School of Education prepares for the future by strengthening degree program offerings

Director Dan Robinson joined the School of Education in July 2012 with an eye toward more focused program areas building on the School’s strengths. “Our goal is to develop top-notch programs that are nationally ranked and a source of pride for Colorado State University,” says Robinson.

The Ph.D. in Education and Human Resource Studies has reorganized a few areas of study. The new Ph.D. option in Educational Sciences replaces the former programs in Learning, Teaching, & Culture; Interdisciplinary STEM; and Research Methods. A Ph.D. option in Higher Education Leadership combines the former programs in Community College Leadership and College and University Leadership. Ph.D. options in School Leadership and Organizational Learning, Performance and Change remain in place.

Additionally, the School of Education has a Research Methods Committee comprised of faculty who regularly teach research methods courses, plan and deliver a sequence across the School of Education of design and analysis courses in quantitative and qualitative methods, and provide methodological support to graduate committees.

Master’s programs leading to an M.Ed. in Education and Human Resource Studies include:
- Adult Education and Training
- Counseling and Career Development
- Organizational Learning, Performance, and Change
- Principal and Teacher Licensure, and Educational Sciences

The master’s program in Student Affairs in Higher Education leads to an M.S.

Areas of Study

The School of Education now has three areas of study which encompass all of the School’s programs:

Teaching and Learning:
- Ph.D. option in School Leadership
- Ph.D. option in Educational Sciences
- M.Ed. with three options: Principal and Teacher Licensure, and Educational Sciences

Higher Education and Counseling:
- Ph.D. option in Higher Education Leadership
- M.S. in Student Affairs in Higher Education

Organizational Learning, Performance and Change:
- Undergraduate teacher licensure program administered by the School of Teacher Education and Principal Preparation
- Undergraduate interdisciplinary degree in Family and Consumer Sciences
- M.Ed. option in Counseling and Career Development
- M.Ed. and Ph.D. options in Organizational Learning, Performance, and Change
- M.Ed. option in Adult Education and Training

For more information on the School of Education programs, please contact Director Dan Robinson at dan.robinson@colostate.edu.

Colorado State University

College of Health and Human Sciences
Greetings from Director Dan Robinson

It is an honor to serve as the director of the School of Education.

I was born and raised in Iowa, schooled at the University of Nebraska and Arizona State University, and had tours of faculty duty at Mississippi State University, the University of South Dakota, the University of Louisville, and the University of Texas. I also found time to marry my wife of 21 years, Sheri, who holds a Ph.D. in school psychology. We have a 16 year-old daughter, Kylie, and a 13 year-old son, Austin.

Because summers in Texas can be quite stifling, we often vacationed in Colorado, frequently visiting Estes Park, Breckenridge, and Colorado Springs. The opportunity to both live and work here was simply too good to pass up. The School of Education presents a tremendous opportunity to build one of the leading producers of educators in the country. It is my goal to make you proud of what we are doing.

Since I stepped into this role in July 2012, we have reorganized our program areas to provide more focus and build toward the future. More information on our reorganization is on the front page of the newsletter.

As we look to the future, we realize we need to grow our areas of strength. I am pleased to announce that we have recently hired two tenure-track faculty members. Paul Hernandez is an assistant professor in our Educational Science program, who has expertise in research methods and STEM. Russ Korte is an assistant professor in Organizational Learning, Performance and Change. He has extensive experience in education and business, and studies learning and performance of people in various organizational settings. We will be searching for two new tenure-track faculty positions in Higher Education Leadership and Counseling and Career Development.

We hope to hire outstanding individuals with the potential to increase the quality of our programs.

If you haven’t visited the Education Building lately, I encourage you to stop by and see the changes we have made to some of our administrative spaces. We are also moving to a digital, more paperless School, and technology is being updated in our classrooms. Our aim is to be sleek, more efficient, and more attractive. If only I could make that conversion personally!

Finally, please know that my door is always open and I welcome visits. If you are unable to visit us, perhaps I will see you in the near future. I plan to meet as many alumni and friends of the School of Education as I can. I’d like to thank you for your investment in our mission and am happy to discuss what we are doing and hear from you as to how we can be even better. Please do not hesitate to contact me.

Cordially,

Dan Robinson, Director and Professor
dan.robinson@colostate.edu

Research

Balgopal teaching science to students the ‘write’ way

Thanks to Meena Balgopal, students in her introductory cell or general biology courses won’t just be writing, they’ll be writing to learn.

