculpture, poetic and narrative objects, and conceptual installations.

Fenster trained at Cranbrook Academy of Art in Michigan, where he forged a blend of European modernism and the Arts and Crafts style that shines through in his clean, elegant lines and devotion to functional forms. Known for his holloware in pewter as well as silver and gold, Fenster combines innovative bending

and folding techniques with traditional raising. Fenster, who received the American Craft Council gold medal award for consummate craftsmanship in 2005, has influenced virtually everyone who is working in pewter today.

Moty studied with Stanley Lechtzin at the Tyler School of Art in Philadelphia, and her early work was on the field’s cutting edge in the 1970s. She incorporated industrial techniques such as photo-etching and electroplating alongside nontraditional materials, with an emphasis on personal iconography. During the 1980s, Moty focused on elegant settings for cut crystals, but she continued to introduce new techniques. Her numerous accolades include induction as a Fellow on the American Craft Council in 1998 and several fellowships from the National Endowment for the Arts Craftsmanship and the UW.

The opening festivities included a lecture by the two artists and a panel discussion on their influence featuring eight of their former students. The exhibition also is timed to coincide with the annual conference of the Society of North American Goldsmiths in Chicago, May 24–28. Organized by guest curator Jody Clowes, the exhibition is accompanied by an illustrated scholarly catalogue. ■

For more information, visit the Chazen Museum of Art website: www.chazen.wisc.edu.



Fred Fenster

Dance and Community project reaches more than 10,000

Dance and Community, a three-year (2003–05) outreach initiative, reached more than 10,000 K–12 students and members of the general public, with more than 80 lecture–demonstrations, performances, and workshops, reports Jin-Wen Yu, associate professor in the Dance Program.

The initiative, funded by one of the first grants from the Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment,

involved more than 100 UW–Madison instructors, guest artists, and students, both dance majors and non-majors.

“Our on-campus concerts showcased contemporary dance, dance and technology, and multi-cultural dances,” Yu explains in a final report on the initiative. “The themes of the lecture/demonstrations covered a thorough ground of the dance as a Western art form; the interface of dance with tech-

nology; as well as dance as cultural embodiment. Due to the limitation of the physical space, the outreach activities conducted outside campus focused on smaller group presentations on contemporary dance and multi-cultural dances.”

He notes that the outreach activities covered a wide range of dancing styles, including African dance, Afro-American dance, popular dance, Chinese opera dance, Tai Chi, Javanese dance, Indian

2 UW artists featured in MMoCA opening show

Two faculty members of the UW–Madison Department of Art are among a select group of artists featured in the opening exhibit at the Madison Museum of Contemporary Art (MMoCA).

The new facility in the Cesar Pelli-designed Overture Center for the Arts opened in April with *Between the Lakes: Artists Respond to Madison*, an exhibition of commissioned works by seven artists using diverse media, including painting, film, photography, and sculpture. With 8,110 square feet of space and an approximately 18-foot-high ceiling, the museum's new main galleries are designed to offer flexible spaces for large exhibitions.

Between the Lakes marks the sesquicentennial of Madison's municipal charter. The artists – local and international – were invited to explore the layers of history, memory, and culture that have shaped the city and Dane County. The exhibit, which runs through July 16, includes works by art professors Truman Lowe and Nancy Mladenoff.

Lowe, a Ho-Chunk who grew up around Black River Falls, Wisconsin, collaborated with pioneering ethnobotanist Donna House, a Navajo, to create a work that illuminates aspects of Dane County's natural heritage.

Lowe, who has lived in Madison since the 1970s, interweaves personal history and narratives in his installations and sculptures, which often incorporate wood, stones, and feathers.

He serves as curator of contemporary art at the Smithsonian Institution's National Museum of the American Indian in Washington, D.C.

Mladenoff grew up in the mining region of northern Wisconsin, where she was influenced by the beautiful, though sometimes exploited, landscape. Her paintings, filled with biological and abstract forms, depict life that is at once biomorphic and industrial. She was recently awarded residencies with the Cultural Exchange Station in Tábor, Czech Republic; and Lademoen Kunster Verkstedet, Trondheim, Norway.

The show also includes New York-based Matthew Buckingham, an artist-in-residence this spring at UW–Madison's Arts Institute. Buckingham, who was born and raised in Iowa, weaves personal and historical narratives through his film projects and installations as a way to revisit stories sometimes forgotten from contemporary consciousness.

Between the Lakes is accompanied by an extensive catalog featuring essays by Stephen Fleischman, director, and Jane Simon, curator of exhibitions, of the Madison Museum of Contemporary Art; and Katy Siegel, associate professor of art history at Hunter College, City University of New York and contributing editor at *Artforum* magazine. Simon and Fleischman curated the exhibit. ■

To learn more, visit the MMoCA website: www.mmoca.org/.



Truman Lowe



Nancy Mladenoff

dance, traditional modern dance, contemporary dance, ballet, and video dance.

He also points out that four dance majors who participated in the project – Alison Rootberg, Victor Johnson, Karen Heusinger, and Rosamaria Cisneros-Kostic – conducted additional outreach activities, either advised by Yu or as senior honors projects.

These activities, which included workshops, lecture-demonstrations, and

concerts, showcased dance and computer, video, and sound design, modern dance, hip hop, ballet, and Flamenco.

