

FCPE Newsletter – Issue No. 2 – Fall 2002

“Hitting Your Marks”: Distance Learning Initiative at Adelphi

by James B. Mullin

Adelphi University's initial experience with distance learning occurred in the Spring, 2002 semester. A Social Work course within the MSW curriculum was taught by Professor James Mullin to two groups of students, one located in a classroom on the Garden City campus and another located at the university's Manhattan Center. The two classrooms were linked through the use of synchronous technology, i.e. cameras and microphones, which permitted the professor to reach both in "real time." This interactive process allowed both groups of students to have the same access to the professor, the same opportunity to ask questions, and the same exposure to the teaching/learning content.

Throughout the course, class exercises were designed and incorporated to cause the interaction and cooperation between students at the two sites. Some class projects involved work performed and decisions made sequentially across the two sites. For example, one project required one group of students in Garden City to perform preliminary work and then "hand off" their results to the Manhattan students. The Manhattan students then utilized this information to complete their part of the project, and then referred their results to another group at Garden City. At the conclusion of this round of work, the product was presented to all students who then had to decide, collectively, on a desired course of action. This technique tested the limits of the equipment, and highlighted some of its limitations. However, the projects did proceed and, from the professor's standpoint, succeed. These examples are indicative of the applicability of distance learning and the ability to create the semblance of "one classroom."

A course-specific questionnaire was developed consisting of statements regarding the learning environment, the distance education technology, and the content of the course. Students at each site rated the degree of their agreement or disagreement with the statements on a 7 point scale. An additional two statements asked students to judge the breadth and depth of the material covered in the course as compared to "a traditional course." Finally, students had the opportunity to identify, in narrative form, what they liked most and least about the course.

Collectively and separately, the students at both sites agreed that course objectives were achieved, they had ample access to the instructor, they were encouraged to interact with each other, the instructor responded to them to their satisfaction, and that they had the opportunity to learn as much as they would in a traditionally taught course. The Manhattan responses, of course, are of particular interest, given that Prof Mullin was present there for only 2 of the 15 classes. The fact that their views of the learning environment were positive and consistent with those of the Garden City students is testimony to the viability of a distance learning format.

The results of this experience in distance learning support the conclusion that it is an effective format that can become a part of Adelphi's learning array. Both students and the instructor affirm that a learning environment that applies equally to both sites can be created and, through technology and teaching techniques, both groups of students can participate actively in it. A sense of "one classroom" can be approximated, if not achieved.

Editor's Note: The Faculty Center for Professional Excellence will be holding a demonstration workshop on "Videoconferencing and Teaching at Adelphi" on November 14th, 10:30 am. Please call X4221 to reserve you place.

“Our Children at Risk”: Public Education Symposium

by Bruce Rosenbloom

The “Our Children at Risk” public education symposium held on October 10, 2002, brought together experts in the field of environmental illness, public health, and children’s health. Close to 350 people attended the event which focused on the links between various environmental exposure and children’s health and developmental problems. Attendees represented a wide spectrum of society from health care professionals, parents, school officials, hospital administrators, educators and representatives from local government.

The Speakers:

Robert F Kennedy Jr. started the program with a very passionate presentation of environmental health issues and their relationship to the political and economic climate in this country. He cited the hard-won victories in the federal Clean Air and Clean Water Acts, which he feared would be either overturned or weakened by the current administration in Washington. Kennedy was critical of industry- funded scientists whom he labeled as “bio-stutues”, since they are hired to come up with studies that confuse the scientific debate on environmental and health issues. He concluded that it’s been over three decades since the initial organizing over the environment- Earth Day, yet many of the same issues are still relevant today, issues still meeting with the same industry opposition.

The keynote, speaker, Philip J. Landrigan, M.D., author of Raising Healthy Children in a Toxic World, discussed why the focus on children’s health is so critical. Most scientific toxicity studies are performed on 180 lb healthy males, which have limited relevance to a 20 lb infant. Because of children’s developing physiology and immune system, their proximity to the floor/ground, and different diets, children are significantly more vulnerable to pesticides and other toxins. Dr. Landrigan recommended governmental bodies establish more stringent toxics standards for children, and cautioned parents to be especially careful with their use of pest control and lawn care products.

A particularly compelling segment of the symposium concerned a video clip from several environmental research scientists produced by Patti Wood, director of Grassroots Environmental Education. One of these scientists, Elizabeth Guillette, Ph.D., conducted research on two groups of Mexican children and the effects of environmental exposure to pesticides on the neurological development of these children. The video showed children in one community playing in and around empty drums of pesticides, and playing near the fields as they were being sprayed. Dr. Guillette then showed how these same children had difficulty with basic drawing assignments, due to developmental defects from these toxics, whereas a control group in another community not using pesticides performed these tasks with ease. Clearly, at a young age, these Mexican children were being harmed.

To round off the list of speakers, Assemblyman Tom DiNapoli and State Senator Michael Balboni, both spoke to the issue of New York State environmental legislative initiatives and their connection to children’s health. Judging by an enthusiastic audience, most attendees felt the symposium timely, informative and worthwhile.

Attendees Reactions after the Symposium

Editor's Note: We decided to interview some participants, to get their impressions of the event, and offer their viewpoint regarding what constructive action might be taken to follow-up this symposium.

I thought the conference was excellent. The presentations were informative, thought provoking, and engaging. The concern for public health, and particularly children's health, is a primary consideration for those of us in the health field. The issues raised in this conference should receive our continuing attention. It is clear that Adelphi needs to involve itself in supporting efforts to deal with the environmental issues raised in this conference. We need to educate our students about environmental issues and health. We need to provide forums for public awareness and education. We also need to support those politicians and political efforts to help pass legislation which will deal health related environmental issues.

