B. Background information

- One student's reflection on his resistance to finding out what others have done
- Resources for reminding you to acknowledge intellectual debts
- First page of a well chosen review article for a project on teaching creativity
- Four examples of "sense-making" responses to readings
- One example of reflection on key article
- Xerox of 2 pages from PT's notebook to illustrate an active "dialogue" with what you're reading
- Three reports of initial meetings with informants
- An email couched as a request for an interview (phase F), but really trying to find out about "what others have done that informs and connects with [her] project"
- Seven examples of annotated bibliographies—the fourth also includes a revised thesis question and intro to his project

Peter Taylor
Practicum

Robert Drake
12/12/99

Notes on my Bibliographic Road Trip

You're right about the onset of my search- there wasn't any books that I could find *directly* relating to my topic. It wasn't until later that I started seeing my arguments in a new light. I never wondered why I didn't see my ideas out there. I was pretty sure they were original. What I was struggling with was *how* original. I didn't know where to begin to find works that were overlapping in ideas or pedagogy. Originally I wasn't surprised to see nothing come up in my searches because I didn't know how to make or even define my search quary! This was an important revelation for me, because I was making up the words I was lacking in, i.e. L-Sim's, ect. I have since thrown those out and stated using words that I felt most closely resembled my ideas. They were:

1. Toys
2. Play
3. Playgrounds
4. Manipulatives
5. Teaching methodologies
6. Interactive Models
7. Prob-BL, Proj-BL, Goal-BL, etc.
8. Student's Misconceptions
9. Adventure Playgrounds
10. Peer collaboration, peer tutoring, and peer cooperation
11. Etc.

By doing this, I found a wealth of information as it *overlaps* with the ideas I had. I also started appreciating the ideas that others have contributed to this work. I think initially, I was confused about how to present my ideas since I perceived them as being mine (the big picture). I didn't see that my big picture, original or not, was made up of very many small puzzle pieces that have been contributed by others. I was only seeing how I was putting the pieces together and therefore it must be 'my' idea. I think that was one of the best things I learned this semester. It enabled me to see and appreciate the ideas of others before me and give them proper credit. It also make me see my project in a new and exciting light – it showed how it was connected with others and not a stand alone without any support!

I learned this late in the semester, but am I am greatful for it. I feel I have learned more that I have been able to show so far, but hopefully my draft and these assignments I am working on will be reflective of this fact.

August 4, 2000
Dear Faculty Member:

As you prepare to address academic integrity on your syllabus and in the classroom, you might find the following resources of some help:

An example of a short, written introduction on "Acknowledging Intellectual Debts" from the Computer Science Department: www.cs.umb.edu/cs310/handouts/honesty.html

Two handouts from the Political Science Department on "Guidelines to the Documentation of Academic Work," and "Documentation Styles for Research Papers:" www.pol-sci.umb.edu/homestuff/styledoc1.html and styledoc2.html

UMB rules regarding academic dishonesty and the Code of Student Conduct can be found in both the Undergraduate and Graduate Catalogs, and in the Student Handbook (Note: Healey Library is preparing a handbook for the fall which will include a page on academic dishonesty):

UNDERGRADUATE CATALOG: www.umb.edu/academic_programs/Undergraduate_Catalog/index.html At the index, click on "Standards, Regulations, and Procedures." Then click on "Academic Standards, Cheating and Plagiarism" for a statement of the rules, and on the "Code of Student Conduct."

GRADUATE CATALOG: www.umb.edu/academic_programs/graduate_studies_info/ind ex.html At the index, click on "Student Rights and Responsibilities," and then click on the "Code of Student Conduct."

STUDENT HANDBOOK: This document will be available on the UMB website in the fall.

The Joint Discipline and Grievance Committee is in the process of creating a resource website on internet-based plagiarism (Note: suggestions are welcome): www.pollycyber.com/jdgc/

If you are aware of additional resources on academic integrity that could be helpful to the UMB community, please contact the chair of the JDG Committee, Janis Kapler, Department of Economics, University of Massachusetts at Boston, jk.kapler@umb.edu

Who is Creative? Identifying Children's Creative Abilities

Anne S. Fishkin
Aileen S. Johnson

Some schools use measures of creative abilities in addition to measures of intellectual and academic abilities to identify children of varied talents. The question remains, to what extent can we identify children with high potential to be creatively productive when they have not yet demonstrated creative talent? Can we have confidence in such decisions? This article compares strengths and weaknesses of methods of assessing creativity and lists more than 60 standardized measures used to assess children's creativity. Procedures for using formal and informal measures in the decision-making process are also discussed.

Anne S. Fishkin, a research specialist in education at Marshall University Graduate College, South Charleston, West Virginia, is director of its Community Clinical Service Center. **Aileen S. Johnson** is professor and chair of the reading department at the University of Texas at Brownsville.

This article examines assessment instruments, measurement considerations, and factors that impact understanding of a child's demonstrated and potential creativity. Its purpose is to examine the major categories of standardized measures and also alternative measures that may be used to assess children's creativity, and discuss issues of assessing such complex behaviors. In addition, the authors list a variety of commonly used and promising methods of assessment and discuss appropriate practices to incorporate data from multiple measures in order to make eligibility decisions.

Applying a Definition of Creativity to Youth

It is important for researchers and educators to first clarify their theoretical position or understanding of creativity prior to selecting assessment instruments. Otherwise, they might select assessments that are inconsistent with their own implicit (Runco, 1993a) idea of creativity or inconsistent with needed adjustments to the students' curriculum (Hunsaker & Callahan, 1995). For example, an educator who implicitly views creativity as talent in the visual arts may plan a program in which children with budding literary or musical talent are overlooked. Likewise, a researcher's theoretical perspective and definition of creativity influences the behaviors and subjects selected for study as well as methods of data analysis.

Definitions of creativity reflect a host of diverse characteristics of creative adults and creative children. Many definitions recognize the complexity of creativity (e.g., Davis, 1997; Isaksen, 1987; Treffinger, 1987). Isaksen (1987) noted that creativity occurs in many people, in differing degrees and manners, and should be viewed as "a multi-faceted phenomenon rather than as a single unitary construct capable of precise definition" (p. 8).

MacKinnon (1961) proposed that clarity may be achieved when a researcher develops an operational definition of creative behavior from one or more of four perspectives: **personality, process, press** (situation), or **product.** Rhodes (1961/1987) indicated that it was only in the intertwining and unity of the strands of the **four P's** of creativity that the complexity of creative behavior occurred. More recently, Murdock and Puccio (1993) recommended that researchers might enhance the generalizability of their findings by studying creative behavior in the combinations or interactions of the **four P's.** That is, they would reframe their questions to ask how at least one of the **four P's** would interact meaningfully with at least one other **P.** "For instance, when considering how person overlaps with press, a researcher can examine the ways in which motivation, abilities, or personality characteristics interact with physical environment, psychological atmosphere, or task demands" (p. 265). Other recent multidimensional models (e.g., Magyari-Beck, 1993; Hong & Milgram, 1996) and conceptualizations of creativity support its multi-faceted nature, apply to various disciplines, and allow multiple measurements of creative phenomena (Magyari-Beck, 1993; Murdock & Puccio, 1993; Rogers, 1998).