“The outreach program has been very rewarding for all of its participants and we would like to continue if we are able to find resources,” Yu says. “We intend to better integrate the outreach activities with educational components in planning the next phase of our outreach project.” ■



Jin-Wen Yu

IN THE ARTS

Koykkar composition nominated for Grammy

Out Front, composed by UW–Madison Dance Program professor **Joseph Koykkar**, was nominated for a 2006 Grammy in the Best Classical Contemporary Compositions category.

Out Front was commissioned and premiered April 1995 by Synchronia, a new music ensemble based in St. Louis. North/South Consonance Ensemble performed the work in New York City on March 15, 1998, and included it on *Traveling West*, a compact disc also nominated for a Grammy this year for Best Classical Release. The recording of *Out Front* was supported in part by a grant from the University of Wisconsin–Madison Graduate Research Committee.

The composition, which incorporates music for flute, clarinet, violin, cello, piano, and one percussionist playing both marimba and vibraphone, embodies Koykkar's stylistic characteristics including clarity of structure, economy of musical materials, and directness of communication.

At UW–Madison, Koykkar teaches classes in Interarts & Technology and serves as music director of the Dance Program. His compositions have been performed extensively throughout the United States, Europe, and South America. He has received grants from the Wisconsin Arts Board, the American Music Center, and the National Endowment for the Arts.

10 years of Tandem featured in Chazen exhibit

Prints from the last 10 years of **Tandem Press's** 19-year history, including works by nationally known artists, were featured in an exhibit that ran January 21–April 9 at the Chazen Museum of Art on the UW–Madison campus.

Bill Weege, UW–Madison professor emeritus of art, founded Tandem Press in 1987 as a self-supporting professional printmaking studio affiliated with the

UW–Madison Art Department. Nationally known artists come to Madison to collaborate with Tandem's master printers, assisted by art graduate students. Tandem allows artists to choose from an array of printmaking techniques and to explore novel techniques.

Prints from Tandem are included in the best print collections in the country and the world. As the official archive for Tandem, the Chazen Museum receives an impression of every print the press has published, providing the museum with an impressive collection.

Prints for this exhibition were selected from more than 200 by such printmaking artists as **Jim Dine**, **Robert Cottingham**, **Sam Gilliam**, **GRONK** and **Judy Pfaff**, along with **Art Spiegelman** and **David Lynch**, artists who are better known in other media.

Support for this exhibition was provided by Chazen Museum of Art Council; Hilldale Fund; Brittingham Fund, Inc.; and Wisconsin Arts Board with funds from the State of Wisconsin.

2005 was busy year for Li Chiao-Ping

Li Chiao-Ping's performances and teaching in 2005 took the UW–Madison professor from Beijing, China to Stoughton, Wisconsin.

Li performed at an Arts and Humanities conference, *Food For Thought*, at Danspace Project/St. Mark's Church in New York, University of Utah, Illinois Wesleyan University, and ODC Theater in San Francisco, as well as at UW–Madison's Margaret H'Doubler Performance Space and the Stoughton Opera House. She taught as a guest instructor at the Beijing Modern Dance Company in China, Mills College, San Francisco State University, and Illinois Wesleyan University.

Li premiered *Laughing Bodies, Dancing Minds*, an evening-length intergenerational work that contained community-based performance sections with participants from workshops held at the Madison and Middleton Senior Centers and Crestwood Elementary School. The original music was composed by Matan Rubinstein.

She also continued work on her Women Dancing project, in which leading female choreographers are being commissioned to create six solos for her. Most recently **Molissa Fenley** created *Camber*, premiering in May at the H'Doubler Performance Space.

She and associate professor **Douglas Rosenberg** collaborated with **Allen** and **Karen Kaeja**, artistic directors of Kaeja d'Danse, on the dance film project *Aroma: The Five Senses*, co-produced by and to be aired on Wisconsin Public Television and Bravo!

Iron showcased in unique exhibit

The Color of Iron, an exhibit that ran January 14–March 19 at the Chazen Museum of Art, explored the relationship between art and science by featuring works in painting, ceramics, glass, and photography by four artists.

This unique exhibition was curated by **Joe Skulan**, a scientist at the UW–Madison Geology Museum. The featured artists – ceramic artist **John Britt**, painter **Saundra McPherson**, glass sculptor **Scott Shapiro**, and photographer **Mike Ware** – all possess in-depth knowledge of the chemical reactions that occur when iron is combined with other elements such as water and oxygen.

Shapiro is a local glass artist and graduate student in UW–Madison's Department of Art. His works include luminous relief works, fiber-glass sculptures, abstract hand-blown glass vessels, cold cathode wall reliefs, sculptural works with light, and paintings of light that incorporate neon and photographic images.

For the exhibition, he created four hand-blown glass vessels that demonstrate the different colors iron pigment can produce, and he created a luminous sculpture made from hand-blown glass that served as a centerpiece of the exhibition.

Art Show

Hilyard's digital images: Stephen Hilyard, assistant professor of art, exhibited digital images from his "King Wave" series as part of the *Dark States* exhibition at Platform Gallery in Seattle, November 25–December 31. His work also appeared in December as part of the Aqua Art Fair during the Art-Basel-Miami International Art Show in Miami Beach, Florida. In January, he showed artwork at artLA art fair in Los Angeles, and he was awarded an Artist Fellowship for 2006 by the Wisconsin Arts Board.

Brasilia

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Memorial Union. She notes that the Madison exhibit featured fewer artists – 14 – but included two to five works and a contextual statement from each artist. The variety of works addressed the theme of portability.

Besides being "Midwestern" in their respective countries, all works selected for both exhibits were created on flat and thin materials – such as paper, fabric, or acetate – to facilitate easier handling and transportation. The media ranged from traditional printmaking formats and drawing to digital photography.