Lou Primavera, Dean IAPS, Derner Institute

Audrey, Marilyn and the committee did an incredible job putting this event together. I was impressed with the quality and articulateness of speakers, their ability to stay on point (even the politicians) and the fact that there was little repetition in their presentations. Robert Kennedy Jr. was compassionate, believable, and was able to capture the audience with personal anecdotes about his own family.

The keynote speaker, Dr. Landrigan, whose book I purchased afterwards, was engaging enough to bring the majority of the audience back, even after the fire drill. He took complex issues and made them understandable to everyone in the audience.

In the future, I would like to see a year long series of symposia around the issue of Children at Risk. Topics might include:

Violence in the School/Home; Post-traumatic stress syndrome; and Adolescents at Risk.

Also at these events, I would like to see a discussion panel that would include school nurses (first line diagnosticians), and Adelphi faculty with expertise in these issues. I believe such a series deserves funding and co-sponsors (like Newsday) so we can reach a wider audience.

Kathleen Bond, Dean, School of Nursing

Admittedly, I am not a scientist, so you should run this by legitimate experts in the field. But I have wondered if Adelphi could function as a Long Island clearinghouse for anecdotal information, from parents, teachers etc., about the connections they suspect between environmental toxicity and illness in children. While this kind of information is not scientific and very, very far from conclusive, it has been my experience from dealing with the autism community that these "reports from the front," sometimes add up or least point in a direction that might benefit from more study. What's needed are scientific minds to sort the evidence, ask more questions, ask the right questions, formulate questionnaires etc.

Barbara Fischkin, Visiting Professor, Department of Communications

The symposium created an excellent opportunity for the campus community (and beyond) to begin or continue a conversation of great importance to us all. We should continue to sponsor symposia on issues of community interest – controversial or not.

The experience would have been strengthened, however, had the scientist panel members beyond Dr. Landrigan been present in person for questioning, and if Sen. Balboni and Assemblyman DiNapoli could have been present for the audience response. I was very pleased, however, to recommend the symposium to students with a wide range of interests from biology

to environmental studies, business and politics. The free admission was important, I believe, in getting a large turnout.

Gayle Insler Dean, College of Arts & Sciences

As a new faculty member at Adelphi, I was delighted to have been in attendance at Dr. Landrigan's wonderful symposium. It was a testament to the fine quality of the presentation that so many of us waited patiently outside in the light rain as a fire alarm and University Center evacuation unfortunately interrupted the main lecture. Philip Landrigan's message regarding the importance of protecting our young children from avoidable environmental toxins is especially meaningful to me as an early childhood special educator with a specialty in infancy. In our field, we see increases in infant and toddler disabilities that are not always able to be explained through our current science, but that many suspect have roots in environmental teratogens or toxic exposures. I was fortunate enough to have been able to purchase (and have signed) a copy of Dr. Landrigan's very practical and comprehensive book, *Raising Healthy Children in a Toxic World*. It should be required reading for every parent or parent-to-be.

Many people may not know that Adelphi University plans to start a new graduate program next Fall in early childhood special education, which is designed to be part of a dual certification program for the new birth to 7 years of age teaching certificate for both typically-developing young children and those with special needs. I am currently working to develop the special education part of the new program for Fall and Dr. Esther Kogan is already planning to begin the early childhood part of the program this Spring. We hope many Adelphi students will take advantage of this wonderful opportunity to be prepared for a highly rewarding profession. Inquiries may be directed to me or to Dr. Kogan in Education Studies.

Crystal E. Kaiser, Associate Professor of Special Education, School of Education

The Environmental Symposium held October 10, 2002, was outstanding and touched on important and vital issues of concern not only to the Adelphi University community, but to the global community. The cross section of speakers, Dr. Philip Landrigan of Mt. Sinai Hospital, Mr. Robert Kennedy of the Environment Clinic at Pace University, Assemblyman Tom DiNapoli, State Senator Balboni and our own President Scott gave excellent presentations that were both engaging and informative. I was delighted to see how well received the symposium was, even after the fire drill interruption, most attendees returned for the completion of the event. What was most impressive was the cross-section of people who attended, these included parents, health-care providers, doctors, school personnel, and local government officials.

I would hope that this will be the start of a series of health/environmental symposia that Adelphi University will sponsor. Many people came up to me afterwards to express how much they valued this event, and express the wish to for us to sponsor future events on other topics like nutrition or the environmental issues.

Marilyn Klainberg, Associate Dean, Undergraduate Programs, School of Nursing

Editor's Note: Dr Klainberg was on the planning committee for this conference.

Arathi Seshadri – Biology Department

I feel the need to understand a lot of the basic biology of the species and address questions from the point of view of the organism in question!

Brief overview of the area of expertise, research and teaching.

I am trained as a behavioral ecologist – studying proximate mechanisms of behavior. My field of expertise is in social insect evolution – trying to study why insects like wasps and bees live in

colonies. In social insect colonies, like a honey bee colony, there is one queen who lays eggs and there are numerous worker bees that NEVER reproduce but instead work to raise the offspring of the Queen. This is also true in a lot of wasps, all the ants and termites. I am interested in studying why worker bees and wasps behave this way in contradiction to Darwin's natural selection theory.

Another field of behavioral ecology that I am interested in is in the foraging ecology of social insects. How do these insects decide on foraging on a particular resource and gather pollen/nectar? How are these decisions made? What are the influences of colony needs on the amount of risk the individual bee/wasp will take in deciding on a resource to forage upon?

A third interest is in the area of plant reproduction – to see how plants modulate pollinator behavior to gain pollinator services. Do plants respond to the choice and decisions of their pollinators?

Q.: Why did you come to Adelphi?

A. Teaching courses in Ecology and other related fields of my interest. An opportunity to interact with students directly and most importantly an excellent opportunity to pursue my research goals.

Q.: What has been your experience so far?

A.: It was quite a bit overwhelming initially but now I am settling in and enjoying it a lot.

