

# Chalkboard

IU School of Education Alumni Association

Fall 2016

## Marjorie Treff

Adult education  
professor  
practices what  
she teaches 10

05

Elder Watson Diggs

12

Adam Henze

14

Malcolm Fleming

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12



14



27

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Dean

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## MISSION STATEMENT

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a global, diverse, rapidly changing and increasingly technological society.

**5** Elder Watson Diggs

**6** Faculty Awards

**8** Faculty/Alumni  
Spotlights

**10** Adult Education

**12** Adam Henze

**14** Malcolm Fleming

**17** Research

**18** News Briefs

**20** Honor Roll

**27** Sport & Performance  
Psychology

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For more information about membership or activities, contact (800) 824-3044, [alumni@indiana.edu](mailto:alumni@indiana.edu), or visit [alumni.indiana.edu](http://alumni.indiana.edu).

# The Path Forward ...

**THIS PAST AUGUST** I was officially appointed dean of the School of Education. I was fortunate to have a year as interim dean to “try the job on” to see how it fit. I am pleased to report that my time in the dean’s office has been gratifying and rewarding and I am honored to have been asked to continue. I hope to draw upon the wealth of experience I have gained as we proceed toward the future.

The School is a lively place where our faculty, staff and students are focusing their attention on the many facets of education. For example, students in our Global Gateway for Teachers program are preparing for the life-changing cultural experience they will encounter as they student teach in communities around the world. The Make, Innovate, Learn Lab is abuzz with creative and inventive uses of technology providing a novel twist to the field of STEM education. We are also pleased once again to have a cohort of twenty-one International Fulbright Distinguished Teachers with us to enrich the School by learning together and sharing their diverse backgrounds with us.

This fall we’ve welcomed eleven new faculty members into the School who will advance our research and teaching mission and provide valuable service to the educational community. In August, our new Executive Director of Development and Alumni Relations, Mary Dwyer, joined us. She and her team are making steady progress on several key initiatives, perhaps most

importantly that of achieving our Bicentennial Capital Campaign goal of \$40 million by 2020.

We are making strides to attract a bright, passionate, and diverse group of young people to the teaching profession. For example, the number of education undergraduates participating in IU’s Direct Admit Scholars program has increased steadily over the last several years with 118 as members of the 2016 freshman class. Our recently formed School of Education Advancement Team is developing specific strategies to recruit and retain students from underrepresented groups, thus improving the diversity of our student population.

The yearly growth of our INSPIRE Living-Learning Center, where students live together on campus just a few yards away from the education building, also reflects the School’s commitment to excellence in teacher education.

When I talk with our students I see how our efforts are yielding positive results and I’m amazed by their excitement, their energy, and their commitment to improving education. Truly, our current students and our graduates are making a difference in the lives of people around the world every day.

The IU School of Education is unique as one of a very small number of public universities that prepare a large



Dean Terry Mason

number of teachers, counselors, and educational leaders while also maintaining a robust and comprehensive research program. Through the efforts of our world-class faculty and our research centers, we continue to generate scholarship that shapes policy and practice in the field of education. Our ongoing success at attracting external research funding (~\$8 million in 2015) also attests to our strength as a leading research institution.

We have much to be proud of as a School and many new challenges ahead. I look forward to sharing new initiatives and directions for the School with you in the coming months, so stay tuned and best wishes for a productive and satisfying year.

Warm regards,

**Terry Mason,**  
Dean, IU Bloomington

# Change an Opportunity for Growth



**Robin L. Hughes**  
Executive Associate Dean, IUPUI

**IT HAS BEEN A YEAR** since I assumed the role of interim executive associate dean and now executive associate dean of the School of Education at Indianapolis. I have seen and experienced many changes and anticipate many more given the current school and educational discussions about how each of the campuses can continue to thrive and operate within their own diverse missions and goals.

Change is exciting, yet hard work. My colleagues, administrative team, and staff are all excited and ready for such a challenge.

We are working closely with campus level upper administration, faculty and budgetary affairs and campus and university policy councils to help

support the school in this cooperative work. Throughout this process, our school continues to thrive and excel, as evidenced by the many awards we have received.

Many of our faculty have been recognized locally and nationally for their work in teaching, research, and service — such as Jomo Mutegi, a science professor, who received the Chancellor Diversity Scholar award. In the last six years since the inception of this award, the School of Education at Indianapolis faculty have received the award five times. Crystal Hill Morton received the faculty Trustees Teaching Award and the Chancellor Mentoring Award. Crystal has worked to create a science academy that meets during the summer and school year with a focus on youth in Science, Technology, Engineering, and Mathematics (STEM). Thu Suong Nguyen and Brendan Maxcy, along with the Burmese Community Center, received the Chancellors Community Award for Excellence in Civic Engagement. Lori Patton Davis, who is probably one of a handful of a scholars who uses contemporary language and discourse to frame her work, received the Gorman Teaching Award this year.

