



... learn to talk about differences ... engage in hands-on, active learning ... get strong preparation in subjects ...

SPRING 2009
VOL. 13 – NO. 2

INSIDE

Campaign's End
Grand Opening
Doors to the Future



Teacher Education
Inquisitive Faculty



UNIVERSITY
OF OREGON

Education in Context

Field experience helps undergraduates in Teacher Education's new Educational Foundations program place the study of learning into real-life contexts.

The shrinking globe. Our vulnerable Earth. Our common need to find solutions to issues concerning health, human rights, and social justice. Today's media provide an ever-widening window on the world. But knowing about new global business partners or noticing the burgeoning infusion of languages and cultures in cross-cultural classrooms provides mere flashes of global awareness. These glimpses cannot be mistaken for comfort with differing cultures or the sensitivity and skill needed to provide learning experiences that motivate and support the achievement of students of color, students of bilingual communities, or students of immigrant families.

"A teacher's first experiences with students of cultures different from one's own should occur before entering the classroom," says Jeanne Nagayama Hall, undergraduate field experience coordinator for the Teacher Education department.

"For one thing," says Hall, "a new teacher has quite a lot to cope with in terms of managing instruction and assessment, dealing with classroom behavior, and staying on top of the content. The classroom is not really where a young teacher will be able to form more than superficial impressions about subpopulations in the school, let alone about the

deeper cultural norms and needs of the communities represented in the classroom."

Future educators also may have difficulty preparing to work with students from a variety of socioeconomic backgrounds, says Hall, who notes that educators often have little personal experience with at-risk issues that may come with poverty or with families who may not have had educational opportunities.

So how can we best help educators bring global and multicultural perspectives to teaching? What do pre-service teachers need to know about their world?

GET THEM OUT OF THE CLASSROOM EARLY

Teacher Education faculty emphasizes that learning takes place in many settings, not just in classrooms.

To capture that learning and to open undergraduates to awareness of diverse learners early in their own development as potential teachers, Teacher Education program faculty has enriched the undergraduate Educational Foundations program to include core pre-education courses for freshmen and sophomores. These courses are designed specifically to expand the young thinker's definition of what it means to be a teacher—and how our society views teaching and learning from a variety of contexts.

The goal is to begin early in the Educational Foundations major, says Hall, and provide opportunities for experiences in new settings, to both observe



Campaign's End

BY THE TIME YOU RECEIVE THIS ISSUE, faculty and staff will have moved into the new HEDCO Education Building and the remodeled Lorry I. Lokey Education Building and Clinical Services Building. Teaching, meetings, research, and unpacking all will go on simultaneously as we prepare to open our doors to welcome alumni and friends to the Grand Opening of the building complex on June 11.

Campaign Oregon 2000–8 has been an eye-opening experience. So often, the place we work each day becomes the center of our universe. The campaign revealed a larger community that feels deeply about the value of this outstanding university and the place it has in the lives of the community, the state of Oregon, and the nation. Campaign Oregon raised \$853 million for students, faculty, programs, and new facilities. These gifts have transformed—and will continue to transform—the university.

The College of Education was the recipient of nearly \$40 million in private gifts. We are stunned, humbled, and so very grateful for such an outpouring of support that provided more than \$4.7 million in scholarships, \$6.7 million in faculty and program support, and an amazing \$28 million toward state-of-the-art facilities in the new and remodeled buildings.

IN RESPONSE TO THIS SUPPORT:

We will prepare the brightest young minds to work with children and families to help all children succeed and excel in their life goals.

We will continue our in-depth research in human abilities and behavior to produce the knowledge necessary to impact and improve public policy and best practices in education and human services.

We will stay connected with you. Alumni are as critical as faculty, staff, and students are to the reputation and success of a university. You connect us to the world, provide feedback, and extend a helping hand to students preparing for their professional lives.

You are always welcome back on campus. Come and tour our—and your—new facilities!

Michael Bullis
Dean, College of Education
Sommerville-Knight Professor

“The College of Education was the recipient of nearly \$40 million in private gifts. We are stunned, humbled, and so very grateful for such an outpouring of support.”

Michael Bullis



If you prefer to receive Education Matters online, please let us know at edalum@uoregon.edu



College of Education

Grand Opening!

June 11, 2009

4:00 PM

Plaza of HEDCO Education Building
1655 Alder Street, Eugene

We're celebrating completion of the College of Education building project, including the new

- HEDCO Education Building and remodeled
- Lorry I. Lokey Education Building
- Clinical Services Building

Come join us!