Coleman-Rosa cited the importance of bringing artists along to complement the exhibits. UW art professors Laurie Beth Clark and Derrick Buisch went to Brazil, where they gave gallery talks on July 15, 2003, at the opening of the Casa Thomas Jefferson exhibition. This year, she brought her father, painter/sculptor Darlan Rosa, to Madison for a public lecture and to work directly with UW art students. ■

To learn more about Centro-Oeste, the artists, and their works, go to the project website: www.centro-oeste.org/index.html.

ARTS INFO

For the latest news and event information at the UW–Madison, go online to Arts on Campus, www.arts.wisc.edu

Alums chronicle Wisconsin's folk artists

PHOTO: COURTESY OF DON KRUG



Ann Parker and Don Krug research self-taught artists across Wisconsin.

"No matter where one lives in Wisconsin, it is not far to the nearest artistic wonderment. For over a hundred years, Wisconsin folks have built grottoes, yard environments, and enticing private spaces in numbers and variety that rival any other state."

— Introduction to *Miracles of the Spirit: Folk, Art, and Stories from Wisconsin*, by Don Krug and Ann Parker (University Press of Mississippi, 2005)

As elementary art teachers in DeForest and Lake Mills, respectively, Ann Parker (M.F.A. '91 in art) and Don Krug (Ph.D. '92 in curriculum and instruction) each had grown disillusioned with using long-dead European artists as their primary classroom inspirations.

"The kids never got to meet the artists," Parker recalls. "They could never ask them questions. We had to rely on critical analysis by

'experts' who were again people the kids would never meet. We both began to use community-based artists we could bring into the classroom. We gradually expanded our paradigm of what a real artist was to include non-academically trained makers. The kids responded with a lot of interest and enthusiasm."

The two later met while working on graduate degrees at UW–Madison in the early 1990s, and discovered their similar views and approaches to art education. Their discussions led to collaboration.

Parker explains: "I started to interview and photograph self-taught artists as subjects for a photography class taught by (art professor) Cavalliere Ketchum," explains Parker, now an elementary art teacher in the Sauk Prairie School District. "Don and I started to travel together to shoots with the idea that we might someday turn the research into a book."

While working on his doctorate in curriculum and instruction, Krug, now an associate professor of curriculum studies at the University of British Columbia, notes, "I was conducting research about community artists and how they were being represented in popular periodicals and through various academic institutions and the different art worlds. I also was beginning to write about community-based visual culture."

From 1991 to 2000, working mostly during the summers, Krug and Parker conducted interviews, which they taped, videotaped, and photographed. Their book, *Miracles of the Spirit: Folk, Art, and Stories from Wisconsin*, was published in October 2005 by the University Press of Mississippi.

The interviews with 26 self-taught artists are presented in four regional chapters, with 30 color and 188 black-and-white photos. In the final two chapters, the authors place this type of art into regional, national, and international context. ■

Exercise journal celebrates Morgan's work

The entire December 2005 issue of the *International Journal of Sport and Exercise Psychology* celebrates the career contributions of William P. Morgan, UW–Madison emeritus professor of exercise psychology. The issue – billed as a *Festschrift*, or celebration publication – features articles from leading scholars in sports and exercise psychology, including many of Morgan's former students. The articles focus on areas influenced by Morgan, who retired last June.

Rod Dishman, professor of exercise science and director of the Exercise Psychology Laboratory at the University of Georgia, coordinated the tribute, which he described as a first for this journal and in the field of sport and exercise psychology.

"No one has had as broad and positive an impact as Morgan in defining areas of inquiry and professional recognition in the study of psychology in both sport and exercise," notes Dishman, who received his Ph.D. from UW–Madison in 1978.

According to the profile by Dishman and Patrick O'Connor, who received his Ph.D. in kinesiology from UW–Madison in 1989, Morgan's work has provided a better understanding, for example, of the role of personality and mental health in the performance of elite athletes, the role of psychological factors in perceived exertion, and the problems of exercise adherence. But they point to their mentor's studies of the beneficial psychological outcomes of physical training, begun as a research fellow in the 1960s, as his most consequential.

"The finding that exercise training was associated with antidepressant effects represented a quantum leap for sports science from a number of perspectives, considering prior to that time the mental health outcomes of physical activity had been largely ignored. . . . Professor Morgan was unique in his focus on the role of exercise in improving the psychological well-being and quality of life for individuals."

Asked recently about what inspired him to achieve over the course of his career, Morgan points to "the standards, goals, and a work ethic instilled by my parents, coaches, and K–12 teachers during my formative years in Western Pennsylvania."

While proud of his accomplishments and publications, he cites as his greatest source of professional satisfaction "the success of my Ph.D. graduate students. These students have gone on to play important roles in the fields of exercise and sport psychology, and they are recognized both nationally and internationally for their unique contributions."

In addition to Dishman and O'Connor, former Morgan students who contributed articles for the journal tribute include Michael S. Bahrke (Ph.D. '77), Jack S. Raglin (M.S. '84, Ph.D. '88), Aaron J. Stegner (M.S. '99, Ph.D. '04), David A. Tobar (M.S. '99, Ph.D. '03), David R. Brown (Ph.D. '85), Kelli F. Koltyn (Ph.D. '90), and Ann Wertz Garvin (M.S. '90; Ph.D. '97).