I must also draw attention to our brightest scholars, those students who have graduated in the last year. Most of our Urban Education Studies

students from cohorts one and two have graduated, or will be graduating in the next year or two. Several of those students have gone on to work at institutions of higher education as professors, administrators, and coaches. A former student, Dr. Brandon Currie, is one of a few African American Tennis Club owners in the country and was just inducted into the Butler Athletic Hall of Fame. Further, The Great Eight, a group of black women who received doctoral degrees at the same time, brought attention to the work that they do in educational communities nationally. While we are moving toward transformation within the school, some things will stay the same. We know that the School of Education will continue to play an important role within the city of Indianapolis. We have a well-established relationship with the city that includes a number of faculty-school-community partnerships, including Township schools and a number of private and public organizations.

Ultimately, while we are looking forward to change, we will continue to serve the community in which we live and provide the best education to college students.

We look forward to continued growth and are excited about the limitless opportunities that lie ahead. ■

# Honoring Elder Watson Diggs

Balfour Scholars Program celebrates the school's first African-American graduate with creation of "The Dreamer" Award

**ELDER WATSON DIGGS** (1883-1947) was the first African-American to graduate from the Indiana University School of Education.

In honor of Diggs' legacy and the centennial anniversary of his graduation, the IU School of Education recognized three current IU students with the inaugural Elder Watson Diggs "The Dreamer" Award. The award was developed by Christina Wright Fields, director of the School of Education's Balfour Scholars Program and Stephanie Power-Carter, associate professor of Literacy, Culture, and Language Education and former director of the Neal-Marshall Black Culture Center.

"As African-American educators, Dr. Power-Carter and I understand firsthand the challenges students from underrepresented and marginalized backgrounds face as they pursue

postsecondary education," Fields said. "We were inspired by Diggs' story and contributions and wanted to ensure Diggs' legacy was preserved. We worked collaboratively to devise a way to honor him and educate others of his accomplishments through this award.

The three students who received the award were Estefani Alcaraz Quevedo, Ramir Williams and Janai Weeks. They are all participants in the School of Education's Balfour Pre-College Academy, a free program that helps high school students from underrepresented groups with academic and career development. Each winner represented a corresponding cohort from 2013, 2014 or 2015.

"The Balfour Scholars Program helps increase higher education access and success for underrepresented and marginalized students which greatly relates to Elder Diggs' legacy of



Elder Watson Diggs

providing opportunities for historically underrepresented students," Fields said.

"These scholars chosen epitomized the resolute character of Elder Diggs and exhibited 'dreamer' qualities whether it was being a first generation college student, inspiring their peers or mentees to pursue academic excellence, or being an engaged campus leader to facilitate positive change on campus and their surrounding community," Fields said.

For Quevedo, a first generation junior studying accounting and finance, receiving the award was an emotional experience. "I was not expecting to receive the award, so I was completely surprised when my name was called," Quevedo said. "It's a great honor receiving an award honoring a man who did so much for this campus and left such a strong legacy behind." ■

Elder Watson Diggs, bottom row, fourth from left, at a house party, May 1911



## Wheatle Receives Fellowship to Study Funding for Historically Black Colleges and Universities



**KATHERINE WHEATLE**, an Educational Leadership and Policy Studies doctoral student, has been selected as one of the recipients of the 2016–17 AERA Minority Dissertation Fellowship in Education Research and Travel Award.

Wheatle is currently working on her dissertation, “‘Ward of the state’: The politics of supporting Maryland’s black land-grant college, 1886–1939.”

“My study is not an easy topic to contend with, but it is meant to recenter

race in contemporary political conversations that should not excuse a racist past,” Wheatle said.

Wheatle’s dissertation is about the distribution of funds from the Morrill Land-Grant Acts by the State of Maryland between the University of Maryland, College Park and the University of Maryland Eastern Shore. These funds were disproportionately distributed between the institutions, leading to a legacy of unequal support of Maryland’s public Black colleges. ■

## Justin Wild Receives Award to Study Tanzania’s Language of Instruction



**JUSTIN WILD**, a doctoral student in Counseling and Educational Psychology and Educational Leadership and Policy Studies, has received a Fulbright-Hayes Doctoral Dissertation Research Abroad Fellowship.

“I felt honored that I was chosen to be one of the recipients,” Wild said. “I am thankful to have a strong committee supporting my research, and who helped in various requirements of the application. I know I would not have received this award without their commitment.”

Wild’s project seeks to understand the intersection of the ideology and practice of Tanzania’s Language of Instruction policy.

Wild will be interviewing primary and secondary school students, parents, teachers, and school administrators in one rural village, as well as policy-makers in the capital, to understand what the various ideas and practices are concerning the language change. He will also ask participants about the resources they use to learn or teach English, which still remains a vital skill for students, as college is taught in English only. ■

## Great Lakes Equity Center Receives Grant to Promote Equity in Education

**KATHLEEN KING THORIUS, PH.D.** led the development of a grant that was awarded over \$8.25 million over the next five years from the U.S. Department of Education to create the Midwest and Plains (MAP) Equity Assistance Center. The MAP Center will be housed within the Great Lakes Equity Center, directed by Thorius. Seena Skelton, Ph.D. will serve as the MAP Center's director of operations, and was co-author of the grant along with Camille Warren, B.S., associate director of continuous improvement, and with support from Tiffany Kyser,

Ph.D., associate director of engagement and partnerships.