UNIVERSITY OF OREGON

Please note these corrections of statements from the last issue: Teacher Education and Educational and Community Supports moved into their renovated spaces in mid-December rather than in the spring. The quotation attributed to Elaine Jones should have been attributed to Andrea Wiggins. The construction project manager is Janet Lobue.

Doors to the Future

Welcome to a new era: a new education complex, which includes the new HEDCO Education Building and remodeled Lorry I. Lokey Education and Clinical Services Buildings, is opening doors to the future of education and social services. Our official celebration—the balloons and ribbon cutting—are all yet to come, but take a proud peek now at what we have built together:

A Signature Program at the University of Oregon

Physically, the College of Education complex has become the gateway to the southwest corner of the University of Oregon campus. In the world of research and professional preparation, the college offers leading programs among the nation's 63 elite research universities in the American Association of Universities. Citizens, state and federal agencies, and professional organizations across the country look to the UO College of Education faculty for help in elevating teaching and learning performance.

Accessibility and Sustainability

The building complex was designed to be as accessible as possible for everyone, from navigation of the physical space to use of the virtual connections that new, sophisticated technology affords. The commitment of the university and the state of Oregon to green buildings guides the new HEDCO building design, which captures heat and light, reduces storm-water drain off, and uses motion-sensor lighting. All these devices reduce the use of precious resources and reduce the building's carbon footprint.

Best Practices and Collaboration

New specialized spaces enhance instruction in teaching, clinical service, and research. An integrated clinic provides hands-on supervised opportunities for students as well as service to children and families in the areas of reading, communication disorders, school psychology, counseling psychology, and couples and family therapy. Educators and clinicians can build a repertoire of best practices together within the new and remodeled spaces of the complex, which is designed to reinforce relationship. Graduate student spaces support cohort activities and provide easy access to faculty. The Faculty Resource Center provides incubation space for faculty to meet, get technology support, and collaborate on ideas. The Learning Commons provides study space and information access. And beautiful gardens and courtyards unify the complex and extend natural gathering opportunities in nurturing surroundings.

Outreach and Service

The College of Education complex provides opportunities to share innovative research and faculty knowledge with schools and agencies virtually anywhere. Real-time video conferencing and leading instructional and informational technology will allow us to increase support to educators in the field with best practices identified by the latest research, and offer opportunities for collaboration with great minds at institutions around the world.

You did it! You wrote checks. You came to campus to tour with students and faculty. You invited others to your homes to hear about the college and its impact and vision for the future. You hosted development officer visits all over the country and even overseas. You spent evenings and weekends creating connections and community-building awareness about faculty research and outreach services and preparation of high-quality, caring professionals. As this final phase of the project unveils our fresh new spaces, the students, faculty, and staff at the college express wonder and deep gratitude for the dedicated efforts of all who pulled together to accomplish something so generous for the generations to come. Come join us as we open the doors to a bright future, leading to educational and social services for all!



Excavation at the site of the tennis court parking lot 9/07



Looking south at footings with trailers in background 10/07



HEDCO building begins to take shape 4/08



Resurfacing begins as remodeling draws to a close 11/08



Remodeled Lokey building reflected in new HEDCO building

State, Community, and Campus Develop New Vision for Teacher Education

JANUARY 2008:

74 new courses were approved by the state school board, with curriculum to support a new undergraduate degree program and new graduate programs leading to master's and doctoral degrees and licensure

AUGUST 2008:

"UO Teach" graduate licensure program approved by Oregon Teacher Standards and Practices Commission (TSPC)

SEPTEMBER 2008:

Educational Foundations launches pre-education coursework for freshmen and sophomores and offers study abroad experience for seniors

FEBRUARY 2009:

UO provost Jim Bean announces state school board approval of

- New master's degree in curriculum and teaching leading to licensure
- New master's degree in curriculum and teacher education
- New Ph.D. in critical and social cultural studies in education

SEPTEMBER 2009:

A department name change from Teacher Education to Education Studies will become effective in fall 2009



What does it take to be a good teacher in today's world?

It takes more than good intentions, books, and a chalkboard. The classroom of today can be a social, cultural, behavioral, and technological adventure, and teachers need to be well prepared to meet emerging challenges.

College of Education Teacher Education (TED) faculty has worked hard to develop courses addressing these challenges, to win new program approvals and course changes, and to generate more than 74 new syllabi to address the teaching and learning goals of today's classroom for tomorrow's world. As a result, the Teacher Education program has transformed its curriculum and developed new master's and doctoral degree programs, now approved by the state school board, and a licensure program that has been approved by TSPC.

