Upcoming Events, Talks, and Activities

9/14/2011
Admissions Information Session for Educational Leadership Programs

9/16/2011
Critical Reading of Academic Texts

9/24/2011
Genres of Academic Writing

9/30/2011
Constructing an Argument in Academic Writing

10/13/2011
Scandling Lecture
Carol Lee, Northwestern University

www.warner.rochester.edu for details on these and other events.

Social Justice in Action
Critical Literacy Projects Help Grad Students Inspire Change in Education

Before Alaina DeSiena enrolled in Joanne Larson’s literacy learning as social practice class this summer, she was aware of the undeserved stigma associated with graffiti, but never really did anything about it.

DeSiena, who was introduced to the graffiti community years ago by her significant other, says a research project in EDU 498 prompted her to change these deep rooted misconceptions of graffiti by helping others to see the value of this social practice. As part of Larson’s class, master’s and doctoral students had to develop a project with a social justice component that took an action to change what their research determined needed to happen.

DeSiena’s research team’s interest in graffiti first stemmed from an opening-day class discussion: What does literacy mean to you?

“When it came to be my turn, my answer was simple and true,” says the literacy education master’s student who also teaches fourth grade in Greece. “I said, ‘I find myself now looking at everyday practices and looking for literacy.’”

After spending the semester researching the social world of graffiti in Rochester, DeSiena and four of her classmates soon discovered that graffiti has a voice that demands to be heard. The group of
Social Justice in Action
continued from front page

student researchers interviewed local graffiti artist Ian Wilson, a 37-year-old African American radiologist, and ventured to local sites, like the water towers at Cobble Hill Park, to learn about graffiti.

They soon discovered that true graffiti is a form of art, writing, and literacy that goes beyond the spray paint on the walls of Rochester landmarks. It is a way to express oneself.

DeSiena’s group then set out to share their newfound understanding and change perceptions of the artistic movement of graffiti in the Rochester community through an editorial piece that they produced exclusively for City Newspaper.

“They’re not just spray paint, they’re words,” explains DeSiena, who is excited to bring a new understanding of graffiti to her classroom this fall where her students will be allowed to express themselves through graffiti on the classroom windows. “I don’t expect all of my students to love graffiti, but I do hope that their understanding of this social practice goes beyond seeing it as a ‘bad’ word. I hope that graffiti will give my students a voice to proclaim their thoughts, yearnings, and ideals."

The experience of designing and implementing these critical literacy projects gives new up-and-coming teachers and current teachers, from all grade levels and disciplines, something to draw on when designing similar authentic literacy practices in their own classrooms.

“It’s not so much about advancing their teaching careers as it is about being a critical human being—one who cares deeply about the circumstances of others and does something about it,” says Larson. “My goal is to give students a sense of the power of social action to change the world.”

This drive to impact change was particularly evident among another group of four master’s students in the social studies education program, who chose to focus their research assignment on rich learning experiences outside the classroom, like field trips, and share their findings with schools and businesses in the area.

In the current economic climate as budgets continue to tighten, funding for field trips tends to be the first to get cut. This group of graduate students set out to remind community partners, especially teachers to get caught up in the academics of texts that we forget that our students are people too and may need some reassurance that their feelings are normal and heard."

The Warner Word is the newsletter of the Warner School of Education and is published monthly during the academic year by the Office of Communications and External Relations. E-mail news@warner.rochester.edu to submit news items.

The Warner School of Education University of Rochester
Revamping Health Education Curriculum in Uganda

Professor Illustrates the Value of Teaching about Environmental Health

Two million people die each year from diseases related to smoke inhalation. And, thousands of people die daily from uses related to polluted water, most of them in Africa.

The lack of clean drinking water and waste removal are among the many serious threats to public health and hygiene throughout Africa—and Warner School Associate Professor David Hursh has set out to tackle issues related to health with Uganda’s top education officials.

