

## FCPE Newsletter – Issue No. 9 – Fall 2006

### Adelphi in Florence Now in Its Second Exciting Year

by Kris Fresonke

From May 25 to June 15, 2006 a group of about twenty students will go abroad to live in Florence, Italy for three weeks to study the Renaissance. I work with faculty members Professor Tom McNulty and Professor Jacob Wisse to offer this interdisciplinary course, combining studio art, art history and literature, using the city of Florence as our laboratory. The program, now in its second year, is Adelphi's first-ever study abroad program. It offers students 3 credits in Art or English.

It was a long journey to Florence. This program represents the first in-house study-abroad course ever offered by Adelphi, and the planning took months. At times it felt like a gamble. The three of us who had launched this international program found ourselves in May 2006 with twenty undergraduates, riding a bus up into the hills above Florence. The bright Tuscan sunlight was dazzling; the crowds of tourists were vast, and the day was already warm. Why had we traveled so far, and what were we doing here? How would the students respond on the first day of class?

Then everyone got off the bus and saw the view.

The 500-year-old Duomo was luminous. The river Arno was bright blue. The city unfolded its charms, as it has done for visitors for centuries. "Bellissima," sighed one of the students.

We got right to work. "Let's talk about the city of Florence, and why it is here," I began, filling in some historical background. Students spent the next half-hour exploring the Roman origins of the city, which shaped it in ways still visible today. "The Florentine Renaissance combined commerce and artistic genius," declared Professor Wisse, continuing the morning's lesson, "and the church behind us, San Miniato, is a perfect example of this fusion." Students entered the Medieval hilltop church and began their immersion into the city's thousand years of architectural heritage. Inside, Professor McNulty, a specialist in sculpture, reviewed Christian iconography found in Florentine churches, preparing students for their visit to the Church of Santa Croce the next day.

And so it went. We three faculty may have wondered at times if we were ready to explain the art and literature of the Renaissance in three weeks, but immersion in one of Europe's loveliest cities took care of all our doubts. Over the course of three weeks, students spent their days walking in the footsteps of Dante, Brunelleschi, Boccaccio, Fra Angelico, and Michelangelo. They talked to a sculptor restoring the marble figure of Moses in the façade of the Duomo. They sampled Italian cuisine and fashions. They debated the effects of restoring the David. They discussed Dante's *Inferno* in the city that inspired it. They visited Pisa, Siena, and Venice. They traveled to Rome, where they joined the crowds greeted by Pope Benedict in St Peter's Square, toured the Forum and the Colosseum, and admired the newly cleaned Sistine Chapel ceiling. For their final projects, students made half-hour presentations to their classmates and faculty on such topics as "Classicism and the Renaissance" and "Gardens and Cloisters in the City of Florence."

At the airport, amid suitcases loaded with memories and souvenirs, students were reluctant to return to New York. "It was wonderful," said art history major Siobhan Vicens, "because the Renaissance wasn't just a set of slides, or something from books. It was where I lived."

And we faculty unanimously agree: team teaching was the great joy of this experience, one we were delighted to be able to repeat in 2006. We strongly encourage Adelphi faculty who dream of teaching overseas to consider starting a study-abroad program of their own.

Please see our website for more information at <http://academics.web-dev.adelphi.edu/florence/>, or contact Prof. Adam McKeown at [mckeown@adelphi.edu](mailto:mckeown@adelphi.edu).

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### **Adelphi's Institute for Emergency Management**

by Richard Rotanz

Our society faces a broad spectrum of threats from domestic and international terrorism, from technological breakdowns, and from those challenges arising from Mother Nature. Events such as the hostage taking of an elementary school in Balsan, Russia, the potential use and the threat of nuclear and biological weapons, the 2004 tsunami in the Indian Ocean, and recent killer hurricanes are all too real and too frequent to ignore. Emergency managers are also faced with the task of managing large scale public gatherings and their associated security and logistical implications. Visits of dignitaries, political conventions, presumed peaceful demonstrations, and athletic events are all looked at quite differently in the contemporary world.

Disasters and catastrophes that rain down upon societies define a multitude of issues leading to a goal of adequate preparedness. The disruption of the critical infrastructure, mass medical patient and fatality management, the continuity of government with its critical social services, business continuity, and the stability of our criminal justice systems are only part of the long list of concerns addressed in emergency management.

In identifying the need to train emergency managers for the public and private sectors, Adelphi University has brought in a team of professionals with both the field experience and the academic background to develop the Institute for Emergency Management. This team, spearheaded by Richard Rotanz, special advisor to the provost for emergency management programs, has recently instituted a graduate Certificate Program in Emergency Management, and is currently working on developing a master's in emergency management for the near future.

Students enrolling in these programs will attend classes covering a wide range of emergency management topics. These include social and organizational preparedness, law in the time of disasters, planning and coordinating response, leadership, disasters involving our medical community, and infrastructure defense and capabilities. The anticipated master's program will adopt multiple tracks to allow students to pursue specialty areas in business and nursing while incorporating critical skills from the field of emergency management.

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### **An Impression of Blended Teaching**

by Kristin Pepper

I no longer spend class periods watching some students play solitaire while others struggle to keep up with the class. Students can now spend some class days at home or in the library, using online tutorials and assignments to learn at their own pace. My "Introduction to Information Technology and Their Applications" course is now taught in a blended format, with some days held online and some in the classroom. Blended teaching presents many challenges and rewards, both for the students and for the professor.

## **Motivation**

While Adelphi's motivation in offering blended courses may have partially been to free up classroom space, my motivation started out with the thought of being able to do more work from home so I could spend more time with my young child. I also saw online teaching as a solution to the less exciting "watch me and do what I do" exercises that are so necessary to teaching students how to find their way around the personal computer and its applications. Moreover, students would learn the technology I was teaching by using it largely outside the classroom environment, so they would be better prepared to continue using and expanding their skills upon completion of the course.

I also hoped it would address the problem of handling the broad range of skills students brought to the course. The students who take the course range from experienced computer users who are already familiar with much of the material to computer novices who are learning their way around the keyboard for the first time. This situation presents the challenge of preventing boredom in experienced students without frustrating novices. I wanted the blended format to enable experienced students to tackle advanced assignments more independently while novices could opt to work more slowly with a great deal of instruction.

## **The students' view**

An anonymous survey completed by 60 students from two sections of the blended course during the 2006 spring semester revealed that over 80% of them would like to take a blended course again in a subject where they had some prior knowledge. Of these students, over 50% would always prefer a blended course over a regular classroom course. Many did report, though, that they were sometimes frustrated while working on assignments on their own.

