



## Remarkable Outreach



Keynote speaker Dr. Ruth White

### Education Is Key

**R**uth White (PhD '92), a former educator and human rights advocate, spoke about Dr. King and the continuing need for cultural competence in her keynote address at the College's annual Martin Luther King, Jr. Research Symposium last month. White has a long-standing history of supporting youth, especially minorities, in gaining an education inside and out of the classroom.

"Education is key," White said, as she shared her experiences, personal mantra, and insight on diversity.

White said culture is everything. "Culture impacts everything. It's what creates a sense of community," she said. "To work effectively with cultural differences, we need to be willing to accept different ways to view the world."

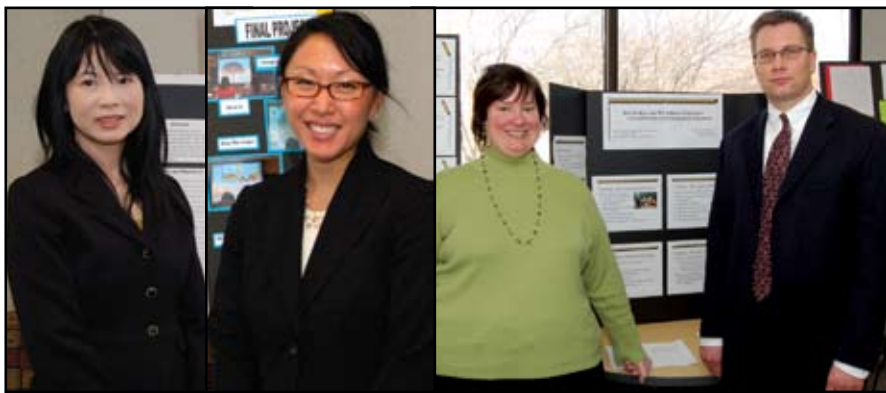
When asked to evaluate the College of Education's performance in diversity, White said she is encouraged and hopeful.

"I see diversity and diversity-related issues consistently in the forefront of thinking at the College of Education," she said, "Both in policy and implementation, it is important that diversity issues stay up front."

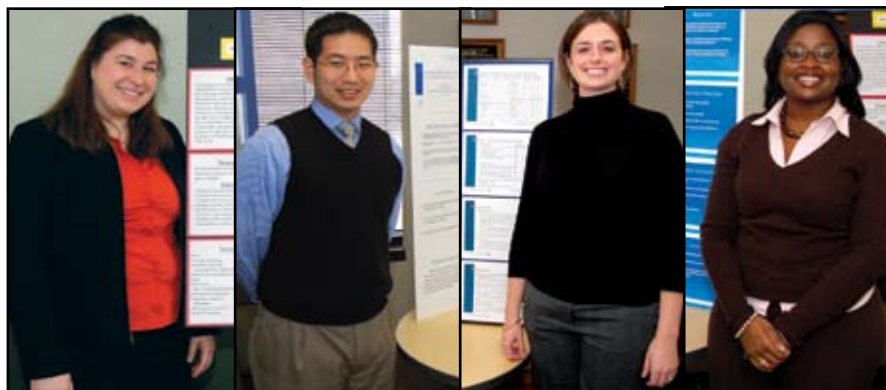
Celebrating multicultural research, a number of UI College of Education graduate students displayed posters emphasizing their research and service projects on diversity issues within education.

**"Like an unchecked cancer, hate corrodes the personality and eats away its vital unity. Hate destroys a man's sense of values and his objectivity. It causes him to describe the beautiful as ugly and the ugly as beautiful, and to confuse the true with the false and the false with the true."**

—Dr. Martin Luther King, Jr.



Dr. Martin Luther King, Jr. Research Symposium graduate student poster presenters: (above L to R) Yuehchen Wang, Noel Holman, Kathleen Goodman and Jamie Jorgensen (2nd place), (below L to R) Ashley Asel (4th place), Yi-Lung Kuo, Alissa Doobay (1st place), and SaDohl Goldsmith (5th place).



## Remarkable Firsts

### Mason Makes First College of Education Visit

**U**niversity of Iowa President Sally Mason made her first official visit to the College of Education last month as part of her initiative to make an annual visit to each of the University's colleges.



UI President Sally Mason expresses enthusiasm for the College of Education's long history of excellence.

Mason, who was appointed UI president in August, began her campus visits with the College of Education.

In this year's visit, Mason discovered some of the exceptional resources students have access to, including the Curriculum Resources Laboratory, assistive technology, ePortfolio, and the Educational Placement Office.