In order to increase the scientific literacy skills of undergraduate students enrolled in introductory cell or general biology courses, Balgopal was awarded a two-year grant from the National Science Foundation to integrate writing-to-learn activities into these courses. In the writing-to-learn model, students are assigned the task of writing three related essays in response to reading assignments on socially relevant topics. The writing activities are supported by an electronic platform.

The writing-to-learn model was originally tested in small college courses with 10 to 30 students and was found to be successful in increasing students’ scientific literacy and ability to draw on scientific data when faced with challenges in science, technology, engineering, or mathematics.

Balgopal seeks to determine if and how writing-to-learn activities in large cell biology courses help

Robinson awarded grant to evaluate teaching software

Dan Robinson is part of a new three-year, $300,000 National Science Foundation grant which involves using software to teach undergraduate engineering courses. Universities involved include Arizona State University, University of Notre Dame, University of Virginia, University of the Pacific, and Colorado State University. Robinson serves as the evaluator on the project, which has the goal of developing and disseminating a set of instructional materials in the form of software modules as a standalone program to aid in the teaching of introductory linear circuit analysis to engineering students. The overall goal is to achieve a marked increase in instructional efficiency in student learning using these materials, including an improvement in learning of both qualitative and quantitative topics.
Imagine a computer chip that could measure specific chemicals in the brain to determine which chemicals are key to our brain development. While this may sound like the fantasy of a science fiction writer, it is actually the work of the CSU GK-12 Program, funded by a $2.7 million grant from the National Science Foundation that began in 2009.

Led by School of Education and Department of Electrical and Computer Engineering Professor Michael A. de Miranda, the program focuses upon the design of a biosensor chip to measure brain chemicals, paired with a K-12 classroom experience. Now in its fourth year, this project is an innovative program for scientists in biomedical science and engineering who are trans-disciplinary in their training, better equipped to communicate with different ages and levels of knowledge, and prepared to take leadership roles for scientific inquiry.

The potential ability of the biosensor to measure specific chemicals in the brain would allow scientists to study which chemicals direct neurons in the brain to move during development. The research and design of this biosensor require the cooperation of professors and graduate fellows in biology, chemistry, computer science, electrical and computer engineering, and mathematics.

While working on their research and master’s or doctoral programs, the graduate fellows also spend time each week in a K-12 classroom, developing and delivering lessons related to the project. The graduate fellows and their mentor teachers have co-planned and developed over 75 lessons, presentations, and integrated thinking activities which introduce STEM concepts central to the CSU GK-12 biosensor program. The lessons include video introductions and complete scientific and engineering design projects that can be done in any classroom. This portion of the program develops the communication and teaching skills fellows will need in the future.

The best of the lessons created by the program’s teachers and graduate fellows are available for teachers to download on the program’s website at http://col.st/16NuGst.

As more lessons are developed, they will be added to the searchable lesson plan database, with some being featured on the NSF-supported National Science Digital Library TeachEngineering website at www.teachengineering.org.

K-12 students share their research co-developed with graduate fellows at the annual CSU GK-12 student research symposium.

Computer games on the brain

We all have cognitive biases: those patterns in our thinking that alter how we react when confronted with incomplete information or are operating under time pressure. These biases can lead to bad decision-making, something especially detrimental for those in high-stress, high-stakes positions. Once you learn to recognize your own specific cognitive biases, however, you are able to make sounder, more effective decisions. But how do you train your brain to see those biases?

James Folkestad, associate professor, is working with a team to develop the Intelligence Advanced Research Activity Sirius Program, a computer game that challenges players to recognize their cognitive biases and then learn strategies to avoid them in simulated environments.

The game, known as CYCLES, creates virtual situations where players move their avatar around the space and experiment with strategies to mitigate certain cognitive biases. One strategy included in the game encourages a player to slow down, resist their initial “gut” reaction, and consider alternative evidence. The player then encounters situations where they are given the opportunity to exhibit these behaviors. A record is kept in the game log files to see if, and when, they perform the targeted behaviors. When a pattern of bias emerges, the game reinforces the learning objectives by reminding the player to try the mitigation strategies.

The project involves its own high-stakes context. The Intelligence Advanced Research Projects Activity group, a U.S. agency that works with the Department of National Intelligence, funds the grant for seven teams in a competition format. Folkestad is part of a team led by Tomek Strzalkowski at the University at Albany.