Creative behavior may be viewed as a process resulting in a product unique to the individual who produced it; this product also may be unique and valuable to society (Parnes, 1972). However, when the primary interest is to identify children with the potential to demonstrate significant adult creativity, we must examine evidence of less obviously identifiable creative acts. Fishkin (1998) has proposed the phrase, **germinal creativity**[1], as useful to describe children's budding creative potential. For example, a young child's possibly poorly skilled rendition of a creative idea may show promise of later full-flowered creativity. The child, however, may not yet have the skill to adequately express or fully communicate the unique idea. In addition, children who show such germinal creativity are likely to display creative behavior only on tasks in which they are interested.

In order to identify children with germinal creativity, those with the potential to be creatively productive adults, it is important to consider information derived from multiple sources. There are unsolved difficulties in determining a child's likelihood to be a creative producer during the developmental years, and greater uncertainty in predicting potential for future creative productivity. Broad parameters must be used to identify children's creativity, because creativity is a complex construct. Children's emerging creativity may not clearly correspond with creative behavior in mature, creatively productive adults. Most important, the degree to which children may exhibit their creativity can vary markedly depending upon numerous factors such as their developing skills, the response requirements of a task, and their interest in the task at a given time. Therefore, it is critical to deliberately examine a variety of methods to assess a child's creativity, and to use a combination of measures to make decisions.

Methods of Assessing Creativity

Methods of assessing creativity may be grouped into categories representing the **four P's:** process, personality, product, and press or situation (MacKinnon, 1961). We developed Table 1 to categorize the variety of instruments used to assess

[1]This use of the term "germinal" differs from Besemer and O'Quin's (1987) term used to describe one of nine dimensions of a creative product.

Manuscript submitted May, 1997.
Revision accepted July, 1998.

Suzanne M. Clark
CCT 698 – fall 2000
Due: 9-25-00
Sense-making Protocal

This is a good example of the use of sense-making but it is not really a "key" article

Article: Toufexis, Anastasia, "The Oh-So-Not-So Prime Players; Special Clinics for Performers Draw Rave Reviews", Time v131 n13 (March 28, 1988) p81-82

A) **I appreciated** the fact that the author compared performance injuries/medicine to sports injuries/medicine, thereby recognizing the need for specialized care for performing artists. In addition, I liked the fact that the article was in Time. There is more of a chance for the arts-related world, as well as the general public, to become more aware through this magazine than an article written in JAMA or NESM.

B) **I learned** that the field is older than I had realized. The article, written in 1988, states that performing arts medicine had sprung up within the previous decade, yielding a dozen clinics and programs. My professional playing career started in 1979, yet throughout all of that time, I had never heard of any of these clinics or programs, either through formalized education or word-of-mouth.

C) **I wanted to know more about** the clinics themselves. Where are they? What do they offer? Are they affiliated with any music institutions or other universities? Are they regular AMA MDs or are there alternative practitioners also?

D) **I struggled with** the way the article was constructed/written, although it's probably appropriate for Time. The tone was more like trying to convince or legitimize the field, rather than present it or actually show what the field is. I don't believe such a presentation would happen in the sports field – it's widely accepted that care for athletes is important. It seems like the struggle for recognition the arts has always had to cope with when dealing with the public.

E) **I would have been helped by** a more comprehensive listing of where to go for such help, rather than having to decipher contacts from the quoted physicians.

F) **My project connects with this in the following ways:**

- The article was placed in a widely read magazine in 1988, yet there is little information throughout the Boston music world about performing arts medicine.
- Despite the reference to clinics and programs, where does a Boston musician go to be treated? What can be done for prevention?
- The article states that musicians have more at stake since playing is an emotional outlet. This support the idea that an inability to play can take on an emotional dimension as well as physical, thus giving rise to the potential for other problems.
- The University of Texas, well-noted for their music department, has a clinic in Houston. There are three major music colleges in Boston, as well as other universities well-known for their music curriculum, swimming with music students. For years, Boston, and it surrounding towns, has been a hub for the music scene in the state of Massachusetts. Does such an entity exist in Boston?

Suzanne M. Clark
CCT 698 – fall 2000
Due: 9-25-00
Sense-making Protocal

G) **I disagreed with** the MD who stated that "frequently you tell that anything is wrong until you see them play." Seeing a musician play their instrument is imperative in fully understanding the complexities of diagnosis and treatment; however, there are plenty of warning signs and general symptoms that can show a problem exists.

H) **I think the authors should consider** giving more information about performing arts medicine itself as opposed to so much information on what types of injuries exist.

Summary:

The article gave a very good overview of problems that exist for performers. The author referred to a variety of performers, as well as to specific musical instruments. She captured the idea that people who enjoy what performers have to offer have little idea as to what performers go through to entertain their audience. The reference to sports is impacting as it shows the division in support for athletes and performers. The article refers to many comments and observations from medical practitioners. These are very helpful in showing support for such specialized care as well as the unique the practitioners are who treat performers. Also outlined is the desire to treat an injury without resorting to surgery or steroids, which also shows a division between sports and performance medicine. One physician referred to, Dr. Michael Charness, shows the keen insight he has regarding musicians as he showed while treating me for my injury. His inclusion in this article is probably a main selling feature for me, as I know he is a reliable source. The title of the article refers to special clinics, but I don't think she truly stuck to what her title infers. She writes more about the injuries themselves, rather than the actual clinics. Thankfully, the physician references give some way to connect with the clinics. I think she should have included more information in this area as opposed to so much information on the injuries. It almost seems a bit sensationalized and not practical enough, although I wonder if it has to do with Time.

This assignment has helped to bring more focus and direction to where this project is going. At first, reading so many different articles added more confusion and made the boundaries of my project more flimsy. Zeroing in on one article with the sense-making protocol helped to dissolve the flimsiness and add a tighter shape. I'm able to apply what I want to cover more clearly to an existing situation. I learned more about the time line of performing arts medicine, which is an important factor in my project.