The MAP Center is one of four regional Equity Assistance Centers and serves as the Region III Equity Assistance Center providing equity-focused technical assistance resources related to race, sex, national origin and religion to public educational systems with the center's 13-state region. The center also serves as a resource to the Department of Justice and the Office for Civil Rights. ■



Kathleen King Thorius and Seena Skelton

PHOTO BY KURTBOWERSOCK.COM

## Erik Jacobson Receives Math Education Grant

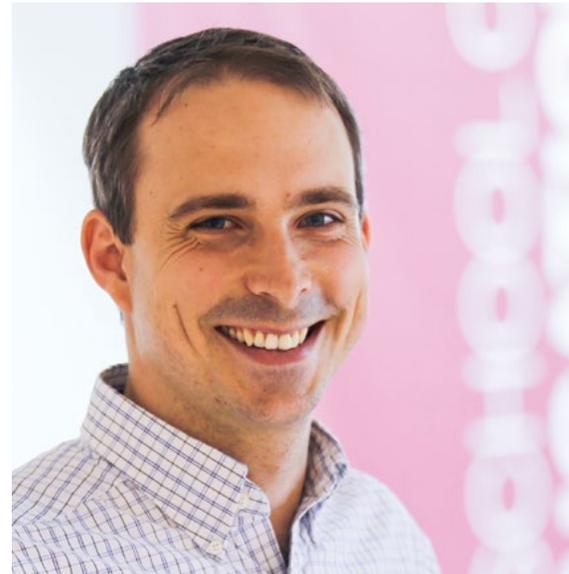
**ERIK JACOBSON**, assistant professor of mathematics education, was awarded a grant to study math education. One of the persistent challenges in mathematics education is understanding how elementary teachers' knowledge of mathematics teaching develops and influences classroom instruction and student learning. Very few measures exist that allow researchers to assess novice teachers. Without these measures, it is difficult for new teachers to receive feedback and eventually improve their skills within the classroom.

“Current tests are based on assumptions that make sense for experienced teachers but might not be accurate for

novice teachers, so these assumptions are one of the things we're investigating directly,” Jacobson said.

Jacobson and his team plan to develop precise measures of gauging mathematical knowledge in both novice and experienced elementary teachers. The knowledge obtained from this study could improve the tests that are used both to certify teachers' professional knowledge and evaluate preparation.

“What we find out will inform teacher preparation and professional development programs,” Jacobson said. Ideally, our results will help teacher education focus on the topics with the most impact on student achievement.” ■



## Brantlinger Education Equity Series Honors Late Professor



COURTESY PHOTO THE HERALD-TIMES

**ELLEN BRANTLINGER TAUGHT** in the department of Curriculum and Instruction and was an advocate for equality within educational opportunities. Her groundbreaking 2003 book, *Dividing Classes: How the Middle Class Negotiates and Rationalizes School Advantage* examined how social status affected educational success within Bloomington public schools.

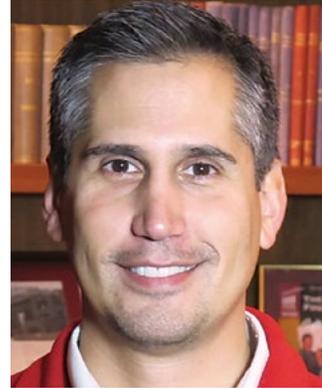
To honor the late professor, the IU School of Education is sponsoring a series titled “A Year of Examining Educational Equity.” The series will include activities and discussions on educational issues, with a focus on Brantlinger’s book. Participants will discuss her book and its meaning within today’s public school system.

Brantlinger loved quilting. Each month, in addition to the book discussion, various community and arts events within Bloomington schools are planned to celebrate quilting and arts.

The series is also sponsored by the Community Committee on Educational Equity and the Harmony-Meier Institute for Democracy and Equity in Education. ■

## Rocco Valadez

**ROCCO VALADEZ GRADUATED** from the Urban Principal’s Program in 2008. He serves on the school’s Alumni Board of Directors and is a peer coach for Effective Leaders Academy, a partnership between School of Education and Kelley School of Business. I’m “very fortunate to have these positions, as both have allowed me to give back to a university that has given so much to me.”



Valadez is currently the Principal of Lawrence Central High School in Indianapolis and said, “The IU School of Ed is directly responsible for my position and success to this point. The training I received through IU and the Urban Principals Program was foundational in forming my leadership potential.” ■

## Pat Wilson

**PAT WILSON EARNED** her bachelor’s and master’s degrees from the IU School of Education. She began her career in 1973 as a teacher at Binford Middle School and went on to work at Bloomington High School North, where she served as the Social Studies Department Chair. In 1989, Wilson began teaching in the Department of Curriculum and Instruction. Wilson retired from teaching this summer.



“I was privileged and blessed to continue my post secondary educational journey at the School of Education,” writes Wilson. “I was nurtured and inspired by professors who were passionately committed to social justice, volunteerism, and civic participation.” ■

## Dr. Rebecca More Repays the Favor

**AFTER THREE IU DEGREES** and a successful career in teaching and psychology, Dr. Rebecca More is giving back through a planned gift for a graduate assistantship for the Department of Counseling and Educational Psychology and Center for Human Growth at the IU School of Education.

