PsTL SUMMER 2012

New from the Department of Postsecondary Teaching and Learning >> Summer 2012

PsTL RESEARCH SERIES


PsTL's growing body of electronic learning initiatives opened the path to increased "cultural access" among diverse students and facilitated opportunities to think globally and learn locally. Instructors, learning technologists, and academic technology staff worked together to support the completion of a new and innovative program for postsecondary education and learning. The Post-baccalaureate Certificate in the Multicultural Center for Academic Excellence and Learning at the University of Minnesota is described in greater detail in the present article. A new post-secondary certificate program in the field of multicultural education and learning was developed in 2011 at the University of Minnesota. The program is designed to provide a foundation in multicultural knowledge, skills, and values necessary for effective multicultural education and practice. It is intended for individuals who wish to enhance their multicultural competence and to develop a deeper understanding of multicultural issues. The program consists of three core courses and six elective courses, and is open to both undergraduate and graduate students. Students enrolled in the program are required to complete a total of 30 credit hours, including a capstone project. The program is offered in a blended format that combines online and face-to-face instruction. The program is intended to prepare students to work in multicultural education in a variety of settings, including schools, universities, and community organizations.
could assess students’ critical thinking skills as related to their personal stories and enhance their personal productivity. Projects, which recorded dynamic information in real time, allowed each student to record image journals, e-documents, and image projections to accommodate personal contact, and more that contributed to data collection and assessment of student learning outcomes.

Each receiving an iPad for use while in CEHD, PsTL instructors designed different approaches to integrating the iPads in ways that were informed by their pedagogy. The iPad2 has camera, high-definition video, and movie editing—with exception of photo journals, e-documents, and image projections to accommodate personal contact, and more that contributed to data collection and assessment of student learning outcomes.

First-year students in fall 2011 continued the iPad initiative, with increased access and Universal Instructional Design questions as they support global education and study abroad. I also harbored ambitions to make a difference? They will engage in writing and digital repertoire. Students become unique producers, posted their stories, and continued to do this.

Simone Glade: I have been influenced in meaningful ways through guidance from the PsTL, faculty, and my academic experiences. This program has fostered my development as a professional student. My academics have motivated me to develop scholarship and leadership skills, retention, and graduate aspirations among underrepresented minority STEM students at large, public research universities. I am looking forward to conducting research in science education and joining the PhD program in Curriculum and Instruction for my master’s degree. Each one has something special to offer.

Abhishek Parakh: I received the PsTL Certificate program in fall 2011 and identified what to expect, but knowing that I wanted to understand more about higher education, and systemic inequities in communities of color. The program’s educational and experiential value is apparent. A UNIFIED vision is to support and develop professional skills that advance diversity within our society and universities in Denmark and across the world through several strategies. Women are very aware of this ability. I used this into real-world work. I was delighted that I had crested OHC as the PsTL initiative was getting underway. I have been able to get on board with having less to teach, less time to do it, but benefit from technology. My coursework was enriched by a great computer science professor and access to universal design and innovative approaches to design assumptions as the PsTL program was developed. I have to promote students’ and faculty’s senses of efficacy in social exclusion, and we can leverage technologies to promote global, critical perspectives in education.

AXIA LEE: I received the PsTL Certificate program in spring 2012. I entered the PsTL Certificate program because I am motivated to continue exploring how using technology, and how we can leverage technologies to promote global, critical perspectives in education. I am looking forward to conducting research in science education and joining the PhD program in Curriculum and Instruction for my master’s degree. Each one has something special to offer. I am looking forward to conducting research in science education and joining the PsTL Certificate program in spring 2012. I entered the PsTL Certificate program because I am motivated to continue exploring how using technology, and how we can leverage technologies to promote global, critical perspectives in education. I am looking forward to conducting research in science education and joining the PhD program in Curriculum and Instruction for my master’s degree. Each one has something special to offer.

Terry (Tamy) Pape: I entered the PsTL Certificate program because I am motivated to continue exploring how using technology, and how we can leverage technologies to promote global, critical perspectives in education. I am looking forward to conducting research in science education and joining the PhD program in Curriculum and Instruction for my master’s degree. Each one has something special to offer.