In addition to the undergraduate Educational Foundations program that leads to a bachelor's degree and prepares students as strong candidates for application to master's programs (see cover story), new graduate and licensure preparation programs in teacher education include

- Master's degree in curriculum and teaching, leading to licensure
- Master's degree in curriculum and teacher education
- Ph.D. in critical and social cultural studies in education
- "UO Teach" graduate licensure preparation program

A WORLD OF DIFFERENCE

Teacher Education alumnus Joseph Claunch '08 says he was fortunate to have experienced some of the department's pilot coursework and teaching.

"I've grown through TED faculty's willingness to address issues of inequality," says Claunch, who cites the teaching by faculty members such as assistant professor Joanna Goode: "Joanna Goode's course may have been the best I have taken anywhere," says Claunch. "The type of research that she has done, her thinking about those issues . . . I have not often seen people bring the knowledge she presented. I'd spent some time in urban schools, and Dr. Goode verified many of the difficult things I remembered. It was insightful to understand why—in communities that are predomi-

nantly white—a public school that is not doing well may not receive support that seems necessary.

"Teacher Education students are typically a fairly homogenous group from a similar socioeconomic background," Claunch notes. "There aren't too many people who are ethnic minorities in our program or who come from urban communities. For some people, it was really depressing to learn some of the realities of public schools in urban communities. If you are talking with someone who has never heard social equity theory before, they may think on first encounter that the huge discrepancies that exist in public education in our country are like a conspiracy theory. People's reaction is that it can't possibly be that different.

"Joanna presented us with case studies and quantitative data—visuals, too—and then she sent us out to do a census project. We were able to see the numbers for ourselves. She helped paint a fuller picture, including critical theory, but backed up well with information.

"My peers were so impressed with the course that they spent a lot of time talking about it outside of class: the concepts, the readings we were doing, and the relevancy of the information presented—a host of new perspectives. People in class were able to reflect on their own experiences and how differently they were schooled. This helped us as a class move beyond the kind of deficit theories that locate low-achieving performance of students with themselves: their fault, their family's lack of support or attention on schooling, or an ethnic or racial heritage of failure.

"It is amazingly easy to blame students or focus on high-performing students, but by identifying these kinds of pitfalls for teachers—she really was able to paint the full picture for us, including the possibility of struggle with administrators or competition for resources. I think this sets us up to do better.

"The program is definitely doing what it needs to do: prepare teachers to acknowledge cultural differences, back up theory with data, address needs that arise from varying backgrounds, and give us all the language to talk about differences."

GOT THE RIGHT STUFF?

"The faculty has built four strands of emphasis in its undergraduate program," says Teacher Education department head Jerry Rosiek: 1) learning and teaching, 2) curriculum, 3) critical stance toward effective use of technology in classroom teaching, and 4) educational equity and

a World of Difference

opportunity. The new graduate program leading to teaching licensure—UO Teach—emphasizes strong preparation in subject matter, engaging teaching, and understanding the social and cultural influences on education.

There is also an autobiographical emphasis for both the undergraduate-level and master's-level programs, a focus on reflective teaching practice that is designed to produce critical thinkers who apply skilled judgment to teaching.

“We want students to question their taken-for-granted ideas about what teaching is,” says Rosiek. “Our programs emphasize the importance of teaching the students who are in our classes—not the students we wish were in our classes. We want to turn out professionals who take responsibility for monitoring and improving their own teaching performance at a variety of levels,” says Rosiek.

A distinctive feature of the new UO programs is embedded ESL/ESOL training with an intense focus on specific subject matter methods through classes and field experiences.

“You'll learn how to think like a teacher in employing specific techniques for engaging and challenging students and empowering them to become critically thinking citizens,” says Rosiek, who notes that faculty would like to see UO Teach become known as a regional, state, and national center of important inquiry and dialogue exploring how to best serve all students in our K–12 classrooms.

These new rigorous programs seek students with a strong commitment to embracing diversity, addressing social equity, and empowering youth through educational achievement. The Teacher Education program—slated to be renamed the Department of Education Studies in fall 2009—seeks candidates of the highest caliber with the following characteristics:

- **Strong preparation in subject matter**

For secondary teachers, this includes specific endorsement in subject matter such as history, biology, and foreign languages. For elementary teachers, the emphasis is on reading, math, science content, and specific teaching of English language learners.