Here are some benefits shared by responding students:

- Learning to work harder and not to give up easily when figuring out how to do things.
- Becoming more efficient independent learners (They correctly perceived the need to learn independently on the job later.)
- Benefiting from extra help during small group sessions
- Learning how to control and take better care of their own computers
- Improving time management skills and working through technical problems
- Working early and then sleeping
- Working at their own pace

## **Helping students succeed in the blended environment**

A few sessions into my very first blended course, I surveyed the class and was overwhelmed by their frustration. They found the amount and placement of assignments confusing. They were extremely frustrated when they couldn't solve an online assignment immediately even if I had only instructed them to give it a try.

I changed many assignments, so that a smaller number covered the same amount of material. This change helped students stay on task without feeling overwhelmed by the list of assignments due each class. I also labeled activities differently, presenting a clearer overview of what was due in each session, and handed out some printed instructions for assignments. These structural changes resulted in students being much more comfortable with the environment.

Offering optional class time on the more difficult online days also helped. On those days, students who found the assignments too difficult to complete on their own could come to class

to receive small group instruction and practice. About half the students in the class reported that the optional days added value to the course. Enabling students to help each other via a Blackboard discussion board also reduced frustration since students could receive quick answers from each other. In fact, using a discussion board as the sole means for class communication was much more effective than allowing students to email me with questions because it kept the entire group on the same page.

While students loved optional days, they didn't love me changing which days would be online. They had used the original online date schedule to set their work and personal schedules. The first time I changed an online day into an in-class day because the class had needed a lot of extra practice, many students were unable to attend. That was the last time I ever changed an online day to a required in-class day during a semester.

Instructional movies showing step-by-step instructions for more complex assignments turned out to be a great asset. I created these clips in the FCPE lab by video-recording required steps of an assignment. Students reported that they watched these movies over and over again when they had difficulties with an assignment, until they got it right. Afterwards, they felt they had really learned the material because they figured out what their mistakes were on their own.

### **Time commitment for the professor**

Everyone, professor and student alike, fears that a blended course will be more work. For the professor, time spent preparing any course makes it run more smoothly, but for the blended format, that preparation is mandatory. Whenever I didn't spend the time needed to prepare very detailed instructions, or when I gave assignments without a solid introduction in class, I had to spend many more hours supporting the students. The payback for a well prepared assignment, though, was a very relaxed online day.

At the same time, there is an over preparation trap for the professor developing a blended course. You need to teach the first few online days before you know what will work for your subject and level of students. For my first blended course, I had everything mapped out, listing what was to be done each day. I put a huge amount of work into trying to make it as clear as possible by creating assignments with detailed rules and procedures. I later found the more creative assignments worked much better, since assignments with too many rules led to confusion as no one was available to answer questions. The creative assignments allowed for a broader range of solutions while relieving me from spending hours of writing out every little detail of the work process.

Having taught the same course in both the blended format and in the classroom I would confirm that the blended one was definitely more work the first time I taught it. Teaching the blended courses a second and third time, however, took approximately the same amount of preparation as a classroom course, and maybe a little less. The time reward manifested itself by providing me with the opportunity to manage my own time, and to be able to handle any kind of emergency days by offering online sessions instead of having to meet for make-up classes.

### **Time commitment for the students**

I surveyed my students about whether they thought that the blended format involved more work than the traditional format. More than 75% of the students that responded felt they would have spent at least the same amount of time if they had taken a regular classroom course. More importantly, 90% of those that responded said the blended format was a worthwhile investment, either because of the freedom it allowed or the additional learning it fostered.

Some students started out treating online days as homework and skipped them or completed assignments late. They quickly learned that this approach caused a tremendous time management problem for keeping up with the course work. Of those students, many learned how to manage the independent commitment of online days by the end of the semester. That time management skill was a tremendous gain for those students.

### **Final evaluation**

The blended format does address many of my desired goals. It accommodates the broad range of skill level in the course while providing both the students and me flexibility as to when and where to work. The students seem to be learning well and enjoying the modality. I do have to struggle to make fewer, better assignments, and to give students more freedom in assignments. Being able to work with small groups of students while still supporting those who easily work through the material has proven to be the greatest teaching advantage in my blended course.

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### **Developing a Learner-Centered Classroom**

by Patricia Ann Marcellino

Have you ever wondered how an instructor develops a learner-centered classroom? In the university classroom, there are a multiplicity of intelligences and a diversity of learning patterns that become interconnected as instructor and students meet and interact. Because of the impact of change on society, Drucker (1999) advocated knowledge of various learning models and learning theories so that future managers and leaders could adapt and develop understanding of themselves as continuous learners in regard to their own career development. According to Dr. Christine Johnston and Gary Dainton, their Learning Connections Inventory ©, a research-based tested instrument, can help instructors develop a learning contract with their students as well as an understanding regarding the learning patterns of each student in their courses.

### **Mind-Brain Connection Model**

Johnston's (1996, 1998) Interactive Learning Model (ILM) is a mind-brain connection-based model, which uses a process (the Let Me Learn Process ©) to frame individual and group learning (Pearle, 2003). Moreover, Johnston's ILM model is an original theoretical model that focuses on how the mind translates and formats information collected by the five senses. Johnston's theoretical framework rests on a foundation of constructs that can be traced to the interaction of the brain's operations and the mind's symbolic interpretation of those operations including: cognition (thinking), conation (processing) and affectation (feeling) capabilities. The interaction of these constructs manifests itself in four behavioral learning processes or patterns: Sequential, Precise, Technical and Confluent (Let Me Learn website:<http://www.letmelearn.org>). Individual learners are represented by all four learning patterns and the interaction of each defines the learner and the approach to learning. According to Silverberg (2003), the four learning patterns are defined as follows:

- Sequential: the process of organizing, planning, seeking order and consistency;
- Precise: the process of using information and words, detail-oriented, seeking confirmation of what is valid, right and/or true;
- Technical: the process of practical, active, autonomous problem-solving;
- Confluent: the process of generating ideas, reading between the lines, and making connections, comfortable with taking risks, trying and failing and trying again, seeking to do it "my own way."