Q. What do you wish to contribute? or What do you feel strongly about in regards to teaching or your specialization?

A.: One question that I am always asked when I explain my research interest and expertise is about how this is useful to the human society and why should we bother about bees that do not reproduce. I do not have an answer to how my research will immediately benefit humans. I feel the need to understand a lot of the basic biology of the species and address questions from the point of view of the organism in question. Working on challenging aspects of human diseases and such other areas of immediate demand to the human society is extremely important but I would like to give my tiny contribution to a few other organisms on this earth and continue to study in areas of basic research that does not have an immediate and DIRECT implication to the human society.

Q.: What do you wish to impart to your students?

A.: To make an attempt to understand that the things around us are more complex than what we actually see. And understand that each organism is experiencing and undergoing a lot more challenges than what is immediately visible to us and is constantly adapting to the changes in ways much more than an average human being is doing.

Grant Updates and News

by Mary Cortina

The School of Education was awarded two new grants from the U.S. Department of Education, Career Ladder for Paraprofessionals (\$1.5 million over five years) and Pathways to Teaching: Preparing New Mathematics and Science Secondary Education Teachers (\$1.13 million over three years).

Career Ladders is directed by Ms. Eva Roca, Director, Bilingual/TESOL Program, in collaboration with the School's long-time partner, the New York City Board of Education's

District 75. The goal of the grant is to enhance the educational achievement of students with severe disabilities, whose first language is not English.

The major focus of the grant is the provision of scholarships to qualified bilingual paraprofessionals to obtain a Master's degree in childhood/special education with a bilingual extension. In addition, the grant will provide an interdisciplinary, comprehensive program of staff development and technical assistance for all of District 75's teachers and paraprofessionals. The District serves over 20,000 students with severe disabilities across the five boroughs of New York City.

Pathways is co-directed by Dr. Mary Reeves, Assistant Professor, Mathematics Education, and Dr. Robert Bradley, Associate Professor, Mathematics and Computer Science, College of Arts and Sciences. In collaboration with Nassau Community College, the Roosevelt Union Free School District and the Westbury Union Free School District, this grant will recruit, prepare and support students for careers as high school math or science teachers in high-need school districts. Students will be recruited from within the College and the School, as well as Nassau Community. They will be placed in Roosevelt and Westbury as interns and student-teachers. In addition to providing scholarships to students, this collaboration is designed to ensure high-quality math and science curriculum and professional development activities for current math and science teachers in these districts.

President's Faculty Development Awards

The deadline for proposals is October 22nd, with funds available for the 2003 calendar year, January -December. This internal research fund was established by the Provost's Office in Spring 2000, and this latest call represents the fourth round of funding. The fund was created to assist faculty with their research, scholarship, curriculum development, and technology integration projects. Since its inception, seventy-five faculty members have been provided with either full or partial support for their work.

Grant Workshops

If you have any suggestions for topics or speakers, please let me know. Right now we are tentatively scheduling a Funding for the Humanities for November/December and are planning programs for the Spring.

Proposal Processing Q&A

Indirect rate – Q. What is the university's indirect rate (often called overhead)

A. The university's indirect rate is 70% of salaries only; this excludes student salaries, stipends and tuition remission. Often agencies will limit the indirect to 8% or 10%, when this is the case, the university accepts that rate and then it is applied to the total budget.

Human Subject Protection – Q. What do I do if my study involves human subjects?

A. The university Institutional Review Board (IRB) must review all protocols involving human participants. IRB review forms are available from the Office of Sponsored Projects.

Animal Care Q. What if my study uses animals?

A. Projects involving the use of vertebrate animals must be reviewed by the Animal Care and Use Committee

Time-frames Q. When do I need to have my proposal ready for review by the Provost's Office?

A. Your proposal must be ready for review five days prior to the agency required mailing date.

Budget Q. What if I need help with my budget and budget justification?

A. The Sponsored Programs Office and the Grants Accountant will work with you and complete any required budget forms.

Proposal Overview

Proposals whether submitted to federal agencies or foundations must address the following:

- Why the research or project is necessary
- Why you and your institution are uniquely qualified to do this
- Who will benefit
- What work has been done before in this area
- How your work will extend knowledge, services, etc. in this area

In addition, each funder will have specific formats and criteria to be followed. Always follow the directions and make sure you respond to each of their conditions.

Is using technology in classrooms primarily beneficial to learning or mostly overrated in terms of student learning?

Readers Forum

In each issue of the newsletter we encourage dialog on a specific teaching or research issue. Responses will be posted in the next issue of our newsletter. After the question below, we have a short essay on the topic at hand, to start the discussion.

Topic for this Issue:

Is using technology in classrooms primarily beneficial to learning or mostly overrated in terms of student learning?

Please send us a short response (1-3 paragraphs is fine) to FacultyNews@adelphi.edu and include your name, department and title.

Copy and paste above e-mail address into your designated e-mail program or find us under FacultyNews in the Groupwise address book.

Reflection on Issue

by Carole S. Rhodes, Ph.D., School of Education

Technology is changing teaching and learning. The “techie” in me incorporates technology into much of my teaching. In varying degrees, depending on the courses I teach, I use hyper-media stacks; synchronous and asynchronous learning environments, multi-media applications and, having done them elsewhere, I plan to do a videoconference course at Adelphi in the Spring. I do this because I like technology and because, I believe, that technology can enhance the learning experiences of my students. Not everyone agrees.

Any change or paradigm shift comes with attendant concerns and frustrations thus it is necessary for educators to look closely at the process as we engage in varying our classroom practice. The use of technological advances has been an easy accommodation for some educators. For others, this is not the case. Richardson (1990) notes the importance of reflection on the teaching/learning process and on affecting change. To make informed decisions we must clarify our view of the role of technology in education and define its relationship to existing curricula. The primary consideration should be the purpose of using technology (Jordan and Follman, 1993) not the fact that it is “glitzy” or makes our school more marketable.