Tim Eagan
CCT 698
September 26, 1999
Assignment for Class 3

Sense making protocol for :

Davis, Robert L. 1997. "Group Work is NOT Busy Work: Maximizing Success of Group Work in the L2 Classroom." ***Foreign Language Annals,*** **30, No. 2: 265 -279.**

a) I appreciated the author's clear explanations of the differences between quality, well-thought-out group work and group work that is not effective for language learning goals. His explanation of why the new paradigm in language teaching and learning has not often worked-that is has to do with teachers' unwillingness to adopt new paradigm and shed old paradigm (sort of Old habits die hard).

b) I learned that there are some simple steps one can take in designing group work that will help assure it is successful. In fact, I am going to copy these criteria and put them into my lesson planning binders at school and will begin to use them immediately.

c) I wanted to know more about specific group activities and why they did or did not work well and what the students' reactions were to these activities (i.e, did they find them useful? Did they understand the rationale behind the activities?)

d) I struggled with how the topic of this article impacts my project. I am now thinking that I may need to narrow my topic to contextualizing language, that maybe content-based language is a larger topic. Perhaps I need to do research and work on the idea of context first, then focus on Content-Based. Or maybe not. This needs to be sorted out.

e) I would have been helped by a focus on the age group I teach (middle school). I often (not always) find that research by university faculty is done with university students and that middle school children are quite a different audience.

f) My project connects with this in that group work is about meaningful communication in meaningful context and my premise is that these two items are necessary for learning a second language.

g) I disagreed with nothing. I'm sure that further reading will elicit some disagreement on my part-I'm full of opinions.

h) I think the author should consider (as should more researchers in L2 learning/teaching) that many readers of the Foreign Language Annals are K-12 teachers, not university level professors. While his article was very useful to me, I would have liked to see some samples of successful and unsuccessful group work with other age groups.

Sheryl Savage
Practicum CCT 698
Professor Peter Taylor
September 25, 2006
Assignment B1: Key Article

Article: Romero, Eric J. and Cruthirds, Kevin W.," The Use of Humor in the Workplace," *Academy of Management Perspectives*, Volume 20, Issue 2, (May 2006) p58-69

Sense-Making:

a) I appreciated the authors' thoughts that concisely stated the same views I have pertaining to humor having a serious impact in the work environment and in the culture of the organization.
b) I learned that humor has many positive sides that can lead to better communication and work production as well as comfort level for colleagues.
c) I wanted to know more about the different styles of humor that were identified in this article as well as the Organizational Humor Model that was shown. I also wanted to identify which of the many references listed could be crucial in my continuing work.
d) I struggled with the idea of possible negative effects of humor as being called the "double-edged sword."
e) I would have been helped by more charts and diagrams.
f) My project connects with this in the following ways:
    - The article clearly validates my initial thoughts on humor in the workplace as a tool for creative thinking and greater collaboration.
    - The article further defines my thoughts on the different types of humor that can be incorporated into the workplace setting as a benefit to the bottom line of the company or organization.
    - The article specifically lists creativity and its link to humor as proven in various literature and past research.
    - The article discusses the power of humor in leadership of an organization.
    - The article has an excellent discussion on how to integrate humor into an organization.
    - The article has a wealth of references in two full pages of authors and articles.
g) I disagreed with nothing in the article thus far. I will read it in more depth and consider all statements,
h) I think the authors should consider writing a second follow up article with additional information from their ongoing research.

Kathleen Leavitt
September 30, 2006
CCT 698
Sense-making

Article: Porto, G. & Lauve, R., "*Disruptive Clinician Behavior:* A Persistent Threat to Patient Safety", *Patient Safety and Quality Healthcare,* (2006, July/August).

I appreciated the degree to which the authors described the interpretation of disruptive behavior and the fact that physicians are the worst offenders. This is related to their positions of power within the institution or organization.

I learned that disruptive clinicians not only has impact upon patient safety, productiveness of a patient care area, nurse retention, but that administrative and material resources devoted to addressing this issue can be a financial burden.

I wanted to know more about institutions that are currently addressing this problem such as adopting a code of conduct and enforcing compliance. I also am curious about the staff that comes forward to disclose their experience with a disruptive colleague and their experience with the person after the episode.

I struggle with the reality of this issue everyday and the negative effects that result from these interactions. The article made tackling the issue seem relatively easy and I find that I am offended by that. I have difficulty envisioning a code of conduct being enforced with some of the physicians who are able to get their way by bullying and intimidation. It is due to this struggle that I am researching this topic and am focused on identifying methods to counteract it in my workplace environment.

I would have been helped by more information that would encourage people to hold others accountable for their bad behavior and come forward to the leadership, administrative groups within their institution regarding disruptive behavior. This topic should be expounded upon for the purpose of supporting people to share their experiences.

My project connects with this because my staff works very closely with a number of physicians who can be physically and verbally abusive and intimidating. At times it is directed to the surgical fellows and not the nursing staff but still it effects all who are present in the specific OR providing patient care. This situation does not allow people who are highly skilled and proficient in their area perform to their best ability. Instead, these occurrences create an environment where the priority becomes saving your own hide and becoming one with the OR wall so that you do not become the target of the tirade.

I disagreed with the simplicity in which the advice is given for organizations to handle this issue. In the article it was clearly stated that some physicians who practice this behavior succeed in obtaining their requests because of the behavior. This can be interpreted as a reward and in my workplace I have had physicians who practice the behavior tell me that they will continue to behave in this fashion because it works. The problem is much more complex and requires a great deal of support in order for change to occur.

I think the author should consider providing information about institutions that are strictly enforcing this code and what the results have been and also how the whistle blowers have been treated.

Summary: The article provided, in detail, summary and facts to support the issue that I am intent on addressing. The impact that the behavior has, not only on patients, but also t on financial and teamwork matters represents the magnitude of the problem and the need for it to be acknowledged and consequences to those who partake in this behavior. The description of disruptive behavior is excellent as it defines clearly what is not acceptable and does not provide for exceptions. Sometimes bad behavior is excused because the physician is under much stress or the surgical procedure is deemed to be very complex. These situations demand the team work and function as a cohesive group and are allowed to perform to their best ability in order to meet the goal of providing the best care possible for the patient.

The authors provide a thorough plan and approach for dealing with and stopping disruptive behavior. Many important points are presented in their article as to reasons that the physicians are allowed to continue. These observations I found to be very helpful and coincide with situations I see in the workplace on a continuous basis.

David Gray
2/4/96
Bio&S 300

Two Journals Articles Targeting Clinicians Differ in Conclusions Drawn From Research of Stimulant medication of ADD(As of 1990)

In their introduction's both articles cited statistics from Baltimore County, Maryland which show that the use of stimulant medical treatment for attention problems in school children had double every four years from 1971-1987 to the point where 6% of all public elementary students were receiving medication. In the October 1989 article published in *The Pediatrics Clinics of North America*, Richard Stevenson concluded that "stimulant medication is an effective treatment modality for most children with ADHD"(1193). His grounds for this conclusion are that its short term efficacy is well documented. He also believes that "long term outcome may be improved when stimulants are used with other therapeutic strategies." In contrast, Jacobvitz in*The Journal of the American Academy of Child and Adolescent Psychiatry,* September 1990 "would urge greater caution and a more restricted use of stimulant treatment pending more research on long-term effects(of stim. med."(685).

Although the articles demonstrate differing interpretations of research and attitudes towards pharmacological intervention they are also remarkably similar in assessing the areas which need further investigation. I will emphasize their individual assessments of research on the long term effects of medication which appears to be the main dividing point. Stevenson concedes that "long-term studies have not revealed consistent improvement"(1186). But he goes on to add that "this may be due to the logistical problems associated with obtaining rigorous long-term data"(1186). He is optimistic in stating that "although the literature does not document any long-term efficacy of stimulant medication use, it does provide some support for the suggestion that stimulants may improve long-term outcome when used in the context of multimodal therapeutic strategies"(1186).

