

Scholarly Activities

Your work is important. If you present at a conference, publish a paper, or disseminate your scholarly work in some other way, please send us the information by e-mail (fbonato@spc.edu) so that it may be included in the SPC Scholarly Guide.

Dr. Laura Twersky of the Biology Department advised two students, Jennee Darragh and Natalie Furka, who received grants from the TriBeta Biological Honor Society to support their research projects. Jenne Darragh's project is entitled: The effects of heavy metals on regeneration of tentacles in the sea cucumber, *Leptosynapta inhaerens*. Natalie Furka's project is entitled: The effects of calcium on apoptosis in the otic vesicle of the clawed frog, *Xenopus laevis*.

Dr. E. Regina Giuliani of the Biology Department advised a student, Pothina Ghazy, who received a research grant from the TriBeta Biological Honor Society. Pothina Ghazy's project is entitled: Stem cell and niche competition as a regulatory model for murine hematopoiesis.

Dr. William Luhr of the English Department organized and co-chaired a presentation entitled "Truth and Connection in Documentary Film" by the distinguished filmmaker Albert Maysles on September 23, 2004 at Columbia University in Manhattan. Dr. Luhr also participated as an invited scholar in Le Giornate del Cinema Muto (Festival of Silent Cinema) in Pordenone/Sacile, Italy from October 9-11, 2004.

Dr. Luhr introduced and led a discussion of a pre-release screening of Franco Zeffirelli's *Callas Forever* for the Media Educators Association in Manhattan on October 30, 2004. Dr. Luhr also organized and co-chaired a presentation by Professors Joe Kickasola (Baylor University) and Richard Allen (NYU) entitled "Channeling Arnheim, Exhuming Bazin: Resilient Issues in Cinematic Epistemology" at Columbia University on November 18, 2004.

Dr. Luhr also organized and co-chaired a presentation by Professors Tom Gunning (University of Chicago) and Krin Gabbard (State

University of New York at Stony Brook) on December 9, 2004 at Columbia University entitled "What's the Point of an Index, or Rethinking the Ontology of the Photographic Image, Digital or Not."

Dr. Kenneth Mitchell of the Political Science Department on October 8, 2004 presented a paper entitled, "State Reform and Second Generation Initiatives, Feeding the People in the Dominican Republic and Mexico" at the Latin American Studies Association Annual Conference that took place in Las Vegas. The paper addressed two case studies of policy change in the area state food aid: Mexico and the Dominican Republic in the 1990s. A conclusion of the study is that linking policy change to developments in core political institutions, such as electoral rules, party competition, and constitutional provisions, offers a better guide to the pace, direction and profile of policy change compared to other alternatives in the literature on social sector reform. Dr. Mitchell conducted fieldwork in Mexico and the Dominica Republic in preparation for the presentation.

Dr. Eugenia M. Palmegiano of the History Department, participated in a panel, "A 'New Journalism' History: Rewriting the Nineteenth Century in a Global Context," at the annual convention of the American Journalism Historians Associations, Cleveland, October, 2004.

Dr. Andrea Bubka and Dr. Frederick Bonato of the Psychology Department coauthored a paper that appeared in the October, 2004 issue of *Fertility and Sterility*. The paper is entitled, "Infertility practice management. I: Leadership and management style: Results from the 2002 survey of 374 Society for Assisted Reproductive Technology member centers." Among the findings of the study were statistical correlations between the responses for several questions about management style and the centers' respective success rates regarding treatments.

Grants and Appointments

Dr. Larry Thomas

NYU Scholar-in Residence

Dr. Larry Thomas of the Mathematics Department has been appointed as a NYU Scholar-in-Residence for Spring, 2005. Dr. Thomas will be studying the mathematics and programming problems that come up in digital typesetting.

Dr. Robert Perry and Dr. David Surrey Simon Foundation Grant

Dr. Perry and Dr. Surrey were awarded a grant from the Simon Foundation valued at \$46,400 for an Urban Action and Research Project. Leah Leto from Advancement was also an instrumental member of the grant writing team. Congratulations on their award and best wishes for the success of the funded project.

Research Tip

Dr. Laura Twersky, Biology

The *Council on Undergraduate Research (CUR)* is an organization whose mission is to "support and promote high-quality undergraduate student-faculty collaborative research and scholarship" (www.cur.org). It does this by:

1) sponsoring a research meeting every other year giving undergraduates the opportunity to present their work. The CUR's next national conference will be hosted by DePauw University in Greencastle, Indiana on June 24-27, 2006. In addition to the undergraduate research presentations, another important part of the conference includes numerous helpful workshops on such topics as, for example, funding opportunities, research responsibility and assessment, faculty development issues, development of programs promoting research and scholarship across all disciplines, institutional research symposia and journals, planning poster sessions at state capitols, and how to develop collaborations within and among institutions. The CUR's national conference also includes a great day camp, the *CUR camp*, that keeps the children of attendees occupied in very entertaining and educational ways.

2) sponsoring an annual *Posters on the Hill* meeting where undergraduates compete for the chance to exhibit their research results on Capitol Hill. This meeting is held in April and usually has an abstract submission deadline in

November. The value of the above events includes not only allowing networking/exchanging of ideas with others involved in undergraduate research projects but also provides networking opportunities with those who provide grants for research.