All of this brings me to request that we engage in a dialogue on this issue. Some possible starting points for discussion include:
How do we realize the true potential of technology?
How much of the use of technology is a novelty and how much can be useful in classrooms?
What aspects of technology are helpful in given contexts and in what ways are they effective?

Technology won't solve all of the problems of teaching nor will it ever replace good teaching. Among the best practices in education, whether online, offline, in class or out of class, is to engage students in active involvement in learning. Let us, too, engage in an active dialogue about technology in teaching and learning. I look forward to seeing my colleagues views on this issue.

References:

Jordan, W. & Follman, J. (Eds.) (1993) Using technology to improve teaching and learning: Hot topics usable research. Victoria, B.C. Canada: British Columbia Ministry of Attorney General.

Richardson, V. (1990) significant and worthwhile change in teaching practice. Educational Researcher, 19 (7) 10-18.

Online Databases: The Library Comes to You

by Penny Bealle

The Library Faculty is continually updating Adelphi University Libraries' print and electronic collections. The online databases allow faculty and students to conduct research from their homes, dorms, or any off-campus location. Many electronic information resources include not only the citation, but also the full-text of articles, allowing you to read and print journal articles. The library subscribes to numerous online databases, many featuring full-text journal articles. Focusing on just two of these databases, this article highlights some of the search features. Instructions for remote access to databases: <http://libraries.web-dev.adelphi.edu/guides/remote.shtml>

Never a Dull Moment!

At the Library Reference Desk you will hear students and faculty ask the Library Faculty for information on subjects like:

- Medea
- Ecstasy
- Dwarves
- Body Image
- Cochlear Implants
- Global Positioning Systems

You get the picture – any topic is fair game. Helping students and faculty learn how to locate just the right information whether it is Online or On the Library Shelf is very rewarding. Research is a multi-step process that requires skill and perseverance. Library Faculty members can expertly guide your students as they learn this multi-step process that ranges from identifying the type of information needed, to finding and evaluating the information. Here are two databases that provide students and faculty helpful resources for their research.

Databases can be accessed at: <http://libraries.web-dev.adelphi.edu/research/databases.shtml>

Academic Search Elite from EbscoHost, a perennial favorite, is a full-text, multidisciplinary database. In this database students and faculty from almost any discipline will find full-text articles for their research projects. For example, if you search on "Ecstasy" and limit your search to "full-text" you will have almost 500 articles to choose from. This is far too many to browse, but a quick evaluation of the article titles and publications suggests ways in which your search can be refined. "Ecstasy" is used in many ways:

- "The Ecstasy of Defeat" in Sports Illustrated
- "The Agony and the Ecstasy" in the Economist
- "From Ecstasy to Sextasy" in Rolling Stone

So – it's time to focus your search to ensure that you get the information that you need. Come to the library and we will show you how. You may want to limit your search to:

- articles that discuss Ecstasy the drug (109 articles)
- articles that discuss teenage use of Ecstasy (4 articles)
- articles in peer-reviewed journals (33 articles)
- articles published in 2002

Or any combination of the above. The search can be tailored for your project whether you are searching for a discussion in the popular press or for research reports in peer-reviewed journals.

PsycARTICLES, the most recent addition to our electronic information resources, is a full-text subject-specific database. Students and faculty engaged in advanced research benefit from this specialized database. It includes full-text articles from almost 50 American Psychological Association journals. A recent search on "ecstasy" in this database found about 40 articles. As in all databases, there are many options that enable you to focus your search. For example, you can limit your search to full-text articles:

- that include "ecstasy" in the title (3 articles)
- that discuss "ecstasy" and "HIV" (4 articles)
- published from 2000-2002 (18 articles)

Need Research Assistance?

Come to the reference desk in the Adelphi University Libraries. A member of the Library Faculty will help you define and refine your search. There is no disputing the fact that electronic resources are wonderful; however, it is important to remember that only a tiny percentage of authoritative, scholarly information is available electronically. Print resources continue to be indispensable sources for research on most topics. Therefore, be sure to check ALICAT, Adelphi's Online Catalog, for excellent books on your research topic: <http://alicat.web-dev.adelphi.edu/search>. Regarding "ecstasy" two recent titles in ALICAT sound promising:

- Addiction Medicine: Adolescent Substance Abuse. 2002.
- Altered State: The Story of Ecstasy Culture and Acid House. 1997

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Reflections on the Process of Student Writing

by Henrietta Perlman

"Working with students on their writing over many years has given me an appreciation for the process of writing. What follows are some reflections/ theory on how students may approach this process:"

When writing an academic paper in college, a student should be concerned with these questions: “What is my topic?”, “What grade is it worth?”, “How can it be improved?.” According to Bereiter and Scardamalia (1987) there are two models of academic writing. The less skilled writers operate at the level of knowledge telling (as in a simple narrative); while more skilled writers are involved in knowledge transforming (as in expository writing). The knowledge transferring model focuses on what is expected on the university level. Educational movements in America, such as “writing across the curriculum” (writing taught through content, not language), have emphasized that writers do not operate as solitary individuals, but rather as members of a “socio-cultural” group. Their backgrounds influence their writing styles as well as how their writing is perceived. When students need to produce writing acceptable in the academic community, they are required to adopt the norms of this community – norms which may be different from their own.

The college student must have knowledge of the topic they are to write about. They need to know the audience they are writing for. They should have “writing plans.” These plans must have components: idea generation and organization as well as setting goals in the way they review, evaluate, and edit their writing. The “theory of writing” (Flower and Hayes, 1981) suggests that writing is a highly complex, goal-directed, and recursive activity. It develops over time as writers move away from the production of egocentric or writer-based text (for example, writing everything they know on a topic without thinking about the reader) to reader-based text, which is written with the reader in mind.