More was born in Fort Wayne and originally came to Indiana University to pursue a degree in music education, but after finding the program more of a challenge than she expected, she explored other options and chose elementary education. She earned her bachelor's degree in 1973 and moved to New Mexico, where she spent the next several years teaching Spanish-speaking and Navajo children.

She returned to IU to earn her master's in 1979 in elementary education with a focus on curriculum and administration, and enjoyed her psychology

classes so much that she joined the doctoral program and earned her Ph.D. in Educational Psychology in 1983.

After graduating, she accepted a faculty position at Converse College in South Carolina, where she taught Child Psychology and Adolescent Psychology to undergraduates, and Educational Psychology to master's students. She became interested in the applied field of psychology, and opened up her own office in 1994, working for herself until 2010 when she retired.

Her gift to IU students will help them complete their graduate degrees and hopefully impact their future patients.

"I couldn't have gone to school without the fellowship I received," she said. "Looking back, I thought, 'I've got to repay that.' It's been my pleasure to return that favor." ■



## Dave Dimmitt

**DAVE DIMMITT RECEIVED** a bachelor's in English in 1993. After student teaching in both Perry Township in Indianapolis and St. Ives, England, he earned a master's in Curriculum and Instruction with an emphasis on secondary education and popular youth culture. He serves on the school's Alumni Board of Directors, and is currently the Senior Vice President and Chief Engagement Officer at Project Lead The Way.

"I work with educational leaders, policy makers, and community members to increase student access to STEM education," writes Dimmitt. "IU gave me the confidence and skill to go out and work with students and my colleagues effectively." ■



# Marjorie Treff: Practicing What She Teaches

Adult education professor travels to Italy to pursue her passion of woodworking



caption

Treff adjusts the wood blank of her pipe on a lathe in the Ascorti studio.

*“I believe in finding inspiration at every age — and taking advantage of opportunities as they present themselves.”*

**THE PHILOSOPHY OF LIFELONG LEARNING** is one of Marjorie Treff's passions. As an assistant clinical professor with the Adult Education department, she believes in finding inspiration at every age – and taking advantage of opportunities as they present themselves.

“The whole idea of retirement is a false social construct. I don't see myself hitting 65 and retiring. We still can learn. In fact, I think it's important to continue learning in an older age, because maybe that will help prevent us from some of the decline,” Treff said.

Woodworking is a relatively new hobby for Treff; she only started learning last spring. But it's already solidified for her the value of studying something new at any point in life. When she moved to Bloomington, her home came with a 2,000 square-foot pole barn. Several of her friends were woodworkers and asked to use Treff's pole barn to store their equipment. She now has a fully functioning woodwork shop that she was able to learn in.

Earlier this year Treff's son had broken a favorite pipe and he asked her to get it fixed. She went to The Briar & The Burley in downtown Bloomington—a shop that showcases hand-crafted

pipes. Seeing these items sparked her interest. She wanted to learn more about the craft and to explore how she could create her own. After befriending a few regulars at the shop, she was introduced to the renowned Italian pipemakers Roberto and Silvana Ascorti. Treff made an off-the-cuff remark about how she'd love to learn to make pipes—next thing she knew, the Ascortis had offered to teach her in Italy, in exchange for helping them improve their English.

She didn't take the offer seriously. However a month later she received a call from the Ascortis asking when they needed to pick her up at the airport. This was the chance of a lifetime so she took them up on the offer.

She stayed with the Ascortis at their home in Cucciago, Italy, for three weeks in August. During her visit she learned the fine art of pipe making, and gave back to the family by teaching them English. When she returned home, she brought with her a collection of pipes she had made—and lifelong friends.

“I had forgotten how much I enjoy working my butt off the first part of the day and having that finished product the end of the day,” Treff said. “When you teach, you don't have that kind of feedback. I'm rediscovering how important that is to me.”

Pipe making is just the start of Treff's woodworking. She has expanded her repertoire to include a cane for herself, and she has more ideas. The pipes she made in Italy include pink ivory, a wood that has become her signature.



Cucciago, Italy, street scene

They will be for sale at The Briar & The Burley—a journey of only a few months, now coming full circle.

“There are things in the pipe making I will use in making other things,” Treff said. “Things that help people with mobility, beautiful things that I can make for people to use in their homes. I want to make a set of plates for myself. There are lots of things you can do with wood, which is lovely because it's a renewable resource.”

Treff believes her time in Italy—and with woodworking—has also helped her improve as an Adult Education professor. ■

 A map of Italy showing its regional boundaries. A red dot is placed in the northern part of the country, specifically in the Lombardy region, to indicate the location of Cucciago. A white line connects the red dot to a text box.
 

Cucciago, Italy

# Adam Henze: Pole-Position Poet, Slam Camp Superhero

Adam Henze wants to take poetry out of the classroom and place it in unlikely settings.



Adam Henze, Indianapolis 500, May 2016



Slam Camp, June 2016

“**SOME FEEL THAT POETRY** has lost its audience,” writes Henze, “but I want to reconnect poetry to a broader community. I want to make poetry more commonplace again.” Earlier this year he was given an amazing opportunity to share his poetry with the world.

