Nazareth

2011 Faculty Scholarship and Innovation Grant Vignettes **Table of Contents**

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Name(s): Rasheeda Ahmad

Grant title:

Active Literacy Strategies K-6: Teacher Training Institute for elementary teachers in Ghana.

The purpose of my project was to...

Conduct action research on instructional change in the practice of Ghanaian teachers. My research questions were: To what extent do elementary school teachers instruct with active literacy strategies in Ghana? What reasons do teachers give for using active literacy strategies or not using active literacy strategies? What opportunities for practicing active literacy strategies are teachers providing students in Ghana? To what extent can they integrate the strategies?

To accomplish this, I (we)...

I conducted a Teacher Institute Program for elementary teachers in Accra, Ghana. The school is the T.I.A. International School which employs 15 teachers. The Program consisted of 5 days of various workshops and sessions that focused on active literacy strategies. We explored & modeled pedagogical approaches that promoted active learning strategies and literacy skills and, 2) Developed lesson plans that incorporated active literacy strategies. The teachers were involved in working sessions which enabled them to bring current classroom material and lessons that could be modified to reflect active engagement strategies taught in the workshops. The teachers were given a flip camera as a gift to the school. The participants created powerpoint presentations on a particular strategy to students. Additionally, they had to submit a lesson plan that incorporated an example of an active literacy strategy. At the end of the session, we had a "closing ceremony." The teachers shared their work and were given certificates of attendance.

Thus far, I (we) have...

I collected data from three sources: 1) Pre and post interviews of teachers 2) Video of the teachers during instruction 3) sample lessons pre and post participation in the Institute. This data will need to be analyzed in order to determine findings from the action research project.

With the following interesting results...

It is challenging to maintain communication because of the lack of access to technology & the internet. The group of teachers I worked with are willing to incorporate active literacy strategies but require additional support and inservice training to develop their pedagogy in this area.

In the future, I (we) hope to build on this project by...

I hope to collaborate with teacher educators in Ghana to support their efforts. According to a 2003 report, Teacher-Training in Ghana-Does It Count? A Multi-Site Teacher Education Project (MUSTER) identified significant challenges facing the training of teachers. It stated, "Both student teachers and newly qualified teachers stressed that the most commonly used instructional approach

in college was "lectures with tutors dictating notes". Rarely, it appears, were opportunities created for more interactive "small group" work or discussions that would place much of the responsibility for developing personalized understanding of teaching on trainees. Most rated teaching practice and pedagogic subject matter knowledge as requiring the most emphasis in training. There were also complaints that colleges lacked sufficient instructional materials, such as textbooks and instructional aids." I would like to extend my research questions to the Teacher Training Colleges. I also hope to share findings at a national, international or regional conference, and or in a published article. -Collaborate with other faculty and engage several schools in Ghana in order to conduct further research.

Name(s): Brian Bailey

Grant title:

Roc Youth Media Arts: A Grant Proposal for a Multimedia Learning Lab in Downtown Rochester

The purpose of my project was to...

create a multimedia learning lab in downtown Rochester called "Cypher Productions at Teen Central" (formerly named ROC Youth Media Arts Lab). This is a collaborative space for adolescents to come for formal classes on digital technologies and informal participation in multimedia production. The space would be an inviting space for youth to "play" with digital technologies and collaborate with other teens and adult mentors.

To accomplish this, I (we)...

applied for a grant from the Institute of Museum and Library Services and the MacArthur Foundation in order to create the lab.

Thus far, I (we) have...

We completed the grant application and are waiting to hear if we were selected as one of a network of 30 youth Digital Media Labs in libraries and museums across the country.

With the following interesting results...

We were able to bring local community organizations together (Nazareth College, Rochester Public Library, ArtPeace) in order to design a youth media production lab and apply for funding.

In the future, I (we) hope to build on this project by...

receiving funding and building the youth media production lab.

Name(s): Brian Bailey

Grant title:

Telling Stories Out of School: Youth Identity Construction through Participating in Scientific Investigations in Belize

The purpose of my project was to...

use the data from a presentation at the 2011 American Educational Research Association' Annual Conference to create a manuscript for publication in a peer-reviewed journal.

To accomplish this, I (we)...

analyzed the data and findings from the presentation and wrote it up into a manuscript for publication.

Thus far, I (we) have...

written the article for a special issue of the Journal of the Learning Sciences called "Places of Learning that Nurture Youth's Becoming Scientifically: A Cross-site, Cross-Case Analysis."

With the following interesting results...

themes that emerged included a decrease in perceived fear of science as youth developed new familiarities with natural phenomena; the important role of trusted others to navigate unfamiliar terrain; and the valuable compliment of adult-initiated and student-initiated experiences for identity development in learning spaces.

In the future, I (we) hope to build on this project by...

revisiting the data for future publications.

Name(s): Eileen Beiter

Grant title:

Integrating technology into the Introductory Accounting Course

The purpose of my project was to...

The purpose of the project is to put technology in place to allow greater flexibility in terms of teaching and learning. Student success in this course is dependent on a thorough understanding of concepts as well as critical thinking skills. The computer applications give students the opportunity to reinforce concepts at their own pace outside of class. This gives the students the opportunity to take more ownership of the learning process resulting in increased success.

To accomplish this, I (we)...

To accomplish this, I adopted an online learning environment where students can take advantage of a variety of tools to supplement the typical lecture. Examples include narrated powerpoints, video, MP3 download, and realtime demonstration problems. Students can take advantage of the tools anytime through web access.

Additionally, I will be integrating projects and cases that allow the students to demonstrate their ability to utilize information technology to present and evaluate accounting information. For example, students in ACT 264 will learn about short term financial planning by creating a comprehensive budget for a manufacturing company using Excel.

Thus far, I (we) have...

Thus far, the students have been using the tools to prepare and submit class materials and projects. Additionally, there are supplements to help prepare for exams. I will be assessing student progress throughout the semester.

With the following interesting results...

I surveyed the students after the first exam to determine if they felt the technology helped in their learning process. An overwhelming majority of the students had very positive comments about the tools. I also observed a higher class average on the first exam than in the past.

In the future, I (we) hope to build on this project by...

As we continue to find innovative ways to teach accounting, we will have greater flexibility to consider offering these courses in an online format in the future.

Name(s): Marrlee Burgess and Carl Wiens

Grant title:

Teaching Music Theory to the Millennial Student

The purpose of my project was to...

research and write an essay for publication in an appropriate refereed music journal on teaching music theory to the current generation of students.

To accomplish this, I (we)...

research and read current music theory pedagogical practices and teaching approaches for the millennial student, and devise an approach that enhances current music theory teaching.

Thus far, I (we) have... conducted the research of these two areas and planned the layout of the essay.

With the following interesting results...

that we will be able to complete the paper over the course of this academic year.

In the future, I (we) hope to build on this project by...

continuing to read and observe how millennial students are succeeding in the classroom.

Name(s): MaryAnn Bush and Marie Watkins

Grant title:

Taking Play Seriously

The purpose of my project was to...

The purpose of the "Taking Play Seriously" initiative is to establish an interdisciplinary group of Nazareth College faculty, along with local practitioners and policy-makers, to advance current knowledge and practice wisdom about the importance of play across the lifespan. In addition to the advancement of knowledge of 'what works with whom under what circumstance' related to play, fun and positive psychology, the purpose of the initiative is to create a professional forum through meetings and a conference to research and document the connection (and lack thereof) between theory, practice, policy-decisions and funding strategies. Already, staff from the Greater Rochester Health Foundation, the Rochester Area Community Foundation and the Finger Lakes Health Agency, as well as Nazareth College, faculty have expressed interest and willingness to participate in the "Taking Play Seriously" initiative.

To accomplish this, I (we)...

1. Conduct a broad review of the current literature on play to result in the creation of a comprehensive annotated bibliography to be shared with local and regional parties, those involved in both practice and policy, interested in a deeper exploration of the importance of play across the life span.

2. Begin to meet with interested parties to plan for a conference on play to be held at Nazareth College in the Fall of 2012. There is broad interest in the topic including individuals involved in community action, service providers targeting youth, adults and seniors, as well as policy makers at local and state levels.

Thus far, I (we) have...

Met have with numerous community and college individuals interested in promoting a culture of play in Rochester.

We have planned a community forum to be held at the Strong Museum of Play in Feb of 2012 which will include representative from such diverse groups as Education, Youth Workers, Funders, Early Childhood, Mental Health, Gerontology, Child Life Specialists, Recreation, Parent groups, and Researchers.