“Our behavior-based designs are doing very well,” Folkestad said, noting that the team’s game was the first to be selected for use in an actual training classroom. “It’s nice when you can contribute to a research-based understanding, but it’s outstanding when your work is adopted by users.”
Tex Anderson “bleeds green and gold,” reflecting his relationship with CSU for more than 50 years. Anderson and his wife, Joyce, are part of a four-generation legacy at Colorado State University. He and his family hold a deep respect and value for education; four generations of their family have attended Colorado State. Their sons Tod and Brett are CSU alumni, and grandson A.J. is a current student.

Anderson earned both his bachelor’s (vocational agriculture, ’57) and master’s (agricultural education, ’63) degrees, after which he joined the faculty of CSU’s Department of Vocational Education, now the School of Education, in 1963. Anderson was a leader in vocational teacher education, making significant contributions to the field across the state and the nation. He served as director of graduate programs in the School of Education from 1983 to 1993. He advised more than 60 doctoral students, and served as national president of three professional and honorary societies. His CSU tenure spanned 33 years, including 10 years as department head, until his retirement in 1998.

Anderson was selected as one of the original honorees of the College of Health and Human Sciences Legacies Project, launched in 2012 to honor emeritus and retired employees by gathering, archiving, and sharing personal and professional histories. Visit www.chhs.colostate.edu/texanderson to view Anderson's video and learn more about his career and life since retiring.

The Anderson family is continuing its significant investment and commitment to educational access and success by establishing the Tex Anderson and Family Scholarship endowment, to benefit teacher licensure students beginning in 2013-2014. To make a gift in Anderson's honor, visit advancing.colostate.edu/texanderson.

John Littrell served as professor in the School of Education at Colorado State and as chair of the Counseling and Career Development program from 2004 until his retirement in 2011. Littrell and his wife, Mary, are establishing the John Littrell Scholarship for Counseling and Career Development for a graduate student in the counseling program. The scholarship honors the memory of his father, J. Harvey Littrell, and his aunt, Maurine Staack. Both were lifelong teachers who enriched the lives of others through education.

George Morgan, professor emeritus from the School of Education, created the George A. Morgan Dissertation Award, which will provide financial support to Ph.D. students in various academic fields, including design and merchandising, human development and family studies, education, and social work. Morgan has included an estate gift in his will to endow the award.

Susanne E. (’97, ’99) and William W. Jalbert have established a planned gift for a scholarship to benefit students in the College of Health and Human Sciences and the College of Business. Susanne Jalbert received her master’s and Ph.D. from the School of Education. She was recognized by the CSU Alumni Association in 2011 with the College's Honor Alumna Award for her work as an international business development consultant and economic activist.

Karen Shirey (’70, ’74, ’79) received three degrees from the School of Education at Colorado State University and dedicated her career to teaching, coaching, counseling, and administration at CSU. She has included in her will an endowed scholarship for students specializing in school guidance and counseling in the School of Education, as well as support for the Avenir Museum of Design and Merchandising.
Stalwart Ram!
School of Education alumna and Board of Governors chair leads homecoming parade

Dorothy Horrell is a stalwart supporter of education, a stalwart leader, a stalwart arts patron, and a stalwart Ram, Colorado State University’s theme for the Homecoming Parade, where Horrell was honored as the Grand Marshal in October.

Horrell (B.S. ’73, M.Ed. ’78, Ph.D. ’92), who earned all three degrees from the School of Education, is a home economics educator turned community college president turned private foundation executive, and now, chair of the Board of Governors for the CSU System, a board appointed by the governor of Colorado.

“I can say honestly and humbly, whatever success I’ve had, I give a great deal of credit to my experience as a 4-H member,” Horrell says. It was 4-H that brought her to CSU, 4-H that took her into an education career, and 4-H that taught her the skills needed to be a leader: work as part of a team, organize projects, do public speaking and develop resiliency when things don’t always go as planned.

She will now apply her vision, forward momentum, and positive attitude to the CSU System Board of Governors as their chairperson. “The land-grant mission is something for which I have high regard and respect, and the value it returns to the citizenry of this state is manifest in many, many ways. For me to have an opportunity to support the institution, help it continue doing the work it’s doing, and address some of the challenges we’re facing is really a privilege and an honor,” she says.

School of Education alumna honored with Distinguished Award

Many of you will remember Nancy Hartley, former director of the School of Education, and dean of the College of Applied Human Sciences (now renamed the College of Health and Human Sciences).

