

May 10, 2005

EKT Advances

Volume 1, Issue 1

Welcome! *by Dr. Joyce Pittman*

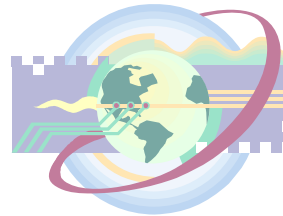


Welcome to the first edition of the Education and Knowledge Technologies Newsletter. Graduate education and cutting edge research serve as the central mission of this new doctoral program and mission of the Curriculum and Instruction Division. In addition to teaching of courses, the EKT faculty and students are constantly engaged in curriculum development, consultations with partnering departments, and a variety of special programs for our students. This newsletter contains articles on some student activities, as well as reports on other activities in research and related projects. Our efforts in the EKT program have gained national attention and recognition during the last twelve months, namely our focus on creating equitable learning opportunities for all people. I would like to share with you some thoughts on how these efforts have come together.

We have carried out an extensive revision of our EKT curriculum, including all of our research, curriculum and instruction, and technology courses. The final piece of the reform is a multi-year project that focused on restructuring

the Assistive Technology for Inclusive Learning course. The AT650 course is now a blended design of online and classroom instruction using both Blackboard and a course web page. The unique design includes a sequence of 10 modules designed to meet the needs of a diverse student audience, which for the last five years has steadily widened in terms of the students who enroll in this course. The course is now designed to accommodate graduates, graduate students, and practicing professionals. As the course nears completion, it will be unveiled in an introductory one-week, 3 credit institute during intercession in June. The course will then be offered two more times in the summer. We will collect data on the revised course and then refine it for offering in the fall 05 term. Just look around the college for our ads or

Continuation, p. 2



Technology influences the world!

What are the Emergent Technologies?

Emergent technologies are to be harnessed so that students at all levels of instruction can achieve their full potential as learners. These technologies facilitate communication and collaborative instruction & increase the capacity of teachers to contextualize the information, thereby providing meaningful scaffolds. Using such tools can increase student capacity to grasp the knowledge to construct meaning and further enhance their experiences as learners. For articles describing the benefits, adaptations, and implementation or use of these emergent technologies, please

check out these urls:

Emerging technologies and distributed learning – article by Chris Dede from 1998

www.chip.org/chip/courses/2001.6.872/content/papers/ETDL.pdf

The Role of emerging technologies for knowledge mobilization, dissemination, and use in education—article by Chris Dede from 1998

www.virtual.gmu.edu/EDIT895/

Inside this issue:

Welcome Statement	1-2
New Faces	2
Program Description	2
Conferences Coming Up	3
Links to Knowledge	3
Publication Tips	3
Student Profiles	4
Focus On...	4
Contact Information	4

Special points of interest:

- There are 8 EKT Doctoral students enrolled in this program.
- The faculty associated with this program are:
 - Dr. Joyce Pittman
 - Dr. Mary Benedetti
 - Dr. Janet Bohren
 - Dr. Rebecca Scheckler
 - Dr. Ken Martin
 - Dr. Glenn Markle
- Dr. Piyush Swami

continued from page 1

visit Learning Opportunities.

In addition, a new format for mentored research was also piloted that included an online community for doctoral students to communicate, share experiences, discuss research, and more. The group got together for a spring retreat and there was much enthusiasm and excitement on what the future could hold for this program.

EKT faculty have also revised our masters degree program to also reflect the mission of the doctoral program in order to help students make the transition to the rigors of doctoral level courses in EKT upon completion of their masters degree.

You may ask, "Why so many changes?" New 21st Century Learning expectations and the economy are partly responsible for the increased demand for a more highly skilled and knowledgeable teacher education specialist. However, I believe that student voices have played the largest role in the revisions. Students are happy with our entry-level courses and are demanding more from our upper level graduate courses and faculty mentoring. As this happens, the opportunities we have provided for transition to advanced doctoral programs should attract new students, including some of the best, into our majors.

Dr. Rebecca Scheckler excels in bringing the excitement to research and other EKT courses in 2005. Read about her in the next section. As a member of the Board of Directors of the

New Faces—Introducing Dr. Rebecca Scheckler

Dr. Rebecca Scheckler specializes in education and knowledge technologies in addition to women's studies and science education. She has a Ph.D. in Instructional Technology and Social Foundations of Education and a M.Sc. in Computer Science from Virginia Tech in Blacksburg VA, and a M.Sc. in botany and a B.Sc. in biology from Cornell University in Ithaca, NY. Her most recent work concerns feminist pedagogies of distance learning utilizing philosophical and ethnographic methodologies, feminist science of cell and molecular biology, and gender equity of information technology fields. When not in the classroom Rebecca enjoys romping with her grandson and two Dalmatians, cooking and eating international cuisines, listening to opera and baroque music, and performing as an amateur singer.

A brief list of recent articles which reflect Dr. Scheckler's contributions to the field of research:

Scheckler, R.K. 2004, Gender and Control of Dialogue in Asynchronous Forums: Implications for School Library Media Specialists, *School Libraries Worldwide* 10(1,2).

Dr. Joyce Pittman is a professor in the Department of Curriculum and Instruction, focusing on Education and Knowledge Technologies, at the University of Cincinnati. She is the recipient of the College and University Research Scholarly Award for her research contributing to the field of Ed Media.



of Directors of the International Society for Technology in Education, I know what will be expected of our students and institutions to keep up with tomorrow's world. My endeavor is to work in partnership with all divisions and with Arts and Sciences to ensure graduates of our programs meet 21st Century challenges and exceed the competition in all areas. At the University of Cincinnati we have the unprecedented opportunity to make that happen.