After working with teachers in Uganda last year to pilot educational initiatives around renewable energy, Hursh was invited back to Africa this summer to pilot educational initiatives around renewable energy, health and hygiene throughout Africa—and Warsh School’s Millennium Villages Project, led by Professor David Hursh, spent the first 10 days of his three-week trip working with educators and teaching health and environmental education to second- to sixth-graders at Circle of Peace School, located in Mbale. He believes a hands-on experience is vital in teaching science subjects, particularly in developing countries. That is why

We sat down with Hursh to discuss his recent trip to Uganda and his commitment to improving education and environmental health over in Africa.

Last year’s trip to Uganda focused on teaching students about energy. What was the overarching goal of your trip this time around?

H: My mission was, and continues to be, to improve education at both the K-12 and university levels to support goals around issues of sustainability, so health was a big part of it. We also focused on improving food, agriculture, and medical health. Our goal was to see how we can incorporate all of this into what people are already learning, either through formal education—at the elementary and secondary levels and at the university level through teacher education—or through informal education by working with communities so that both adults and children can learn these skills in a school setting or through informal meetings in rural communities.

Did you successfully accomplish your mission?

H: We are still trying to figure that out. I was pleased that everybody I talked to was open to revamping all aspects of education to accomplish this goal. It’s still hard to do given that the education system in Uganda has been set up and they’ve had expectations not to expect much critical thinking—it’s still very much focused on memorization and recall, so how do we change that? Everyone I spoke to realized that this is a problem. It’s a problem in the way teaching occurs. I met with the Dean at the local University, and we both agreed that the problem with doing these reforms is that students are not asked to do recall. We then discussed how we can change this approach to teaching and the system in order to get students to do more critical thinking. I was more than pleased in terms of everyone’s understanding of the problem and their willingness and desire to improve education. I came away with a plan for how we can set up a new campus and transform the curriculum so that students focus more on solving real issues in their communities, rather than learning out of textbooks and answering questions at the back of each chapter. In terms of whether or not this was a success, we are talking about a long-term process that’s going to take decades. On the other hand, I was overwhelmed with the support and interest in the ideas that we shared.

What trends trigger the most concern for you, and are these common in other countries?

H: Yes, the deformation, in particular, and the health risks associated with that are common across many developing countries. Not only are they running out of wood but women are the ones collecting it. It’s risky for them to go away from home—they’ve been attacked so there are huge problems with the whole system that exist and it’s only getting worse. They have to spend more time and energy going to these places in order to get them more time to collect wood. They also send their children out to help, which often means that they in turn skip out on school, so this is a global problem in developing countries and everybody is trying to figure out ways to solve this. What we’re trying to do is figure out what are the models, both in terms of education and infrastructure, that can solve this.

Why is it so important to teach Ugandan children about environmental health today?

H: There is pollution everywhere. For example, in Uganda, they don’t have garbage pickup, except for maybe downtown Kampala, so everybody burns their own trash, which leads to harmful toxins in

the environment. Additionally, in the rural areas, 95 percent of the people cook using what they call the “three-rock method,” where you take three rocks, place fire wood between the three rocks, and balance your pots on the rocks. They use this method to cook within enclosed spaces, contributing to numerous diseases. And with years of years of this, they have deforested most of their land. At this point, they are running out of wood to continue this process. How do you change to some other kind of energy that’s sustainable and affordable? That’s the big question. Currently, they are using photovoltaic systems to power buildings in rural communities as an alternative, so their goal is to eventually replicate these models throughout the country, but this will take a lot of time, money, and resources.

Teachers Are Not the Only Ones Benefiting from Writing Project Invitational Summer Institute

Deborah Murray’s students at Geneseo Elementary School are benefitting from their teacher’s participation in the Genesee Valley Writing Project Invitational Summer Institute at the Warner School.

Murray recalls sharing a reflection piece that she wrote on her early teaching experiences with the community of teachers participating in the 2010 Invitational Summer Institute. Once she saw how her own words had touched others, she truly discovered the power of sharing writing—a praxis she is now using now with her own students back in the classroom as an elementary teaching tool and literacy coach.

This was the fourth year the Warner School hosted the Genesee Valley Writing Project Invitational Summer Institute, which ran from July 5 through July 29. Eight local K-12 teachers at the River Campus this summer to explore, learn, and write. The intensive four-week program, the heart of the Genesee Valley Writing Project (GVWP), equipped teachers with innovative strategies for helping students to improve their writing back in the classroom this fall.