Each learner utilizes the four patterns of sequential, precise, technical and confluent in different interacting combinations. A maximum learning pattern score for each learning pattern is 35. Learners fall into three learning pattern ranges: "use first" (scores 25-35), "use as needed" (scores 17-24) or "avoid" (scores 7-16). A person's score is self administered on the Learning

Connections Inventory© (LCI©). The LCI© is a 28-item self report instrument with Likert scale (1-5) questions and three open-ended questions. The inventory incorporates Johnston's ILM and theoretical frame by assessing the interaction of the four learning patterns. The LCI© quantitatively and qualitatively captures the degree to which an individual uses each of the four learning patterns. Nationally and internationally validated, the LCI© has test-retest reliability (Learning Connections Resources Website: <http://www.LCRinfo.com>) as well as content, construct, and predictive validity (Johnston & Dainton, 1997a, 1997b). Overall, the interaction of learning patterns defines the learner, the instructor and the approach to learning that takes place in the university classroom. After the LCI© is administered, the instructor continues to monitor the interaction of the learning patterns as the class evolves. LCI© inventory scores are shared among class members and learning patterns are demonstrated in class through a series of tasks based on Johnston's ILM.

**Guiding and Coaching the Learner**

If problems develop, it is suggested that the instructor guide and coach class members to investigate the differences in their learning patterns as a possible source of team tensions. Rather than being considered a passive recipient of information, the learner takes control of making learning work and for co-constructing knowledge (Pearle & Head, 2002). The ILM assumes that if an individual knows his or her set of integrated learning patterns, he/she can use that knowledge to attend to the learning task. The learner takes responsibility for making the learning work. According to Pearle (2003), the conceptualization moves from the internal mental functions and operations of the individual to the external world of social operations within a teaching-learning context.

See Table 1 for ILM Learning Pattern Characteristics in regard to cognition, conation and affectation.

**A Comparison to Other Learning Models and Instruments**

In addition, it should be noted that if an instructor were to compare multiple intelligence theory (Gardner, 1983) to learning pattern theory, the researcher would have to note that multiple intelligence theory is a cognitive based model, primarily; it does not address the constructs of affectation or conation. Moreover, the LCI© is not a personality or behavioral inventory and further research would also be needed regarding the correlation of a personality instrument, such as the Myers-Briggs inventory (Leonard & Straus, 1997) or a Learning Styles inventory (Kolb, 1984) with the LCI©.

Table 1. The Interactive Learning Model (ILM)  
ILM Learning Pattern Characteristics

**Cognitively**

**Conatively**

**Affectively**

Table 1. The Interactive Learning Model (ILM)  
ILM Learning Pattern Characteristics

	<b>Cognitively</b>	<b>Conatively</b>	<b>Affectively</b>
Sequential	Organizes information	Makes lists.	Thrives on consistency and dependability.
	Mentally analyzes data.	Organizes.	Needs things to be tidy and organized.
	Breaks tasks into steps.	Plans first, then acts.	Feels frustrated when the game plan keeps changing. Feels frustrated when rushed.
Precise	Researches information.	Challenges statements and ideas.	Thrives on knowledge.
	Asks lots of questions.	Documents research and findings.	Feels good when correct.
	Wants to know more.	Writes things down.	Feels frustrated when incorrect information is accepted as valid.
Technical	Seeks concrete real world relevance.	Writes long e-mail messages and leaves long voice mail messages.	Feels frustrated when people do not share information.
	Only wants information as needed – nothing extraneous.	Hands on.	Enjoys knowing how things work.
		Tinkers.	Self-sufficiency feels good.
Confluent	Reads between the lines. Thinks outside the box.	Solves the problem.	Feels frustrated when a task has no real world relevancy. Enjoys knowing things, but doesn't need to share information.
	Brainstorms.	Takes risks. Not afraid to fail.	Enjoys energy. Feels comfortable with failure.
	Makes obscure connections between things that are seemingly unrelated.	Talks about things a lot.	Does not enjoy having ideas criticized.
	Might start things and not finish them.	Frustrated by people who are not open to new ideas.	
	Starts a task before directions are given.	Enjoys a challenge.	
		Feels frustrated by repeating a task over and over.	

Model adapted from Let Me Learn Process © Christine A. Johnston Proceedings of the 2003 American Educational Research Association, Chicago, Il., April 21-25, 2003. Copyright © 2001, Let Me Learn, Inc.

## **Utilizing the LCI© to Form Teams**

As a senior adjunct instructor in the School of Business and more recently, as a full time assistant professor in the School of Education, I have been using the LCI© in my classes since 1999. I began by utilizing the inventory to place M.B.A. students in diverse teams and now I apply it to the Educational Leadership and Technology students, primarily. The business students adapted the LCI© and assigned team members to team roles based on preferred learning patterns. For example, the sequential learner became the initial team organizer, the precise learner became the initial team communicator, the technical learner became the team's problem-solver and the confluent learner became the team's challenger.

In 2001, when I was hired by the School of Education, I continued to apply the inventory on a team basis with the educational leadership students. In addition, I also utilized the LCI © on an individual basis in the other courses I taught in the School of Education, such as "Management Theory/Organizational Behavior" (a course adapted from the School of Business), "Educational Research," "Inquiry 1," and "Research and Evaluation." Each time I teach a course and apply the LCI©, I learn more about my students, their learning patterns and myself as an instructor. To become more proficient in my use of the LCI©, I attended four of Johnston's Summer Institutes.

## **Who I Am as a Learner**

Through the years, I learned that as a learner, I lead by confluence, which means I tend to look at the big picture first, then I apply my precise learning pattern and fill in the details. I then organize myself stressing my sequential pattern and then, I apply my technical pattern by solving the problem at hand in or outside the classroom. For more information on my use of the LCI as a learning instrument, please read my article in the Cabell's listed periodical under Marcellino, P.A. (2005). Bridging disciplines and setting up diverse teams. *Journal of Behavioral and Applied Management*, 6 (3) 167-210. Editor: Dr. John Humphreys, Eastern New Mexico

University.

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### **Exciting News for Asian Studies: Chinese Classes and T'ai Chi Martial Arts Demonstration**

by Cristina Zaccarini

There are some exciting new developments in Asian Studies this fall 2006 semester.

#### **Welcome Professor Lin!**

The program, which offers students the possibility of a minor in this field, welcomes a new professor of Chinese, Lixue Lin, whose impressive teaching background includes Chinese courses at the United Nations and the development of instructional Chinese video clips for students. The videos are available on her Web site at <http://unclp.org/video/video.html>.

#### **A World-Class Event**

In keeping up with the program's tradition of fostering inter-cultural awareness, Asian Studies is sponsoring a demonstration by nationally acclaimed gold medalist and grand champion in T'ai Chi Chu'an and "push hands," Michael Pekor.

Join us for this extraordinary event on Wednesday, October 18th, 5:00–6:00 p.m. in the University Center, Room 313.