There is no perfect ‘approach’ to writing. There are many stages and strategies for writing. Brainstorming is one way for a writer to generate ideas and help tap into the writer’s long-term memory: “What can I say on this topic?” At this stage of the writing process, the writer is free from censorship and lets information freely flow from the subconscious. Fast writing helps one focus on the overall purpose of their writing assignment. At this stage, the writer narrows their focus and cuts out the non-essentials items in their text. Structuring is the organizing and the reorganizing of text in order to answer the question: “How can I present these ideas in a way that is acceptable to my reader?” This is the time to determine the logical flow of an argument by identifying logical relationships between ideas, and asking are there any implications or applications, and evidences that should be adding to enhance the paper. Drafting is the transition from writer-based thought to reader-based text. The influences of their teacher and/or peers will strengthen the writing as each draft is produced. Their feedback to the writer focuses initially on content and organization. When these are satisfactory, then it is time for the final amendment. Re-viewing is standing back from the text and looking at it objectively with fresh eyes and asking: “Am I satisfied with my product or is there something confusing, or something in the paper that seems insignificant?”

The overall aim after using all the strategies is to create a meaningful and purposeful piece of writing. After these stages, the writer finalizes the assignment with proofreading. At this point the writer is making sure that the grammatical subject matches the logical subject. This is the time to eliminate false implications and vagueness. Giving the paper a rest for a day or so before doing this stage is recommended. It is much easier to have a fresh look at the paper when the writer has had a chance to sleep on it.

Writing for a purpose is a collaborative task having implications for both the instructor and the writer. The instructor presents material to be learned and the student internalizes and analyzes this material in order to present a paper worthy of their time spent in the writing process. When the instructions for writing an academic assignment are clear, the student will have fewer obstacles in the preparation and presentation of a well written assignment. Once the student has developed their own style of writing, it will then become easier for them to adapt their style

of writing for various subjects requiring them to present their knowledge within a specific written format.

Students need to understand that writing well can be a difficult process, yet they need to be assured that through patience, practice and time, their writing can become clear, concise and cogent.

Sean McGuinnes – Mathematic Department

My work resides largely in the area of Graph Theory, an area where the “theory” has only just begun to grow out of a hodge-podge of problems and solutions.

Brief overview of the area of expertise, research and teaching.

Basically my area of expertise is Combinatorics and Discrete mathematics. This is a relatively new area, which has evolved since the 1940's. There are a myriad of unsolved mathematical problems, some of which received their impetus from computer science. My work resides largely in the area of Graph Theory, an area where the “theory” has only just begun to grow out of a hodge-podge of problems and solutions.

As far as teaching goes, I've taught a fair number different courses, and most of my experience was gained while teaching in Denmark and Sweden, which have a different system altogether. I lived in Sweden for nine years, and taught almost all my courses in Swedish, a language which is perhaps not too difficult to learn for a native english speaker.

Q. Why did you come to Adelphi?

A. Initially, I knew very little about the university before I came for an interview. The atmosphere in math and computer science department here was quite unlike anything I'd experienced before; small, cohesive, and relaxed. Everybody seemed pretty open and likeable, a quality which is appealing if you're going to venture to a new place.

Since I was looking for a change both in terms of lifestyle and career, I found this place attractive.

Q. What has been your experience so far?

A. I would say that for the most part, things have been positive. My dealings with faculty and students have largely been good, although I would say that because of the different system and mentality, one has to make adjustments and this is not an instantaneous process.

Q. What do you wish to contribute or what do you feel strongly about in regards to teaching or your specialization?

A. I hope to contribute in the sense that the students I teach may actually learn something, and maybe even acquire an interest in math. I also hope to continue scholarly activity, ie. reading and writing papers, attending conferences etc, and just generally contributing to the advancement of my field.

Q. What do you wish to impart to your students?

A. I think in the end, even when the knowledge you initially imparted to the students is forgotten, one hopes that an enthusiasm for the subject remains.

Smart Classrooms for Smart Learners

by Bruce Rosenbloom

The September 2002 issue of Syllabus magazine contains several articles on smart classroom usage in higher education. At Adelphi, we have over a dozen smart classrooms at Garden City distributed among several buildings. The University has made significant capital investments in these rooms (also called multimedia classrooms) in order to enhance the teaching tools available to faculty. This article will address the capabilities and usages of these classrooms, and offer suggestions for teaching with these tools.

What are Smart Classrooms and what equipment do they contain?

“The idea of a smart classroom is to have an instructor positioned at a central workstation from which he or she can use any and all equipment available to make presentations to students in the same room or at remote locations. Projectors, document cameras, VCR’s, DVD’s, CD players, digital recorders and computers can all be neatly tied into a control system at the instructor’s workstation from which they can switch from one component to another.” (Syllabus, September 2002, pp 43). These rooms are constantly adapting to both incorporate new technology like wireless networks, and satellite links, and also changing given the demands of faculty for reliability and ease-of-use.

A typical smart classroom configuration at Adelphi would include a ceiling-mounted room projector with instructor console containing a PC with Internet access, CD-ROM, VCR, cable TV, and Elmo (for transparencies and paper documents). In addition, video-conferencing is available at a few smart classrooms on campus. It should be noted that there are variations from smart classroom to smart classroom, but that each console will have posted instructions applicable to that location. To further support faculty in learning how to use these rooms, The Faculty Center for Professional Excellence and the Customer Service and Training department have co-taught “how-to” classes in various smart classrooms rooms on campus.

Maintenance and Problem Resolution

Smart classrooms are among the rooms most in demand at Adelphi, and consequently, are in almost constant use. Invariably, then, there will be occasions when an instructor finds some equipment not working. It is hoped that a recent contract with an outside firm to maintain all multimedia rooms will go a long way to minimizing any disruptions. Several of the multimedia rooms will undergo equipment upgrades in the current Fall 2002 semester. However, if you encounter any problems with the equipment, please report it immediately to the Customer Services (X3333) so that a work ticket can be written, if the issue cannot be addressed over the phone.