- A keen **desire to examine the social and cultural context** of teaching and learning

- **Critical thinking skills** and professional engagement in issues such as the effects of policy and curriculum on students, the importance of self-reflection in their own teaching, and a demonstrated ability to work with colleagues to continually improve service to children and communities

Our Teacher Education Faculty

The Teacher Education faculty at the UO College of Education draws from a broad spectrum of experience. With decades of classroom teaching and backgrounds in educational sociology, ethnic studies, anthropology, physics, philosophy, measurement, educational psychology, sociology, and curriculum theory, they provide an array of expertise to help students become well-equipped teachers.

- **Lynne Anderson-Inman**, PhD, literacy scholar conducting research on technology-supported reading, writing, and studying, with emphasis on struggling students; director, Center for Advanced Technology in Education
- **Karen Baldwin**, PhD, education and anthropology, director of teacher education programs, 20 years experience in public schools, teacher education, and teaching in international settings
- **Jill Baxter**, PhD, educational psychologist studying barriers to effective math and science instruction with support from a National Science Foundation grant
- **Ron Beghetto**, PhD, measurement scholar and educational psychologist with a focus on promoting creativity; featured in CollegeDegree.com as one of the top 55 professors in the country
- **Jeff Edmundson**, EdD, master's degree coordinator, has 24 years of high school teaching experience. He focuses on teaching practical classroom applications and on cultural and ecological sustainability.
- **Joanna Goode**, PhD, educational sociologist researching the institutional and psychological reasons why underrepresented youth are prevented from entering computer science in high school
- **Jeanne Nagayama Hall**, MEd, undergraduate field experience coordinator, 20 years of elementary teaching experience and teacher education, with interests in educational psychological cultural issues and teacher/student development
- **Abby Lane**, MS, is an instructor and practicum supervisor in the areas of bilingual education and English for Speakers of Other Languages (ESOL). She is also the English Language Learner (ELL) program coordinator for Eugene School District, 4J.
- **Edward Olivos**, PhD, curriculum theorist with expertise in critical pedagogy, biliteracy, and bicultural parent involvement
- **Jerry Rosiek**, PhD, qualitative research methodologist with degrees in physics and philosophy; received a 2007 American Educational Research Association Narrative Research SIG award for early-career achievement
- **Alison Schmitke**, PhD, undergraduate degree coordinator, has eight years teaching experience. She focuses on helping future teachers understand the role of teacher and student subjectivities in the classroom.
- **Mia Tuan**, PhD, sociologist, research focus on racial and ethnic identity development. She also directs the UO Center on Diversity and Community.

“I’ve grown through TED faculty’s willingness to address issues of inequality. The program is definitely doing what it needs to do: prepare teachers to acknowledge cultural differences, back up theory with data, address needs that arise from varying backgrounds, and give us all the language to talk about differences.”

~Joseph Claunch
Graduate
Middle Secondary Education
Sapsik'wafá (Teacher) Project



The Sapsik'wafá grant project supports American Indians and Alaska Natives in becoming professional educators.

Inquisitive Faculty: Inspiration, Discovery, and National Recognition

Biliteracy Conference Brings U.S. Leaders to UO



Edward M. Olivos

Myriad factors affect the ways English learner (EL) students function in an existing society. "The educational and social experiences of ethnically and linguistically diverse communities are increasingly complex in schools," says Edward M. Olivos. Olivos is chairing the New Destinations: 2009 University of Oregon Conference on Biliteracy to be hosted June 25–27 by the college's Department of Teacher Education. Superintendents and administrators, teachers, researchers, graduate students, and community members are invited to register now through June online at <http://biliteracy09.uoregon.edu>

Project DATA (Designing Algebra Teaching for Achievement)



Kathleen Jungjohann

Faculty members Leanne Ketterlin Geller, Ph.D., of Educational Leadership and Kathleen Jungjohann of Special Education launched the Mathematicians Workshop Series in January to bring math experts into discussion with secondary educators. R. James Milgram of Stanford University led off the workshops, setting the context for the current state of math achievement: U.S. students are capable of reaching the same levels of achievement as are students from higher achieving countries, according to Milgram, but in the United States, Jungjohann notes, "we tend to teach many types of problems and applications as separate topics without linking back to the underlying and unifying principles. As a result, U.S. students come to view math as a set of steps to be memorized." According to Milgram, high-achieving countries focus instruction on developing deep understanding of the most essential principles of mathematics and then apply and generalize that knowledge to specific problems to be solved. The most successful countries in math achievement also have high standards for all their students (e.g., calculus in high school) and expect a high level of abstraction in solving problems.