With the following interesting results...

The results of the forum will help to define the current issues that help or hinder the promotion of play across the lifespan and will help us to create specific themes for an upcoming conference on play in the Fall 2012.

In the future, I (we) hope to build on this project by...

Holding a Regional Conference on Taking Play Seriously in order to potential shape and influence attitudes and policy on the importance of play across the lifespan.

Name(s): Rui Cheng

Grant title:

A Non-native Student's Experience on Collaborating with Native Peers in Academic Literacy Practices: A sociopolitical perspective

The purpose of my project was to...

The project was initiated as both written products and writing processes are increasingly viewed as sociopolitically oriented (Casanave, 2003). Written texts are sociopolitical artifacts, and writing processes where students fulfill their course work or exam requirements, write academic papers, and write for publication are regarded as sociopolitical processes.

Students themselves, institutional authorities, senior academics and/or editors are normally viewed as key players in students' academic literacy endeavors in the discourse community. Given the fact that group work and collaborative learning become popular in many disciplines across the higher education curriculum, it is common for collaborative groups consist both native and non-native students. However, non-native students' relationship with their peers and its impact on the academic literacy development in particular and their educational experience in general are often neglected by L2 researchers. It is beneficial to also take a sociopolitical perspective to examine interactions between non-native novice graduate students and their native peers in the same classroom or discourse community.

At the graduate level, especially at the master's level, both native and non-native are in vulnerable positions in their relationships with more powerful agents in the writing process. However, as less powerful parties when facing authorities, they may possibly assume unequal power roles to each other when they become key players in the other party's network. It is worth exploring the power relations between them in order to further understand the complex contexts that non-native students are engaged in their development of academic literacy.

To accomplish this, I (we)...

I collected data when a non-native speaking student was collaborated with native speaking peers on group writing projects across two semesters. The data include participant observation, questionnaire, drafts and revised versions of students papers, and discourse-based interview. The collected data were analyzed using textual analysis and constant comparative methods.

Thus far, I (we) have...

I've finished writing the manuscript and submitted the paper to a journal.

With the following interesting results...

Through this study, I furthered the answer to "who are the key agents" in non-native students' academic literacy development by including native speaking peers in the social network of non-native students' power infused writing endeavors. This finding enriched the literature on more sociopolitically-oriented case study research in L2 writing by attending to more complex and nuanced sociopolitical contexts. The investigation on the interaction and collaboration between non-

native and native peers of the same discourse community better informed every party involved on how to treat power inequality in the various sociopolitical contexts and facilitate academic literacy practices for both native and non-native students.

Such a finding should have tremendous pedagogical significance where educational workers could incorporate discussions on sociopolitical issues in the classroom not only with institutions, departments, and professors, but with their native peers sitting together in the same classroom to enable non-native students to be more self-reflexive with regards to their strategies and processes, which could in turn facilitate their legitimate peripheral participation in their target discourse community.

In the future, I (we) hope to build on this project by...

This study made an effort to expand the list of key agents in NNSE students' academic literacy development and took a fresh perspective to introduce sociopolitical aspects into students' day-today classroom activities. However, it also brings up some questions that need to be answered in future research. More case students on non-native speaking students from various educational and cultural backgrounds with various academic writing experiences will further inform the social and political nature of interaction between native and non-native students in academic paper collaboration. The current study enlightens the reader from the perspectives of non-native students. The tales from native students will shed some lights on their perceptions of power relations in cooperating with non-native students.

Name(s): Rui Cheng

Grant title:

The Impact of Computer-Mediated Peer Feedback on Academic Literacy

The purpose of my project was to...

The sets of events led me to pursue this project include increasing number of non-native English speaking students seeking advanced degrees in the US and the challenges they face to be successfully acculturated into their chosen discourse communities. Non-native graduate students are at disadvantage in terms of English langauge proficiency, therefore, they are very reluctant in providing feedback to native peers' writing in face to face settings. With the development of technology, classroom learning now extends beyond the walls of the classroom, and many activities can be conducted electronically through electronic discussion boards, a typical form of computermediated communication (CMC) widely applied in many sectors of education nowadays. The advent of instructional technology provides potentially increased opportunities for interaction with classmates through collaborative tasks and hence increased opportunities for interaction. Much research regarding CMC and second language (L2) learning shows that through networked computers, students participate more and more equally in class activities, produce more language with better quantity and quality, experience a less stressful environment for L2 practice, have more time to develop and refine comments, collaborate more with other students, and take the time and effort to express themselves in the target language rather than take the easy way out by using their native language. The purpose of this study is to investigate how students provide and utilze computer-mediated peer feedback, whether the CMC peer feedback activity improves their academic literacy development and they perceived the CMC peer feedback on their writing.

To accomplish this, I (we)...

I collected data when students were engaged in a CMC peer review activity where they provide peer feedback, follow up, revise their paper in a virtual space. The data data include questionnaire, drafts and revised versions of students papers, computer-mediated peer comments, and discourse-based interview. The collected data were analyzed using textual analysis and constant comparative methods.

Thus far, I (we) have...

I've finished writing the manuscript and is ready to submit the paper for publication.

With the following interesting results...

The results indicated that all participants utilized CMC peer feedback, but with various degrees and applied different strategies to provide feedback to their peers. All in all, they all had the opportunities to engage in legitimate peripheral participation and therefore enhanced their academic literacy development in certain aspect. Knowing the answers to these questions is very helpful for me and other educators to engage non-native students in the development of their academic literacy in their field of study. The results of this study can inform instructors on how to conduct training before engaging students in computer-mediated peer feedback. It might benefit L2 students because instructors can create opportunities for computer-mediated peer feedback activities in class to further delvelop their academic literacy.

In the future, I (we) hope to build on this project by...

Different settings, such as more participants from various cultural and professional backgrounds, different genres types, and perhaps different format of computer-mediated communication, should be studied to permit comparison of results in different settings with different participants

Name(s): Isabel Cordova

Grant title:

History of Latinas/os in the US

The purpose of my project was to...

I was looking to develop a course on the history of Latinos in the United States that incorporated a focus on the local reality of Rochester and New York City. There are very few syllabi and courses that appraoch this subject through a historical lens. In fact, I am aware of no history textbook covering the history of Latinos from 1800s until today. I wanted to explore the possibility of adding an oral history/public history component to begin to create a data base from which to build local research for future Nazareth and High School Students in the area.

To accomplish this, I (we)...

I spent the summer looking for related reading materials and sorting through them for curricular content and potential course readings. I contacted a local archivist from the Rochester Science Museum, and the only person who has published a book on Rochester Latinos in order to explore rearch options for students and to get a feel for the work that has been accomplished in Rochester. I met with colleagues involved in oral history projects in order to garner their advise and learn from their expeiences.

Thus far, I (we) have...

created a complete course syllabus, set up a moodle website, and integrated an oral history project to this new course, which is currently being piloted.

With the following interesting results...

The course is running smoothly, although it has a lower enrollment than I anticipated.

In the future, I (we) hope to build on this project by...

I will continue teaching and expanding on this course. I hope to include a partnership with a City school soon.

Name(s): Clare Counihan

Grant title:

The Distractions of Desire: Experimental Narrative and the "African Novel"

The purpose of my project was to...

continue work on a manuscript I am preparing for publication. This manuscript examines how southern African literature from the last thirty years engages with formal aesthetic experimentation as a means of critique. The novels I analyze challenge and expand the genre of the novel in order to challenge and expand notions of who the "proper" subject is for the nation after decolonization.

To accomplish this, I (we)...

I spent three to four hours a day writing and another two to three hours reading scholarship. The exception to this practice is when I attended the "Decolonizing Knowledge and Power" summer school in Barcelona, Spain.

Thus far, I (we) have...

continued work on my book manuscript. I completed a substantial, revised draft of a chapter on Yvonne Vera's _The Stone Virgins_, and I began research and preparation for another chapter on the relationship between Chinua Achebe's _Things Fall Apart_ and Amos Tutuola's _The Palm-Wine Drinkard_.

With the following interesting results...

I have a final draft of my book proposal and two chapter drafts. I have begun work on the third chapter.

In the future, I (we) hope to build on this project by...

finishing the chapter I am currently drafting and complete two more chapters.

Name(s): Deana Darling, Kerry Dunn, Deb DePalma

Grant title:

A Study of the Effectiveness of Implementing a Culturally Relevant Balanced Literacy Approach with Urban First-Graders in Summer Learning

The purpose of my project was to...