The GVWP’s successful model for professional development helps teachers across all subject areas and grade levels, from pre-kindergarten to university level, learn strategies to teach students to become accomplished writers and learners. The program also creates professional communities that help teachers keep instruction fresh and vibrant in the classroom and prepares teacher-leaders who can provide professional development within their school districts.

Using a teachers-teaching-teachers model, the 2011 Summer Institute allowed participating teachers to hear from fellow educators and writers, and work through daily teacher demonstration workshops, collaborative writing groups, reading research groups, and presentations that drew from local and national literature expertise. They also had the opportunity to study the hows and the why of the teaching of writing, share knowledge, expertise, and effective classroom practices, and explore current issues related to understanding the power of writing to support social justice work.

The GVWP experience has been transformative for Murray both professionally and personally.

“The Summer Institute was the best professional development that I’ve had in my career as a teacher,” says Murray. “I learned so much from the other teachers in the group—it was truly teachers teaching teachers. This experience not only promoted my own self-discovery, but also provided lessons that I can share with students and teachers.”

The GVWP also held a two-week youth writing camp, led by Murray at Rochester’s Freedom School this summer where teachers participating in the Summer Institute had the opportunity to spend a week working directly with Rochester City School District students to help them improve their writing.

For more information about the GVWP visit www.gvwp.rochester.edu or contact Professor Debra Murray via e-mail at dmurray@warner.rochester.edu.
Summer school has earned a bad rap over the years, but not every kid who attends school in the summer does so resentfully. Take, for example, the elementary and middle school students that attended class for the first time at the University of Rochester’s River Campus as part of a national summer enrichment program that has expanded to the Warner School of Education. The new program hosted six weeks of academic, cultural, and confidence-building activities this summer to help counter the “summer slide”—or loss of academic skills—and keep students excited about school.

An affiliate of the national non-profit called Horizons National Student Enrichment Program, Horizons at Warner is one of 22 from across the country serving more than 1,800 children from low-income families, the second in Rochester, and the very first Horizons affiliate nationwide to be housed on a college campus. All other Horizons affiliates are currently housed at independent K-12 schools. Horizons at Warner is funded through private donations from local corporations and individuals. Aside from a one-time $25 registration fee, the tuition was free, with students also receiving free meals and transportation.

Horizons at Warner, a partnership with the Rochester City School District, served 65 students from Rochester City Schools who have just completed grades kindergarten, first, fifth, and sixth. About three-quarters of the students were from John James Audubon School No. 33 and one-tenth of the students were from Henry W. Longfellow School No. 36, with the rest coming from other city schools.

The Warner School plans to have the children and Horizons grow together, with two new grades added each summer, until the program eventually serves students between kindergarten and eighth grade. The program is designed to allow the new kindergarten class each summer to attend for nine successive summers of meaningful and authentic learning experiences.

The full-day program ran daily, providing students with an outlet to continue learning outside the traditional classroom and to engage in hands-on educational enrichment in various subject areas, like math, reading, social studies, and literacy. Horizons also included weekly field trips built around this year’s theme, “Change over Time—The Genesee River,” daily swim instruction, and hobby groups that included sewing, cheerleading, yoga, track and field, overnight camping trips, organic gardening, and other activities that tailored to students’ interests.

While all students tend to lose academic skills over the summer, research has shown that the effect is more pronounced in children from families and communities that have a lower socioeconomic status. Horizons at Warner is meant to narrow the achievement gap among students from lower-income families and their peers, particularly after summer vacation.

Executive Director Lynn Gatto, who also teaches courses in the elementary education program at the Warner School, says that the most important aspects of the program are keeping children safe during the summer and avoiding the summer breakdown by giving students opportunities to learn in a non-traditional school setting—an approach that distinguishes Horizons at Warner from other Horizons affiliates.