The *International Journal of Sport and Exercise Psychology* is the official journal of the International Society of Sports Psychology and is published by Fitness Information Technology of Morgantown, West Virginia. For more information, go online to www.fitinfotech.com/IJSEP/IJSEP.tpl. ■

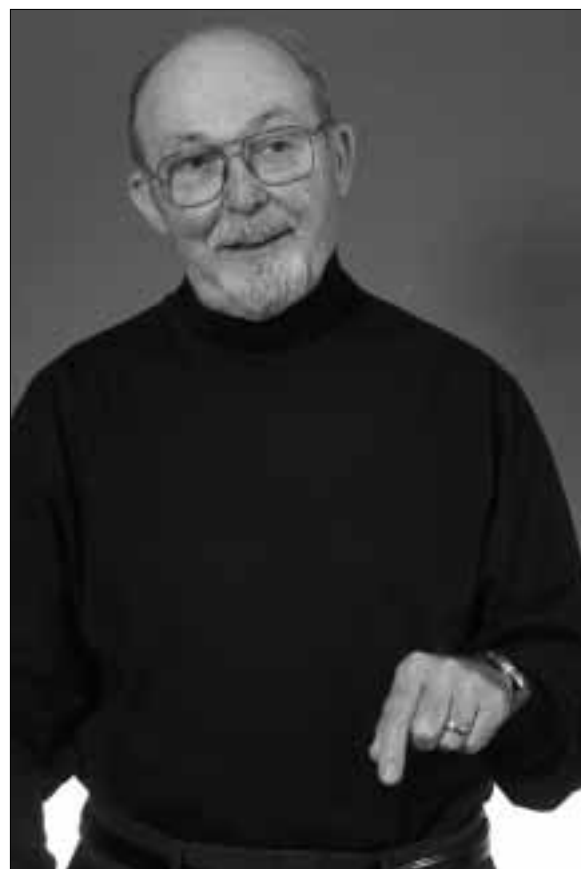


PHOTO: BOB RASHID

The December 2005 issue of the *International Journal of Sport and Exercise Psychology* pays tribute to the influential work of William Morgan, emeritus professor in the UW–Madison Department of Kinesiology.

FACULTY/STAFF NEWS

Gloria Ladson-Billings, the Kellner Family Professor in Urban Education in the Department of Curriculum and Instruction, was honored for her contributions to scholarship and the campus community as UW–Madison’s recipient of the UW System Outstanding Women of Color award, which was presented March 4 at a ceremony in Eau Claire.

Ladson-Billings’ research has focused on multicultural education, social studies, critical race theory, and education, and she and her colleagues developed Teach for Diversity, a graduate program for teachers who want to teach in diverse racial, ethnic, and socioeconomic settings. For the past year, she has served as president of the 22,000-member American Educational Research Association (AERA).

Dean Bowles, professor emeritus of Educational Leadership and Policy Analysis, received the 2006 Outstanding Educator Award from the Wisconsin Association of School District Administrators (WASDA). The award recognized individuals who have made outstanding contributions in the field of education at local, state, or national levels, have promoted better education, and have aided other educators in the development of worthy educational objectives.

Thomas R. Kratochwill, professor in the Department of Educational Psychology, has been named the Sears Roebuck Foundation–Bascom Professor in Education. Kratochwill directs the department’s School Psychology Program and the School’s Educational and Psychological Training Center, and is co-director of UW–Madison’s Mental Health and Education Resource Center on Children & Adolescents.

Jo Ann Carr, director of the School’s Center for Instructional Materials and Computing (CIMC), is president-elect of the Wisconsin Educational Media Association (WEMA), an independent professional association that serves school library media and instructional technology professionals. Her term as president will run from April 2008 to March 2010.

Mary Haywood Metz, professor in the Department of Educational Policy Studies, has received a \$40,000 grant from the Spencer Foundation for a study, “Models of School Organization: Comparing Understandings of School Organization Grounded in Ethnographics, Survey Research, and the Federal No Child Behind Act.”

The Centre of Comparative Education, International Education Policy and Communication of the University of Athens and the Greek Comparative Education Society have established an annual award to honor **Andreas M. Kazamias**, emeritus professor of educational policy studies, for his pioneering role in the development of the Episteme of Comparative Education in the United States and Greece. The first Kazamias prize of 1,000 Euros (approximately \$1200) will be awarded to the best comparative historical and critical study of the challenges and prospects for education in the post-national New Europe.

Jerlando F. L. Jackson, assistant professor in the Department of Educational Leadership and Policy Analysis, was appointed to the editorial board of *The Review of Higher Education*, the journal of the Association for the Study of Higher Education.

Staff members **Catherine Stephens** and **Lisa Teyema** of the Center for Instructional Materials and Computing (CIMC) provided a story hour and craft activity for kindergartners and first graders at the Safe Haven after-school program in Madison’s Allied Drive neighborhood January 23, as part of a monthly literacy program developed by the UW–Madison School of Library and Information Studies. Stephens and Teyema followed a Winter Olympics theme, with stories about winter sports and lessons about Italy.

DEATHS

LeRoy Aserlind, emeritus professor in the Department of Rehabilitation Psychology and Special Education, died January 9, 2006, at his home in Livingston, Montana, at the age of 82. As chairman for many years, he presided over the department’s growth into a highly acclaimed institution in its field. He retired in 1990.

J. Grove “Jake” Wolf, emeritus professor of physical education, died January 12, 2006, at the Ingleside Nursing Home, Mount Horeb, Wisconsin, at the age of 91. He also was active in refereeing area high school track, football, and basketball events.