Summer loss is a critical issue in education, especially when working with urban youth. As Nazareth designed and implemented its own program to best serve the children from the City of Rochester, we needed to critically identify and evaluate the many innovative approaches and practices that would best meet the needs of our teacher-education students, urban elementary students and greater community.

This project allowed us to conduct action research on best instructional practice that benefited the children and informed our teaching of the young children and our teacher-candidates. Through this enhanced understanding of current research, coupled with its immediate application and assessment with elementary students, we hoped to strengthen the design of the summer learning program to be held in ensuing summers at Nazareth and to incorporate authentic examples into our coursework.

To accomplish this, I (we)...

The initial summer program was prepared to reflect a culturally responsive, balanced literacy approach. With the idea of keeping to a more traditional enrichment model, program planning was weighted more heavily on experiential learning that would inherently lend itself to early literacy instruction. Once the program began, we collected baseline data on the elementary students. Additionally, quantitative and qualitative formative and summative data of the students and teachers participating in the program was collected in formal and informal manners throughout the session.

After analyzing the initial data, we realized that the manner of instruction needed to change immediately, as all of the children participating were deemed at "high risk" or "severe risk" within the DIBELS assessment. Direct instruction of phonics, phonemic awareness and letter recognition was added to the experiential learning approach.

At the end of the session we revisited the student data and saw definite gains within the elementary students. The analysis, however, led to greater questions about the tools and methodology of both the assessments and instruction. With the assistance of a panel of regional practicitioners, we engaged in a rich professional dialouge about our findings and the best way to move ahead. The panel confirmed that the program was a success--we did achieve individualized literacy assessment, planning, and instruction with the infusion of culturally repsonsive literature (reading, writing speaking and listening) to create a balanced approach of addressing the needs of the individual while immersing the collective in quality culturally responsive experiences. But, we all noted that improvements could be made.

Thus far, I (we) have...

Set into motion plans for next summer's program in which the initial collection and analysis of student reading levels will take place prior to the start of the program. We have developed a close relationship with our partnering school to ensure this, so that we can begin differentiated instruction on the first day of the program.

We have agreed to prioritize the certified instructors teaching of foundational skills to ensure consistent and advanced instruction. Additional professional development on this will be prepared for the teaching staff and participating graduate students.

We have compiled a list of suggestions and ideas about the particular assessments that need to be utilized for the best understanding of our students. We have shared this information with the Horizons National organization and hope to affect a positive change both within our own program and across all affiliates.

We have identified and prepared explicit links between the new ELA Common Core and our program which have been shared with the graduate students that participated in the summer program, local educators and Horizons National.

We are beginning to work on research with a greater group of educators within the Greater Rochester Summer Learning Association to try to create an assessment tool that is able to capture the "intangibles" of the enrichment program which extend beyond academics. These include, but are not limited to, increased self-confidence, increased social/emotional skills, and an increased understanding of higher education.

Articles and data from this project have been infused and shared with INCL 521, INEC 510, INCH 512, INCH/INEC 520 and INCH614.

We have proposed to present our findings at the NYSATE/NYACTE Conference: "Teacher Educators Taking Action: Forging Connections and Demonstrating Leadership to Shape the Decade Ahead (specific strand of "partnership")."

With the following interesting results...

It is difficult to document our results, as our work is on-going. (Extensive assessment data is available upon request.) This project was truly an example of theory and practice coming together. The authenticity of the work with the elementary students and the panel has definitely reaffirmed our belief in connecting Nazareth to the greater educational community.

In the future, I (we) hope to build on this project by...

Continuing to research, build and incorporate assessment tools that will best serve the children and our understanding of instructing them. These will include assessing academic and non-academic dimensions to give us a complete understanding of the whole child.

We hope to add a dimesnsion of assessment family and community engagement in the program. This will not only help us to better partner with these incredibly important stakeholders, it will allow us to track parallels between family engagement and student performance. Although we believe that we held to a culturally responsive approach, we know that this is an area in which we can always improve. We hope to offer more advanced training for the teachers and participating graduate students to bring their professional understanding to a greater level.

Name(s): Lisa Durant-Jones and Merideth Rao

Grant title: Evidence-Based Practice for Voice and Resonance Disorders

The purpose of my project was to...

To accomplish this, I (we)...

Thus far, I (we) have...

With the following interesting results...

In the future, I (we) hope to build on this project by...

Name(s): Yousuf George

Grant title:

Enhancing Calculus Engagement with WebWork

The purpose of my project was to...

enhance the WeBWorK (an open source online homework system) National Problem Library, and work on tailoring WeBWorK to the specific needs of the calculus sequence (MTH 113, 114, and 213) at Nazareth College.

To accomplish this, I (we)...

Participated in a number of online workshops in order to learn the requisite programming skills to write and add problems to the National Problem Library.

Thus far, I (we) have...

Written and coded a large number of problems appropriate for Calculus I (MTH 113) and added them to the National Problem Library.

With the following interesting results...

I have been able to use WeBWorK to give immediate feedback about their progress, and it seems as though this immediacy causes students to really buy into the process. When the computer tells a student their answer is wrong, many take it as a challenge, and keep working until they have mastered the concept. Students have been working intensely on homework, and the level of discourse that resulted in the classroom has been phenomenal.

In the future, I (we) hope to build on this project by...

Improving the problems currently implemented in Calculus I, and expand the use of WeBWorK throughout Calculus II and III.

Name(s): Akhtar Ghassemi and Cheri Boyd

Grant title:

"Engaging Pharmacology and Mathematics Students"

The purpose of my project was to...

One purpose of our project is to continue developing a culture and structure of support for nursing students as they learn the mathematical and quantitative aspects of pharmacology. Another purpose is to provide an opportunity for both mathematics education and nursing students to engage in peer-led teaching and learning

To accomplish this, I (we)...

We developed Pharmacology Workshop sessions to provide appropriate interventions, materials, and resources including workshop leaders (pairs of nursing and mathematics education students), time and location in order to integrate quantitative learning experiences more successfully for nursing students. Akhtar Ghassemi interviewed two nursing students for leading the Pharmacology Workshop sessions on Tuesday and Wednesday. The Workshop hours were identified based on the availability of the students right after one of their weekly pharmacology class sessions. Cheri Boyd interviewed the mathematics education student as a leader for weekly workshop sessions on TU and TH. The workshop leaders were hired by the director of the Mathematics Center. Students' scores on weekly dosage calculation quiz or test questions determine if the workshop participation is required that week. At the beginning of each semester students will identify in writing which workshop hour he or she is available if necessary. The Pharmacology Lab location was identified and announced on Moodle. In addition to the class discussion and Pharmacology Workshop leaders keep a record of the workshop activities and the participants in the Weekly Workshop Log and submit the logs to the faculty members who teach the course.

Akhtar Ghassemi revised the course syllabus/NSG 209 in Summer 2011 and organized the weekly course schedule sequence based on the BIO 150 and BIO 151L Anatomy and Physiology syllabi to make sure that the relevant content has been already discussed for those students who are concurrently taking it with the NSG 209 Pharmacology course.

A new textbook with the online course component (Calculate with Confidence) was reviewed and adopted for the Pharmacology course. Akhtar Ghassemi communicated with the nursing faculty and the book has already been adopted for continued use in NSG 301 and NSG 341.

Thus far, I (we) have...

Teams of nursing and math education students are leading practice sessions for teams of six to eight nursing students who need help in certain areas of medical dosage calculations. The workshops are open to all nursing students who are taking NSG 209. Nursing students who earn less than 75% on any dosage calculation quiz or exam must attend the weekly workshops (an hour long). The faculty and the workshop leader sign off on the student log sheet to allow the student to re-take the dosage

calculation quiz. Each student encouraged to continue individual tutoring with a workshop leader if necessary. A pre-test on dosage calculation is used to identify the students who should be assigned to use the workshops. The nursing students who need to re-take the dosage calculation quizzes are attending at the workshop and they have improved their scores as a result of learning and practicing their math skills in Pharmacology Workshops.

With the following interesting results...