“It’s still learning, but it’s more comfortable and relaxed with a more hands-on, non-traditional approach,” says Gatto, “and children get to learn in multi-age classrooms, which help them to develop social skills. This approach to teaching gives students a voice and choice in what they learn and allows them to be focused on learning in non-traditional ways.”

There is no pressure for students to participate. They are a part of Horizons at Warner because they want to be. “After my first summer at Horizons I help more, I have more friends, I’m more caring, and I listen more,” says fifth-grade student Briona, who is returning for this year’s program. “I even like writing now.”

Classes were led by 10 paid certified teachers from the Rochester City School District, with support from Warner graduate students who volunteered their time as teaching assistants. City students were not the only ones who benefitted from the program. Warner master’s students, who are study ing to become urban educators, gained hands-on classroom time with K-8 students and seasoned teachers, and city teachers got to be the type of teacher they want to be.

“Horizons opened my eyes to the benefits of multi-age learning and further solidified my appreciation for the need for natural authentic learning opportunities,” says Rosalie Ortiz-Andino, a Horizons teacher who also teaches in a fourth-grade bilingual classroom at Henry Hudson School No. 28 during the school year. “It is a tremendous asset to Rochester. City students and teachers are extending their understanding of themselves and their world in extraordinary ways.”

Horizons at Warner also includes a strong family component that offers a school-year science, technology, engineering, and math (STEM) Saturday program for students who joined the program. Graduate students from the Warner School also held interactive parent workshops so that parents could gain insight about their children’s learning habits and find ways to support them. Parents have shown significant interest and involvement in the program.

One parent says, “I love Horizons. It really helped my kids understand how important school is.”

The Wilson Foundation and the Feinblloom Foundation have funded the program, providing more than $30,000 this year. In addition, Horizons at Warner is funded through private donations from local corporations and individuals. Aside from a one-time $25 registration fee, the nation was free, with students also receiving free meals and transportation.

Founded in 1964, Horizons National has become a network of 22 program sites representing 10 states in the nation. On average, Horizons students tend to improve three months in reading skills each summer and are far more likely to graduate from high school and attend college than they would be without the strong foundation support from Horizons. To learn more about Horizons National, visit www.horizonsnational.org. For more information about Horizons at Warner visit warner.rochester.edu/horizons or contact Lynn Gatto at (585) 759-1168 or lynngatto@rochester.rr.com.
News around Warner

Duche-Gerlino Receives Outstanding Adult Student Award from RCACE

Amalia Duche-Gerlino, a doctoral student in higher education, is one of this year’s recipients of the Outstanding Adult Student Award given by the Rochester Area Colleges Continuing Education (RCACE) Association.

This award recognizes the extraordinary achievements of 30 adult students from 10 area colleges who have excelled academically while successfully juggling responsibilities outside the classroom, such as work, family, and community involvement.

also was of three distinguished University of Rochester students honored.

Hurst Publishes Three Articles, Book Review


Marquis’ Integral Intake Translated to Korean

The book, The Integral Intake, by Andre Marquis, associate professor, was recently translated into Korean. Published in 2008 as a resource for counselors on how to assess and serve clients in a comprehensive manner, the book provides an overview of Integral Psychotherapy, a detailed explication of Integral Psychotherapy, which is largest professional association for therapists in Switzerland.

Fetzer Co-facilitates at Student Retention Workshop

Marie Morris Fetzer, a doctoral student in higher education, co-facilitated a national Sloan Consortium (Sloan-C) workshop on online student retention in April. She worked with 45 individuals over a 10-day period to discuss online student retention best practices. To guide the discussion, the workshop utilized the Sloan-C Five Pillars of Quality framework: Access, Scale, Learning Effectiveness, Student Satisfaction, and Faculty Satisfaction.

Finnigan Appointed Associate Editor of AERJ

Kari Finnegan, associate professor, has been appointed associate editor of the American Educational Research Association’s journal, the American Educational Research Journal (AERJ) beginning July 1, 2011. She, along with a team of other associate editors, will be responsible for the 2012-14 volumes of AERJ’s Social and Instrumental Analysis section, which focuses on significant political, cultural, social, economic, and organizational issues in education.