In May, Adam’s poem was selected as the official poem of the 100th running of the Indianapolis 500. News outlets invited him to be on their shows to talk about and read his poem. He was featured in *USA Today*, on *Marketplace* and in many other media.

But that’s not what Adam is most excited about. His passion is working with teens to get them excited about words and poetry. For the past five years he’s been a key figure in *Slam Camp: A Performance Poetry Intensive*. Although in its fifth year, Slam Camp has a new home here at the School of Education.

In Slam Poetry, poets present their original work, speaking with strong emotions to the heart. The poets are encouraged to be open and honest, to express how they feel and why they’re frustrated or angry. The poets form strong bonds, and the movement has grown into a cultural and literary community.

Slam Camp is one of the largest summer academies for high-school-aged performance poets. Over 80 teens from 28 different states were on the IUB campus this past June to participate. Sponsored by the Literacy, Culture, and Language Education Department, the camp is staffed by notable, internationally-touring poets.

“For some kids, poetry is their first opportunity to be a citizen, to try out advocacy, to see what being engaged with the social world around them can be like,” Henze said. “As an educator, if kids are being instructed how to properly do that, I think it’s really cool and really positive.”

Camp attendees spent the day involved in classes and other activities. The morning sessions included theory and history lessons, and then the poets worked on their individual poems in the afternoon. Poetry Slams were then held at various locations in the evenings. These evening activities were made possible by a Bloomington Area Arts Grant. The culminating showcase featured all youth poets performing at Rhino’s All Ages club.

“I had a hard time in school when I was a kid, really struggling with depression and issues with self-esteem. In

high school I saw Def Poetry on HBO and watched these artists speaking so confidently about their own frustrations. Their boldness inspired me. And it made me think, ‘Wow, if they can do that, then I can do that too.’ So, that’s what I hope.”

Slam Camp will be returning to the School of Education on June 18-24, 2017. Those interested in learning more can visit [slamcamp.indiana.edu](http://slamcamp.indiana.edu). Adam Henze is a Ph.D. candidate studying spoken word pedagogy in the Literacy, Culture, and Language Education program at the School of Education. ■



Slam Camp, School of Education,  
June 2016

## For Those Who Love Fast, Loud Things

by Adam Henze

*This poem is for the track folk who just love the smell of Ethanol.*

For the Carb Day cut sleeve sporters, the Snake Pit dancers,  
and Coke Lot campers with bald eagle bandanas.

This is an anthem for the hearts that’ve surged at the scope of the Pagoda.  
For the hands that know the feeling of slapping the North Vista tunnel ceiling.  
For the lips that whisper along with Florence Henderson when she sings,  
yes. This poem is for the 500 fans who love fast, loud things.

The hot dog chompers and buttermilk sippers, and  
granddads with ledger pads in suede cases and locked zippers.

This is for every kid that’s stood along the stretch—with toes  
on top of a cooler and their fingers gripping the fence.

For the open-wheel gear heads, parade wavers, and Legends Day fans.  
For the moms smeared with baby sunscreen changing diapers in the stands.

This poem is for the Brickyard pickers, marching band  
clappers, the bucket drummers and gasoline alley cats.  
This is for the pit crews, the announcers, the flyby pilots in the sky.  
For the girl who’d never seen her dad cry until the day Dan Wheldon died.

This poem is for the *Andy Griffith* neighbors, the binocular  
watchers, and the concession yellers hawking cold brews.  
This poem is for every shoulder with a Memorial Day tattoo.

This is for the drivers willing to go bumper to bumper, for the flag  
flappers, and the earbud-in-clutched palm fist pumpers.

This is your poem Indianapolis, taking the turn with direct injection. Race fans,  
thank you for being the sparks that start the engines.

*Dedicated to Evan, and all IndyCar fans, 2016*

# Malcolm Fleming: A Life In Beautiful Pictures and Instructional Design

Emeritus professor learned skills in the army during World War II and honed his craft as professor in Instructional Systems Technology



Mac Fleming, March 1953



Rich in Shipping Department with Mac Fleming, August 1950

**SEVERAL YEARS AGO**, Bradley Cook, curator of photographs at the IU Archives, was driving home when he saw a handmade sign advertising photographs for sale at a nearby assisted living center. Cook followed the trail to identify who the photographer was. The man selling the prints was Malcolm “Mac” Fleming (97), a retired professor in Instructional Systems Technology from the School of Education. Cook was eager to find photos from his time at IU. While going through the photographs, Fleming pulled out a shoebox containing World War II photos. Cook was amazed at what he saw—a treasure trove of imagery documenting one young soldier’s experience in the European Theater.

It’s 1944 and a young Malcolm Fleming has just graduated from Oregon State and moved to Seattle to get a master’s degree from the University of Washington. World War II had been going on for sometime, and Uncle Sam believed that there were too many able-bodied men stateside. Fleming felt that his number was up.

Fleming enlisted in the Army and served as an official Army Signal Corps photographer. He received training in the states before being sent to Germany where he documented the places and events that made up the war experience. He used the military equipment

to take photographs and documented the specifics about what had transpired in a field notebook. In his belt pouch intended for a first aid kit, he carried his own small camera that he used to take photos of personal interest.