We have proposed a zero- credit Pharmacology Workshop Program to the Chairperson of the Nursing Department. Akhtar Ghassemi has submitted the proposal for NSG 209L Pharmacology Workshop as a non-credit bearing course that must be offered concurrently with NSG 209/Pharmacology. The Pharmacology Workshop Program (1 weekly hour) will serve students' needs with regard to practicing basic mathematical skills as an essential pre-requisite for dosage calculations to ensure correct and safe administration of medications to patients. Jeanine Santelli is following up on the proposed program. We are in the midst of hiring the current Workshop Leaders to continue next semester. We are looking forward to the effect of this NSG 209 experience as students continue onward to NSG 301 and NSG 341.

In the future, I (we) hope to build on this project by...

In the future, we will design a plan to have sessions with the workshop leaders more often and follow up the implementation of the proposed program.

Name(s): Zbigniew Granat

Grant title:

Publication of a scholarly paper on "Chopin and Intertextuality"

The purpose of my project was to...

publish a scholarly paper entitled "Chopin and Intertextuality." The paper presents a new discovery that has not yet been addressed by the vast Chopin scholarship; as such it constitutes a major contribution to the field of musicology. My research on the A Minor Prelude shows that the work represents a unique instance of musical borrowing, which can be revealed with the help of the perfomative paradigm. I examine the not-so-well-known influence of Franz Schubert on the music of the Polish composer and identify a hitherto unnoticed Chopin's model for his prelude: a hidden Schubertian text that is subjected to an intentional misreading by Chopin. I then demonstrate how, in this fascinating example of intertextuality, Chopin's prelude represents a performance that runs counter to Schubert's text, and ultimately all allusions to the model are simultaneously subverted on all levels of structure. The result is a bold formal experiment that, on the one hand, embraces the aesthetic of the Romantic fragment, and on the other, extends well beyond the nineteenth-century compositional conventions by anticipating the twentieth-century approach known as deconstruction. Finally, I argue that Chopin's misreading of Schubert would have been readily understood by the audiences in his circle, and that this case of musical borrowing constitutes the necessary prerequisite for the work's comprehension.

To accomplish this, I (we)...

have studied the piece in question and shared my research with some of my students. Many repeated analyses of Chopin's Prelude in A Minor have allowed me discover the piece's hidden meaning. My paper thus solves the mystery surrounding the piece since the 1830s and also sheds new light on the larger problem of narrativity in nineteenth-century music. I have presented the paper at two international conferences, and it was enthusiastically received at both. I have also received feedback on my research from several leading scholars in the field.

Thus far, I (we) have...

compiled a bibliography, analyzed existing literature on the subject, and written a rough draft of my paper. I have also created musical exmaples to be used in my paper.

With the following interesting results...

I intend to submit my paper for evaluation by the committee of the XI Congress on Musical Signification, which was held in Cracow last year. Eventually, the paper will be published in the proceedings from the conference, which I had attended last year. As a result, my research will reveal new layers of meaning in the composition, which has not yet been addressed by the vast Chopin literature. I also hope that by share my discoveries in the classroom, my students will become directly and powerfully inspired to make their own discoveries and passionately pursue their own interests.

In the future, I (we) hope to build on this project by...

incorporating my research in some of the courses I have been teaching at Nazareth. The courses that will directly benefit from my work include MUS 414: Topics in Romantic Music, MUS 416: Special Topics: Musical Borrowing, and MED 630: Masterpieces of Western Music. I also hope to be able to expand my research in a future book publication. The book would offer a new perspective on the problem of narrativity in the music of Fryderyk Chopin by considering the use of quotation, musical topoi, fragmentation, and discontinuity. It is thus an important contribution to the field of musical semiotics.

Name(s): Gail Grigg and Grant Gutheil

Grant title:

Prove Your World

The purpose of my project was to...

To write and produce a high quality educational video as part of the on-going Prove Your World Project.

To accomplish this, I (we)...

We first found a mathematics content expert (Prof. Nicole Juersivich) and 4 children to perform in the video. We next wrote the script for the video in collaboration with Dr. Juersivich and hired a local production company to shoot it. We shot the video in July and edited it throughout August and September.

Thus far, I (we) have...

We successfully completed the video.

With the following interesting results...

We now have both a high quality content video for the Prove Your World project and a clearer idea of the challenges of producing such content.

In the future, I (we) hope to build on this project by...

We are continuing to pursue multiple aspects of the Prove Your World project. These include pursuing funding from NSF and other sources for further video production, as well as continuing to develop additional video and/or web based aspects of Prove Your World.

Name(s): Maria Baldassarre Hopkins

Grant title:

Revising Conference Paper for Publication

The purpose of my project was to...

revise, polish, and disseminate a research report that has profound implications for teacher educators.

To accomplish this, I (we)...

met with two colleagues from other institutions who have data sets similar to my own and with whom I presented this research. Together, we analyzed our three separate data sets in light of one another's findings. Several themes emerged across our data sets, namely that participants in each of our studies took up similar positions (or "storylines") in their explorations of literacy and diversity.

Thus far, I (we) have...

drafted a manuscript that examines participants from my data as well as participants from the data of my two colleagues mentioned above.

With the following interesting results...

Although the manuscript is still in its draft form, an ongoing analysis of themes has allowed me to refine and better articulate my findings since presenting this research. The manuscript describes findings across three separate studies that analyze teachers' explorations of literacy and diversity through literature discussion. Using the metaphor of "journey" to analyze teachers' positions, particular story lines emerged across the data sets. Findings reveal that these story lines provide a needed alternative to merely labeling teachers as "resistant" to multiculturalism.

In the future, I (we) hope to build on this project by...

revising and polishing the manuscript and submitting it to Teaching and Teacher Education.

Name(s): Kelly Hutchinson-Anderson

Grant title:

An Innovative Redesign of General Chemistry

The purpose of my project was to...

work in developing a new laboratory curriculum for the first semester general chemistry course, CHM 140/ CHM 140L due to a recently adopted new curriculum. The laboratory curriclum was to be heavily linked to course material, draw on students' interests and relate to science that is occuring in everyday life or to emerging science.

To accomplish this, I (we)...

first identified the concepts that would be covered each week in lecture and determined the learning goals for the laboratory course. We then used multiple resources to find various pre-existing laboratory experiments. We tested and modified these experiments over the summer to make sure that the experiments were meeting our learning goals, connected to the class concepts, incorporated students' interests, and related to everyday life or emerging science. We also needed to make sure that the experiments were of appropriate difficulty and could be completed in the given laboratory session with time for students to analyze and discuss the experiment prior to exiting the laboratory. In most cases, multiple experiments that were found in resources were used to create a new experiment that would be used for this course.

Thus far, I (we) have...

developed a laboratory manual for students which includes background information, pre-lab questions, materials, a general procedure, analysis and discussion questions, and post-lab questions. We also developed a teacher notes manual, grading schemes, and exit interview questions.

With the following interesting results...

we are excited to investigate further how these experiments incorporate into the curriclum in Fall 2011 with the full student population of CHM 140.

In the future, I (we) hope to build on this project by...

collecting data based upon the students' experiences of these various experiments that they have/ will conduct during the Fall 2011 semester to better understand the influence of these experiments on enhancing their interest in chemistry as well as their knowledge of chemistry. From this information from students as well as instructor input, we will interate upon the experiments to make them more successful in the upcoming year.

Name(s): Laura C.S. Jones

Grant title:

TBF Research Project

The purpose of my project was to...

The focus of this research project is to systematically investigate and catalog the phenomena, routines, and 'daily life' of those most closely connected with TBF community. In the past six years, TBF has grown into a highly energized and engaging community literacy event, which has received national and international acclaim. The festival which is hosted at Nazareth College, now brings over 3,000 teens, parents, middle school and high school teachers, librarians, college students and faculty, youth-focused agencies and other community members together to celebrate teens and authors. The primary focus of this project is to answer the question "what is going on here?" The 2011 Festival will take place on Saturday, May 14th at Nazareth College. Data collection will primarily take place from May 2011 - September, 2011. Data collection will be completed through participant observation, interviews, and questionnaires. Specific attention will be given to the teen volunteers and the Nazareth College undergraduate and graduate student volunteers. In addition, this ethnography will focus attention on the TBF Planning Committee, as they are the population that has the greatest understanding of the activities of the TBF community.

To accomplish this, I (we)...

The focus of this research project was to systematically investigate and catalog the phenomena, routines, and 'daily life' of those most closely connected with TBF community. The goal is to answer the question "what is going on here?" The 2011 Festival took place on Saturday, May 14th at Nazareth College. I collected data through participant observation, interviews, and questionnaires. Specific attention was given to the teen volunteers and the Nazareth College undergraduate and graduate student volunteers.