White Presents in Prague

Mary Jane Curry, associate professor, gave two presentations at the University of Rochester’s second annual diversity conference in May. The first, a workshop titled “Identifying and Preventing Microaggressions,” explored how everyday verbal, behavioral, and environmental indignities that communicate hostility, derogation, or negative insults toward non-dominant groups operate in classrooms and on campus.

The second, a panel discussion titled “No Need for Redefining Teaching Scholarship: The Public Good Community Research,” focused on the value and role research on diversity and inclusion has in higher education.

Choppin Named Associate Professor of Education

Jeffrey Choppin, a faculty member in the teaching and curriculum program, begins the 2011-12 academic year with a promotion to associate professor at the Warner School of Education.

“Jeff’s work is at the nexus of research and practice,” says Raffaella Borasi, dean of the Warner School. “His work has great relevance for schools, both locally and nationally, that are working to improve the way students learn and participate meaningfully in mathematics classes.”


In the July 27 issue of TCR, the first, a workshop titled “Identifying and Preventing Microaggressions,” explored how everyday verbal, behavioral, and environmental indignities that communicate hostility, derogation, or negative insults toward non-dominant groups operate in classrooms and on campus.

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A faculty member since 2003, Choppin brings to Warner expertise as both a researcher and classroom teacher. He previously taught secondary mathematics for 12 years in the Washington, D.C. public schools, where he was recognized with a Presidential Award for Excellence in Mathematics and Science Teaching in 1995. He received his doctorate in mathematics education from the University of Wisconsin, master’s in mathematics curriculum and instruction from the University of Maryland, and bachelor’s in economics from the University of Notre Dame.

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Graduate students who are studying to become science teachers at the Warner School ran this summer’s Get Real! Science Camp. The program provided 32 low-income Rochester middle school students with the opportunity to learn about science through hands-on investigations of Lake Ontario’s water quality issues.

The weeklong camp supported these soon-to-be science teachers in learning a radically new way of teaching science while also honing their skills as science educators. Gaining hands-on experience with inquiry-based active instruction, these master’s students guided middle school students from The Harley School’s Horizons Enrichment Program and Horizons at Warner, two local community outreach programs that support the academic success of city students, in acting, thinking, and working like scientists. Together, they investigated a relevant problem in their own community and learned what can be done to prevent future beach closings at Charlotte.

Created eight years ago by April Luehmann, associate professor at the Warner School, the camp seeks to move the teaching of science away from merely presenting the facts and learning from a textbook to a more scientific inquiry approach that teaches students to think like scientists and to go deeper into science—to ask questions, make hypotheses, and produce meaningful results.

“ITeach shows beginning science teachers innovative ways to teach science to students,” says Camp Director Michael Occhino, who is a doctoral student at the Warner School. “To envision a process where teachers will be able to research and develop lessons that enhanced science learning for these middle school students.”

The middle school students, with guidance from these future science teachers, spent two days at the lakeshore collecting water samples and then performed several tests in laboratories on the University of Rochester’s River Campus to determine water quality variables like pH balance, dissolved oxygen levels, bacteria and algae, temperature, and turbidity. Students then presented their findings about the water quality to the community and shared recommendations for improving the current beach conditions.

The Get Real! Science Camp is part of the larger Get Real! Science Project, a teacher preparation program designed to produce educators who can teach science in real life. The Get Real! Science Project is grounded in authentic experiences that include the summer Get Real! Science Camp, Science STARS (Students Tackling Authentic and Relevant Science) program, and more. Daily photographs from the Get Real! Science Camp and blog entries describing all activities can be viewed on the Get Real! Science website at www.rochester.edu/warner/getreal.

Wall Selected as an IHEP/Lumina Young Academic Fellow

Andrew Wall, assistant professor, has been selected as an IHEP/Lumina Young Academic Fellow. The position will allow him to influence the national postsecondary education agenda by evaluating critical research to devise the current policy discourse in Washington, D.C.

His appointment to the program was based on his emergent body of research and interests, recommendations from senior scholars in the fields of higher education and public policy, as well as input from national philanthropic leaders.