When he returned from the war he printed out the photographs on post-card sized prints and transcribed his notes from his field guide to the back of the photos. These photos sat in a box for many years.

Earlier this year, these photos were published in *From War To Peace In 1945 Germany: A GI’s Experience* (IU Press). Fleming has received rave reviews from the media about his book.

After the war Fleming took a job as a junior chemist working for Eastman Kodak where he worked on simplifying the processing of experimental color film. An official from the company served as an advisor at his church and they began talking about the education side of photography. Mac was not interested in taking portraits, so this seemed like an opportunity. The gentleman mentioned that there’s one place in the country where there’s an aggressive new leader in a new field called Audio-Visual Education: L.C. ‘Ole’ Larson, a professor at Indiana University.



“Ruins now lie at the feet of the iron figure of Kaiser Wilhelm. A German living in a nearby room amid the rubble showed me this viewpoint. Looking at it while I took the pic he said that Hitler had gotten what he’d been pleading for—total war.” Nurnberg, Germany July 9, 1945.

Larson was hired by Herman B Wells in 1940 to develop and house a center for educational film. After the war, congress passed the G.I. Bill offering free college tuition and a stipend. The figure was based on out-of-state tuition so it produced higher revenue than expected for the university. With this additional money, Herman B Wells allocated \$50,000 to start the Audio-Visual Center, giving life to Larson’s dream of a center that would collect existing materials and

augment this collection with new films produced by the Audio-Visual Center. IU would invest the startup money, and the center would be self sustaining through sales and rentals of the films.

In the Fall of 1949, Fleming and his wife, Ruth, moved to Bloomington to join the AV Center as a fellow and to work on his graduate degree. After taking classes he gained Lecturer status. Fleming worked as an undergraduate assistant in the photo lab for a while and then, in 1953, he joined

the IU School of Education as an instructor and supervisor of motion pictures.

The team developed a system to ensure that the content was accurate and effective. They would bring together an Education Committee: an IU professor as the key member, along with a high school teacher and filmmakers. “Defining objectives is the key to the process,” said Fleming. “The team would create a content outline, identify a list of key ideas, and would



“Cattle-class accommodations, Marburg to Antwerp. Not actually the famed ‘40 (men) and 8 (horses)’ of World War I, but no more comfortable for 24 men to ride and sleep in.” Antwerp, Belgium, October 15, 1945.



Audio Visual Center going away party, May 1950

identify best ways to treat to content. We presented a proposed treatment and then, after approval, would work on scene-by-scene scripting.”

Black and white workprint copies were made, and then a narrator would record the voice-over. The team would describe who the learner was and formed a test. These prints would then be screened and tested in front of the target audiences and test for the objectives. If they found out that a majority of the class missed certain questions, they would reevaluate how the information was presented with the intent of strengthening the content.

As he advanced in his career Mac became more interested in research and theory. He wanted to better understand how people learn from visuals. He delved into educational psychology. This research culminated in 1978 with the publication of *Instructional*

*Message Design: Principles from the Behavioral Sciences* with his research partner W. Howard Levie, which was recognized with the Association for Education Communications and Technology (AECT) Annual Achievement Award.

In 1969 the academic program, Instructional Systems Technology, split off from the Audio-Visual Center and most faculty had joint appointments in the Center and the academic department. The goal of the department is to take a holistic look at how to improve teaching and learning for all through the study and design of learning environments and strategies.

IST’s informal “historian,” Michael Molenda, describes Fleming as a quiet gentleman who was on the forefront in the effective use of media to enhance learning and understanding, a person who was not pushy and did not seek the limelight: a doer, a thinker, a teacher, and a mentor.

Fleming retired in 1984. Today he enjoys music and currently sings in the Bloomington Peace Choir. He’s active in a creative writing group that meets weekly in the local retirement home. He’s also interested in the Middle East. Fleming’s daughter had a Lebanese roommate in college. After graduation she visited her roommate and stayed there for several years teaching classes. In 1992, Fleming worked with the First Presbyterian Church in Bloomington where he would systematically interview Israeli and Palestinian professionals. He has 350 beautiful pictures from this project and wonders if there might be a new book in the works. ■

# CEEP Researches School Voucher Programs

Review looks at how funding voucher programs impacts state budgets and spending

**THE CENTER FOR EVALUATION AND EDUCATION POLICY (CEEP)** at the IU School of Education has released a policy review that compares the funding for voucher programs in Arizona, Indiana, Louisiana, Ohio, Wisconsin, and the District of Columbia.

The review, “Follow the Money: A Detailed Analysis of The Funding Mechanisms of Voucher Programs in Six Cases,” examines the impact of policies on voucher funding, contrasts the eligibility criteria, and considers the impact of these criteria on state spending and district revenues. The review is co-authored by CEEP Research Associate Molly S. Stewart and Graduate Research Assistant Jodi S. Moon.

“Impact on state and local expenditures and revenues are more complex than previous aggregate economic analyses have suggested,” reports Molly Stewart. “Policymakers need to be aware of how specific voucher policy designs can impact funding at multiple levels.”