Thus far, I (we) have...

While I did complete the observations and the survey components of this research project. I have yet to complete the interviews I wished to conduct with both the Nazareth College undergraduate and graduate student volunteers and with members of the TBF Planning Committee.

With the following interesting results...

The most significant impact has been having the opportunity to document the reach of TBF into the community and to develop a deeper understanding of the significance of this community partnership. Also, I was able to confirm that it is specifically the interaction between the teens and the authors which makes this annual Festival so influential on teens attitude towards reading as well as influential on their reading practices. The teens who were surveyed reported that having the opportunities to meet the authors was the most significant influence on their reading habits. Their responses indicated meeting the authors, talking and listening to the authors, seeing the authors draw, learning about them through their stories heavily influenced their decisions to read their works. The college students also reported being influenced by meeting the authors as well as being influenced by

the teen's level of engagement. Comments on the survey indicated they were impressed by the level of energy and "teen focus" of the day.

In the future, I (we) hope to build on this project by...

Replicating the observations and the survey data collection methods implemented during the 2011 Festival at the 2012 Teen Book Festival. I also hope to complete the interview of the TBF Committee. Furthermore, it has become apparent that there are a growing number of TBF alumni who are now Nazareth undergraduate students. I would like to also interview them to determine what lasting impact the Festival has had on their personal reading habits as well as their academic reading success. It is also an expectation that results of this study will be used to apply for nationally-funded research projects proposals focused on the effects of recreational reading practices and school-based reading practices on adolescent literacy development.

Name(s): Laura C.S. Jones and Maria Baldasarre Hopkins

Grant title:

Analyzing the Effects of Digital Teaching and Learning Practices in LTED 629 and LTED 630

The purpose of my project was to...

This project was an attempt to deepen our understandings of how best to utilize digital teaching and learning practices in our graduate literacy education courses. Last year, we made changes to the assignments in LTED 629, including a digital narrative project. We analyzed the students' work (digital narratives and written reflections) and drew some preliminary conclusions regarding how this assignment influenced students conceptualization of literacy as well as changed their view of how digital tools, such as iMovie, can be used to teach students how to critically read texts. At the same time we continue to develop our own professional knowledge of how to use film editing tools in iMovie and iDVD.

In spite of our initial findings, we felt it was important to collect additional examples of student work in order to verify our initial conclusions as well as to strengthen the significance of the results. We wanted to know: What affordances do digital learning projects offer our Graduate Literacy Education students? What are the most important concepts about literacy students can come to understand through these digital projects? What type of digital project is appropriate for the current objectives of LTED 629 and LTED 630? Will course objectives need to be revised to account for these new understandings?

To accomplish this, I (we)...

To accomplish our goals, Laura made plans to collect students' work in her Spring 629 class. She also made additional changes to the digital narrative assignment, switching the focus from a personal narrative to a reader's response to the YA literature. In addition, Maria made plans to change elements of the LTED 630 course she taught during Summer I. We also planned to use the same coding system to analyze the data; while at the same time being mindful that we may need to alter and/or add to the coding scheme.

Thus far, I (we) have...

By the end of both our courses, we had collected sufficient student work to begin analyzing the data. Starting in July, we began a second cycle of data analysis, focusing on the student work from LTED 629 and the data collected from LTED 630. We worked independently to analyze students' digital and written work for the potential that a project similar to this would hold for our students in LTED 609.

With the following interesting results...

After examining the data, we have confirmed that digital learning projects offer our Graduate Literacy Education students unique challenges and rewards. While students may have personal and professional interests in learning the technology, they are less knowledable than they initially perceive themselves to be at reading and composing digital texts. The students indicate that by developing these digital narratives they gain a deeper appreciation for the traits of writing. What becomes most apparent is their tacit awareness of audience interferes with their ability to publish a polished piece. At the same time, we did not find that course objectives need to be revised to account for these new understandings. On the other hand, we need to provide more models and targeted scaffolds in our weekly instruction in order to facilitate their understanding of the new reading and writing strategies they must acquire.

In the future, I (we) hope to build on this project by...

While we have gleaned some interesting results independently, we would like to have a few more sessions where we are able to review the data together and to compare the results from our first set of data to this new set.

Furthermore, we still hope to complete a formal write-up of our results and to submit our work to a professional conference. At this time, we are debating whether it would make sense to prepare a scholarly paper for the Literacy Research Association 2012 Conference or for the 2013 Conference on College Composition and Communication. At either conference (or both) we plan to present on the ways that teacher educators in literacy education can successfully utilize new dynamic pedagogical practices that are shaped by digital technologies.

Name(s): Nicole Juersivich

Grant title:

Exploring the Law of Large Numbers with Excel's Visual Basic Features

The purpose of my project was to...

Share classroom experience and technology creation with other educators in hopes to enhance student learning.

To accomplish this, I (we)...

- (1) gathered anecodotal evidence from my students on their conceptions of the law of large numbers
- (2) created and had students use an applet to visualize the law of large numbers in Excel 2003
- (3) noted students' interactions with the applet and subsequent understanding during class
- (4) attended an introductory workshop to Excel 2007 put on by ITS to figure out how to transfer my knowledge of creating the applet in Excel 2003 to Excel 2007
- (5) created and documented my creation of the applet in Excel 2007
- (6) wrote an article on
 - (a) students' misconceptions of the law of large numbers
 - (b) how I used Visual Basic in Excel to create an applet illustrating the law of large numbers
 - (c) how my students interacted with the applet that allowed them to "see" the mathematical idea behind the law of large numbers
 - (d) how teachers can create this applet in Excel 2007

Thus far, I (we) have...

submitted the above mentioned article and it will be published in *Mathematics Teacher* in Fall 2012.

With the following interesting results...

It was interesting to communicate applet creation through writing instead of classroom discourse. It was also interesting to learn the differences and translate between Excel 2003 and 2007.

In the future, I (we) hope to build on this project by...

continuing to

(1) reflect classroom experiences, specifically noting student conceptions and interactions with each other and the material

(2) find or create technology files that assist students in understanding

(3) share classroom experiences

Name(s): Betsey King

Grant title:

Creation of a Two-Semester Functional Piano Sequence for Music Therapy Students, with Accompanying Textbook

The purpose of my project was to...

To accomplish this, I (we)...

Thus far, I (we) have...

With the following interesting results...

In the future, I (we) hope to build on this project by...

Name(s): Timothy W. Kneeland

Grant title:

Blizzard of '77 : Natural Disaster, Politics and Public Memory

The purpose of my project was to...

Study the political consequences of the Blizzard of '77 which struck Buffalo, New York. The event caused a dozen deaths, buried the city for over a week, and due to the mishandling of the affair, ended the political career of Mayor Stanley Makowski. Unprepared for the blizzard, and already experiencing one of the snowiest winters in the history of Buffalo, the Makowski administration was incapable of responding to the need for snow removal and to provide necessary public services to the community. In contrast, the Governor of New York immediately sent in the national guard and contacted the Carter administration for assistance. Buffalo became the instant butt of light night comedy shows and the image of the city was thereafter associated with heavy snowfall.

To accomplish this, I (we)...

Made a two day trip to the New York State Archives and New York State Library. Visited the Buffalo and Erie County Public Library and local history archive at Buffalo State College.

Thus far, I (we) have...

Discovered that the political response of the Governor was credible, the political response of the City of Buffalo Mayor was inadequate. Much of this was due to the political background and experience that each political figure had. Furthermore, Buffalo was already under-resourced and the response of the city to the Blizzard was symptomatic of its economic woes.

With the following interesting results...

Due to the extreme cold, and dangerous conditions, the new elected president, Jimmy Carter, issued the first ever natural disaster declaration for a blizzard. The blizzard became a case study in snow removal. The impact of the print and broadcast media also shaped public perceptions of the actions of the mayor, governor, and national opinion of Buffalo.

In the future, I (we) hope to build on this project by...

Giving a paper at the Researching New York Conference November 2011. Pulling this research into my overall research agenda of looking at natural disasters in New York State.

Name(s): Mireille Le Breton

Grant title:

Developing a new Senior Seminar on Twentieth and Twenty First Century Francophone Literature (FRN403)

The purpose of my project was to...

develop a new course (Senior Seminar) on twentieth and twenty first century Francophone Literature for our students.