For Mathematicians Workshop Series offerings in April, May, and June, see <http://www.uoregon.edu/~projdata>

Ken Merrell Onstage with Dr. Phil



Ken Merrell

Television's Dr. Phil asked Ken Merrell, Ph.D., head of the Department of Special Education and Clinical Sciences, to use his perspective as a scholar of social-emotional behavior in schools to evaluate extreme disciplinary actions that had garnered national media attention, including one school keeping an elementary school student with autism in a time-out room for more than three hours. "Time-out can be used effectively," Merrell said.

"However, more than a few minutes means there's a problem." Merrell noted in related Associated Press reporting that "an extreme use of time-out really is a form of abuse. It's going to do nothing to change the behavior." In the broadcast aired nationally December 5, 2008, Merrell added, "Normally, we would want to recommend a complete plan of positive support of students, including social and emotional skills training."

College Knowledge Links to Readiness



David Conley

In late 2008, the National Assessment Governing Board adopted recommendations from an expert panel that for the past year has been investigating the technical feasibility of using the 12th grade National Assessment of Educational Progress (NAEP) test as a measure of college and career preparedness, says technical panel member and COE faculty David Conley, Ph.D. According to *Education Week*, federal officials have taken a major step toward using the test known as "the nation's report card" to judge the preparation of 12th graders for college and the job market.

CPSY and SPED Team Up for Project Peace



Chris Murray

Special Education's Chris Murray, Ph.D., and Counseling Psychology's Krista Chronister, Ph.D., hosted a COE-sponsored speaker presentation January 9 on peace and education. "Cease Fire! Neoliberalism, the War on Youth of Color, and a New Social Agenda" brought Pauline Lipman, professor of policy studies, University of Illinois–Chicago College of Education, to the Knight Law Center to present a critical examination of how social, economic, and educational policies influence children's perceptions, attitudes, and beliefs about violence. Patrick Camangian, assistant professor, University of San Francisco, also spoke. For more: <http://education.uoregon.edu/content/2318>

Blanco-Oilar Wins National Dissertation Award



Christiane Blanco-Oilar

Born and raised in Mexico City, Christiane Blanco-Oilar, Ph.D., didn't know what to expect when she moved to Muncie, Indiana, to attend Ball State University. Having been raised not to appear rude in a paternalistic society, she initially struggled with American assertiveness. That culture shock led her to research ways to help other immigrants. She studied acculturation of ethnic-minority youth as a UO counseling psychology doctoral student and earned the 2008 Jeffrey S. Tanaka Memorial Dissertation Award in Psychology, presented by the American Psychological Association's Committee on Ethnic Minority Affairs. Blanco-Oilar currently works as an instructor in the COE Counseling Psychology program. More at <http://gradpsych.apags.org:80/2009/01/award.html>

CFT and FHS at Work in Cambodia and Vietnam



John Miller

Officials at the Royal University of Phnom Penh in Cambodia and the National University of Vietnam continue work with the college's Couples and Family Therapy (CFT) and Family and Human Services (FHS) programs to develop graduate programs in counseling psychology and human services in both countries. CFT's John K. Miller, Ph.D., accompanied CFT student Stefan G. Paymowski to Cambodia in December 2008 as a part of Paymowski's research project. FHS assistant professor Shoshana Kerewsky, Psy.D., returned for a second trip to Cambodia and third trip to Vietnam in February 2009. Read more at

<http://education.uoregon.edu/content/2340>



Shoshana Kerewsky

Universities and State Governments Extend PBIS



Robert Horner

Special Education professor Robert Horner, Ph.D., and the College of Education will spearhead an \$8 million, five-year, multi-institutional program designed to foster positive behavior in the nation's schools. In November 2008, the U.S. Office of Special Education Programs announced the first \$1.6 million of the grant, which also allows the University of Oregon to continue and to expand an existing technical assistance center that helps address the needs of behavior-challenged students with disabilities. Under the new grant, participating universities and agencies will provide technical assistance that will allow states to implement schoolwide positive behavior support (PBIS) in more than 15,000 schools. The new grant will enable the University of Oregon; the University of Connecticut; the University of Missouri; and eight other universities, state governments, and service organizations to extend the work of the center.