Anne McGowan: I will continue to work in student-affairs roles, develop leadership, retention, and graduation rates for students of color. I have developed leadership skills, retention, and graduation rates for students of color. I have developed leadership skills.
PsTL PO STS chasing printed materials. Assignments could be transmitted in manufacturing, recycling, and technological innovation.

trieve relevant information, and in class discussions instructors could assess students’ critical thinking skills as related to the information source, point of view, and reliability. Most students, accustomed to a visual environment throughout their lives, perceived the iPad as a familiar way to express and enrich their personal stories and enhance their personal productivity.

pand projects beyond the classroom, into the community, or and to collect and format survey data during live interviews, which recorded dynamic information in real time.

camera, high-definition video, and movie editing—with exceptional space to pursue art they were interested in—taking and

statistics in and out of the classroom, allowing them to engage with

opportunities for “cultural conversations,” according to instructors. Assistance was available to students. When faculty and advisors gave direction, students discovered a passion for learning and continued to develop their skills.

In fall 2012, students in PsTL’s First-Year Inquiry (FYI) program completed the Post-Baccalaureate Certificate in Innovations in Undergraduate Multicultural Teaching and Learning, and continues to this day. “As an undergraduate student, I was motivated to develop scholarship and leadership skills, retention, and graduate school opportunities for advancement in this field. I also plan to teach more social justice and leadership classes. I am currently creating the FYI program. “

I was personally and professionally when I entered the MA program, the PsTL graduate faculty has learned much from this wonderful cohort of students and looks forward to many cohorts to come.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”

Innovations in Undergraduate Multicultural Teaching and Learning, and a certificate in Multicultural Education and will help me support diverse populations in many school systems and thus created symbolic presence for the recovery of bomb victims, an international symbol of peace that originated in Japan. Higbee gave each student a hand-made origami crane, saying: “It is believed that if you make 10,000 strings of cranes to wish for the recovery of bomb victims, you will become an international symbol of peace that originated in Japan.”
The selected PsTL faculty scholarship on the First-Year Experience was awarded to Asma J. Salim, a doctoral candidate in Fall 2012. Salim was selected in recognition of her foundational work in the field of first-year student development and her innovative contributions to the field.
PsTL PEOPLE

Faculty News

Gina Moscatiello
Professor of Biochemistry
Gina Moscatiello’s research focuses on understanding the complex system of protein-protein interactions that provide a foundation for the function of biological pathways. These interactions can be found in the regulation of developmental processes, immune responses, and cancer cell signaling pathways.

Anand Prakash
Professor of English
Anand Prakash is known for his innovative and interdisciplinary approach to literature, focusing on the intersections of gender, race, and class in modern and contemporary literature. His teaching is centered around fostering a diverse and inclusive classroom environment.

Awards

Thirty-Six Teaching Scholars (Grades K-12) receiving the 2012 Minnesota Daily Nice Teacher Award, which recognizes outstanding educators in the state, was announced in January. The recipients were selected through an online voting process and were celebrated at a ceremony on April 20. This award celebrates the contributions of educators who inspire and challenge their students to reach their full potential.

Jehangir Buturian
Professor of Biology
Jehangir Buturian’s expertise lies in the field of evolutionary biology, with a particular focus on the mechanisms driving speciation and the role of sex in evolution. He has made significant contributions to understanding the evolution of sex chromosomes and gender identity.

Madyun Rashéné
Professor of Sociology
Madyun Rashéné’s research interests are centered on gender, race, and social justice issues. Her work explores how these factors intersect in everyday life, particularly in the context of education and the experiences of marginalized communities.

Chandra Buturian
Professor of Education
Chandra Buturian’s research focuses on educational equity and social justice, with a particular emphasis on the experiences of first-generation students. Her work advocates for inclusive educational practices that support students from diverse backgrounds.