To accomplish this, I (we)...

traveled to France and carried archival research. I was able to explore both colonial, war, and postindependence primary sources (letters, journals, essays, etc...) and built upon my research and findings to design my course syllabus. I also met with scholars in the field and with novelists to discuss my research, class project, and to get their feedback.

Thus far, I (we) have...

been able to present my research in France at the International CIEF conference, in June, and to organize a panel. I have also been able to write two articles on the topic I researched over the summer

With the following interesting results...

For my Senior seminar, I will bring to the classroom original research (primary and secondary sources) as well as new ideas that will help questioning, understanding and learning the course material better and bring critical thinking to a higher level.

In the future, I (we) hope to build on this project by...

writing a second article focused on the representation of Islam in the works of Algerian novelist Yasmina Khadra.
Name(s): Jennifer S.A. Leigh

Grant title:

Reseach Study: Principles of Responsible Management Education (PRME) Teaching Methodologies

The purpose of my project was to...

learn more about how faculty teaching PRME content and PRME focused courses. The PRME initiative is an attempt to assist educational institutions with shifting curricula, research, teaching methodologies and institutional strategies to integrating more ethics, corporate social responsibility, and sustainability into the traditional management curriculum. Our research project is but one of many activities that serve as starting point for this massive curricular and ideological overhaul. Specifically, we examined current teaching practices at various educational levels and across academic disciplines.

To accomplish this, I (we)...

conducted a global survey of management educators about their pedagogical practices realted to PRME subjects.

Thus far, I (we) have...

conducted the survey and presented preliminary results at the 2^{nd} PRME conference and in smaller seminars in Europe.

With the following interesting results...

there appears to be differences in pedagogial methods employed across undergraduate, graduate, and executive levels.

In the future, I (we) hope to build on this project by...

Moving this into a peer-reviewed publication. This was slightly delayed this summer do to our preexisting commitment as guest editors on a special issue on PRME for the Journal of Management Education.

Name(s): Jennifer S.A. Leigh

Grant title:

Course Development for Social Entrepreneurship Course

The purpose of my project was to...

develop a new interdisciplinary, hybrid course focusing on social entrepreneurship. Social entrepreneurship is a dynamic and evolving cross-disciplinary field which encourages learners to develop innovations that deal with the world's most pressing problems (see http://www.ashoka.org/social_entrepreneur). This class will be an integrative learning opportunity open to all undergraduate students and would serve as an elective for all majors within the School of Management.

To accomplish this, I (we)...

enrolled in the Creating On-line and Hybrid Courses at Nazareth College class with Dr. Kate Collier to learn the fundamentals and best practices of on-line and hybrid learning. Simultaneously, I conducted a review of leading social entreprenurship textbooks and consulting with colleagues who teach in this area.

Thus far, I (we) have...

developed a syllabus, a draft schedule, read several textbooks, and created several weeks of the online platform.

With the following interesting results...

I'm excited about facilitating this course that will foster learning about social entrepreneurship at Nazareth College. This course will build upon numerous goals of our new curriculum and reflect the SoM and college mission for innovative student learning that is global, ethical and entrepreneurial.

In the future, I (we) hope to build on this project by...

teaching this course in a hybrid fashion (2/3 face to face, and 1/3 virtual) to students from across the college. It was scheduled to be taught S 2012, however due to budget constraints this year the launch needs to be delayed until next year.

Name(s): Mark Madigan

Grant title:

Research on Will Thomas

The purpose of my project was to...

Conduct research on African-American author Will Thomas (1900-1970) in the Special Collections Department at the University of Vermont's Bailey/Howe Library in Burlington and visit the Thomas's former home in Westford, Vermont.

To accomplish this, I (we)...

Traveled to both locations. At the University of Vermont, I examined materials relating to Thomas's life and literary work, including Thomas's correspondence with authors Dorothy Canfield Fisher and Irene Allen, files on the Breadloaf Writers Conference, for which Thomas was selected in 1952, and materials on radio station WCAX, for which Thomas broadcast commentaries in the late forties. I searched microfilm of the Burlington Free Press newspaper for articles about Thomas's lectures for the Vermont League of Writers in the forties and fifties.

I also visited the home in Westford, Vermont, where the Thomas family lived from 1946 to 1955, upon the invitation of its current owners.

Thus far, I (we) have...

Read Thomas's major primary works and all secondary critical and biographical articles. Read Thomas's journalism in the Chicago Defender. Read all extant Thomas correspondence. Interviewed Thomas's surviving children.

With the following interesting results...

Thomas's daughter and I are working to establish her as the executrix of his estate and to acquire the copyright to his autobiography The Seeking from Farrar, Straus, & Giroux.

In the future, I (we) hope to build on this project by...

Editing a new edition of Thomas's autobiography The Seeking.

Writing an article on Thomas's life and work to be published in a scholarly journal.

Name(s): Lynn O'Brien

Grant title:

Developing a problem based learning curriculum for Introduction to Organic and Biochemistry

The purpose of my project was to...

The chemistry department has adopted a new curriculum steeped in active learning pedagogies. At the heart of this curricular change has been the proposal of two new first year courses that help students integrate their understanding of the disciplines of chemistry and biology and their relationship to the world in which they live. Curriculum materials for the course and laboratory, CHM 221/221L Introduction to Organic and Biochemistry to be taught Spring 2012 were developed.

To accomplish this, I (we)...

identified published case studies and created new case studies to address the student learning outcomes we have identified for this course. We also developed teaching notes for the instructors, including sample facilitation plans, so that those who may not have used this pedagogy previously are assisted in this transition. Appropriate discovery laboratories were developed and piloted to ensure they were appropriate in technical difficulty, could be investigated in the assigned laboratory period(s), and would meet the stated student learning outcomes.

Thus far, I (we) have...

identified case studies and laboratories appropriate for the course and recruited faculty who are interested in teaching using the case study method and discovery laboratory investigations.

With the following interesting results...

We are very enthusiastic to begin teaching this course in Spring 2012.

In the future, I (we) hope to build on this project by...

reflecting on the outcomes from offering this course for the first time in Spring 2012. Based on student feedback and course assessment tools, we will refine the course content as necessary.

Name(s): Lisa Glebatis Perks

Grant title:

Michael Scott as Modern Bigot: Making Prejudice Palatable on The Office

The purpose of my project was to...

work with former student Emily Soule to write a multi-methodological essay exploring Michael Scott's bigotry on the office. The essay incorporates rhetorical criticism of The Office's first six seasons and five focus groups with viewers. Both the criticism and focus groups explore how Michael Scott's bigoted actions are elided through various narrative devices and character actions.

To accomplish this, I (we)...

took extensive notes on the first seasons of The Office, received human subjects approval for the study, recruited focus group participants, conducted focus groups, transcribed the focus group recordings, analyzed the discourse, and wrote up our findings.

Thus far, I (we) have...

prepared the essay for conference submission and are working toward submitting it to a journal this winter.

With the following interesting results...

We were pleasantly surprised to find that the focus group members largely agreed with our interpretations of The Office. We were able to craft a strong, cohesive paper based on the findings. I have also learned a lot about mentoring and doing scholarly work with an undergraduate. The collaboration has been an excellent learning experience - and one I think we'd both repeat again.

In the future, I (we) hope to build on this project by...

submitting the essay for publication. We hope to get at least a "revise and resubmit" by the time Emily sends out her applications to PhD programs.

Name(s): Joseph F. Pestino

Grant title:

Scholarly research on writer Paul West to produce scholarly presentations and essays for eventual publication. Also, scholarly work on a longer range side project on Pere la Chaise Cemetery.

The purpose of my project was to...

Conduct research on and read a number of works by writer Paul West to write a number of essays on some of his prolific work. The essays will be presented at conferences and, hopefully, find their way into print. The second, separate project on Pere la Chaise Cemetery is intended to result in a presentation for the French House programming and for the Aliance Francaise.

To accomplish this, I (we)...

I mostly read works by Paul West this summer and read some background information on Hopi mythology which is the background for one of his novels. I hope to develop an essay based on the connection between the Hopi mythology and his novel. I also did some reading on the relationship of the moral responsibility (if there is one) of a fiction writer and what he/she writes; this resulted in a paper that focuses on a controversy that arose over one of West's works.

On the second project (the Pere la Chaise Cemetery project), I needed to read more on the historical, archetuectural, and demographic/biographic background of the cemetery and its inhabitants.

Thus far, I (we) have...