Summer Camp Connects Real World and Science

You have them pay attention to and talk about their own breathing and how their lungs breathe air in and out, they don’t fully understand it. To demonstrate to students how much air pollution they are breathing in, we did experiments with petri dishes swabbed with petroleum jelly and collected particles in the air from fire on school grounds, and the students were very interested in learning about that. We also showed them photos of healthy lungs and photos of smokers’ lungs, so that they could see how different they were and understand that what you do affects your health.

We also talked about how to keep their bodies healthy through nutrition and exercise. So, we basically tried to be proactive around those kinds of health issues.

What do you view as positive steps in reducing health risks and deaths in Uganda? And how can education play a role in this?

H: We are trying to demonstrate that this preventative process can be a part of school and that Ugandan students can take a proactive role. First, we have to demonstrate how this can be integrated into the curriculum. Our next steps are to work with pre-service and in-service teachers in developing a curriculum—which we’ve nearly completed—and to expand on this curriculum and present it to other pre-service and in-service teachers so that they can bring it to their own schools. This is how we begin to make changes in how children learn.

What are some of the trials facing Uganda’s education system?

H: There are many. First and foremost is the huge teacher-student ratio they have. I was at a school that has 10 teachers and 840 students. Their student enrollment is doubling, especially as the school continues to provide free lunches now that they have vegetable gardens on school grounds. So you have huge classes and they can’t do the activities or integrate the curriculum, but you don’t have textbooks or the kinds of resources that children need to learn. During my visit, I took some third-graders aside to evaluate their reading skills, and I learned that they were not even beginning readers yet. The fact that they made it to third grade without anyone detecting it, I knew something was wrong. But, it’s very difficult for teachers to do individual assessments when you have that many students in a class. One of our goals coming out of all of this is that we hope to introduce computers and the Internet at the Circle of Peace School and other schools, so that we can develop a curriculum on the Internet that evolves. Eventually, other teachers will also have access to it and can make accommodations for their local schools as well as their communities. We envision a process where teachers will be able to receive feedback and suggestions from others so that they can enhance the curriculum. Ideally, it will become more than just a static curriculum that is printed and handed out—it will live and evolve on a website. It will also encourage teachers to study and experiment with new effective classroom practices. In Uganda, students are accustomed to copying notes off the board into a composition book, so we’re trying to steer away from that approach that make learning more interactive and engaging for children. We also talked about developing a curriculum for after school since a lot of students have no place to go once the school day ends. That’s another way to further enhance and expand their learning through informal education.

What were the outcomes of your visits with the Millennium Villages and local universities?

H: My goal was to collect information about what people are doing and how they are building on what’s already been done in the past. I wanted to learn what’s currently taking place in the Millennium Villages in terms of education. The main thing I learned from my visit with them was their value and importance in trying to develop and integrate these different projects together so that improving health requires improving access to safe and reliable forms of energy. So, everything just fits together. If you want people to have good health, then you need another source of energy other than cooking with the three-stone method. People now spend an hour and a half a day collecting water that’s polluted, so how do we change that? If we want to improve health, we need to go through schools to educate people. Schools need to become the center of society—do more than just educate children. Schools exist to educate students who show up for class, but if we could influence parents to be involved as well, that would be entirely different. My goal for my visits with Kampala University and Makerere University was to share ideas on how we can do things in school to try to connect education with the larger issues of sustainability and how we can connect universities with projects, like the Millennium Villages, to help make these efforts sustainable. When I visited the local universities, we brainstormed ideas for supporting teachers as they stay after school to work with both children and adults on some of these environmental health concerns. At the universities, I met and worked with researchers, who study energy use for cooking, and administrators, who are interested in reforming the structure of their institutions to address issues related to health. Both universities are eager to reform teacher education to focus on sustainability, and I’ve agreed to help out with this.

What is next for you?