In recent years, publicly-funded voucher programs—money awarded to a student for the purpose of private school tuition for that student—have become more prevalent. The funding design of each voucher program is different, and each program interacts with state public school funding formulas to create a variety of impacts on public funds such as state aid and local district tax revenues.

The financial impact and transparency of voucher funding are primary concerns due to the public governance of U.S. public education systems and the financing of all public schools by state and/or local tax revenues, whether from property, income, or sales tax. A federal, state, or local government’s decision to use tax revenues to help families pay for private schooling is often politically contentious and has been the topic of litigation in state and federal courts. An understanding of these details is equally necessary for taxpayers and voters so that they may make informed political and school choice decisions. ■



Molly Stewart



Jodi S. Moon

*“Policymakers need to be aware of how specific voucher policy designs can impact funding at multiple levels.”*

## Erase Meanness Movement Combats Bullying



**SIXTH-GRADE TEACHER ERIC JOHNSON** was a guest speaker at INSPIRE Living-Learning Center's Parent Weekend; his son Collin is a freshman with INSPIRE. Johnson spoke about the Erase Meanness campaign, a movement he started to combat bullying four years ago. Erase Meanness now reaches all over the world, asking teachers and students to take a pledge to care for one another. "We have to strive for empathy, we have to start with kindness, always kindness," Johnson said. "Every child deserves a life free of meanness." ■

## Sandy Strain Retires after 52 Years



**SANDY STRAIN, ADMINISTRATIVE ASSISTANT AND OFFICE MANAGER** for the Educational Leadership and Policy Studies department, retired at the end of August after over half a century of experience with the IU School of Education. Strain was originally hired to work half time as a file clerk and half time with the group overseeing speech and hearing. When asked what she'll miss the most, Strain acknowledged Cindy Wedemeyer, the person with whom she shares an office. "We've worked together at least 20 years," she said. "I cherish all the friendships. I'm very student-oriented and so is Cindy, and students come first in my life." ■

## Arlene Benitez Named Interim Director of CIEDR



**ARLENE BENITEZ HAS BEEN NAMED INTERIM DIRECTOR** of the IU School of Education's Center for International Education, Development and Research. Benitez's focus is ongoing international projects, including the Masters in Education program at the University of Juba in South Sudan, part of a project funded by the United States Agency for International Development. Benitez was working in South Sudan, but violence in the area forced her to evacuate. "Education is the one thing that can provide stability for children in an area in conflict, so focusing on that is critical," Benitez said. ■

## Video Game Advances Collaborative Learning



**THE CENTER FOR RESEARCH ON LEARNING AND TECHNOLOGY (CRLT)** has received over a million dollars from the National Science Foundation as part of their project to study collaborative learning. The project is under the direction of Cindy Hmelo-Silver, CRLT Director and Barbara B. Jacobs Chair in Education and Technology. She and her team will use a video game, "Crystal Island: Ecosystems," to present environmental science problems for middle school students to work on in small groups. ■

## Eight Doctoral Students Make History

**EIGHT WOMEN OF COLOR** shared in a bit of campus history at commencement last May when they earned Ph.D. degrees from the School of Education, working together to overcome odds that could have been difficult to surmount. The women, who call themselves “the Great Eight,” formed a sister circle to strengthen their ties, and developed relationships they all say have been vital to their pending success. ■



## Educators honored at Distinguished Alumni Awards

**FOUR ALUMNI WERE HONORED** at the 40th Annual IU School of Education Distinguished Alumni Award Dinner on October 22. Their work includes non-profit projects, research in clinical education models, and mentoring and supporting at-risk students. This year’s honorees include A.Y. “Fred” Ramirez, Angela McNelis, Elizabeth J. Whitt and Kimberly L. King-Jupiter. ■



## Indiana Teachers Named Armstrong Educators

**THE IU SCHOOL OF EDUCATION HAS CHOSEN EIGHT TEACHERS** from across the state of Indiana as the Martha Lea and Bill Armstrong Teacher Educators for the 2016–17 academic year. The new Armstrong Teacher Educators are: Stacy Blosser, West Noble Elementary School; Melony Boyd, Westlake Elementary School; Linda Golston, New Tech Innovative Institute; Scott Hill, Homestead High School; Andrew Hodson, North Central High School; Eric Park, Chapel Hill 7th and 8th Grade Center; Kara Parker, Bloomington High School South; Jean Russell, Haverhill Elementary School, Fort Wayne. ■



## IU Bloomington hosts 21 Fulbright educators

**TWENTY-ONE TEACHERS** from around the world are observing classes and completing research projects this semester as scholars in the Fulbright Distinguished Awards in Teaching Program. The Center for International Education, Development and Research at the IU School of Education is hosting the Fulbright education program for the third year in a row. IU is the only college or university in the country to host scholars in the program. The Fulbright scholars will work with local teachers, audit IU classes, participate in a specialized seminar and complete an inquiry project of their choosing related to K–12 education. ■



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Charitable contributions from alumni and friends provide the critical funding necessary to purchase state-of-the-art educational technology, fund new initiatives and enhance curriculum as well as award students with scholarships and fellowships to encourage their excellence. The School of Education gratefully acknowledges individuals and corporations that made gifts during the previous calendar year. Following is a list of Dean's Fellows — those donors who generously gave \$100 or more. Although limited space does not allow us to include the names of the many generous contributors who provided contributions of less than \$100, we thank them for helping us further our mission.