Pekor's presentation will illustrate how T'ai Chi Chu'an, originally created in China for self-defense purposes, can bring Westerners a means to attain better health and mindfulness. What many perceive today as a gentle series of exercises done by senior citizens has for centuries been an effective method of combat. Today it is a competitive, exciting martial art with health benefits that are both physical and mental. Pekor's demonstration about these physical manifestations of the Taoist philosophy emphasizes the Asian Studies program's goal to educate about Asia and its diverse culture. For more information about Michael Pekor and on this event, please go to <http://academics.web-dev.adelphi.edu/artsci/asianstudies/events.php>

#### **The Program**

The Adelphi Asian Studies minor was established in 2003 for the purpose of providing students with a broad-based, multidisciplinary minor in Asian Studies whereby Adelphi undergraduate students would examine the politics, economics, history, geography, language, and other issues pertaining to this region. Whereas specific disciplines, such as history, may submit a multitude of regions and historical eras to disciplinary study, Asian Studies, like all regional or geographical-based area studies (e.g., Latin American, Western European, American studies), views one region from a multitude of disciplines. Faculty within the Asian Studies program are those whose research interests motivate them to offer courses that are centered in significant part on Asia, broadly defined as:

##### **East Asia**

China, Japan, and Korea;

##### **Southeast Asia**

Vietnam, Indonesia, Thailand, Malaysia, Philippines, Laos, Myanmar, Singapore, and Cambodia;

## **South Asia**

India, Pakistan, and Sri Lanka; and

## **Southwest Asia**

Iran and Iraq.

These regions remain the focal points of the courses which comprise the program.

The Asian Studies program allows students to major in a specific discipline, such as history, political science, anthropology, or international studies, and still, by virtue of 'double-counting' the appropriate classes, achieve the necessary 21 credits mandated to fulfill the minor. A good background in Asian Studies can offer students alternative means of understanding their roles in society and their cultural choices. More practically, a background in Asian culture and society can be invaluable for students wishing to work in education, journalism, government, intercultural activities, and business, and Adelphi's program can be the foundation for advanced master's and doctoral degrees in international relations and Asian Studies (<http://academics.web-dev.adelphi.edu/artsci/asianstudies/>).

## **The Faculty**

Since 2003, the program has been enriched by the extensive contributions of Adelphi faculty. Professor Helen Stritzler, who offers communications courses on Asian film and Asian directors, hosted a Shanghai film festival. Professor Richard Olson offers courses on the history of India, Buddhism, and meditation and has hosted Asian Film discussions. Professor Mariano Torras offers "Economic Development," and Anthropology Professors Judith Johnston and Anagnostis Agelarakis contribute "Cultures and Religions of India" and "Special Topics: Asia in Global Prehistory," respectively, to the program. The program continues to grow as new Adelphi faculty such as Professor Abdin Chande join the Asian Studies program, offering such courses as "The history of Islam," which centers upon the spread of Islam in Indonesia.

The impressive array of Asian Studies courses is the direct outgrowth of faculty research. Co-director, Lawrence Sullivan, a distinguished scholar of Chinese politics and society, was co-translator and editor of such influential publications as *Tiananmen Follies: Prison Memoirs and Other Writings* by Dai Qing, (EastBridge Press, 2005), as well as *China's Water Crisis* by Ma Jun (Eastbridge, 2004). Professor Agelarakis has published on West Asian anthropology; his latest publication *The Proto-Neolithic Cemetery in Shanidar Cave* was released in 2004 (Texas A&M).

Mark your calendars for Wednesday October 18, 2006 at 5:00 (U.C. 313)!

Faculty and students interested in finding out more about Asian Studies can contact Professor Sullivan at [lsulliva@adelphi.edu](mailto:lsulliva@adelphi.edu) or Professor Zaccarini at [zaccarin@adelphi.edu](mailto:zaccarin@adelphi.edu)

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## **Grant Awards and Update**

by Mary Cortina

### **The University's Faculty Development Grants Program**

The university's internal faculty development grants are due **Friday, October 13, 2006**. As many of you know, this is our sixth year of providing funds to foster scholarship, research, provide seed money, and advance the university mission. These categories were specifically chosen to be inclusive of all the disciplines and work done by our faculty. Research and scholarship should be interpreted as umbrella terms inclusive of creative and artistic activities. For more information on this program please contact Mary Cortina at (516) 877-3259.

## **Funding News**

Congratulations to the following who have recently received external funding for their research and projects:

*Dr. Julie Altman*, Social Work, received a Fulbright Scholar award to conduct teaching and research in child welfare in Trinidad and Tobago.

*Professor Judy Baumel and Dr. Jennifer Fleischner*, English Department, received a grant from the Teagle Foundation to conduct intensive summer programs of creative writing and reading for high school students. These workshops will be taught by Adelphi faculty, graduate and undergraduate students.

*Dr. Stephen Bloch*, Department of Math and Computer Science, College of Arts and Sciences, has been given a grant from the National Science Foundation to train between 150 and 200 college faculty members in an innovative approach to teaching introductory computer science. This method, developed by Dr. Bloch and his colleagues at Northeastern, the University of Utah, California Polytechnic State University, and Worcester Polytechnic Institute, includes multiple programming languages over multiple semesters and transitioning plans between languages.

*Dr. Peter Chernack*, was awarded a grant from the New York Academy of Medicine and the John Hartford Foundation. This Social Work Leadership Initiative grant will allow the school to further infuse their curriculum to address the needs of older populations and place social work interns in geriatric mental health settings on Long Island.

*Drs. Trisha Joyce and Suzanne Michael*, School of Social Work received a grant from Queens-New York Hospital Center to develop and implement an assessment instrument to enhance the abilities of primary care medical residents to work cross culturally with immigrant women, with a focus on Muslim women.

*Dr. Marilyn Klainberg*, School of Nursing, was awarded a second grant from the NYS Department of Health to support RNs to achieve their baccalaureate degrees.

*Dr. Patricia Marcellino*, School of Education, was awarded a contract from the New York City Department of Education to provide scholarships for principals to enroll in the Education Leadership and Technology program and become building leaders in their schools.

*Dr. Deborah Ramirez*, Director of the Student Counseling Center, was awarded a grant from the Smithers Foundation to implement and evaluate an alcohol intervention program on campus.

*Drs. Roger Rees and Emilia Zarco*, received a grant from the World Anti-Doping Agency (WADA) for their research on the attitudes and behaviors of middle and high school students regarding steroids and sports supplements.