Teaching in a Multimedia Room

The use of multimedia rooms in your teaching can enhance both the content and presentation of your materials. Students respond well to video clips illustrating a concept, or a PowerPoint presentation which reviews the major points of the lesson. With the computer’s desktop being projected onto the screen, computer applications may be demonstrated, and relevant Internet sites can add variety to any lesson. These uses are fairly typical at Adelphi. Is there more than can be done? I believe so.

In the Technology for Teachers class that I teach, I like to empower students in a smart class by having them make a presentation in front of the class using the tools at their disposal. Most students will start with a PowerPoint presentation, show the website they developed, and survey

other educational sites. This gives education students some real experience with some of the technology that they will use in their careers, and hopefully incorporate in their classrooms.

The power of the World Wide Web for accessing relevant content can be fully explored in a multimedia room. By touring various websites, a biology class taking a virtual field trip to marine institute; a political science class can explore ancient China; a science class can view local weather maps and project a storms impact on a region. Increasingly, websites are incorporating streaming video, which enable professors to show some current issue or event in a more visually engaging manner. The myriad applications are almost limitless. (See note below).

Another application of a multimedia room equipped for videoconferencing, would be to link that class with another site off campus. Although this will take some advance planning to account for firewalls on both sides of the conference, the benefits to teaching can be substantial. For example, using videoconferencing, an expert in the Civil War can enliven a history class, or an English class might connect with the author of poetry they are reading; a political science class can conduct a moot court competition with another school; education majors can observe teaching practices in K-12 classrooms; or social work or nursing students can interact with a professor from a field site or hospital. The advantage of interactivity with another site can pay real educational dividends for the students and professor.

In conclusion, smart classrooms may not necessarily make smart learners, but used intelligently and with planning, smart classrooms can lead to a more dynamic learning environment. Given the demand for these rooms on the Adelphi campus, a lot of professors agree. It is now up to us to more fully utilize these resources to maximize student achievement.

Editors Note: The Faculty Center for Professional Excellence will be conducting a workshop on "Teaching with Web Resources." and a Workshop on "Teaching with Videoconferencing". Please consult the Calendar for workshop dates.)

Sample Layout/Photos from Multimedia Rooms

Below are some sample multimedia rooms on campus, and links to a Word file containing and equipment list, room layout and other essential information for that specific room. Chris Toften, Customer Service and Training Manager prepared these files for each smart classroom and computer lab on campus. These will be available on their website in the near future (and the campus will be notified).

The links below will have photos and room layouts for these sample smart classrooms.

Science 321
Hy Weinberg 012
Business 108

Student Field Work in Greece Foreword by Notis Agelarakis

In the context of an eleven year old Adelphi tradition, the summer season of 2002, five of our undergraduates and I, traveled overseas to carry on archaeo-anthropological research projects in the Eastern Mediterranean. This time around we worked at four sites (islands of Thasos, Paros and Samos in Greece, and Klazomenai in coastal Turkey). These are long term

renowned projects offering us unique research field and lab opportunities, and international academic visibility.

Our student team members, supported by grants, are not only benefiting by an early career involvement in the recovery and documentation of primary data and subsequent research (many publish through the peer reviewed National Council of Undergraduate Research), but are also exposed to different cultural traditions-etiquette-and expectations, varied systems of political organization, as well as the realities of diverging economic horizons. I believe it would be most interesting to read the student accounts of their field work experiences.

Notis Agelarakis is a Professor of Anthropology, and Director of Environmental Studies Program, Forensic Anthropology & Pathology, Eastern Mediterranean Archaeology, and Human Ecology.

Christine DiPietro

I took the class in Fieldwork and Lab techniques in Archaeology and Physical Anthropology which was held in Greece because I wanted the experience in my major. We basically analyzed bones from the two different islands that we went to. The first island that we went to was called Thassos and we dealt with dry bones there. We did paper work on them and figured out age, sex, diseases by measuring, etc. The second island we went to, Paros, we worked with bones that had been cremated. These were tougher to work with because of the intense heat caused the bones to be warped. The bones were cremated a long time ago, about 600 BC.

From this field experience, I learned how to identify what bone is, how to determine age, sex, etc. of the bone, and how to do paperwork on the bones. I believe for now that I am going to pursue a career in anthropology. I also have another major in business management so maybe I can do a little of both.

Day to day work in Greece for me was fun. In Thassos, three of us stayed in the museum so every morning we would wake up and go right to work for six hours until 2:30, and then it was siesta time which I loved. I really wish there was a siesta here where you could take a nap in the middle of the day and then go back to work. Everything in Greece is so laid back, and no one is stressed out. The food was amazing, and it wasn't that much different from things you can get here.

I believe that this trip was worth the while because I learned so much more than I would have if I was in classroom learning. I definitely believe that the hands on experience are a wonderful idea. I really hope to return to Greece next year for the same class to better my understanding and to work with professional people again.

Laura Gaydosh

In the second summer session of 2002, I accompanied Dr. Agelarakis and four other students to Greece for Anthropology course 333, Fieldwork and Lab Techniques in Archeology and Physical Anthropology. The course was appealing to me because I am an anthropology major, who is interested in laboratory analysis of skeletal remains, and because anthropology is a global field, requiring somewhat of a global perspective. There are several collections in the Forensic Anthropology Laboratory at Adelphi University from several countries, but it is difficult to truly realize the impact of these collections without seeing where the people lived and the future generations of their cultures that survive today.

The Greek Islands are gorgeous, in their own right. We had the opportunity to work on two of the islands, Thasos and Paros. On the first island, Thasos, I stayed in a one-room apartment at the museum (generally reserved for visiting scholars) with another girl enrolled in the class. In Paros, all four girls enrolled in the class stayed in a small apartment in a hotel village. The weather on both islands was hot; approximately one hundred and sixteen degrees Fahrenheit on one day, but there was always a nice breeze. The people on the islands, both at the museums and shopkeepers in the villages were always polite and helpful. We had amazing food, and on one island ate almost daily at a nice restaurant that gave us a discount, as the professor has worked annually with groups of students on that island.