It is great to hear of your support for the work we do in the EKT program. With your support, we will continue to attract the brightest students and maintain the high standards that have been set by the university and our college.

Cheers!

Dr. Joyce Pittman,

EKT Lead Mentor & Assistant Professor

Program Description

Education and Knowledge Technologies: This specialization includes the systematic study of research methodologies, theories, and technological processes in the design and delivery of instruction and training across the educational spectrum. Students in the Education and Knowledge Technologies program complete foundational research in learning, teaching, training, instructional design, and advanced technologies. All students participate



in pre-dissertation mentored research experiences guided by a faculty committee and small integrative seminars. All students participate in innovative learning technologies design projects that offer apprenticeship opportunities in diverse contexts and environments. Graduates of the program will take leadership positions

as faculty research scientists in universities and companies, designers and evaluators of formal and informal

Publication Tips

Just one day prior to the 2005 Spring Research Conference on April 23, 2005, Dr. Carla O'Connor, Associate Professor of Education at the University of Michigan in Ann Arbor, was guest lecturer at a workshop sponsored by the Graduate Education Association. Dr. O'Connor, whose areas of expertise include urban education, social psychology, and sociology of education, has been published in such prestigious journals as the American Educational Research Journal and Ethnic and Racial Studies. She has contributed to and edited books and other publications, and has been a frequently invited speaker on a host of topics, and all this in the nine years since receiving her Ph.D. from the University of Chicago.

Because of an increasing dependence on the number of scholarly publications in tenure or other faculty decisions, Dr. O'Connor stated that she agrees there is pressure on all graduates and faculty to publish. Here are some of the tips she offered:

- Target the journal in which you want to publish.
- Find out who edits the journal in which you want to publish, and who reviews the articles.
- Establish a writing group.
- Trust your instincts regarding revisions.
- Create a process for revising your paper.

Conferences

AAE organizes the SITE Conference

Next meeting in Orlando, Florida

from March 20–24, 2006

There is a call for presentations which is due October 18, 2005.

Details available online from:

<http://site.aace.org>

ISTE organizes the NECC Conference

Scheduled for June 27–30, 2005

Links to Knowledge

The Center for Applied Research in Educational Technology—CARET

A project of the International Society for Technology in Education in partnership with

Educational Support Systems

Founded in 2000

The website contains article reviews, a search engine, reading list, helpful resources, a glossary, and news updates.

Please consider bookmarking this url:

<http://caret.iste.org/index.cfm>

The Benefits of Professional Conferences -

Adrienne Carr attended the SITE conference in Phoenix, Arizona, in March. This is the conference where Dr. Pittman received the fourth Outstanding Service to Digital Equity Award. Besides the information gleaned from full paper, brief paper, symposium and poster presentations, she also was able to meet dynamic people in the field from as close as Miami University, and

AECT is organizing a conference also meeting in Orlando, Fla.

from October 18–22, 2005. The theme or title:

“Exploring the Vision: Teachers, Students and Technologies”

AECT also offers a Summer Leadership Conference

“Tools for Thought” - Orlando, FLA—July 21– 22, 2005

Registration through the website: <http://www/aect.org/events>

International Visual Literacy Association Conference -**IVLA**

scheduled from October 17–20, 2005 in Orlando, FLA,

Focusing On Our Doctoral Students

This section will present a brief description of some doctoral students, focusing on their research interests.



Meghan Yancy is one of our eight students in the EKT doctoral program. She is most interested in researching how one might effectively teach African American students, specifically, how young, white, female teachers may establish connectedness and credibility with collegiate-level African American males. Further, she is wrapping up research in this Spring Qtr. on how technology may be integrated into the Public Speaking classroom in order to best prepare introductory level students for the future.

Bettie Hall is nearing the end of her first year in the EKT doctoral program. Her area of interest is studying the use of emergent technologies to address the needs of adult learners. A corporate technical, management, and leadership trainer for more than 20 years, Bettie returned to school to pursue this research interest and to bring academic scholarship to the corporate landscape. Her paper on the effective use of knowledge technologies in accommodating adult learning styles has been accepted for inclusion at the 2006 Association for the Advancement of Computing in Education conference in Montreal, and will appear in the proceedings.

Susan Farber is also completing coursework connected to the first year of the EKT doctoral program. Her area of interest lies in the investigation of effective use & integration of technol-

This would be a good place to insert a short paragraph about your organization. It might include the purpose of the organization, its mission, founding date, and a brief history. You could also include a brief list of the types of products, services, or programs your organization offers, the geographic area covered (for example, western U.S. or European markets), and a profile of the types of customers or members served.

It would also be useful to include a contact name for readers who want more information about the organization.

Adrienne Carr entered the Doctoral Program to benefit from the men-

torship Dr. Pittman provides, so she can become better equipped to address the needs of urban students to meet the demands of twenty-first century lifestyles. Her primary research project investigates how personal performance plays a significant role in contributing to the success factors in the lives of people, and particularly students. It is during adolescence that many practices are solidified and the roles that

individuals will adopt through life are set. This study examines the effect of 21MQ, a program designed to enhance individual and interpersonal performance, on a group



This newsletter is edited by Susan Farber & Bettie Hall. Any feedback & suggestions for articles will be considered for future

University of Cincinnati
Teachers College - Room 613
Clifton Campus
Cincinnati, Ohio 45220

Phone: 513 - 556-0388
Email: farbersn@email.uc.edu

Emerging technologies supporting teaching and learning.