John Henry Wilde, emeritus professor in the Department of Art, died March 9, 2006, at the age of 86. Wilde (M.S. ’48 in art) taught drawing in the Art Department for about 30 years, retiring as the Alfred Sessler Distinguished Professor of Art in 1982. He maintained an active studio until his death and exhibited his work locally, nationally, and internationally from 1940 to 2005.

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

Beverly Anderson (B.S. '79 in child development and preschool, with certification in nursery school) has been named to a two-year term as president of the Wisconsin Child Care Administrators Association (WCCAA). Anderson has been the executive director of Ebenezer Child Care Centers since 1992. She is a commissioner for the National Accreditation Commission for Early Care and Education Programs (NAC), serves on the Early Childhood Council for Milwaukee County, and chairs the Milwaukee Child Care Alliance.

Sharon Kilfoy (M.F.A. '80 in art) exhibited nine large fabric collages in *Fabrications: A Celebration of Madison's 150 Years* through March at the Madison Central Library and during the *Celebrate Madison* event April 9 at the Monona Terrace Community and Convention Center to mark the city's sesquicentennial. Kilfoy created the

collages from fabric artifacts – including clothing, hats, belts, and gloves – collected from more than 130 families, groups, and individuals in the community and sewn at local sewing bees.

Rex Hamann (B.S. '83 in elementary education) edits and publishes the quarterly *American Association Almanac, A Baseball History Journal* (1902–1952) (www.AmericanAssociationAlmanac.com). Hamann and Bob Koehler, both former Milwaukee school teachers and members of the Society for American Baseball Research (SABR), co-wrote *American Association Milwaukee Brewers (Images of Baseball)* (Arcadia Publishing: 2004).

Michael Meissen (M.S. '83 in counseling, Ph.D. '90 in educational administration), the principal at Madison La Follette High School since 1992, is leaving Madison at the end of the 2005–06 school year to become superintendent of Glenbard Township High

Schools District 87 in suburban Chicago. He received state and national principal-of-the-year awards in 2003.

Cris Bruch (M.A. '85 and M.F.A. '86 in art) completed and installed *The Department of Forensic Morphology Annex*, a major outdoor sculpture fabricated in stainless steel commissioned at the University of Washington, Seattle. Also, Bruch, a 2003 recipient of the School of Education's Alumni Achievement Award, is serving on a design team to create the new Mount Si Bridge in eastern King County, Washington, and was awarded a commission for a monumental sculptural work to be installed in downtown Seattle in 2007.

Rita Verma (Ph.D. '04 in educational policy studies) is coordinating a conference with the United Nations for Peace and Human Rights. Verma is an assistant professor at Adelphi University.

BOOKSHELF

Recently published books by faculty, staff, and alumni of the UW–Madison School of Education:

The SAGE Handbook for Research in Education: Engaging Ideas and Enriching Inquiry, edited by **Clifton Conrad** (professor in the Department of Educational Leadership and Policy Analysis) and **Ronald Serlin** (professor in the Department of Educational Psychology). Thousand Oaks, California: Sage Publications, Inc., 2005. Includes chapters by UW–Madison School of Education faculty, including **Kenneth Zeichner**, **Carl Grant**, **Cheryl Hanley-Maxwell**, **Brian Bottge**, **Mary Lee Nelson**, and **Beth Graue**.

The Latina/o Pathway to the Ph.D., edited by Jeanett Castellanos, **Alberta M. Gloria** (professor in the Department of Counseling Psychology), and Mark Kamimura. Sterling, Virginia: Stylus Publishing, 2006.

Education Research and Policy: Steering the Knowledge-Based Economy, edited by Jenny Ozga, Terri Seddon, and **Thomas S. Popkewitz** (professor in the Department of Curriculum and Instruction). UK by Routledge, Abingdon, Oxon, 2006.

Jazz Age Beauties: The Collection of Lost Ziegfeld Photographer Alfred Cheney Johnston, by **Robert Hudovernik**

(M.F.A. '80 in art). New York: Rizzoli International Publications, 2006.

From Wiseguys to Wise Men: Masculinities and the Italian American Gangster, by **Fred Gardaphe** (B.S. Ed. '76 in English education). New York: Routledge, 2006. Gardaphe is professor of American Studies at SUNY-Stony Brook.

High Stakes: Poverty, Testing, and Failure in American Schools, 2nd ed., by **Dale D. Johnson** (M.S. '63 in education and speech; Ph.D. '70 in curriculum and instruction) and **Bonnie Johnson** (M.S. '76 and Ph.D. '84 in curriculum and instruction). Lanham, Maryland: Rowman & Littlefield, 2006.

Administrator acts as student advocate



Darren Martin now serves as a student services coordinator for UW–Madison’s College of Letters and Science and the Pathways to Excellence program.

Darren Martin came to UW–Madison as a student and, after earning two degrees (B.S. ’02 in human development and family studies; M.S. ’04 in educational leadership and policy analysis), has remained on campus in an administrative position.

Martin, a student services coordinator with the Pathways to Excellence program (www.lssaa.wisc.edu/pathways/), sometimes feels caught in a limbo between student life and his current duties. “I was a student before, but I’m not a student anymore,” he says. “Now, I’m administration, but I don’t see myself as administration or part of the system.”

His campus experiences, however, have provided him with valuable insight for his current job. “I hope to be an advocate for students,” Martin says. “That is the most important thing. That is all I care to do.”

Pathways to Excellence provides counseling, support and resources to underrepresented students, particularly African and African-

American students. He also helps organize and run the Summer Collegiate Experience (www.lssaa.wisc.edu/sce/). Martin participated in this program as an undergraduate, which helped him make friendships, connect to campus resources, and adjust to Madison.