Jacobvitz is more critical. She assesses long-term research on the subjects of academic performance, peer relationships, antisocial behavior and multimodal treatment. She states that "to date, there is no evidence that stimulants enhance academic performance." Although one study showed immediate improvement in arithmetic and spelling she dismisses it as only a superficial change, "best interpreted as improved ability to function in the test setting"(680). Regarding peer relations she states that "effects of stimulant medication show few positive effects and a high incidence of negative effects"(681). Her assertion is supported by literature references(which I haven't read). On the issue of drugs used in conjunction with other modalities, Jacobvitz is reluctant to give her endorsement. She discusses a study which demonstrated more positive long-term outcomes in a Multiple Method Treatment (MMT) group than a Drug Treatment Only (DTO) group, emphasizing that there was no psychological only group studied. Thus, it doesn't prove the effectiveness of medication.

These two articles pertain to the first of my initial research objectives which is to critically review research literature for and against drug treatment. These articles are not original research. They are reviews of such research aimed at the clinician. For me, they highlight how different interpretations and, subsequently, differing policies can originate from the same body of knowledge. A next step would be to evaluate factors that inform these attitudes.

Excellent choice of articles & summary of their point of opposition
✓+

Latour We have never been modern

21 Feb '94.

UNDERLYING PROGRESSION/
CONTRAST

START AT THE END

p142 sciences, Enlightenment

superfluous divisions → most interesting

never managed to attain these anyway

objectivity — daring, experimentation, uncertainty

truth

coldness — warmth

extraterritoriality — incongruous blend of hybrids

crazy ability to reconstitute the social bo

scientists as representatives of things
>contrast

p143 Q But do they betray things?
(similarly, do political representatives pursue their own interests)

constant suspicion & desire to eliminate mediators = naturalism socialism

collapse into one

1989 collapse of Berlin Wall ⇒ both failed

p143 "Scientists appear to be betraying external reality only because they are constructing their societies & their natures at the same time.. The Sovereign appears to be betraying his constituents only because he is churning together both citizens and the enormous mass of nonhumans that allows the Leviathan to hold up."

page number for quote

[OK], but)

[dubious equivalence]

["only because" ?]

[?]

Personal response

p145 leaves it to others to take the new Constitution into a new "Parliament of things."

p144 Conclusion: let us talk about mediation. about networks

[existence then again w/o construction]

given that this is what is already happening

BACK TO BEGINNING

p3 hybrids * analysts → nature (things-in-themselves), politics (humans-among-themselves), or discourse (meaning effects + language games)

p4 but things sci, technique traded into our "collectives" and to subjects

p4 but the "context and the technical content turn out to be redefined every time"

p5 but not w/o "simultaneous impact on the nature of things + on the social context"

epistemology facts | social science power | study of texts discourse

critics: naturalization | socialization | deconstruction] powerful but impossible to combine

EO Wilson | Bourdieu | Derrida

societies vanish | subjects vanish | discourse vanish

Repeatedly used Three part scheme

B. Latour

p6* "networks are simultaneously real, like nature, narrated, like discourse and collective, like society"

Way ~~ahead~~ forward:

p.7 anthropologists deal w/ "seamless fabric of ... nature-culture" (>culture) [but they systemize (nature-) culture]

Tension

Resistance: only analysis back home

p.8 ⊄ 1989 "socialism had magnified that exploitation immeasurably" ["victory communiqué" or Latour? If the latter, then L. is de-networking, system-izing E. European command economies — how (token) offset against parlous state of the Earth.

rejects both anti-socialism + ~~auto~~ deep ecology, Eeyorg (my terms)]

p.9 [post-modernists] "remain suspended b/w belief and doubt" (i.e. impotent) @ "task of domination and emancipation" p10

Definitions

Modern = break

advance on the past

ϕ. generation of new hybrids

- analytic purification, form of denial ϕ

vs.

Latour: slow down ϕ by representing it, not denying it i.e. abandon

Initial Informant
Ivy Frances
CCT 698

Informant: Susan Butler
October 19, 2003

Susan gave me three resources that I will follow up on: **The Photographic Resource Center** in Kenmore Square has a very large inventory of books and other materials where I could spend several days, weeks or years exploring their materials! She also said **Double Take Magazine** would be a good resource for the kinds of philosophy questions I was exploring about photography. As I explained further about my project she explained that, a photography book about a **Fishing Community in Maine by Olive Pierce** kept coming to her mind, so I will try and find this book.

Susan also gave me some key advice and pieces of wisdom that I want to keep in the front of my mind during this project:

- It is about the practice of staying open – put yourself in position
- It is very frightening
- Let it be what it is
- Make sure you dialogue with yourself afterwards
- Invent as you go along
- What will be in the frame or not
- Shed false expectations
- Give yourself maximum permission to be expressive
- Find out what part of the photograph is important – abstract, their view, your view
- Think of it as a journey, not a book for publication
- Don't worry about the product – follow your heart

From: Alschulers@cs.com
Date: Thu, 11 Nov 1999 11:01:57 EST
Subject: Alfie's informant for CCT 698
To: peter.taylor@umb.edu
MIME-Version: 1.0

Peter,

I spoke with Susan Keller-Mathers, the head of the creativity division of the National Association for Gifted Education about one month ago. She was marginally helpful. Most of her suggestions were to references I had already located and to the big names in creativity, Torrance, Finke, Sternberg, etc.

She did suggest Frank Williams, who has 8 elements of creativity. I had not been aware of him.

She agreed to speak with me at a later time if I had more questions.

Other more helpful informants since then have been my mother and Nina Greenwald. Nina has given me some of her own earlier work that is very close to my own and helpful. My mother has sent many articles and chapters that have made understanding Piaget and applying his theories to my own possible.

-Alfie

David Gray
2/4/96
Bio&S 300

Psych. professor

Initial Meeting with Psychology Faculty Informant Kristi Lockhart

Kristi Lockhart's research interests include: "development of children's understanding of social and moral rules; childhood and adult psychopathology, particularly depression." I met with her Thursday Feb. 1st during her office hours. She was receptive and open to discussing various aspects of my topic. We spoke for nearly an hour. What follows are my paraphrases of what Lockhart said during our conversation. I did not use a recording device. Instead, immediately after our meeting I wrote down all that I remembered. During the weekend my brain released more memories of what was said. However, for producing direct quotations, I see that a tape recorder is necessary.

- She thinks Ritalin is over prescribed. However, she believes it is a genuine psychopathology rooted in neurological dysfunction

- She would be interested to learn about individuals coping with the disorder without drugs. However, she believes that to be a very small percentage of ADD individuals.

- She believes that it is the people with high IQ's who could develop compensatory mechanisms and, thus, avoid diagnosis or drug treatment. (She seemed adamant on the issue of inherent intelligence.)

- She said that today parents (and teachers) are not willing to accept that some children aren't good learners and that we (society) should find alternatives for them.