I read a couple of West's novel, read background information of Hopi mythology, read some work on the issues of fiction's moral and didactic function and the writer's relationship to that imposed expectation. This resulted in a paper on that subject. I also read a biographical memoire on the stroke that Paul West had 6 years ago. I would like to connect aspects of that memoire to two of West's autobiographical works about his two strokes, and to a collection of his poems written after his last stroke that show the imprint of the experience on the collection of poetry.

I read a number of books on Pere La Chaise Cemetery.

With the following interesting results...

Besides the fascinating history of Pere La Chaise Cemetery that I learned in my work on my second project, the most interesting result was what the West paper produced on the issue of whether fiction writers have a priori constraints on the subjects they write about, how they write about them, and whether writing on subjects that deemed morally problematic have a negative impact on the writers that change them. I argue that writers can not be asked to adhere to moral constraints defined by critics, other writers, or society.

In the future, I (we) hope to build on this project by...

I want to continue to catch up in the reading and research on the sizable body of West's work I have in the past not had a chance on which to work. I also hope to produce further essays on his work. I also hope to move to the next phase of the Pere La Chaise Cemetery project; this next phase in literary and creatie in it realtionship to some of the inhabitants of the cemetery. The last phase will relate to integrating the history, literary/creative, and photographic phases into a coherent presentation on the famous cemetery.

Name(s): Marjorie Roth

Grant title:

Divine women of alexandria

The purpose of my project was to...

conduct research in order to prepare a paper for a conference on Ancient Alexandria, to be held at the library of Alexandria in Egypt in June of 2011. My paper was a historical paper, focusing on the important women in Alexandria's intellectual and esoteric history. After giving the paper at the conference, my plan was to take the feedbakc I got from fellow scholars and use it to work the paper into publishable form.

To accomplish this, I (we)...

Bought a lot of books to help me with my research, and started reading and working on the paper.

Thus far, I (we) have...

The conference was postponed until June of 2012 because of political unrest in Egypt, and so I took that opportunity to redefine my project in a way that would allow me to incorporate the role Egyptian women are playing in the transformation of their country right now.

With the following interesting results...

What is interesting to me is that my original focus was on women who had transformed Ancient Egypt, either through their connection to mystical and transformative arts like alchemy or sacred geometry, or through their political and/or intellectual contributions. The political unrest that happened recently in Egypt is interesteing with respect to my original idea because, once again, women are playing an important part in the transformation of their country, and my research project can highlight that.

In the future, I (we) hope to build on this project by...

Finally presenting it as a paper at the Library in Alexandria, and eventually expanding my research into a fuller, publishable essay.

Name(s): Rochelle Ruffer

Grant title:

Development of Senior Seminar: Overview of Econometrics and Data Analysis

The purpose of my project was to...

Develop a senior seminar for Economics majors with an emphasis on statistical analysis using statistical software. The purpose of the project was to develop the course, including choosing topics, software, and data sets. This course will incorporate statistical software that is used by economics consulting firms. Students will learn to perform data analysis, report statistics, and learn STATA.

To accomplish this, I (we)...

reviewed the literature on undergraduate research in economics to find appropriate data sets and semester-long problems for students to explore. I reviewed undergraduate textbooks in Econometrics to find the new methods that have become important since the last time I took Econometrics (25 years ago). Interviewed some economists about the software used in their consulting firms, determined the software to use, and requested that Nazareth purchase the software (STATA). In addition, I will need to be trained in using STATA.

Thus far, I (we) have...

found articles on undergraduate quantitative research in Economics and begun to explore realistic data sets for students to use. I have reviewed the most popular Econmetrics text books and begun to make a list of topics to use in the course. We have purchased STATA and I have begun to learn the nuances of STATA. I will be formally trained in early November in NYC.

With the following interesting results...

The most helpful article is an article by Jessica Reyes from The American Economist, which provides a sample course schedule and has helped me to break down the research project into manageable pieces for the student.

In the future, I (we) hope to build on this project by...

creating a bank of data sets for the students to use for their research. I have a few suggestions for them now, but it will be fun to see the bank grow over time.

Name(s): Kristen Shiner McGuire

Grant title:

Kristen Sings and Plays and Rings - jazz cd

The purpose of my project was to...

Create a live jazz recording of songs I have been performing over 25 years/work closely with high level musicians/experience recording in a state of the art studio/develop new skills and knowledge base in several areas related to our Music Business Program and for music students in general.

To accomplish this, I (we)...

April-October 2011: I researched and found a recording studio (The Studios at Linden Oaks), formed a recording ensemble and rehearsed regularly with them; took lessons on individual instruments and voice (from NCR Faculty), spent 16 hours recording; spent several hours mixing; met with my graphic designer regularly to design and create artwork and layout; had my cd mastered for reproduction; found someone to write liner notes for me - (Ed Shaughnessy of the Tonight ShowBand!!)

Thus far, I (we) have...

Researched, found, and engaged a cd production company; researched and studied song licensing; licensed songs for physical cd's as well as digital downloads; learned about modes of distribution such as iTunes, CD Baby, PayPal, land in local stores; learned about and obtained a bar code; wrote and rewrote my own liner notes; sent the master recording and artwork to Disc Makers; joined Facebook to promote my album and got 1100 friends in 6 weeks.

With the following interesting results...

A completed cd!! Release date October 25, 2011. Performers: Kristen Shiner McGuire, drums, vocals, marimba, vibraphone Paul Smoker, trumpet David McGuire, piano Paul Hofmann, piano

Dave Arenius, bass

In the future, I (we) hope to build on this project by...

Continuing to work on promotion and exposure in order to increase visibility of the accomplishments of our Music Department; I will be giving workshops for our students on all aspects of the music business that I have learned through this process. My next cd- all my own original percussion music.

Name(s): Beverly Smoker

Grant title:

Collaborative Curricular Development of Online Options for each course in the Advanced Certificate in Piano Pedagogy

The purpose of my project was to...

to engage with my piano faculty colleagues in the collaborative development of course content, materials and organization that will enable each of us to teach any of the ACPP courses in a flexible format allowing the usual in-class teaching as well on-line instruction or a blended/hybrid instructional approach employing both in-class and long-distance instruction.

To accomplish this, I (we)...

met to confirm our support of and commitment to the goal of offering our ACPP online. Because the art of piano teaching is rooted in one-on-one, face-to-face teaching with a master teacher, creating an online venue for the program seemed a daunting task. Nevertheless, we concurred that the offering of online options was a practical step we must take to ensure the flexibility and viability of our program. We committed ourselves to the development of content and assignments for each course resulting in a coherent comprehensive graduate piano pedagogy curriculum. We also committed to the development of resources and materials including video clips of piano teaching, articles, scores, recordings and lectures.

Thus far, I (we) have...

created online formats for Piano Pedagogy I, Piano Pedagogy II, Piano Literature I, Piano Pedagogy Practicum, Studio Teaching I and Studio Teaching II. Last summer we developed Piano Literature II as an online course. We have begun our teaching video library with one complete lesson sequence and two videos clips abstracted from our summer Piano Camp. We received training on and are experimenting with Adobe Connect for long-distance face-to-face learning.

With the following interesting results...

Interesting results stem from measures necessary to accommodate the schedules of our current ACPP students. Although all are on campus sometime during the week, no common time could be found for an on campus class. Not even common long-distance face-to-face time could be found for Piano

Literature I. Thus, Piano Pedagogy I meets with some students on campus in the classroom, and one student connecting from Ithaca through Skype. We hope to eventually use Adobe Connect. Piano Literature I is taught as online course with occasional individual on-campus meetings with the instructor. An important component of Studio Teaching is the submission of the student's teaching videos. We do not yet have a means of allowing students to upload half-hour to hour-long videos. Thus, in Studio Teaching II we will experiment with Adobe Connect as a tool to record the student's teaching.

In the future, I (we) hope to build on this project by...

Our video recording project will be on-going. Throughout the 2011-2012 academic year we will be working on six-week lesson sequences for the observation component of the pedagogy courses. We will video tape our faculty presentations at our annual Keyboard Forum for contributions to our repertoire video library. We will continue collecting scores and recordings for our literature and piano lessons, and we will construct a list of essential repertoire to be distributed throughout the course sequence. Online lessons will require real-time, face-to-face connection with high quality audio. We can use Skype, and we will explore piano teaching with Adobe Connect as well. Eventually we would like a room devoted to our online ACPP program. A disk-clavier would allow high-quality audio for on-line lesson instruction. We have enjoyed wonderful support from Kate Collier, Paul Monachino, David Weiss, Sue Atkins, Nic Marinaccio, Jason Noble, Sandy Eichas and Mary Jo Balsis. We could not do our project without this technical support.