“A challenge that I faced was transitioning from a metropolitan city (New York) that had a lot of resources and that was very diverse — not just ethnically, but also with things to do — to Madison, which is diverse in its own way, but is just a slower pace,” Martin says. “I definitely missed New York at times.”

However, Martin has adjusted to the slower pace of Madison, and to being an African American in a predominately white school. His experience as a student of color contributes to his ability to relate to the students he now helps.

One way the university has attempted to make the campus climate more welcoming to students of color is by implementing Plan 2008 and annually hosting a Plan 2008 forum. Martin was involved in this year’s forum, titled “Creating Community.” ■

Packers’ tackle Tauscher promotes literacy

As a young child, Mark Tauscher, right tackle for the Green Bay Packers, found reading to be a challenge.

“Fortunately, my third grade teacher had a unique style of motivating his class, which helped me overcome the challenges and enjoy reading,” says Tauscher.

Tauscher, who grew up on a farm in central Wisconsin, came to UW–Madison, where he worked his way up to starting right tackle on the Badgers football squad while earning his B.A. in history (’99) and M.S. in educational administration (’03). He continues to pursue further education through UW–Madison.

He has played with the Packers since the team drafted him in 2000. In his first year, he became a starter and received NFL All-Rookie honors.

“During my time at Madison, I became aware of the need for literacy and education programs in Wisconsin,” he says. Last year, he established the non-profit TRIFECTA Foundation — an acronym for Tauscher’s Reading Initiative For Every Child To Achieve — to help address this need.

Last fall, TRIFECTA (www.trifectafoundation.com) gave \$10,000 to the Milwaukee Public Schools Foundation for the Classroom Teacher

EXCEL Grant Program to support creative reading initiatives in the city’s public schools.

Tauscher explains that he started with Milwaukee because, while working on his master’s degree at UW–Madison, he had seen statistics on how many MPS students are struggling to read. The 315-pound, 6-foot-4 tackle says he also hopes to help programs in Green Bay, Madison, and other districts around the state. ■

CCBC publishes 25th edition of *Choices*

Librarians Ginny Moore Kruse and Susan C. Griffith of the Cooperative Children's Book Center, a special library of the UW–Madison School of Education, produced the first edition of *CCBC Choices* – four stapled sheets with one- to three-sentence descriptions of 105 titles – in 1981.

Since then, the CCBC librarians – with financial support from the Friends of the CCBC, Inc. – have expanded the size, added new features, and improved the production quality of this annual publication, which has grown in popularity.

The 150-page silver anniversary edition of *CCBC Choices* contains annotated entries for 237 books for children and young adults published in 2005, recommended by the current CCBC staff – Kathleen T. Horning, Merri V. Lindgren, Hollis Rudiger, and Megan Schliesman – from among the more than 3,000 titles received by the library during the year.

The staff commentary for the 2005 publishing year also is available online at www.education.wisc.edu/ccbc/books/choiceintro06.asp

Copies of *CCBC Choices 2006* have been sent to all public libraries in Wisconsin.

To request a copy by mail: Wisconsin residents should send \$2.75 and out-of-state residents should send \$10 to: Friends of the CCBC, Inc., P.O. Box 5189, Madison, WI 53705. All orders should indicate you are requesting a copy of *CCBC Choices 2006*.

Annotations from *CCBC Choices* since 1990 are part of the Children's Literature Comprehensive Database (www.childrenslit.com), a subscription-based searchable database with reviews from the CCBC and many other sources.

Special offer for Education alumni:

Any graduate of the UW–Madison School of Education may request one free copy of *CCBC Choices 2006* by contacting the School's External Relations Office by mail at Box 21 Education Building, 1000 Bascom Mall, Madison, WI 53706–1398, or by e-mail at soenews@education.wisc.edu. Supplies are limited. ■

Conference explores distance learning

To be successful, online courses must engage students in a rich blend of content and interactive activities that are easy to develop and cost effective to manage. Designing, teaching, and managing high-quality online and blended courses will be among the main topics when more than 1,000 professionals from across the United States and beyond gather August 2–4 in Madison.

The 22nd Annual Conference on Distance Teaching and Learning – organized by the Office of Education Outreach in the UW–Madison School of Education – will offer more than 150 concurrent sessions, workshops, course-design showcases, roundtable discussions, and keynote presentations on the best practices in the field.

In addition to formal presentations, the conference will provide education and training

professionals with many opportunities to share knowledge, skills, and developments.

The conference, widely recognized as a premier gathering in the field, addresses the needs of educators, trainers, managers, and designers who are involved in the application of technology to the teaching and learning process and in the planning, administration, and management of distance-education programs. The conference attracts participants from education, business and industry, the military, government agencies, health care, community groups, and non-profit associations.

The conference will be held at Madison's Monona Terrace Convention Center. For more information, visit the conference website: www.uwex.edu/disted/conference/. ■

Former UW System officials examine privatization

A perfect storm of fiscal and political trends is rapidly forcing the privatization of America's public universities, according a new book by University of Wisconsin System President Emeritus Katharine Lyall and Kathleen Sell, the UW System's former chief budget officer.

In *The True Genius of America at Risk: Are We Losing Our Public Universities to de Facto Privatization?* Lyall and Sell respond to these trends by opening a candid public policy discussion about the future of public higher education in America. The research forming the basis of this book was completed with sponsorship from the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE), in the UW–Madison School of Education.