3) sponsoring other meetings – e.g. the *CUR Dialogues*. This year they will be held on April 17-19 in Arlington, Virginia. This meeting is "designed to bring faculty and administrators to the Washington D.C. area to interact with federal agency program officers and other grant funders" and to aid in development of grant proposal writing skills.

4) providing funding opportunities such as the *CUR Fellows Program* and *CUR Undergraduate Summer Research Fellowships*.

5) publishing the *CUR Quarterly*.

The CUR is organized into eight divisions that include biology and other natural sciences, social sciences and administration. The organization has 3,000 members representing 870 institutions. For membership and further information on the CUR see their website at www.cur.org.

Teaching Tip

Dr. Sara Talis O'Brien, Education

Over the past five years, I have taught Aims of American Education, Educational Psychology, Child Psychology, Principles and Techniques of Instruction, and Historical and Philosophical Foundations of Education courses at Saint Peter's College. The undergraduate and graduate students in these courses have challenged me to bring my philosophy of education to life in new and creative ways every day in my classroom.

As a beginning high school English teacher, I operated on a rudimentary philosophy of education by striving to be FAIR, FIRM, KIND, and CONSISTENT. I soon realized that I had to add FUN to my emerging philosophy, or my students would never learn a thing. Later, through my research into the social and philosophical foundations of education, I discovered that my philosophy of education was actually grounded in the thoughts of Johann Heinrich Pestalozzi, Friedrich Froebel, Plato, and John Dewey. For the actual implementation of my lesson plans, however, it is always Benjamin Bloom's taxonomy and Madeline Hunter's model that guides my instruction.

In his excellent text, *Historical and Philosophical Foundations of Education* (Merrill Prentice-Hall 2001), Gerald L. Gutek of Loyola University in Chicago describes Pestalozzi as a proponent of educating the heart and the senses. Primarily, Pestalozzi emphasizes a loving, emotionally secure learning environment. He advocates instruction that appeals to the five senses and includes object lessons or “hands-on” activities. Like Pestalozzi, Froebel, the father of Kindergarten, focuses on the learning environment as a fertile garden where students can use their imaginations, create, play, and have fun. Plato, on the other hand, focuses his students on critical thinking, strategy, and teamwork. Likewise, John Dewey expects his students to solve real-life problems through experimentation. Although all of these great thinkers contribute to my own philosophy of education, Pestalozzi is at the heart of my work at Saint Peter’s College. His thought is also consistent with the Ignatian spirituality of *cura personalis*.

In order to put my philosophy into action, however, I write general goals and use the rubric developed by Benjamin Bloom to delineate specific, measurable instructional objectives for my students day by day. Benjamin Bloom’s widely accepted taxonomy provides guidelines for writing instructional objectives for the cognitive domain. It includes the categories of Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Using this taxonomy, I identify exactly what I want my students to be able to do in each lesson I teach.

Then, I develop my lessons in the spirit of Madeline Hunter. I put out the “bait”, or in Hunter’s terms, I implement a motivational set. This is the first part of the lesson or unit where I do *anything* to grab my students’ attention. For example, in setting up my unit on education and the law, I ask my students to rise; I enter the class wearing a judge’s robe, and I carry a Bible and gavel. This sets the scene for a mock courtroom where students will try historical and created cases relevant to education and the law. Madeline Hunter has a specific, seven point lesson plan model which includes: 1) Anticipatory Set; 2) Objectives; 3) Teaching, including input and modeling; 4) Checking for Understanding; 5) Independent Practice; and 6) Closure. Although I don’t follow the model exactly in every lesson, I do basically go with this flow over the course of a unit of instruction.

So, I guess it is Pestalozzi, Bloom, and Hunter that make up my teaching tip – all, of course, within the Ignatian spirit of *cura personalis*.

Important Dates

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| JANUARY | <p>20 Deadline for applications:
Travel for Funds to do Research</p> <p>27 Workshop: Identifying and Writing Grants
Panel hosted by Dr. Frederick Bonato
Degnan Room 12pm-1pm</p> |
| FEBRUARY | <p>7 Deadline for applications:
Faculty Resource Network Summer 05 Programs</p> |
| MARCH | <p>1 Deadline for applications:
Funds for Research
Funds for Faculty Attendance at Workshops and Short Courses</p> <p>2 Sandwich Seminar
Dr. Anthony Avallone
Degnan Room 12pm-1pm</p> |
| APRIL | <p>1 Deadline for applications:
Faculty Resource Network University Associates, AY 06</p> |
| JUNE | <p>1 Deadline for applications:
Funds for Research
Funds for Faculty Attendance at Workshops and Short Courses</p> |

Workshop: Identifying and Writing Grants A panel discussion

**Thursday, January 27, 2005,
Degnan Room 12pm-1pm**

(Please note change of date.)

Workshop was originally
scheduled for January 26th)

Please RSVP by Tuesday, January 25, 2005
by phone (ext. 9064) or by emailing Peggy
Greenwood (mgreenwood@spc.edu)