Hartley was honored for her outstanding service with the 2012 Honor Alumna Award for the College given by CSU’s Alumni Association.

Hartley has been working with disadvantaged students since she was in high school, when she took the subway to the south side of Chicago to tutor students in reading and math. This interest led to her undergraduate major in social work and graduate degrees in counseling, psychology, and education. Her doctoral degree is from Colorado State University, and her research and teaching have focused on helping at-risk populations transition from school to work.

Upon her retirement in 2004, family, friends, and alumni started a graduate scholarship in her name in the School of Education, which funds doctoral students specializing in research with at-risk, economically disadvantaged, or disabled students, or students pursuing research in STEM education.

Hartley has served on the board of the Colorado Women’s Foundation and is a founding member of Women Give, a subsidiary of United Way in Larimer County.

In addition, she served on the Poudre Valley Health System board of trustees and was board chair. She has also served on the Colorado Partnership for Educational Renewal, the National Network for Educational Renewal, and the Board on Human Sciences.

Hartley came out of retirement in 2010 to serve as interim dean of the College while a national search was conducted for a permanent dean.

After the hire of Dean Jeff McCubbin in 2011, she returned to retirement, playing tennis and traveling with her husband, Brian Cobb, and enjoying time with their blended families including several grandchildren.
Faculty news

Welcome new faculty

Russ Korte joined the department as an assistant professor of organizational learning, performance, and change (human resource development) in the fall of 2013. He earned a Ph.D. in human resource development with a minor in business administration from the University of Minnesota and an M.B.A. in marketing from the University of St. Thomas. His research investigates how engineering students navigate their education programs and how they transition into the workplace. Other research interests include multi-disciplinary approaches to philosophy, theory, organization studies, and socialization.

Focus of Fulbright award conflict resolution in Burundi

In early 2012, the University of Ngozi, a co-ed, multi-faith institution with Hutu, Tutsi, and Twa students, signed an International Memorandum of Understanding with CSU’s School of Global Environmental Sustainability to pursue sustainable peace and development, with CSU’s School of Education drawing upon its doctoral specialization in learning, teaching, and culture to help build bridges between schools and universities in different regions of the world.

Jeffrey M. Foley, Ph.D., a faculty member in the Adult Education and Training program, received a Fulbright Senior Specialist Award to continue the School’s work on sustainable peace and development in Burundi, East Africa, by travelling to the University of Ngozi, or UNG, for the month of July to conduct seminars and workshops for faculty and students and assist in revising the conflict resolution curriculum.

The purpose of the award is to help the faculty and students at UNG gain more understanding of the peace and conflict resolution process. Burundi, one of the poorest countries in Africa, is still recovering from a devastating 12-year civil war that claimed more than 300,000 lives in ethnic clashes between Hutus and Tutsi.

Jeffrey M. Foley visited local villages with his students from the University of Ngozi to learn more about the opportunities and challenges facing Burundi as they work toward sustainable peace.

Mae Jemison and Thomas J. Chermack

Welcome new faculty

Mae Jemison and Thomas J. Chermack

Welcome new faculty

SCHOOL OF EDUCATION
Kevin Horrell (‘10) chronicles his experience teaching science in Peru and now at Fort Lupton High School. Horrell worked with the offices of the School of Teacher Education and Principal Preparation as a student employee during his time at CSU. He credits his experiences in the STEPP program for his teaching success.

When asked, I immediately said, “No.” Why would I go to a country to teach when I was not even sure I wanted to be a teacher? Maybe it was the fact that I truly loved teaching chemistry at Loveland High School during student teaching, but I agreed to at least visit Colegio San Pedro in Peru for a month. My second trip to Peru was a little more intense than the first, since I had signed on for a year to teach science and English to a bunch of foreign, rowdy, middle schoolers. Fortunately, I came prepared with an arsenal of tools bestowed on me by the School of Teacher Education and Principal Preparation at Colorado State University.

Lima is a city of about 10 million and I had nobody to share my successes and failures with. I made a ton of mistakes, but if it weren’t for the perseverance and commitment to the profession that was instilled in me by my professors and experiences, I likely would have packed up and headed home after six weeks. By the end of the school year, I was seriously considering staying a second year. Getting to know my students and their lives really helped me overcome the personal doubts of whether or not I was an effective teacher. More than anything, the relationships that I built with the students helped me succeed as a first-year teacher in Peru.