Our day to day activities would seem a bit mundane to someone unfamiliar with the nature of our work. We woke up around seven or seven-thirty in the morning, and usually a few of us would walk around the village, before it really “woke-up” for the day. We would start work about eight-thirty in the morning, either continuing a “taphos” (burial, refers to a non-cremated individual(s)), or vase (in the case of cremated individual(s)) from the previous day or starting on a new one. We would generally take a short (approximately five minutes or so) break at mid-morning, and continue working until two to three in the afternoon. When work was done for the day we would have lunch and take a siesta, which is common practice on the Greek Isles, before heading off to explore more of the island, hiking trails, or the beaches. We would normally meet for dinner about eight or eight-thirty at night, and then watch the sunset or the tourists before retiring for the evening.

Our work was extremely meticulous and a bit repetitive (which is necessary in a laboratory to ensure that nothing was overlooked because something was not properly investigated). First, we would identify the different bones that were present, and then attempt to separate the bones if it was evidenced that multiple individuals were present. Once separated and identified metrics were taken from several, pre-defined sections specific bones (which allowed us to make assessments about the sex and age of the individual). Finally, we would reference standardized skeletal metric and morphology books and charts to make fairly certain assessments about each individual. In addition to this, we also examined each piece for different types of diseases or trauma, carefully noting any observation. The Professor and his assistant carefully checked over all of our work, and coming to our rescue when we were unable to figure something out on our own.

I feel that this experience was extremely valuable for any student, regardless of their major or concentration. I plan to pursue a career in the medical field, continuing my education, and eventually working in a forensic-related occupation. Other professors can realize the value of involving undergraduates in their research. Most undergraduates have little to no concept of the depth or breadth of faculty scholarly research or the excitement of being involved, on any level, with the world of academia.

Brian Lohane

I have been working with Dr. Agelarakis for several years. I first had him as a professor my freshman year, and then as a sophomore, I took a one-credit independent study where I worked in the forensic anthropology lab. I have since worked in the lab as a research assistant, and then as a teaching assistant to Dr. Agelarakis.

The past two summers I had the opportunity to work overseas in Greece doing fieldwork with Dr. Agelarakis. This summer I worked on three islands in Greece and in Turkey. I have worked with many different forms of human remains differing by age, sex, build, and levels of preservation (some very well preserved, others not and rather difficult to work with) and also cremated remains.

Each new place, project and individual remains that I worked on gave me new insight into the field. In general, students were treated with respect by the people whom we worked with closely, and were often looked upon as the experts (since we knew more about working with human remains than many of the workers on the site). Through this field work experience, we were able to see, first hand, how some of the excavations took place and assist on the excavations in our spare time. Most of my work on the site consisted of manual labor in the excavation, with occasional field analysis of human remains.

I value this work not only knowing that I am building a resume, but also that I am helping other students learn, and discover for themselves if this field is in their future plans. I also value the fact that I am aiding in the search for human origins, and discovering cultural information. The work that we had done overseas (and the work done in the lab today) will further our knowledge of the past and our understanding of our collective human ancestry, including cultures of the past that may have help shaped the world as it is today.

Students with Disabilities: What Adelphi Professors Need to Know

by Carol Phelan

Background

The Adelphi University Office of Disability Support Services (DSS) provides cost-free assistance to students with documented disabilities to ensure equal access to all aspects of university life. The mission of DSS is to provide an increasingly accessible and supportive campus environment for students with disabilities. Adelphi is committed to accommodating students with disabilities and values the diversity that people with disabilities bring to our community.

Students with disabilities make up a growing proportion of college and university students in the United States. As reported by the Association on Higher Education and Disabilities, in 1978, only 2% of incoming freshman had documented disabilities. By 1998, it was 9%, and it seems to be stabilizing at the 9% level. Such disabilities include but are not limited to learning, sensory, orthopedic and psychological.

[BROKEN IMAGE]

When students with disabilities graduate from our University, they are as likely to be employed in their chosen profession as other students, they will earn similar salaries, and they will be equally likely to return to school for graduate study.

Students with Disabilities and Standards

The previous background section implies that (a) since 9% of incoming freshman have disabilities, we should all expect to have students with disabilities in our classes, labs, and field sites; (b) students with disabilities will develop the same array of careers as other students; and, thus, (c) they need to receive the same curriculum and meet the same academic performance standards as other students.

We as an institution need to have the same expectations and impose the same standards of performance on students with disabilities as we do for all students. The most important point is that disability accommodations must not water down the curriculum, lower standards, or waive requirements for essential skills or knowledge. In fact, it is illegal to do so. These concepts – maintaining academic standards and providing reasonable accommodations – are essential in

understanding how to work appropriately with students with disabilities in higher education and to guard against the pitfalls inherent in the process.

The Legal Environment

The laws surrounding accommodations in higher education are continually evolving. As recent Supreme Court decisions redefine our way of thinking and narrow the Americans with Disabilities Act definition of disability, colleges and universities are developing industry wide standards and criteria for eligibility.

[BROKEN IMAGE]

Two laws influence disability-related services in higher education: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Both of these are civil rights statutes, designed to prevent discrimination against students based on their disability.

[BROKEN IMAGE]

Students with disabilities must meet the same entrance criteria as other students. Once they have met the university's admission criteria, with or without the use of accommodations, they have the same rights as other students. You will notice that I didn't write that students with disabilities are entitled to a college degree. Having a disability doesn't mean it's a "free ride." Just like other students, those with disabilities are responsible for determining their own level of success or failure.

An instructor cannot refuse to work with a student because the student has a disability or because the instructor is concerned that having a disability would keep the student from being successful in education or employment. Once admitted, students with disabilities have the right to access all programs, academic and non-academic, that are available to other students.