*Professor Eva Roca*, School of Education, was awarded a contract from the New York City Department of Education to provide scholarships to increase the numbers and qualifications of mathematics and science high school teachers in NYC schools.

*Ms. Hillary Rutter*, for grants from the Susan B. Komen Foundation and the Beth Tortolani Foundation for various breast cancer outreach and support services.

*Dr. Alan Schoenfeld*, Department of Biology, College of Arts and Sciences, has been awarded a grant from the National Institutes of Health to explore the cellular mechanisms responsible for the growth of tumors for a familial renal cancer syndrome.

*Dr. Mariano Torras*, School of Business, received funding from the Horace Hagedorn Foundation for his research project, *Analysis of the Demographic and Economic Impacts of the Hispanic Population in Nassau and Suffolk Counties*.

*Dr. Jane White*, School of Nursing, received a grant from the Department of Health and Human Services to support students in the newly created Ph.D., program in nursing education

*Dr. Justyna Widera*, Department of Chemistry, received an award from Ocean Optics, for equipment and instrumentation for her research entitled, *UV-VIS and Fluorescence Spectroscopy of Highly Luminescent CdS Nanoparticles*.

*Dr. Bradley Zodikoff*, has been named a Hartford Geriatric Social Work Faculty Scholar, one of only 12 awards nationwide. This grant will allow Dr. Zodikoff to pursue his research on barriers to geriatric mental health care on Long Island.

### **Workshops and Seminars – Save these Dates**

**Thursday and Friday, October 12-13, Ms. Susan Kemp**, Assistant Commissioner, the NYS Office of Financial Operations will present a two-day workshop, Thursday at Adelphi, UC, 211-212 from 9:30-4:00, and Friday at Nassau Community College from 9:30-3:00. Thursday morning will be devoted to searching for funding on the Internet, while the afternoon session will focus on starting to write your specific proposal. Friday morning will highlight the five keys to grant writing, and the afternoon session will continue with individual and group grant writing.

**Friday, October 27th, from 9:00-12:00, Dr. Ekstein, National Science Foundation** will present an overview of:

- Research opportunities at NSF
- Research Experiences For Teachers (RET) program at NSF
- Educational/scholarship opportunities at NSF

At Dowling College, Fortunoff Hall, Room 100, Oakdale Campus, 150 Idle Hour Blvd., Oakdale, New York.

### **Reception for Grant Writers – Save the Date**

The President and Provost invite you to attend a reception on Tuesday, November 14 th at 3:00 p.m., University Center, Rooms 211-212. *Formal announcement to follow.*

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### **How to be a Successful Failure as a College Teacher**

by Richard Belson

Having noticed the paucity of articles and the little attention paid by faculty to the important subject of successful failure in the classroom, I thought it was time to share my observations and notes taken these many years. These recommendations may be followed in part or in toto, depending on the seriousness or the ambitiousness of the instructor.

#### **First: Don't be Coherent**

Some instructors try to follow an outline for each class. They even try to have the fifteen classes follow a logical sequence. Ridiculous. This is pure obsessiveness. I recommend “wandering”. If a student asks about a different topic or if the question is not really on the subject as you are lecturing, excellent. Follow this new path for the rest of the hour. This way you demonstrate flexibility, an important virtue for the students to emulate. Also, students should see that you are knowledgeable in other areas besides your own field, e.g., baseball, making flapjacks, where to get bargains on Long Island. At the end of each wandering lecture, you should hope to hear the students calling you “cool” from the hallways.

### **The second principle is: Don't Be Interesting**

Some instructors feel driven to find interesting stories, articles, movies, technology. They are misguided. Students are here to learn, not to be entertained. They can listen to their iPods after class for entertainment. Some instructors use humor. I say students can watch the Comedy Channel for humor. Some instructors try to generate class discussion. I believe student discussion should be considered only an exchange of inchoate knowledge.

My strong recommendation: each class should be pure lecture. Bring in your detailed notes. Sit in the instructor's chair. Try to read slowly and carefully with no feeling. The goal of teaching is imparting knowledge. If you speak slowly, students are able to take careful notes. By speaking without feeling they can learn the importance of reason. Emotion is for the uneducated.

### **Third: Don't Be Serious**

What does this mean? If students come in late you pay little attention. Some come in late occasionally. Some come in late regularly—ranging from two to forty-five minutes after class starts. Your correct response is to smile, never ever discussing this with them. Because they probably got caught in traffic. Or they changed their minds about what to wear just before coming to class. Or they simply got up late. When you stay up all hours listening to music or watching old movies, it isn't easy to get up on time. The instructor should be understanding.

Now on to absences. Forget them. Some instructors have a rule permitting no more than three or none at all. This is silly. Students have a lot to deal with. Traffic can be bumper to bumper each week at exactly the hour of your class. They can get unexpected flat tires; their car batteries can blow up. Or a student may have been baking a luscious pie, then burnt it by mistake, filling the apartment with thick smoke. Someone else may have a grandmother whose funeral regularly coincides with class. Also, students have many relatives who are sick and need visitation. What is more important, your class in humanities or human instincts to help family and friends? Case closed.

Talking in class should never be discouraged. Students need to improve their socialization skills and this is an opportunity. And demanding that students do the assigned readings means that you forget that they have busy schedules.

The most important part in not taking things seriously is to never be clear in your presentation of ideas. Some instructors agitate about presenting concepts clearly. What a waste of effort. Students need to think through things themselves. They should struggle mentally to figure out what you really meant – and thereby grow in the process. When you give a test and see that they really don't get it, you have been successfully obscure.

### **Finally: Don't Be Friendly with Students**

Our model is not Willy Loman —to be well liked. We are there to teach.

Mistakes I have seen:

- Asking students how their week is going.
- Trying to be helpful.
- Finding out if they're better if they've been sick.

I've heard of professors having lunch with students at the U.C. I even heard of a professor who made a barbeque at her home during the summer and invited the whole class. Unbelievable.

In sum: I hope these four principles will be a small contribution to the failure literature.

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### **Joyce Silberstang – Assistant Professor, School of Business**

I would like my students to approach life with the confidence that they can accomplish anything they want as long as they work hard.

#### **Please give us a brief overview of your background, area of expertise, research and teaching.**

As an Industrial/Organizational Psychologist with more than twenty-five years of experience in the business world, I advised senior executives in the corporate, government and non-profit arenas. My focus has been on organizational development and change, specifically on improving individual, team, and organizational learning and performance.