- She knows two families with children taking Ritalin. In one case, she believes that the child is certainly benefiting from drug treatment because it allows him/her to participate in life in a "normal manner." In the other case she suspects that the parents are unnecessarily drugging their children. She suspected poor parenting to be the cause of the children's behavior. (I neglected to ask how or why she made the distinction between the two families.)

- She agreed that larger class sizes might precipitate more ADD diagnoses. Teachers are somehow less likely (these days) to deal with children acting out. (e.g. "I'm a math teacher not a psychologist.")

- She said teachers expectations effect their treatment of a student. Thus, if the teacher suspects ADD they might be less likely push the child to excel.

- She said that some learning disable children (e.g. dyslexic) might be misdiagnosed with ADD because without special reading techniques they can't read, making concentration on learning tasks difficult.

- She said that humans haven't evolved to sit still for prolonged periods and that it is ironic that ADD people should be labeled maladaptive.

- She warned me that the Ithaca school system is difficult to penetrate for purposes of psychological testing. Also, it might be difficult to get statistics on Ritalin use because of confidentiality.

- She suggested I contact a local child psychologist named Linda Mack, as well as, post signs in pediatrician's offices to generate interviews with parents.

- See Mark Haagnard HDSF

Subj: **Re: CCT (umb) Graduate Thesis**
Date: 10/30/99 12:13:40 PM Eastern Standard Time
From: izzy@izzyg.com (Izzy Gesell)
To: AKW926@aol.com

Hi Angi,

I'd love to talk wwith you about this. Give me a call this weekend if you'd like. I'll look over the questions but prefer to talk rather than write.

Also you may want to contact Jenny Trotter at the Wholistic stress Control Institute in Atlanta. Jenny's mission is to remove violence from the school system. her number is 404-755-0068. Use my name * called 10/31 left voice mail

Izzy

At 11:58 AM 10/30/1999 EDT, you wrote:
>Izzy- Peter Taylor gave me this address that I may use a small amount of your
>time for an interview. I also left a voice mail to be on the safe side
>
> I am an RN/health educator, doing my thesis on the use of humor in the
>schools to promote violence prevention. At this point I have alot of info
>about v. prevention/conflict resolution (serious stuff!).
>
> I have now taken a step backwards to look at:
>Humor-->decrease stress/anger-->conflict resolution-->violence prevention
>
> I have been following Loretta Laroche for about 12 years, and I do use
>humor in my classes and at the hospital with colleagues, but now I need to
>formally document my thoughts and actions. I was pleased when Peter
>suggested I contact you for additional insight.
>
> Is there any time available when I could discuss this topic with you? I
>have class on Mon. evening, but I'm available other evenings after eight by
>phone. If more convenient, I will leave a few questions which are in my
>concept mapping, perhaps you could respond by e-mail? Thanks in advance
>Angi
>
>1. Kids lives have become very complicated, constantly involved in activities
> to "keep them busy". Do you think in class, or after school workshops
> with humor would decrease stress and internal conflict?
>2. Should/could we also involve parents/siblings? ideas?
>3. We were raised in a less complicated period of time, do you feel the
> use of humor in the classroom would decrease/eliminate problems?
>4. You have (3) books which I located via Amazon, but not in the bigger
> bookstores. Which one(s) would be most helpful to me doing this
> research? Others I am using are: Gesundheit! - Patch Adams, and
> Don't get mad, get funny - Leigh Ann Jesheway, and Jim Henson.
>5. Are there specific areas of focus which I have overlooked and should
> include?
>
> The written paper (phase 1 - practicum) is due December 13. We will be
>doing an informal presentation Sat, Dec. 4th. I would like to use my ideas

Jeanne Hammond
Assignment B3
October 20, 2002

Annotated Bibliography

Guiding Question:
What can I learn about developing a climate for teamwork to enhance job satisfaction, improve unit morale, and decrease staff turnover through review of current literature and observation of related efforts?

Cox, K.B. (2001). The Effects of Unit Morale and Interpersonal Relations on Conflict in the Nursing Unit. Journal of Advanced Nursing, 35 (1) 17-25.
Greater unit morale and better interpersonal relations were associated with lower intragroup conflict and less anticipated turnover. Nurse managers need to promote an environment that supports a team-oriented culture by encouraging collaboration and collegiality, while minimizing the conditions for conflict. Nursing is teamwork, therefore nurses need to learn to be effective team players. Developing as a team player needs to begin during basic nursing education

Fawcett, D.L. (2002). Mentoring: What It Is and How to Make It Work. Association of Operating Room Nurses Journal, 75(5) 950-955.
A mentor is a role model for a new nurse that provides a nurturing environment to help the new nurse grow professionally. The responsibilities of a mentor include knowing the mentee, able to communicate openly with the mentee, communicating standards of practice, and assist in the socialization of new nurses to the unit. A mentor is a friend, teacher, advocate and confidant. The relationship is built on trust. Whether a mentor or not, every nurse on the unit is responsible for the success of a new nurse. They are responsible for teaching new skills or accepting a new staff member as part of the team.

Fullam, C., Lando, A.R., Johansen, M.L., Reyes, A., & Szaloczy, D.M. (1998). The Triad of Empowerment: Leadership, Environment, and Professional Traits. Nursing Economics, 16 (5) 254-259.
Empowerment is moving decision making down to the lowest level where competent decisions can be made. In the hospital setting it would be at the unit staff level. Empowerment is a process that includes the professional nurse, a supportive environment and transformational leadership. It is an environment in which there is mutual trust, respect and autonomy. Developing an empowered staff is a win-win situation for all involved including the leadership team, nursing staff and institution. Empowerment results in increased employee satisfaction.

Hetherington, L.T. (1998). Becoming Involved: The Nurse Leader's Role in Encouraging Teamwork. Nursing AdministrationQuarterly, (Fall), 29-37.
The benefits of effective teamwork include a shared vision of patient care and unit practice, enhanced professional relationships amongst caregivers, increased unit morale and reduced staff burnout. The manager can help promote job satisfaction by promoting joy in the work we do. Job satisfaction and joy in work is related to involvement. Meaningful involvement will encourage staff to participate in professional development committees and unit based projects. The nurse manger can lead by role modeling.

Katzenbach, J.R. & Smith, D.K. (1999). The Wisdom of Teams: Creating the High-Performance Organization. New York: HarperBusiness Book.

Mills, A.C. & Blaesing, S.L. (2000). A Lesson from the Last Nursing Shortage: The Influence of Work Values on Career Satisfaction with Nursing. Journal of Nursing Administration, 30 (6), 309-315.
As another nursing shortage looms over healthcare, the reasons that nurses chose nursing as a profession and would they encourage others to enter the profession are explored in this research article. Concerning is the

dissatisfaction of nurses with their career, to the extent they would not encourage others to enter the profession nor would they chose nursing as a profession if they had the chance to do it over again. A lesson learned from the last nursing shortage is nursing cannot respond to financial pressures to reorganize nursing activities that would alter nurses core work values which include the rewards in the nurse-patient relationship.