Information about a student's disability is confidential. As a result, there may be times when you receive a request for accommodations from the DSS office without knowing which student needs the accommodation. Most of the time, however, the student will approach you and tell you that he or she has a disability that will require some accommodation. In either case, information about a student's disability or accommodations should not be disclosed without the student's permission. It is up to the student to decide how much information he or she is comfortable sharing.

Accommodations and Case Study

But what are accommodations? Accommodation refers to adaptations aimed at helping a student lessen the impact of a disability-related limitation. For example, a student with vision impairment may need to have his or her textbooks made available on audiotape. The focus of all accommodations is to mitigate the effects of the disability, not to make sure that all students with disabilities are successful in college. However, please remember that not all students with a given disability need the same accommodation and to understand that accommodations are designed on an individual basis.

One issue that arises frequently on our campus is over accommodation. I believe that this happens when some professors feel that students with disabilities have enough to deal with and shouldn't have additional pressure from stringent academic demands. As a result, the professor may spend an excessive amount of time and effort to accommodate a specific student. Our office can help you find the right balance between not doing enough and doing too much.

Let us examine a case study to illustrate some of these issues. We had a legally blind student who required all written text in alternative format such as books on tape and enlarged print. One day, the student went to a class for an exam only to find that an alternative format exam had not been prepared for him. The instructor told the student that he was exempt from the exam and was not required to take it. When the student objected, the instructor advised the student that he could take the exam the following week during the instructor's office hours. However, by that time, the exam was graded, given back and reviewed in class. The student missed the opportunity to compete and be evaluated along with his peers.

The lesson we learn from this case study is this: We need to be prepared to make adaptations, or what we call "reasonable accommodations", to our practices so that students with disabilities can do the same things that other college students have to do. This may mean making changes in the delivery of some course materials and course assessment. Given the same academic expectations and appropriate accommodations, students with disabilities can do as well as their non-disabled peers and succeed in their Adelphi programs.

We're here to Assist You

Designing individual, course-specific accommodations is complex. Adelphi University has a designated disability services office to do that job. The Office of Disability Support Services is located in the University Center Room 310 and can be reached at 877-3145, (TTY 877-3138). DSS is committed to training and supporting faculty and in the coming months will be offering workshops and publications specifically designed to inform and assist you in providing accommodations to students with disabilities.

Look for the launching of our web page next month as well as monthly e-mail fast facts. We encourage you to contact us at any time and keep in mind that DSS is a valuable resource as you work with students with disabilities in our classes. The DSS staff can support your efforts, protect you from liability, and offer critical services to your students with disabilities.

Suzanne Michael – School of Social Work

Through my teaching and mentorship, I hope to catalyze their (students) interest in social welfare policy and in program and policy level interventions so that, regardless of practice area or setting, they will actively become involved in social reform efforts.

Brief overview of the area of expertise, research and teaching.

My current research interests include: immigrant access to and utilization of health and social services, clinical and programmatic implications of immigration during the life cycle, and the impact of migration process on post-arrival adjustment. In addition, I am interested in studying the development and maintenance of ethnic and community organizations that facilitate immigrant adjustment, and working with immigrant groups to enhance existent organizations and/or create new models.

Four themes have woven together my more than 25 years of professional activity – health and the actualization of individual potential, organizational capacity building, community service, and immigrant adjustment. In the past I have worked as a clinical social worker (Kings County Hospital Child Psychiatry), and as an interagency liaison and policy/program analyst (NYC Department of Health). Prior to my appointment to Adelphi University, I worked at Hunter College – CUNY where I was an adjunct faculty member in sociology and public health, and worked as the developer/director of community service learning and faculty development

projects. As a result of these professional positions I have gained expertise in program development, proposal writing/grantmanship, curriculum development, policy analysis and field-based learning. My primary area of interest, however, is immigrant health. In addition to my writing, teaching and lecturing in this area, I am on the editorial board of the Journal of Immigrant Health and am a founding member and member of the executive committees of the New York Center for Immigrant Health and the American Public Health Association' "affiliated" Caucus on Refugee and Immigrant Health.

Q.: Why did you come to Adelphi?

A. My interest in and attraction to Adelphi University and its School of Social Work were multifaceted.

1) A full-time faculty position would provide the context and stimulus for me to further explore a wide range of intellectual interests.

2) Joining a social work faculty would enable me to intellectually and practically integrate my diverse training in anthropology (BA), clinical social work (MS), and sociology. And work as a social work faculty field liaison would also afford opportunities for me to work with a range of community agencies and institutions.

3) The position would provide opportunities to learn, share and collaborate cross disciplines and schools.

4) The faculty position would allow me to fully engage in one my first loves, working with and teaching a diverse group of students.

5) An unexpected bonus was the prospect of walking across a campus delighting in trees and flowers, bird songs, and the hop of rabbits.

Q.: What has been your experience so far?

A.: I have been most impressed with the warmth of the welcome I and the other new faculty have received. The new faculty orientations – within the School of Social Work and university wide, as well as the meetings of non-tenured faculty, have all been most helpful in terms of learning about the university and its resources. But equally important they have fostered opportunities to meet with faculty across disciplines and schools. From library services, to administrative offices, the bookstore, the Faculty Center for Excellence, the senate, and the union, I have found people to be extremely helpful. In fact, I have been repeatedly struck by the positive energy there is at the university. Most importantly, I have enjoyed the students in my classes at the Garden City and Manhattan campuses. I am impressed with the students' life experiences, their insights, and the level of commitment to both their education and to the profession of social work.

Q. What do you wish to contribute/ impart to your students?

A.: On a basic level my teaching objective is to engage students in a process of dialogue in which we are all both learners and teachers about the human condition and the potential for change and social justice. Through my teaching and mentorship, I hope to catalyze their interest in social welfare policy and in program and policy level interventions so that, regardless of practice area or setting, they will actively become involved in social reform efforts. I also seek to facilitate the integration of their lived experiences with social work and social science knowledge – enabling them to be reflective practitioners respectful of diversity and competent to work with peoples who are both similar and different from them.