I have been fortunate to work on a variety of projects. These include developing disaster response protocols for the American Red Cross, advising the Under Secretary of the Navy on organizational change strategies and ethical issues, advising a major internet service provider on their Code of Conduct, devising tests to promote police officers, and conducting team building and conflict management sessions for companies. I even developed hostage negotiation training for the US government. The courses I developed (on customer service, team building, ethics, organizational change, etc.) have been taught to more than 22,000 people world-wide.

These experiences inform my teaching and research. I teach business management and communication classes to undergraduate and MBA students. My areas of research include team learning and performance, crisis management, emotional intelligence and job dissatisfaction.

#### **What made you choose to come to Adelphi? What has been your experience so far?**

Adelphi University has provided me with a terrific opportunity to teach students, pursue my research interests, and become part of a community of scholars. I am very impressed by the caliber of the students and their tenacity in acquiring new knowledge. The faculty and administration of the School of Business are excellent.

#### **What do you wish to contribute, what do you feel strongly about in regards to teaching or in your specialization.**

Students must be provided with a strong theoretical background in business practices. But it is also very important that they learn how to apply what they have learned to business settings. They must understand how businesses really work and what goes on in the workplace. In my classes, students gain specific insights, knowledge, skills, and abilities that can be immediately applied in their jobs and used throughout their careers. They also learn how to more effectively lead and manage others. I use real life experiences to help students become better prepared and more confident.

would like to make a strong contribution to the organizational behavior literature. A chapter I co-authored on improving team learning and performance using team interventions has just been accepted for publication. I am presently investigating how teams learn under crisis situations, and just completed an article on developing emotional intelligence in global managers. I would like to continue my research on how dissatisfied employees can *improve* individual, team and organizational performance.

**What do you wish to impart to your students?**

I believe the best lessons students learn apply to their personal and professional lives. I would like my students to approach life with the confidence that they can accomplish anything they want as long as they work hard. Additionally, I teach students how to be good listeners as well as good communicators; these skills will help them excel throughout their careers.

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**Justyna Widera Assistant – Professor, Department of Chemistry**

I would like to show to my students that science is not only equations and numbers, but also actually a process of solving a mystery.

**Please give us a brief overview of your background, area of expertise, research and teaching.**

I come from a research oriented background. Previously I worked as a post doctorate for some time at different universities in Germany and then in the United States at Miami University. Afterwards, I held a position at Air Force Research Laboratories that also focused on various research oriented activities but with very little teaching. One summer I was assigned to work with students who had received research scholarships with the Air Force and I fell in love with teaching and working with students. I realized this was the missing component of my job, and I decided to apply for a teaching position.

**What made you choose to come to Adelphi?**

My campus visit made a big difference. After having the interview with the chemistry department, I felt this was a place where I could accomplish a lot, where the expectations are high, and there's an appreciation for people with creative skills and fresh ideas. Additionally, they were looking for a person to develop the area of analytical chemistry and that is exactly my area of expertise.

**What has been your experience so far?**

Adelphi is a great place to work. I have learned that since the day I came here. I worked at different institutions and I have never found so much friendship, collegiality, and such a nice atmosphere as here. The most important part is that people actually want you to succeed here. I often talk to my colleagues, and I gratefully hear and share advice, discuss how to accomplish a goal, how to move towards a higher level.

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

Right now, I am developing the curriculum for the quantitative analysis and instrumental analysis courses for fall 2006 and spring 2007. Instrumental analysis has not been taught here for a long time, so this is something very challenging, and I love to be challenged. It is something in my nature; I just like to do something that is difficult or has not been done.

Generally, I know my place as a scientist. I know what I like and what I am good at, but I am now learning my place as a teacher. That's another reason why I feel this department has so much to offer. We have many experienced teachers that give me great advice on how to make teaching and learning enjoyable and effective. Being around other teachers will help me to grow and become a better teacher myself. I set high standards for myself and my students because I feel that teaching is good only if it is challenging for both, students and teacher. So I try to challenge myself with all the material I develop and every time I walk into the classroom.

The research I am doing focuses on using various materials and techniques to create novel sensors. Recently, I received the Fredrick Bettelheim Research Award that allows me to work with my students on the development of a fuel acidity sensor. The other project involves creating polymer modified electrodes to detect neurotransmitters, which are part of the brain chemistry. Another project is focused on the synthesis, characterization, and application of novel material such as CdS nanoparticles for sensing purposes. In that matter, I am looking into opportunities to collaborate with physics department faculty. They are doing similar research, but from a different angle, so I think there are possibilities for a very nice interdisciplinary project.

Even though I have been here for only a short time, I already have seven students that are interested in being in my research group. I feel a great excitement coming from our undergraduate students about being involved in research. I feel very passionate about helping them and introducing them to this field. I could be the first person to do that, so I need to do this job very well!

### **What do you wish to impart to your students?**

I would love my students to have the passion for science that I have. I can not imagine doing anything else in my life.

I would like to show to my students that science is not only equations and numbers, but also actually a process of solving a mystery. They need to learn how solving a scientific question is often a very time consuming process in which many scientists throughout the world are involved. Via collaborative initiatives, conferences, and publications we exchange thoughts and share results, which help put together the pieces of the big picture. Sometimes we find out that we are not ready to answer the original question but that we need to solve another problem first, which will be equally worthwhile.

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### **Podcasting**

by Astrid Palm

To the contrary of common belief, the term Podcasting is not directly linked to iPods.

It refers to a way of distributing digital media such as video and sound. This method of distribution is often used for series of content which are published on an ongoing basis. The audience can subscribe to an entire series rather than having to find new content every time it's published. This technology enables publishers to deliver new content directly into a user's collection, similar to a mail order subscription of a magazine. The file can then be used on a computer or downloaded to a portable device and therefore, can be retrieved anywhere on the go. Samples of portable devices commonly used are Palm pilots, iPods and other mp3 capable players.



Adelphi is currently testing opportunities to record and distribute sound files of lectures and of student presentations. Rather than going through a subscription service, we currently make files available through the Blackboard course of an instructor. Students can review lectures at their convenience on a computer or via mobile devices. If you are interested in finding out more about this pilot, please contact Richard Edwards at x4252 or email [edwards4@adelphi.edu](mailto:edwards4@adelphi.edu).

**Further reading:**

- [7 Things You Should Know About Podcasting](#) (PDF, 65K) by *Educause Learning Initiative: Advancing learning through IT innovation*
  - Wikipedia on Podcasting: <http://en.wikipedia.org/wiki/Podcasting>
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**Reflection on the Impact of Online Discussion Boards in Creative Writing Courses**

by Judith Baumel

**Quick response. Thoughtful response.**

These are the opposing goals I've juggled in more than twenty-five years of teaching creative writing.