<http://education.uoregon.edu/content/2341>

Transition Expert Honored



Lauren Lindstrom

Lauren Lindstrom, Ph.D., received the Outstanding Excellence in Technical Assistance for Transition Service Award 2009 from the Oregon Association of Vocational Special Needs Personnel (OAVSNP). OAVSNP is a statewide group of educators and rehabilitation professionals who work with youth with disabilities. Lindstrom is an assistant professor in Counseling Psychology and Human Services. See more about her research with Special Education and Transition Services (SSET). <http://sset.uoregon.edu>

Flannery Tapped as Outstanding Alumna



Brigid Flannery

University of Illinois at Urbana-Champaign honored K. Brigid Flannery, Ph.D., with the 2009 Distinguished Alumni Award from its College of Education in March. A senior research associate and associate professor at the UO College of Education, Flannery is presently director for the Special Education major and faculty in the Educational and Community Supports research unit. For more about her contributions, see

<http://education.uoregon.edu/faculty/flannery.htm>

Sohlberg Receives UO Elite Faculty Excellence Award



McKay Moore Sohlberg

A dozen of the brightest University of Oregon faculty have been honored for contributions in classrooms and their fields of research. McKay Moore Sohlberg, Ph.D., of the college's Communication Disorders and Sciences program, is among recipients selected by the provost on the basis of recommendations by a committee of distinguished faculty members, each a named chair or recipient of another significant honor for outstanding scholarship, research, and teaching. "The Fund for Faculty Excellence is an important program that enables the university to retain some of the brightest eager minds in academics today," said James Bean, UO senior vice president and provost.

Bullis Honored for Outstanding Leadership



Michael Bullis

The Midwest Symposium for Leadership in Behavior Disorders (MSLBD) presented the Outstanding Leadership Award to UO College of Education dean Michael Bullis, Ph.D., at its 27th Annual Symposium on February 26, 2009, in Kansas City. Bullis was recognized for his outstanding service and leadership on a national level in the field of behavior disorders. It is rare for academic deans to be recognized for national research leadership concurrent with serving as heads of colleges or schools. "It is a coveted award, not lightly given," said MSLBD spokesperson Ron Schmidt, remarking that Dean Michael Bullis "is an exceptional person, recognized internationally as a leader in the field of education."

Chronister Named APA Kuder Early Career Scientist



Krista Chronister

COE alumna and assistant professor Krista Chronister, Ph.D., was recently awarded the Fritz and Linn Kuder Early Career Scientist/Practitioner Award by the American Psychological Association, Society of Counseling Psychology. Funded by National Career Assessment Services Inc., this award was established to honor early career achievement in both the science and the practice of counseling psychology.



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Continued from page 1

and apply their study of learning theory to real life. "We want undergraduates to directly experience cultures and ethnic groups they may not have encountered before," says Hall. "We need to get them going—to other neighborhoods, to other parts of the state, and, eventually, to other countries." Educational Foundations majors can now choose an international study option in the summer through fall of their senior year, in cooperation with UO Study Abroad programs. Increasing global awareness, developing intercultural competency, and making a personal contribution to an international climate of peace and cooperation all help students realize their fullest future potential as sensitive, caring, and knowledgeable professionals.

THE COMMUNITY AS MICROCOSM

Preparing undergraduates to extract significant cross-cultural disciplinary connections from an international study experience by the senior year is no small task. Teacher Education faculty designed the pre-education field experience to generate undergraduate exposure to and practice with applying teaching and learning concepts in settings that are culturally diverse.

"We saw rich, untapped resources for providing Educational Foundations students with multicultural experiences right here in our own community," says Hall. "These may be organizations that already

have close ties to schools in bridging the achievement gap—family resource centers, American Indian educational programs, Direction Service, and other community agencies that provide support to various populations. The experiences may also include community cultural programs, such as the Asian Celebration or the Martin Luther King, Jr. Celebration.

"What excites me about the new Education Foundations program is the breadth of field experiences in which students get to participate. We encourage them to do something they've never done before, to push out of their comfort zones, and to discuss and formulate their understanding of learning they witness in any of the 20-plus community organizations." The program is providing robust, applied learning for undergraduates, with a 100-hour commitment to the total field experience in a community organization and classrooms. The field experience is embedded in coursework for the major in order to provide the connection between theory and practice in the areas of learning and teaching, curriculum, technology, and equal opportunity. This provides an opportunity, according to Hall, that "will profoundly deepen students' cultural understanding, as well as sharpen their awareness of the critical community networks that support the children they serve."