Lyall and Sell describe the market forces that are eroding the traditional partnership between states and public universities and explain how the search for new revenue sources is refocusing the basic mission of these schools. The authors also clarify what can be done to save these valuable institutions

with an in-depth examination of state experiments in higher education funding systems and structures.

“Wisconsin is participating in these national trends, but is not alone in facing some unintended, but troubling, effects,” says Lyall.

Sell, a political philosopher, is a senior lecturer in the Department of Integrated Liberal Studies and a senior staff affiliate at WISCAPE, a UW–Madison center that seeks to engage researchers, policymakers, and practitioners in an ongoing dialogue about post-secondary education in order to improve decision-making and leadership practices.

The book is published by the Greenwood Publishing Group as part of the American Council on Education (ACE)/Praeger Series on Higher Education and includes a foreword by UW–Madison Chancellor Emeritus and ACE President David Ward. ■

For details and purchasing, please visit: www.wiscapewisc.edu/research/details.asp?id=5.

WISCAPE materials available online

New publications and other materials available on WISCAPE's website – www.wiscapewisc.edu/publications/default.asp – include:

- ◆ *Affordability and Access in American Higher Education in the 21st Century*, documents and presentations from the February 1 forum co-sponsored by the Department of Educational Policy Studies.
- ◆ *Fostering Access and Persistence in Higher Education*, documents and presentations from a series of WISCAPE programs 2003–05.
- ◆ *The Consequences of Merit-Based Student Aid*, video and presentation materials from the March 1 forum.



PHOTO: BOB RASHID

Michael McPherson, president of the Spencer Foundation, delivers an address at the conference on *Affordability and Access in American Higher Education in the 21st Century*.

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 at: www.education.wisc.edu/alumni/frm_submissions.asp

Items also may be mailed 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

Summer still a time for learning

The Office of Education Outreach in the UW–Madison School of Education offers professional development opportunities – workshops and conferences – for educators this summer. Upcoming summer programs include:

- ◆ **Touchstones and turning points in young adult literature**, June 19–July 14: A course looking at the history and development of the young adult literature genre, including books that were originally published for adults but were claimed—and widely read—by teens.
- ◆ **Comics in the classroom: Multiple literacies through graphic novels**, July 21: Workshop to explore the benefits of using this pop culture phenomenon in a traditional classroom, to learn about the relationship between text and art in graphic storytelling, and to examine ways the graphic novel can connect to writing in the classroom.
- ◆ **Motivating adolescents: Overcoming ambivalence and stimulating resilience**, June 19: For professional educators facing the challenge of working with students

who have the ability to perform well, but not the motivation or a sense of being able to perform at their ability level.

- ◆ **Practicum for teachers of the gifted and talented**, June 12–July 7: An opportunity for teachers, counselors, social workers, school psychologists, and other professionals to interact with university faculty and staff while working with talented and accelerated learners at the sixth-grade level in UW–Madison’s College for Kids program.
- ◆ **New discoveries in astronomy (Online)**, July 13: Topics include planetary discovery missions, the search for other solar systems, Hubble space telescope projects, comets and asteroids, and new techniques in astronomy. ■

To learn more about these and other upcoming programs, contact the Office of Education Outreach by phone at (608) 263–5140, by email to outreachinfo@education.wisc.edu, or by mail to Office of Education Outreach, 1050 University Avenue, Madison, WI 53706–1386. Or go online to the Outreach website: www.education.wisc.edu/outreach/.

New journal puts spotlight on undergraduate research

Unlike graduate students and professionals who have numerous opportunities to publish their research, undergraduates often find their hard work ending up on the desk of a single professor or collecting dust on the bookshelf.

“[Undergraduates] can’t really see other undergraduates doing research unless they’re sitting in a lab or they hear about it from a professor,” says Robert Beets, news editor of the new *Wisconsin Undergraduate Journal of Science (WISCI)*. “Word of mouth has

historically been the only way to hear about good undergraduate research.”

Launched in March, *WISCI* – www.wisci.com – is a student-run, peer-reviewed journal that publishes undergraduate research. *WISCI* joins *Illumination* (<http://illumination.library.wisc.edu/>), UW–Madison’s undergraduate journal of the humanities, in helping to provide visibility to undergraduate research.

Illumination, which released its first issue in Spring 2005, provides the humanities community with peer-

reviewed undergraduate research. *WISCI* plans to do the same, publishing high-quality student material for the scientific community.

WISCI, the brainchild of Mustafa Hyder, a former honors student in medical microbiology, is currently funded through the Letters and Science Honors Program’s 2005–06 Leadership Trust Award and supported by biochemistry professor Dave Nelson. The inaugural issue of *WISCI* contains 48 pages of research, local and national science news, and other features. ■

SCALE

continued from page 5

PHOTO FROM VIDEO BY DAVID MARCOU



Los Angeles teachers test parts of an eighth-grade immersion unit in buoyancy and density during summer institute sessions in 2005.

sion units are being incorporated into the curriculum, according to Millar. He and his colleagues, however, do not envision science curricula consisting entirely of these extended units.

The IDT points out: “The typical set of concepts that must be covered in a year is too large to cover each concept in depth, but immersion units provide an opportunity to cover some concepts in depth. This greater depth means that the material covered will be remembered much longer. If the target concepts are carefully chosen to be core concepts that are both difficult to learn and foundational to further science content learning, then the greater depth pays itself back in the long run.”