Roman, M. (2001). Mentors, Mentoring. MedSurg Nursing, 4 (2) 57-58.
Mentoring is a nurturing relationship. Mentoring helps new nurses to grow professionally by providing knowledge, advice and emotional support. "Novice nurses today still seem most frustrated by the lack and care of concern they are shown by staff nurses, their peers and colleagues. It has been said "Nurses eat their young." Why don't we nurture our young and watch them grow?

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"Current staff on a unit plays a major role in minimizing turnover." "When a nurse fails to succeed on the unit, it's because the current staff failed that person." There are tips to enhance positive relationships among staff. It is everyone's responsibility to encourage new staff and provide positive feedback to increase confidence and self-esteem. Mentoring and providing corrective feedback can help guide practice and help achieve self-efficacy.

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Chapters Shared Visions and Team Learning will be read and added to this annotated bibliography.

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Factors that contribute to improved staff morale and staff retention are performance recognition, flexible work schedules, empowering staff at the unit level, and time allowed for professional development. We need to promote and celebrate nursing as a profession and create work environments that nurses want to work in. Improvements in the work environment include elimination of mandatory overtime and provision of optimal staffing for acuity.

Wieke, K.L., Prydun, M., & Walsh, T. (2002). What the Emerging Workforce Wants in Its Leaders. Journal of Nursing Sholarship, 3rd Quarter, 283-288.
A phenomenon of 4 generations working together has emerged. Each generation has values and ideals unique to each generation, but is in conflict with the values of other generations. The emerging workforce values flexibility, training, mentoring, money and a balanced home/work life. The emerging and entrenched workforce desire some of the same attributes in leaders, but the emerging workforce prefers more nurturing qualities. Nurse leaders will need to respond to the needs of the generations to develop a cohesive work environment in which everyone's values are respected.

Zemke, R., Raines, C. & Filipczak, B. (2000). Generations at Work: Managing the clash of Veterans, Boomers, Xers, and Nexters in Your Workplace. New York: Amacon.

Cyndie Mignini
Annotated Bibiliography
CCT 698
Nov. 12, 1999

Thesis Question: What elements are to be incorporated in a successful "active learner curriculum"?

Alper, Lynne, Dan Fendel, Sherry Fraser, Diane Resek, "Designing a High School Mathematics Curriculum for All Students," *American Journal of Education* v106 (Nov. 1997) p. 148 – 178

Authors are directors of IMP; Fendel and Resek are authors of IMP curriculum

The article states each of the four principles the IMP curriculum is based on:

1. *Students must feel at home in the curriculum*
2. *Students must feel personally validated as they learn.*
3. *Students must be actively involved in their learning.*
4. *Students need a reason for doing problems.*

The authors go on to discuss how each principle figures into the program and what considerations/obstacles were presented. Other issues: teacher support and training, accommodating various learning styles, concrete examples, heterogeneous grouping with challenging enrichment problems for top level students, cooperative group setting, involving families and communityThe article concludes with a brief look at how IMP students have fared during the program, after the program, and into college.

Alper, Lynne, Dan Fendel, Sherry Fraser, Diane Resek, "Is This a Mathematics Class?," *The Mathematics Teacher* v88 (Nov. 1995) p. 632 – 638

Overview of IMP program, focusing on Cookies

Modifications necessary for IMP-like framework: group learning, extended problems, student writing, assessment and grading pivots on demonstrations of conceptual understanding

Overall, similar to "Problem-Based Mathematics"

Alper, Lynne, Dan Fendel, Sherry Fraser, Diane Resek, "Problem-Based Mathematics—Not just for the College Bound," *Educational Leadership* v53 (May 1996) p. 18 – 21

Article gives overview of IMP program; Describes support recommended for teachers new to the program (inservice workshops, one period per day to study and share experiences with other IMP teachers, team-teaching, maintaining network of telephone contact among teachers); Units begin with motivating problem too difficult for almost any of the students to solve at first (sounds like Japan)

This will be an important article for phase 2 as it describes some preliminary results fro IMP success study (IMP students stay with mathematics longer, score at least as high on SAT, greater achievement growth over the course of a school year, more active in college classes)

Attaining Excellence: A TIMSS Resource Kit

Kit contains (among other items) Teaching Module, Curricula Module, and Videotaped lessons

I have found the videotaped lessons very useful. The typical Japanese class structure contains elements I would like to incorporate in my curriculum. I do not know how to reference the tapes, however.

Boud, David, Ed., Feletti, Grahame I., Ed., *The Challenge of Problem-Based Learning*

Book has been ordered through Barnes and Nobles;

Fostering Algebraic and Geometric Thinking: Selections from the NCTM Standards

Outlines the Professional Standards for Teaching Mathematics

- *Worthwhile Mathematical Tasks*
- *Teacher's Role in Discourse*
- *Students' Role in Discourse*
- *Tools for Enhancing Discourse*

Glasgow, Neal, *New Curriculum for New Times: A Guide to Student-Centered, Problem-Based Learning*

Book defines problem-based learning and student-based learning The book states advantages and disadvantages to each type of learning. Qualities of a good problem are listed. This book will be very beneficial in Phase II.

Manaster, Alfred B, "Some Characteristics of Eighth Grade Mathematics Classes in the TIMSS Videotape Study," *American Mathematical Monthly* v105 (Nov. 1998), p. 793 – 805

Contains charts with percentages in various categories for each country based on TIMSS videotape study;

Conclusions about U.S. lessons: no instances of explicit math reasoning; more arithmetic lessons; significantly more fragmented; less us of solver controlled and multi-step problems; also contains results with comparisons to Japan and Germany

Overall concerns of TIMSS: few examples of explicit math reasoning and scarcity of realistic problems across the three countries

McNeely, Margaret, Ed. *Guidebook to Examine School Curricula.* (Washington, D.C.: U.S. Government Printing Office, 1997).

Summarizes TIMSS results as they relate to curriculum.
Also outlines Project 2061 procedure for reviewing curriuculum

Peak, Lois. *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context;*

Initial Findings from the Third International Mathematics and Science Study. (Washington, D.C.: U.S. Government Printing Office, 1996).

Summarizes the results of TIMSS. Conclusions are divided into: Achievement, Curriculum, Teaching, Teachers' Lives, and Students' Lives

Stigler, James W., James Hiebert, "Understanding and Improving Classroom Mathematics Instruction: An Overview of the TIMSS Video Study," *Phi Delta Kappan* v79 (Sept. 1997) p. 14 – 21

Goals which guided study: to learn how eighth grade mathematics is taught in U.S., to learn how eighth grade mathematics is taught in the two comparison countries, and to learn how American teachers view reform and to see whether they are implementing teaching reforms in their classrooms

Articles outlines how study was conducted; States some results and typical lesson for each of three countries;

Describes obstacles for improving U.S. classrooms (cannot simply import a system into a different culture, solutions too often focus on individual features of teaching instead of entire system)

Ways to improve: lesson study groups (major plus for Japanese system); groups of teachers focus on one lesson and consistently work to improve that particular lesson; driving belief of group: students' opportunities to learn will improve with beatter lessons and that better lessons come through collaborative planning and testing; improvement is steady, gradual, cumulative

Willems, J., "Problem-Based (Group) Teaching: A Cognitive Science Approach to Using Available Knowledge," *Instructional Science* v10 (April 1981): p. 5 – 21.