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*In Memoriam***Richard E. Bishop**

JANUARY 29, 1938–MAY 3, 2016



**DICK BISHOP** graduated with a B.S. in Education in 1961, a M.S. in Education in 1971 and later an Ed.D. in 1977 in Higher Education Administration. After teaching in South Bend for a few years, he became the first university relations director for the

new Indiana University–Purdue University Fort Wayne campus. Bishop returned to Bloomington and took a position at the IU Alumni Association. He also worked in support of the university's sesquicentennial fundraising campaign in the dean's office in the School of Education.

Bishop later served as director of external relations for the School of Public and Environmental Affairs, and in fund development for Radio/TV. From 1988 to 2005, he was a key member of the IU Foundation's leadership team.

In retirement, Bishop continued to support the university in many ways, including service to the IU Foundation and the School of Education's Center for Human Growth, and by establishing the Nancy Harvey Bishop Student Support Fund in memory of his late wife.

Bishop's awards and honors included the IU School of Education Distinguished Alumni Award, the Al Cobine Award, the Distinguished Hoosier Award, and the Herman B Wells Legacy Award. The Richard E. Bishop Scholarship in the School of Education was established in his honor upon his retirement. An anonymous donor has fully endowed a scholarship in his name for the IU Student Foundation. ■

Dick Bishop requested that those who wish may make memorial contributions to the IU Foundation, P.O. Box 500, Bloomington, IN 47402, designated for the Nancy Harvey Bishop Student Support Fund in the School of Education.

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# Helping Student-Athletes Succeed

Sport and Performance Psychology Program works with area schools to improve mental health of athletes and coaches

**THE ATHLETIC SEASONS AT IU** are well underway, and with every game supported by cheering fans comes the pressure to win. That pressure can have a severe impact on an athlete's mental health.

The Sport and Performance Psychology Program within the Department of Counseling and Educational Psychology is one of many examples of the diversity of degrees available at the School of Education. Many students in this program are former collegiate and professional athletes themselves, and work with high school athletes and beyond to talk over challenges they're going through, both on and off the field, and who understand the stress athletes face. Jesse Steinfeldt is an associate professor with the program and says the curricular and practical experience students get is vital. "We are providing a path for psychologists who want to get licensed, but also get the hands on training," he said.

Steinfeldt is a former athlete himself and notes the benefits from a sports psychologist can have an effect beyond sports.

"I am a better dad, a better spouse, a better son, because I am able to manage my emotions," Steinfeldt said. "Yes, it helps you be a better athlete, but we're really preparing these individuals to be successful off the field."

That preparation starts early as possible. Doctoral students in the program work with teams either on a one-off or an ongoing basis. Steinfeldt says it's about having a professional available for them to talk to in a safe space.

"What we're finding in the high school level is a huge uptick in anxiety. These kids are coming with some real serious stuff," he said.

Those issues can range from home life to relationships to gender and sexuality questions—all of which can have an effect on how well an athlete performs. That's why, Steinfeldt explains, doctoral students also work with coaches to help them understand the context of mental health in sports.

"The best work you can do is helping a coach understand these principles, they can then engage their players better," he said.



While most high school athletes don't go on to compete in college, the ones who do find themselves under even more pressure. IU had 15 current and former students compete at the Rio Olympics last August. While those athletes will most likely keep training for collegiate competitions, some may choose to not continue with their sport—or worse, not be able to because of injury. That loss of identity can be devastating.

"Now that I can no longer compete, what do I do? Who am I without this sport?" Steinfeldt said. "We find that student athletes have a moat. What happens is once they cross the moat, their outcomes are better than non-student athletes." ■

*"I am a better dad, a better spouse, a better son, because I am able to manage my emotions. Yes, it helps you be a better athlete, but we're really preparing these individuals to be successful off the field."*



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# Benefiting Education Through Craft Beer

Husband and wife start brewpub in Greencastle and donate proceeds to teachers



COURTESY PHOTO JENNA WATSON/INDYSTAR

**CHRIS AND ANGIE WEEKS** believe that the most important issue in education today is the retention of qualified, veteran teachers. Both took the Global Gateway for Teachers program and taught together in the Navajo Nation.

“Teaching in New Mexico was an amazing experience,” said Chris. “It helped develop the ideas of what type of teacher I wanted to be and how rewarding it could be.”

While teaching, Chris took up home brewing as a hobby. Earlier this year, they opened Wasser Brewing Company in downtown Greencastle.

“My brother-in-law suggested I tie the business to my desire to improve education,” said Chris. “We’ve committed ourselves to using two percent of our profits annually to support education programs that make a difference.”

They’ve created the non-profit Wasser Foundation. Anyplace Wasser beer is served, teachers can apply for grants to support quality programs that improve education.

“Leaving teaching wasn’t easy,” said Chris. “We’re committed to the idea of public education and making a difference in people’s lives. But now we just make people happy with beer and food.”