Peru and the U.S. may seem vastly different, but the needs of students in both places are quite similar. All students need to know they are worth attention and worthwhile to someone.

The teachers I remember most are those who cared about me as a person. Regardless of race, ethnicity, nationality, or gender, it is universal. Both in Peru and in Fort Lupton where I currently teach, my students know that I care about their individual success.

I went through college with teaching as a “backup” to being a chemist. When I student-taught, I realized how much I enjoyed being a special part of students’ lives. I knew working in a laboratory as a chemist would not fulfill my desire to serve others. I eventually began working for STEPP as an assistant and was able to help other students who wanted to be teachers as well. As a student of education, I was able to discover my true passion for working with people.

Fort Lupton High School has come with its fair share of difficulties: unmotivated students, difficult backgrounds, low socioeconomic status, and student pregnancy, to name a few. These are just a few things that make my job unique and different every single day. I love my job because I am able to support kids and give them motivation on a daily basis.

I never doubted my expertise as a scientist, but I definitely had doubts that I could actually teach. My professors at CSU never doubted me in this though. No matter what class I was in, I was always supported and given full confirmation that I was an expert not only in science, but also as a teacher. Apart from the plethora of skills and tools I learned in my education classes, I took this confidence with me to Peru and what I still have today at Fort Lupton. With an institution such as CSU behind me, I knew I could not possibly fail.

AVID program new to STEPP

This past fall, the EDUC 450 students in the School of Teacher Education and Principal Preparation program, along with their practicum work at area high schools, are gaining additional classroom experience by working with middle and high school students in the Poudre School District as tutors for the AVID program.

AVID, or Advancement Via Individual Determination, is a national program for students of all grade levels. Started in 1980 at San Diego’s Clairemont High School, AVID prepares students for college by teaching life lessons as well as academic skills. Originally developed as a system to aid underserved students, AVID is more than a program, it is a philosophy based on student accountability. The AVID philosophy holds that if students are held to the highest standards and provided both academic and social support, they will rise to the challenge, succeed in school, and beyond.

Students participating in the AVID program receive instruction on how to be effective and efficient note takers in class, which helps improve listening skills. Students are also taught to identify specific areas where they are having difficulties with class content or material and to bring questions to weekly tutoring sessions. At the tutoring sessions, students present their questions to their fellow classmates for discussion and guidance. By identifying specific areas of confusion and seeking help from peers, AVID students learn accountability for their learning and gain valuable life skills such as problem-solving and communication.

The Poudre School District has offered the AVID program to students for 11 years; this is the first year that CSU’s STEPP program has partnered with PSD with AVID. CSU students are helping as tutors during the weekly sessions, guiding discussions, and keeping the AVID students on-track.

The EDUC 450 students are working as AVID tutors in Wellington, Boltz, and Blevins Middle Schools, and Poudre and Fort Collins High Schools.
Congratulations, retirees!

Rich Feller joined the School of Education as professor of counseling and career development in 1980. He has been influencing the field of career counseling with innovative methods ever since, including serving fast food at McDonald's to study youth employment, co-producing a video in Sudan on starvation and famine relief, and co-authoring a career development program used by more than 20 million students. Feller is one of twelve University Distinguished Teaching Scholars at CSU and is the recipient of the National Career Development Association’s Eminent Career Award. In 2012-13, he served as the president of the National Career Development Association, the leading career development association in the world. As an international consultant, author, and presenter, he is well-known among career counselors and practitioners.

Don Venneberg received his Ph.D. in education and human resource studies at CSU and he worked for seven years in the Organizational Performance and Change program. He has advised and taught students in courses on campus, at a distance, at the CSU Denver Center, and the Colorado National Guard headquarters. He has extensive experience in public administration, having served more than 18 years in the U.S. General Services Administration. His research has been in global and national workforce development trends and policy and organizational level workforce development with particular regard to the intergenerational workforce, the aging workforce and the retention, recruitment and effective utilization of older workers.

Jim Banning has spent the last 35 years at Colorado State. He served as vice president for student affairs before joining the School of Education as a professor of research methods, teaching qualitative research. He is a sought-after adviser of graduate students and won the College's 2009 Outstanding Adviser Award as well as the 1997 Outstanding Teacher Award. Another aspect of his teaching and research includes campus ecology, the study of interrelationships between people and the university environment. He has served as editor of journals related to campus ecology and has authored many publications.