Problem achieving the first:

The student writer finishes a poem (often in the middle of the night) and wants—no, needs—an instant response. Her options in 1976, 1986, or 1996:

1. she wakes up her roommates,
2. she wanders the hall in fuzzy bunny slippers,
3. she calls her cousin/boyfriend/mother/best friend.

All are hit or miss attempts at connecting with anyone available for feedback. And even when the connection is established, none includes the most useful response—one from a member of the workshop, the community of readers which has developed during the course of the semester. Week by week, the workshop has created a vocabulary of responses, is familiar with goals, strategies, frustrations of the coursework. But these insiders are working somewhere else or sleeping far away when the student immerses him/herself in the creative process.

In 2006, the student posts on Blackboard. Within minutes, at most hours, she's received a number of comments. These are quick responses, generally positive, empathetic, personal. They answer the call in the night with a comforting fact of being heard, being read.

**Quick response. Thoughtful response.**

In 1976, '86, '96 my options running a workshop were limited. The central text of a writing workshop is the worksheet, a packet of the week's student's exercises, poems, short stories, or scenes. I've tried different methods of compiling and distributing worksheets. It can take as long as four weeks and never less than a week-and-a-half between the time I give the assignment and the time we discuss the student work. In the meantime, the students need to read the work on the worksheet, consider their responses, make comments, and research difficult words or unfamiliar references. Some students don't do all this work. Some don't pick up the packets at all.

So the asynchronous medium of Blackboard has been a tremendous gift for increasing quick responses. The turn-around time is reliably less than a week. And in the same period we get an increase in the second goal, a thoughtful response. By the start of the workshop session, first-level comments are finished and posted. We can get down to business quickly. Student

comments are comprehensive. They can address the largest concerns about the shape of a piece, and they can address the smallest concerns about particular words or punctuation. Students can be succinct as they have prepared with pre-thinking. They can speak about a few pertinent examples rather than meander through generalities. In addition, some students will have downloaded and edited the work. The author and/or the workshop members will sometimes post attachments that pertain to the work. That may be a digital image of the painting the poem is about, or a video clip illustrating an action that an author is trying to describe, or music that might be part of the staged scene. Often Web sites that provide background research on a piece's subject are shared.

Any good evaluation of writing integrates both first or immediate thoughts and second, reflective thoughts. With the class discussion board being available 24/7, first thoughts can be shared quickly, and second thoughts posted are truly thoughtful!

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**Robert F. Bornstein – Professor, Derner Institute**

I try to help students understand the process—not just the content—of psychological science and clinical practice.

**Please give us a brief overview of your background, area of expertise, research and teaching.**

I grew up in Manhattan, graduated from Amherst College in 1981, and received my PhD in Clinical Psychology from the State University of New York at Buffalo in 1986. For the past 20 years I taught at Gettysburg College, moving to Adelphi this past summer. I've taught a variety of courses over the years including General Psychology, Personality, Abnormal Psychology, and seminars on various topics. My research focuses primarily on personality dynamics, assessment, and treatment, with an emphasis on interpersonal dependency and dependent personality disorder.

At this time my research is developing along two fronts. First, I'm examining the healthy, adaptive features of interpersonal dependency in a variety of populations (for example, increased sensitivity to subtle interpersonal cues, conscientious adherence to medical and psychotherapeutic regimens). These healthy dependency results dovetail with my other major dependency-related research stream—a series of studies that explore the conditions under which dependent people exhibit active, assertive behavior (rather than passive, compliant behavior) in clinical, laboratory, and field settings.

**What made you choose to come to Adelphi?**

The Derner Institute is one of the very few psychodynamically oriented clinical psychology doctoral programs in America, and I believe strongly in the value of psychoanalytic theory in informing psychological assessment, diagnosis, and treatment. I'm convinced that because of its unique theoretical perspective and unusually strong faculty, the Derner Institute can have a major impact on the discipline of clinical psychology during the coming years. I'd like to help make that happen.

**What has been your experience so far?**

I've been very impressed with the students—both undergraduate and graduate. They are a pleasure to teach and supervise, and remind me every day that being a professor is the best job one can have.

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

Within and outside the classroom my teaching is shaped by a single goal: I try to help students understand the process—not just the content—of psychological science and clinical practice. More broadly I hope to help my students become engaged in the process of intellectual inquiry and develop into inquisitive, lifelong learners. If this happens I'll have done my job.

**What do you wish to impart to your students?**

Choose a career you love, not one that will make you rich.

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**Student Engagement**

**Eyes are drooping, bodies are slouching low into their seats, questions addressed to our not so captive audience echo into silence around the classroom.**

We have all experienced it at some point in our teaching career – the issue of student engagement or the lack thereof. Those early morning or late evening classes are especially prone to it.

What are some of your strategies to capture student's attention and to foster active participation with the material you are presenting? Share your best successes and we will publish them in the next issue...

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**Student Guide to Group Projects and Academic Integrity**

by Cristina Zaccarini

Many Adelphi schools and departments utilize group work, which can significantly enhance the learning experience of all students. While group work can be an invaluable experience for students and a useful tool for professors, there is the potential for numerous violations of academic honesty associated with this work.

Some questions that students might have are:

- If a group project is turned in and there is evidence of plagiarism and one person admits responsibility for having acted alone, should the other members of the group be penalized?
- How can students be held responsible for the integrity of others?
- Do students have the experience to identify plagiarized material?

Adelphi University's policy is such that any person whose name is on a paper or project is responsible for the integrity of the project. This means that every member of the group is responsible for the final product or paper. Given this, students should perceive themselves as the "gatekeepers" of academic honesty at Adelphi. The policy deliberately encourages active and vigilant student involvement in group projects.

School of Business Professor David Prottas, points out that task allocation in group work should emphasize each member's awareness of the origins and validity of other members' sources. In preparing for group work, students should question each other regarding sources a process that will enhance communication skills and require more frequent meetings. According to Professor Prottas, "In a group research project, the group should discuss and agree upon the types of information sources that would be appropriate before any student member starts doing

research. To the extent that individual students are to summarize or write up their findings, the group should review the basics regarding citations.” This coordination is essential, not only to avoid plagiarism but, more importantly, for each student’s ability to increase information literacy. Moreover, according to School of Business Professor Rakesh Gupta, each student in a group should keep copies of all work submitted to the group.