To demonstrate the process, WCER and CSUDH produced a video about the SCALE/QED development of an eighth-grade unit on density and buoyancy for the Los Angeles Unified School District. During the spring of 2005, a team – facilitated by Daniel Lauffer and Hedi Baxter of WCER and including science educators from the district and CSUDH faculty – engaged in give-and-take sessions to sift through the concepts and approaches for teaching such a unit.

“We have created a new kind of partnership in the Los Angeles basin,” Millar says, with obvious pride. He envisions that such partnerships, once created, will be sustained and integrated into the partner institutions.

He also emphasizes that the process of designing the units goes hand in hand with the critical task of providing professional development. (A second video shows the collaborative professional development sessions, where teachers prepare to teach the unit, during the summer of 2005.)

The IDT concept paper notes: “Not enough K–12 science class teachers have a deep understanding of scientific processes because few have participated in real research, either because they were not science majors in college or because they chose not to engage in real research while a science major. Moreover, many K–12 science class teachers have important gaps in their conceptual understanding. . . . Immersion units provide an opportunity for teachers to learn what science processes are really about and perhaps to update their knowledge of the science content that they must teach. In other words, immersion units can serve the same function for teachers as they can serve for students.”

The initial efforts to develop immersion units and provide professional development have been so successful that the SCALE teams suddenly faced demands to step up their production of units. Last year, teams worked feverishly to produce and/or refine seven units in time for summer professional development institutes for Los Angeles teachers. Millar describes the experience as “designing, building, and flying the plane at the same time.” But he adds, “We did it!” SCALE is moving to roll out 15 more summer institutes this year.

Immersion units being developed by SCALE teams cover a variety of topics in life science (animals, decomposition, and invasive organisms), physical science (magnetism, electricity, force and motion), and earth science (weather, plate tectonics, climatology) across a range of grade levels. As more of these units are developed and put into use, SCALE will continue to evaluate and, when warranted, revise these units.

To learn more: The Immersion Design Team’s concept paper, *Immersing All K–12 Students in Extended Inquiry Science and Design*, by Christian Schunn (University of Pittsburgh), Terry Millar (UW–Madison), and Dan Lauffer (UW–Madison) is available online from a link at www.wcer.wisc.edu/scalemsp/immersionunit/immersion.php. ■

GENERATIONS OF CONNECTIONS HONORED

Immediately after graduating last year from the UW-Madison School of Education, Tricia Buschke found just the kind of position she wanted: She became a physics teacher at Waukesha West High School in Waukesha, Wisconsin.

Buschke credits the Liebenberg Family Scholarship for helping her to graduate and become certified to teach physics in five years.

Maude Sachtjen Liebenberg, who received her UW education degree in 1928, established the scholarship with a gift of stock in 1997 to enhance the training of secondary science and mathematics teachers. The scholarship provides support for one student at a time from early in her/his college career through graduation, as long as the recipient remains in good standing and continues to pursue a teaching degree in science or math.

The scholarship made a significant difference, explains Buschke, one of four recipients thus far. "With the scholarship, I was able to focus on these essential components of my education without many financial worries. It would have been difficult to work as well as spend time in the schools and remain a full-time student."

For Maude Liebenberg and her two children, all UW alumni, "family" is an integral part of the scholarship. It honors generations of connections with the University. Maude Liebenberg died in 2002, but son Donald, (B.S. '54, M.S. '56, Ph.D. '71 in physics), and daughter Lelia Ladenburger (B.S.E. '56 in education) remain involved with the scholarship.

Donald points out that his family's UW ties date back at least to his grandfather, Herman Henry Liebenberg, who graduated in 1897, taught mathematics, and served as superintendent of the Buffalo County Normal School. Other family members with UW degrees include his father, Rex Lionel Liebenberg (1931), and his mother's sisters.

"Clearly the University of Wisconsin has been an important part of three generations of the Liebenberg family," he says. "Each of us has a life stimulated by our UW experience and the subsequent enjoyment of continued learning and appreciation of the value of education. We are glad to be able to return some support to the future training of educators."

Recipients of the Liebenberg scholarship become part of the family, as well, exchanging letters with Donald and meeting with Leila at the School's annual Undergraduate Honors Banquet.

"It was wonderful to see them every year and to have the opportunity to thank them for their contribution to my education," Buschke says. "It was also very motivating to have their support."

"The Liebenberg family was so kind and generous," adds Heather Richins, another recipient, who now teaches pre-algebra and geometry at Minnetonka High School in Minnesota. "Teaching can be such a thankless job at times and feeling the support from the Liebenberg family helped reinforce that what I was doing was important."

Gifts, regardless of size, offer meaningful ways to promote excellence, to say thanks, and to support a cause or idea. To learn more about giving to the School of Education, go online to www.education.wisc.edu/givingtotheschool/index.asp.

If you have any questions or would like to discuss further opportunities for giving, contact Jennifer McFarland at the University of Wisconsin Foundation by calling (608) 263-0851 or by e-mail, to jennifer.mcfarland@uwfoundation.wisc.edu.

Every gift makes a difference! Thank you!

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UW takes *Equatorial Rhythms* to Overture Center

PHOTOS: JEFF MILLER/UNIVERSITY COMMUNICATIONS



Graduate student Jawana Williams, left photo, does an African dance, and undergraduate Gabrielle Cummings does a Flamenco dance during rehearsals of *Equatorial Rhythms* at Lathrop Hall. The dance was among several performances featured in *The Chancellor Presents UW Performing Artists of the Future*, a music, drama, and dance event held February 25 at Madison's Overture Hall.



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Office of External Relations
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