James Stachowiak, coordinator of the Iowa Center for Assistive Technology Education and Research (ICATER), said Mason was impressed with the College's innovative focus.

"I think she got a good feel for who we are, what's going on, and the College's cutting-edge resources," he said. "It's great that she gets to know us and that we have a connection to her."

Education Technology Center Director John Achrazoglou, who presented the ePortfolio project, said Mason was "truly impressed with the inventive programs" at the College of Education.

In addition to touring and learning about the College's student support programs, Mason held an open forum with faculty and staff where she expressed her enthusiasm about the College's long history and continued excellence.

In particular, she noted that the Belin-Blank Center and Iowa Testing Programs are "remarkable assets" for the College and the University as a whole.

"The College overall is among the top 20 public colleges of education in the country," she said. "Each and every one of you should take pride in that."

## Remarkable Research

### Science Ed Brings UI Together with Japan, Korea



Yager (L) collaborates with Lim (center) and Kumano.

The Kyoto Energy-Environmental Research Association (EERA) wants to change science education for all Japanese students. To do so, it turned to Professor Emeritus **Robert Yager** and the UI's Science Education program for advice and input.

EERA Director Namio Nagasu spent a year with Yager, a U.S. leader in promoting science, technology, and society

approaches to science education. Nagasu, along with **Yoshisuke Kumano** (PhD '93), an associate professor at Shizuoka University, are leading Japan's efforts to use the problems of sustaining the environment and identifying better energy sources as the focus for K-16 science education.

Kumano said success with science at every academic level occurs in dramatic ways when curriculum and instruction context consists of real world problems that concern us all.

"We are anxious to empower more students and teachers to tackle real problems in local, national, and international perspectives," Kumano said. "We all have much to learn from each other."

Joetsu University Professor Yoshiei Niwano also visited the Science Education program as part of the UI's long-standing agreement for faculty and student exchanges and common efforts for science teaching and learning reforms. Niwano seeks to increase UI/Joetsu exchanges while focusing on changes in science education that arise from the U.S. National Science Teaching Standards.

Yager is also collaborating with Korean Visiting Research Scholar Gilsun Lim, who spent a semester with Nagasu at Tskuba Univ. before coming to the UI for three years of post-doctoral research.

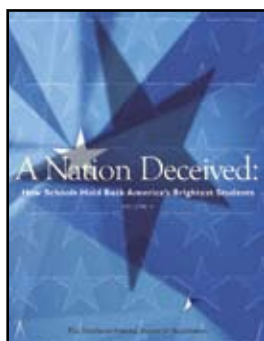
Yager said we have much to learn from Japan and Korea, as their educational systems excel but without tackling real problems.

"Collaboration is the peak of a pyramid where all the understandings that seem to exist reach their full potential in solving current problems and resulting in the payoff in terms of learning," he said. "Too often students do what they are told, get degrees, enter careers—all without problem resolution practice, especially in terms of energy and the environment."

### 'Nation Deceived' Report Makes Major Impact on Gifted Education



Colangelo's report finds acceleration is effective.



Three years after the Belin-Blank International Center for Gifted Education and Talent Development published *A Nation Deceived: How Schools Hold Back America's Brightest Students*, a research survey shows that the report has had a major impact on the nation's state of gifted education.

"People are saying this report has altered the lives of their children," said **Nicholas Colangelo**, Belin-Blank Center director and

the report's lead author. "Acceleration has provides a realistic possibility to succeed."

Acceleration refers to having a student skip ahead for specific subjects or entire grade levels. Colangelo said there has been a disconnect between researchers, who find merit in the practice, and educators who fear social or emotional repercussions.

"The study shows without a doubt the effectiveness of acceleration," Colangelo said. "I think it is the whole issue that (some feel) kids ought to remain only with their age group and stick with the curriculum of their age group or there could be problems with being out of step. Really, we are putting kids in step with what he or she is ready for."

Featured in *TIME* magazine, *Education Weekly*, and *The New York Times*, among others, the report conveyed that educators were holding back gifted students

as they focused on students who didn't measuring up to traditional standards of performance.

"It was the first time, to my knowledge, that gifted education came into the popular press" Colangelo said. "That was a big breakthrough for the gifted education field because it's been difficult for the topic to get to the mainstream."

The Nation Deceived website at [www.nationdeceived.org](http://www.nationdeceived.org) has received more than 2.2 million unique hits, where 88,600 reports have been downloaded and 49,800 print copies have been distributed. Forty-two keynote presentations have also been given.

The report was co-authored by Belin-Blank Center Associate Director Susan As-souline and Miraca Gross, a professor at the University of New South Wales in Australia.

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