Building on a cognitive psychology foundation, the article explains the need for problem-based learning in terms of how information is encoded in memory. Education must provide opportunity for recall to be available and flexible.

Terese BYRNE
Annotated Bibliography: Oct. 26 '98

needs statement of thesis question and/or project description

Marzano, Robert; and Arredondo, Daisy E. "Restructuring Schools Through the Teaching of Thinking Skills," Educational Leadership. V. 44. May, 1986. pp. 20-25.

This article serves mostly as background information. It does mention analogical reasoning as one of the most commonly included thinking skills being taught. It describes the analogical relationship as A:B:C. This would influence the type of test items I might design.

Gentner, Dedre; and Holyoak, Keith J. "Reasoning and Learning by Anology," American Psychologist. v. 52. January, 1997. pp 32-34.

The article indicates that support data is now available for some of the assumptions about the effectiveness of teaching by analogy. This verifies its value. It supports my feeling that simile and metaphor, categorization, and similarities/differences are included under the analogy umbrella, and might be valid testable areas. It also reiterates the most general forms of analogy as including structural information, and goals of the triggering episode - which will be important in designing questions.

Holyoak, Keith J.; amd Thagard, Paul. "The Analogical Mind." Americal Psychologist. v. 52. January, 1997. pp 35-44.

Evidence exists that clear analogical reasoning begins as young as 24 months of age. It is therefore not just the "intelligence" indicator that it has been elevated to.. It is a natural human thinking skill which can be nurtured and developed to higher levels than previously thought. Holyoak sets up a clear path of steps in analogical reasoning. I will surely use the first several: target analog, source analog, access, retrieval, mapping, inference, and learning when I design the lessons on which the students will ultimately be tested. I will have to consider them at test design stage, but at this time I am not certain of any direct usefulness of this interesting but detailed article. One consideration I have had to take into account is whether I want to go as far as analogical reasoning itself, or the precursor steps of understanding and generating analogies which are not *completely* valid by his standard,but may be an appropriate maximum reasonable expectation for the age of the students targeted in this study.

Gentner, Dedre; and Markman, Arthur B. "Structure Mapping in Analogy and Similarity." American Psychologist. v. 52. January, 1997. pp45-56.

Gentner brings to the front, salient features in successful interpretation of analogies. She points out the importance of *causal* relationships in considering analogies. The examples used to clarify the concepts are interesting, but a bit too advanced for direct use. One thing it does well is to show just how common analogies are. Once made aware of this, students realistically should be able to generate them for the posttest of a unit.

Swartz, Robert J.: and Parks, Sandra. Infusing Critical Thinking into Content Instruction. Critical Thinking Press & Software. Pacific Grove, CA. *1994*. pp459, 462, 463, 465, 470, 471,473, 476.

Provides a graphic organizer for students to use in analogical reasoning. Suggests that this would be a valid evaluation device which is not like any of the laboratory evaluations nor the typical a:b::c:d format, as such. It is the closest thing I have found to an open ended evaluation format.

Zook, Kevin B.; and Maier, Jean M. "Systematic Analysis of Variables that Contribute to the Formation of Analogical Misconceptions." Journal of Educational Psychology. v.86. 1994. pp 589-600.

At first I didn't appreciate the importance of this article. Then I realized that in designing the test items, it will be necessary to indicate options available to the students that will indicate the nature of error in reasoning, if any. I will design some answer choices to include typical thinking errors. The study includes two models for testing. It includes a few actual test items. *Finally!* Like several other of the studies, it depends on a story being read to the students prior to testing. The structure of the story directly influences the students' preparedness for the target reasoning. I am not sure that I like this particular format since the recency effect could cause a type of response that may indicate mastery of the process beyond the actual level.

Pauen, Sabina; and Wilkening, Friedrich. "Children's Analogical Reasoning about Natural Phenomena." Journal of Experimental Child Psychology. v. 67. 1997. pp. 90-113.

This article describes the typical format for experiments measuring analogical reasoning. One weakness of the typical system is the fact that analogies are selected by the tester rather than the student. The indication here for me is twofold: I need to listen actively to the students I encounter prior to designing test items to be sure that they include commonly held background information expectations; and second, a valid test ought to include at least some opportunity for students to generate their own analogies, which may be evaluated on the basis of salient similar features without necessarily expecting a parallel reasoning that can be taken to absolute completion. A problem with Pauen's test is its complexity and laboratory requirement. My goal is still to design a test administratable within a classroom setting without elaborate equipment. I would not rule out activity based lessons during instruction or relatively simple equipment requirements for testing. I am hopeful that students might suffice with pictoral representations, multiple chioce items, and desscriptive short answers for their responses on the test. The article does describe three very different tests.

In addition to these resources, I do have access to a number of tests of cognitive skill administered from time to time in our school system. The tests do have sections on analogies. I may select some of their formats; I may not.

Thesis Question:

How can I create an argument for content-based/enriched middle school foreign language instruction — supported by research in language acquisition and second language instruction— which convinces teachers to redesign curricula and teaching methods?

Thesis Statement:

Large numbers of American school children study a second language beginning in middle school or in high school, yet most of them complete their language study and cannot communicate in that language. This fact should be shocking to foreign language professionals, yet while we write and publish research for journals, we have effected little substantive change in the classroom; our students continue to complete four or more years of study without becoming proficient in the language.

In the last twenty years or so there has been a lot of research in linguistics and language acquisition. This research has led the way for research in second language instruction and has provided an opportunity for foreign language teachers to reflect on their practice and rethink their curricula. Research clearly demonstrates that students develop proficiency in a second language when the language instruction occurs within a meaningful context. A meaningful context is one that holds a level of interest for students and has relevance to their lives and their experiences. Disconnected themes like *Marta and José go to the beach* are ineffective for building proficiency because they don't provide students with the possibility of communicative tasks that are meaningful to them. On the other hand, a curriculum designed around students' eating habits provides students with a meaningful context because it is real. I want my research project to empower me and my school (I think at this point it is unrealistic to hope to effect wider-spread change) to begin to redesign our foreign language curriculum

#	Citation	Annotation
1	Davis, Robert L. (1997). Group work is not busy work: maximizing success of group work in the L_2 classroom. *Foreign Language Annals,* (30, No. 2), pp. 265 - 279.	Davis outlines GW and explains how it represents a meaningful paradigm shift in L_2 teaching, i.e. teaching language within a meaningful context. He explains good task design and implementation , when and why GW can be unsuccessful, and why teachers have failed to adopt it or the new paradigm in general.
2	Ballman, Terry L. (1997). Enhancing beginning language courses through content-enriched instruction. *Foreign Language Annals,* (30, No. 2), pp. 174 - 186.	Discussion of content traditionally being put off until intermediate or advanced L_2 study. Lays out rationale for including content at beginning level and proposes a 6 day lesson plan .