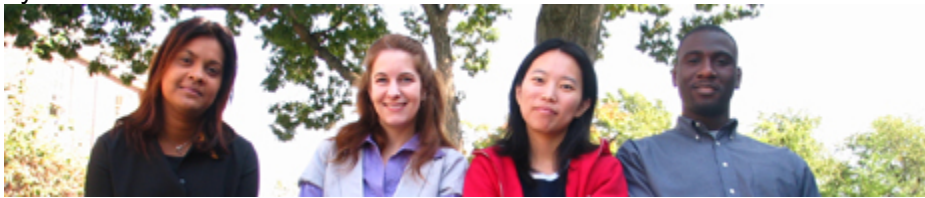
### **In summary**

Each individual student is responsible for the scholarly output of the entire group; therefore, all students must make inform themselves about everything that other members of the group do. All students should scrutinize their own sources as well as the sources of others in the group. They can utilize Google and—with the help of their professor—Turnitin.com as vehicles for determining the authenticity of the group project. Students should understand the importance of communication among group members so that scrutiny of one another’s sources is considered part of the group’s procedure and not an act of aggression or hostility.

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## **The New FCPE and How We Got Here**

by Astrid Palm



### **And then there were two**

It was the beginning of the Fall semester 2005 and the Faculty Center for Professional Excellence was about to open its doors for the new year with only half of its needed team of professional staff on board. Educational Technologist Bruce Rosenbloom had recently accepted a new position at a college closer to his home and Director Mieke Caris, with baby-girl Carissa in tow, was in the process of migrating to sunny Florida where her husband had accepted a new position.

Media Technologist Richard Edwards and I had little time to contemplate the changes. Approximately forty new full-time, and over a hundred new part-time faculty were joining the Adelphi community. Faculty calls for help had to be answered, workshops had to be scheduled, laptops and projectors were to be circulated, old and new instructional technology initiatives needed implementation and care. In the midst of all this, two new instructional technology professionals had to be recruited to join us in our quest to advise and support Adelphi faculty in the effective use of technology in and outside the classroom.

### **Keeping up the momentum**

As Interim Director, I moved into the main office in Alumnae 123 to oversee operations. Richard moved from the faculty lab into our office in Alumnae 119. A clear strategy presented itself: keep new initiatives at bay and narrow services down to the ones most crucial to teaching at Adelphi while our search for two new colleagues was under way. Nonetheless, I was determined to not interrupt the momentum that the faculty had shown in the classroom and in distance learning practices. Here was a real-life crash test in prioritizing, time-management and flexibility. Richard and I turned out to be a good team, we built on each other’s strengths and together applied our years of experience working with Adelphi faculty. OITR stood by our side, helping out wherever possible and our dedicated student educational technologists showed us what they were really made of.

As a result, we managed to do more than merely survive our period of minimal staffing; we steadily moved the Center forward, building and strengthening relationships and collaborations on campus as we went along. It was a quite an exhilarating time. Days usually started with amounts of requests seemingly impossible to fulfill. They ended either with the rewarding feeling of miraculously having been able to put together the pieces or the urge to go right back bright and early to continue where we had left off. Beyond our role assisting in the solving of problems, our interactions with faculty, administration and staff served, too, as a great source of energy.

Not that I would want to re-live such conditions at the Center anytime soon. It took an enormous amount of attention and energy. In six months, I used up several years' worth of adrenaline, and my friends and family were ready to hire a private investigator to find out what had happened to the person named Astrid Palm!

### **The search for new talent**

The search for the new technologists took the entire fall 2005 semester. To be good educators and advisors for instructional technology it is essential to have broad knowledge in both technological applications and pedagogical principles. We must not only promote technology, but more importantly, we must critically evaluate its applications and determine where it will be effective and where not. One has to be a careful listener and observer to hone in on the needs of faculty from a variety of disciplines, as well as a good communicator of ideas and processes. Just prior to the end-of-year break, we finally found two excellent professionals. Shabana Figueroa started as instructional technologist in February 2006 and we welcomed Rui Huang as our new instructional designer in March 2006.

### **A new team**

It was worth the wait. Over the last few months our new team members have proven to be talented technologists and dedicated colleagues. Only one semester into their new positions, faculty now turn readily to Shabana and Rui for their expertise. Both have contributed notably to driving the center forward with valuable ideas and initiatives. The FCPE starts the 2006-07 academic year fully staffed with four strong and enthusiastic technology professionals, loving what they do. Look out for what's yet to come!

### **Meet the new FCPE:**

#### **Astrid Palm, Assistant Director**

Astrid has an M.S. in Technological Systems Management with a concentration in Educational Computing. She had been with the FCPE as instructional technologist for 4 years before she became assistant director in the summer 2005. Her specialty lies in online and blended learning, visualizing complex concepts and information design. Before joining Adelphi she served as instructor and coordinator for educational technology and distance learning at SUNY Stony Brook and has been advising educators throughout Long Island in the integration of technology to the classroom.

#### **Richard Edwards, Educational Technologist**

Richard has a B.S. Computer Science and a Masters degree in Business Administration. He started out at the FCPE 5 1/2 years ago as a graduate assistant. Upon completion of his master's degree in 2003 he had left such a strong mark in developing media and providing tech support for the center, he was offered a full-time position as educational media technologist. His area of expertise keeps expanding and currently lies in online and offline media development including streaming audio and video, educational software application training and trouble shooting as well as online survey design.

**Shabana Figueroa, *Instructional Technologist***

Shabana has a M.S. in Instructional Technology, a B.S. in Interdisciplinary Studies with concentrations in Computer Science, Technology and Business from the New York Institute Of Technology and an A.A.S. in Computer Information Systems from Nassau Community College. She has worked at Nassau Community College for 3 years in the Office Of Instructional Technology and 1 year for the Academic Computer Center before joining Adelphi University as an instructional technologist. Her expertise is in instructional design and online pedagogy.

**Rui Huang, *Instructional Designer***

Rui holds a Master's degree in Instructional Systems Technology from Indiana University at Bloomington. She joined FCPE as instructional designer in early 2006. She has a strong background in instructional design and development, web design, and human-computer interaction. Before joining Adelphi she also studied in Columbia University's EdD program in Instructional Technology and Media and worked as an intern in the New Lab in Teaching and Learning at Dalton School in Manhattan.

**Vivienne Pollakusky, *Administrative Assistant***

Sometimes known as the honorary 5th technologist at the center, Vivienne has been a integral part of the FCPE since its very early beginnings in 1999. She has seen the center grow under different leadership and manning and has been eagerly grown along with it. Among many other areas she supports, she is in charge of scheduling and equipment loan at the center.