Graduate Student News

Kelly Harrington
Doctoral Candidate
Kelly Harrington is currently working on her dissertation on the impact of technology in the classroom. Her research explores how different educational technologies can be used to enhance student engagement and learning outcomes.

Undergraduate Teaching Assistant
Kym-may Weder
Kym-may Weder is an undergraduate teaching assistant who contributes to classroom activities and student engagement. She is known for her friendly approach and ability to make complex concepts accessible to students.

Professional Notes

Muriel Rion
Professor of English
Muriel Rion’s research focuses on the role of gender in literature, with a particular emphasis on the works of authors like Shakespeare and Austen. Her teaching is centered around fostering a critical and inclusive approach to literature.

Professor of Theatre
Betsy Bursch
Betsy Bursch is known for her innovative and engaging approach to theatre education. Her work explores how theatre can be used as a tool for social change and personal development.

Save the Date

The newly opened Presidential Scholars’ Hall of Honor will be officially dedicated on October 5-6, 2012. The event will feature a reception, tours of the hall, and lectures by distinguished alumni. Details are available online.

SAVE THE DATE

Awards

Jehangir Buturian received a Springer Prize, which recognizes early-career scientists for their contributions to the field of biology. This award highlights Buturian’s leadership in the study of the evolution of sex chromosomes and gender identity.

Selected PsTL Faculty scholarship on the First-Year Experience


PsTL SUMMER 2012

iPads for Teaching and Learning: Technology Enhances the First-Year Experience

All 447 first-year students in the College of Education and Human Development (CEHD) in the fall of 2011, along with 27 interns in CEHD, participated in an initiative to test how teaching and learning would be affected by the use of iPads. PsTL. The tablets were distributed free, thanks to private donations.

PsTL Posts

PsTL POSTS

News from the Department of Postsecondary Teaching and Learning >> Summer 2012

PsTL SUMMER 2012

iPads for Teaching and Learning: Technology Enhances the First-Year Experience

All 447 first-year students in the College of Education and Human Development (CEHD) in the fall of 2011, along with 27 interns in CEHD, participated in an initiative to test how teaching and learning would be affected by the use of iPads. PsTL. The tablets were distributed free, thanks to private donations.

PsTL Posts

PsTL POSTS

News from the Department of Postsecondary Teaching and Learning >> Summer 2012

PsTL SUMMER 2012

iPads for Teaching and Learning: Technology Enhances the First-Year Experience

All 447 first-year students in the College of Education and Human Development (CEHD) in the fall of 2011, along with 27 interns in CEHD, participated in an initiative to test how teaching and learning would be affected by the use of iPads. PsTL. The tablets were distributed free, thanks to private donations.

PsTL Posts

PsTL POSTS

News from the Department of Postsecondary Teaching and Learning >> Summer 2012

PsTL SUMMER 2012

iPads for Teaching and Learning: Technology Enhances the First-Year Experience

All 447 first-year students in the College of Education and Human Development (CEHD) in the fall of 2011, along with 27 interns in CEHD, participated in an initiative to test how teaching and learning would be affected by the use of iPads. PsTL. The tablets were distributed free, thanks to private donations.

PsTL Posts

PsTL POSTS

News from the Department of Postsecondary Teaching and Learning >> Summer 2012

PsTL SUMMER 2012

iPads for Teaching and Learning: Technology Enhances the First-Year Experience

All 447 first-year students in the College of Education and Human Development (CEHD) in the fall of 2011, along with 27 interns in CEHD, participated in an initiative to test how teaching and learning would be affected by the use of iPads. PsTL. The tablets were distributed free, thanks to private donations.

PsTL Posts

PsTL POSTS

News from the Department of Postsecondary Teaching and Learning >> Summer 2012

PsTL SUMMER 2012

iPads for Teaching and Learning: Technology Enhances the First-Year Experience

All 447 first-year students in the College of Education and Human Development (CEHD) in the fall of 2011, along with 27 interns in CEHD, participated in an initiative to test how teaching and learning would be affected by the use of iPads. PsTL. The tablets were distributed free, thanks to private donations.