H: I have a book coming out on teaching environmental health to children that I co-authored with Camille Martin. The book, Teaching Environmental Health to Children: An Interdisciplinary Approach, is expected to release in September and will be published by Springer Publications. Additionally, in the near future, I plan to return to Uganda to continue my work in promoting environmental health through education. I also just signed a contract to write a book with Columbia University, one of the largest centers on environmental sustainability in the world that I know of, to lead the Institute’s education division for the 2011-12 academic year. One of the things that I will be charged with is the Institute’s very first education coordinator to shape and improve the learning experiences for hundreds of interns who come to the Earth Institute from across the globe for more than 12 weeks at a time to support education programs that address environmental and sustainable development issues. Additionally, in the near future, I plan to return to Uganda to continue my work in promoting environmental health through education. In fact, 25 percent of my time at the Earth Institute will be devoted to working overseas in Africa.

Teaching Environ
Swanson, Marquis Granted Tenure

Their research and teaching interests may differ, but two counseling and human development professors have one thing in common as the new academic year draws near—they are newly tenured faculty at the Warner School of Education. The University of Rochester’s Board of Trustees voted to grant Dena Phillips Swanson and Andre Marquis tenure and promotion to associate professor, effective July 1.

Dean of the Warner School Raffaella Borasi says that both professors bring great passion and commitment to their research and the task of educating Warner students.

“To achieve tenure, they had to meet the high standards set by the University of Rochester for teaching, scholarly contributions to their field, and services to the Warner School and University, and got recognition for their work from a dozen national experts in their fields,” Borasi explains.

Swanson, an experienced counselor, researcher, and professor, says receiving tenure allows her to extend her research on stress and identity development while solidifying collaborative relationships that inform and utilize the research.

Swanson joined the Warner School in 2005, focusing her teaching and research on adolescents and the environments that shape them, with a special interest in the development of minority adolescents and their families. She is currently researching adolescent identity processes, school experiences, and the impact of adult relations on youth’s adaptive behaviors. Her work has appeared in publications such as Development and Psychopathology, Cultural Diversity & Ethnic Minority Psychology, Journal of Negro Education, and Journal of Comparative Family Studies. Most recently, she served as a research consultant to a series of CNN reports airing in 2010 that examined children’s attitudes toward race.

In addition to her academic role at Warner, Swanson previously co-directed the Center for Health, Achievement, Neighborhood Growth, and Ethnic Studies at the University of Pennsylvania and taught at Pennsylvania State University. She completed a doctorate in educational and developmental psychology and a bachelor’s in psychology, both from Emory University, and a master’s in rehabilitation counseling from Georgia State University.

Marquis has served in various editorial roles for national publications, including the Journal of Psychotherapy Integration, Constructivism in the Human Sciences, and Journal of Unified Psychotherapy and Clinical Science. In addition to being a founding member of the Integral Institute, he has served on the advisory board of the Journal of Integral Theory and Practice and the Unified Psychotherapy Project, a group of researchers, scholars, theorists, and clinicians that seeks to advance the practice and science of psychotherapy by finding the underlying principles, methods, and techniques common to all psychotherapy. He has authored The Integral Intake: A Guide to Comprehensive Idiographic Assessment in Integral Psychotherapy and co-authored Theoretical Models of Counseling and Psychotherapy, as well as numerous articles in a variety of counseling and psychology publications. He earned a doctorate in counseling and counselor education from the University of North Texas, a master’s in counseling and guidance from Texas State University, and a bachelor’s in psychology from the University of Texas at Austin.

Marquis, a licensed mental health counselor, says his promotion represents a meaningful accomplishment, not only to earn it at an institution such as the University of Rochester, but especially to do so by following his passion and developing Integral Counseling as a “fully-fledged” theory of counseling that continues to gain recognition and influence in the fields of counseling and psychotherapy.

Since coming to Warner in 2005 as a counselor educator, Marquis has focused his work on developing the theoretical foundations and practical implications of Integral Counseling—a unified approach to counseling and psychotherapy informed by Ken Wilber’s Integral Theory. Integral Counseling not only has implications for counselors as they gather information from their clients, develop formulations, and choose among the many available therapies that may best serve their clients, but it also sheds light on how counselor educators can prepare new counselors with regard to the challenges of integrative counseling. Marquis’ work also focuses on investigating human change processes, where he closely studies how spirituality and other aspects of integral-constructive approaches affect health and development across the life course.