We are both excited and awed by the possibilities and challenges of our online ACPP program. We are grateful for the encouragement provided by our summer grant.

Name(s): Roy Stein

Grant title:

Connectivity and Cutting Edge Compositional and Recording Software and it's Integration into MUB 222 - Intro to Recording Techniques

The purpose of my project was to...

Improve my ability to provide Music/Business students with an exposure to and eventual mastery of digital recording technology that integrates multiple functions of recording, sound creation and composition. To finalize the installation and integration of these cutting edge software programs into our existing systems. (Issues of interfacing and connectivity.)

To accomplish this, I (we)...

Ordered, installed and worked with new Pro Tools 9 software. This was a labor intensive process for me as I was not familiar with this type of recording software. I also worked closely with student worker and Nazareth Music/Business senior Cody Niver in regards to this matter. I also put in numerous hours gaining an understanding of the use of Vienna Strings software. This is a very sophisticated software package that utilizes and manipulates extraordinary orchestral samples used in the recording and composition process.

Thus far, I (we) have...

Mastered the rudimentary aspects of using the Pro Tools 9 software. Developed a nice level of expertise in regards to using the Vienna Strings software.

With the following interesting results...

In my MUB 222 - Intro to Recording class I had all of my students purchase and use the Pro Tools software. They have been using Pro Tools 9 to record and edit various musical compositions and performances. This has been a benefit for our students as Pro Tools 9 has become the dominant recording software in the industry. Their ability to be fluent with this type of software should be a professional positive for them for years to come.

I have also been using the vienna Strings throughout the semester and I plan on introducing my students to it near the end of this semester.

In the future, I (we) hope to build on this project by...

I hope to continue to improve my skill levels on Pro Tools and at this juncture I will most likely require future students to use this software package for years to come.

Name(s): Shawgi Tell

Grant title:

To continue work on my forthcoming book on charter schools titled "Charter School Report Card." The book is under contract with Information Age Press and will be released in 2012.

The purpose of my project was to...

work specifically on chapter two of my forthcoming book, namely to do some significant reading, thinking, and writing. Chapter two, "Context," addresses the political and economic context for the rise and growth of charter schools in the United States. In this connection, specific attention was paid to neoliberal doctrine--its origin, history, dimensions, advocates, implications, and results, specifically in the sphere of education. This study and research is meant to enable me to think, discuss, and write more competently on the topic of charter schools, as well as bring me closer to completing my book.

To accomplish this, I (we)...

spent an extensive amount of time reading about neoliberal doctrine from various sources. This in turn gave rise to extensive time thinking, reflecting, and ruminating about neoliberal doctrine and what it means and how it shapes and influences much of everything around us, including, in my case, the main topic I'm studying: charter schools. With an increased understanding of neoliberal doctrine I was positioned to write more authoritatively on the topic, more clearly theorizing the political and economic context of charter schools. Completing a review of a major (600-page, 2008) book on the topic ("Knowledge and Power in the Global Economy: The Effects of School Reform in a Neoliberal/Neoconservative Age," edited by David Gabbard), was helpful in this regard. The review will be published early next year in the Foundations of Education journal "Educational Studies." The recent completion of a chapter on high-stakes testing was also helpful to this project. The chapter will be published early next year in a book titled, "Using Standards and High-Stakes Testing for Students: Exploiting Power with Critical Pedagogy" (under contract with Peter Lang Publishing).

Thus far, I (we) have...

read and studied dozens of news and scholarly articles and two books on neoliberalism, many with specific reference to the sphere of education, including charter schools. I spent much of my summer time digesting this content, thinking seriously about the origins of neoliberal doctrine, its various dimensions and manifestations, and what it means for education and society at large. I also completed a significant amount of writing. I can now better situate charter schools in the neoloiberal context and discuss them on a more informed basis.

With the following interesting results...

approximately 18 new pages of writing came out of this summer's work, based on hours of reading and studying, strengthening what existed before, and laying the groundwork for a more comprehensive chapter than I originally expected and planned. One unanticipated direction my summer grant work took me in was some research on the free market ideas of Milton Friedman and how these are related to neoliberalism and school-choice schemes. I knew about Friedman and his ideas but summer work imparted a deeper sense of the role of his ideas in education and society. I also gained a broader, deeper, and more competent grasp of neoliberal doctrine and am in a position to discuss it more authoritatively. The history of the state and corporations, and changes in political and economic arrangements since the 1930s, has also been a significant part of this newly developed knowledge and understanding.

In the future, I (we) hope to build on this project by...

studying further the various aspects of neoliberal doctrine and practice. There is much more to interrogate here and I am excited about deepening and broadening my knowledge base. Linking neoliberalism to neoconservatism, for example, may be one fruitful direction to explore. In addition, I now think that I will dedicate chapter two solely to a discussion of the neoliberal context of charter schools. I originally planned to discuss the views of Ray Budde and Albert Shanker on charter schools in this chapter as well but I think this discussion warrants its own chapter. (Budde and Shanker were key early promoters of the charter school idea.) This will enhance the organization and flow of the book and make the content sharper and more focused in each chapter. This, in turn, should lend greater coherence, organization, and flow to the book when completed. I'm pleased to share additional information on my project.

Name(s): Pamela Viggiani, Ellen Contopidis, Jennie Schaff, Dawn Vogler-Elias

Grant title:

LifePrep@Naz Opportunities for Learning and Inclusion

The purpose of my project was to...

The Lifeprep@Naz project will enrich the knowledge and skills of those participating while creating exciting and unique opportunities for collaboration and the creation of innovative student learning environments. It will deepen faculty's understanding of and commitment to inclusion, collaboration, and diversity. This knowledge will enrich faculty's current and future work in those areas while engaging the community.

To accomplish this, I (we)...

To accomplish this we have developed pre/post questionnaires for all Lifeprep@ Naz participants including Lifeprep students, Nazareth students, Nazareth faculty, and parents of Lifeprep students. We have administered the pre questionnaires to all participants and will administer the post questionnaires at the conclusion of both Fall and Spring semesters. After we complete the administration of pre/postquestionnaires, we will begin data analysis and report development. Data analysis and report development will continue through the 2011 - 2012 academic year; report dissemination will occur spring 2012.

Thus far, I (we) have...

As previously mentioned, we have developed pre/post questionnaires for all Lifeprep@Naz participants and we have completed the administration and the collection of pre questionnaires for the Fall semester to those participants. We will soon be administering post questionnaires for the Fall semester.

We have developed and standardized processes for the ongoing distribution and collection of Lifeprep@Naz assessment questionnaires. These processes have been facilitated by our Lifprep@Naz vista volunteer and are now an integrated component of the Lifeprep@Naz program. The integration of assessment into the Lifeprep@Naz program allows for a continuous feedback loop that informs ongoing program development.

With the following interesting results...

The creation and the administration of the pre questionnaires went very smoothly. We were able to both administer and collect pre questionnaires from the majority of LifePrep@Naz participants. The process informed Lifeprep@Naz leadership regarding the most efficient and effective ways in which to administer questionnaires to ensure best completion and return rates.

In the future, I (we) hope to build on this project by...

We will continue to build on this project by continuing to engage in ongoing assessment and utilizing a feedback loop that ensures program development and improvement. As stated in our grant proposal, we hope LifePrep@Naz gives faculty the ability to model both inclusion and a commitment to engaging diversity in and out of the classroom. The analysis of the data will help us to continue to engage faculty in interdisciplinary and interprofessional collaboration that ultimately enhances the quality of teaching while providing living examples to students. The information gathered from the assessment will allow LifePrep@Naz the chance to explore curriculum development that has already occurred as a result of the project as well as exploring new opportunities for further curriculum development. Further, the assessment will gage current participation in interdisciplinary, interprofessional team teaching, while exploring avenues for further development in this area.

In short, the assessment will provide invaluable information regarding the enrichment of the knowledge and skills of those participating while uncovering further possibilities for exciting and unique collaborative opportunities as well as the creation of innovative prospects for student learning. We are hoping the assessment will help to deepen faculty's understanding of and commitment to inclusion, collaboration, and diversity as well as enriching faculty's current and future work in these areas.

Finally, we hope to disseminate the knowledge gained from the assessment of Lifeprep@Naz to a wider audience through the submission of articles to appropriate peer reviewed journals.