3	Krashen, Stephen D. (1999). Seeking a role for grammar: a review of some recent studies. *Foreign Language Annals*, (32, No. 2), pp. 245 - 254.	Krashen outlines and reviews research in direct grammar instruction to support his Monitor hypothesis that direct instruction in grammar produces modest change. The article is not in-depth enough, but I think Krashen's work might support Davis' finding in cit. #1.
4	Gousie, Laurent. (1998). New methods and tools for teaching foreign languages. *Technological Horizons in Education Journal*, (April, v25, n9), p 54.	Gousie describes the history of using technology in the classroom and takes the reader to current times. He discusses how a teacher might use different technologies and their impact on FL teaching (greater exposure to native cultures, native language use). He finally argues that teachers need to be trained in these new technologies if they are expected to use them. ***Not a very relevant article for my research.***
5	Rivers, Wilga. (1997). Principles of interactive language teaching. Retrieved October 2, 1999 from the World Wide Web: http://agoralang.com/rivers/10principles_0.html	A somewhat superficial treatment of the issue. Rather surprising and disappointing from Rivers.
6	Spinelli, Emily. Languages across the curriculum: a postsecondary initiative. An ACTFL Professional Issues Report. Retrieved from the WWW on October 3, 1999. http://www.actfl.org/htdocs/pubs/curriculum.htm (a member's only site -see me if you'd like to see the page).	Some useful info., but really just a review of practices. Not all that useful.
7	Met, Myriam. (1991). Learning language through content: learning content through language, *Foreign Language Annals* (24, No. 4), pp. 281 -295.	Provides history of CBI, a rationale such as promotion of higher-order thinking skills, connections to cognitive psychology, and purposeful communication vs. isolated content-poor communication. Discusses different ideas for integration with various subjects. Upon re-reading, better article than originally expressed in notes.

8	Omaggio, Alice C. (1986). *Teaching language in context*. Boston: Heinle & Heinle.	A large volume. Omaggio covers many aspects from background, to trends in FL teaching, to why's and how-to's for contextualizing L_2 teaching. I have the 1986 edition from my student teaching practicum, but *-I've seen a more recent edition quoted in the lit, and will investigate it to see if there are any significant changes which warrant obtaining it.
9	Mohan, Bernard A. (1987). *Language and content*. Reading, MA: Addison-Wesley. ISBN: 1 201 05288 1	Reading recommended by Paul García at U. of Kansas (president of ACTFL). Mohan discusses research and classroom application. His perspective on ESL students, but the concept is relevant to any L_2 learning/instruction.
10	Cantoni-Harvey, Gina. (1987). *Content-area language instruction*. Reading, MA: Addison-Wesley. ISBN: 0 201 14097 7	Reading recommended by Paul García at U. of Kansas (president of ACTFL). Haven't got book yet.
11	Bragger, Jeannette D., Rice, Donald B. (1999). The message is the medium: a new paradigm for content-oriented instruction. *Foreign Language Annals*, (32, No. 3). (pp. 373 - 391).	Very excited to have found this article. Authors address the National FL Standards and are critical of how they dismiss content as something of an extra that already exists in FL courses as a matter of fact. They provide some definitions of CBI for clarity and expand upon Krashen's Input Hypothesis (i +1) b/c they do not think it allows for CBI. The authors also provide models and suggestions for application. Very useful material. *They cite Krashen, Met, and Mohan, whose work I've read.*

12 Brooks, Frank, Donato, Richard, McGlone, J. Victor. (1997). When are they going to say "it" right? Understanding learner talk during pair-work activity. *Foreign Language Annals*, (30, No. 4). (pp. 524 - 541).

The authors address the issue of learner discourse and the fact that students are using what linguists call *interlanguage* (the authors do not use this terminology). FL teachers often express frustration that students do not say "it" right. The authors make the point that learner-to-learner communication entails much more than linguistically accurate messages. They make one point which is different from other literature I've read: "forms of collaboration and social interaction unite the development of second-langauge orality with an individual's cognitive functioning). This point seems to support my project from a different perspective, but I think I must be careful not to allow this to expand my in a way that makes it unrealistic.

Annotated Bibliography

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Wieke, K.L., Prydun, M., & Walsh, T. (2002). What the Emerging Workforce Wants in Its Leaders. Journal of Nursing Sholarship, 3rd Quarter, 283-288.
A phenomenon of 4 generations working together has emerged. Each generation has values and ideals unique to each generation, but is in conflict with the values of other generations. The emerging workforce values flexibility, training, mentoring, money and a balanced home/work life. The emerging and entrenched workforce desire some of the same attributes in leaders, but the emerging workforce prefers more nurturing qualities. Nurse leaders will need to respond to the needs of the generations to develop a cohesive work environment in which everyone's values are respected.

Zemke, R., Raines, C. & Filipczak, B. (2000). Generations at Work: Managing the clash of Veterans, Boomers, Xers, and Nexters in Your Workplace. New York: Amacon.

Bob Blackler CCT698, Fall 2000

Annotated Bibliography: draft (B3)

[These are conventional annotations, i.e., not very helpful for student thinking & writing.]

[Note inconsistent citation style — that creates extra work for student later.]

1. **Osborne, R. and Freyberg, P. *Learning in Science: The implications of children's science.* New Zealand: Heinemann, 1985.** Very readable introduction to the issues involving the role of students' theories in teaching science. Particularly valuable as a resource for designing interviews for data collection about student theories.

2. **Carey, S. and Smith, C. "On the Understanding the Nature of Scientific Knowledge", Educational Psychologist, 28(3), 235-251, 1993. This article is important in clarifying the nature and levels of conceptual change for students.**

3. **Nussbaum, J (1985) "The Earth as a Cosmic Body" (pp.170-192) and "The Particulate Nature of Matter in the Gaseous Phase" (pp.124-144).** Both In, R. Driver, E. Guesne, & A. Tiberghien. Children's Ideas in Science. Philadelphia,PA. Open University Press. One of the pioneers in research about children's theories, Joseph Nussbaum also has some great techniques for gathering this type of data. He especially enjoys using pictures or having students draw what they think is happening at the microscopic level.

4. **Strike, K and Posner, G.J. "A Conceptual Change View of Learning and Understanding" in Cognitive Structure and Conceptual Change by L. West and A. Pines (211-230).** A seminal article, which contrasts the traditional empirical epistemology with their defense of a constructivist epistemology, grounded in Piaget's idea of "accommodation".

5. **diSessa, A.A. "What Changes in Conceptual Change?", International Journal of Science Education,v20, n10, 1155-1191, 1998** Andrea diSessa raises some issues around clarity regarding conceptual change that are relevant to the clarifying criteria for what counts as a "conceptual change". He directly criticizes Strike & Posner as well as Carey.

6. **Watts, D. Michael. "Some Alternative Views of Energy". Physics Education; V.18 n5 p213-17 Sept. 1983.** Watts used the "interview about-instances approach" to collect a series of seven "alternative frameworks" about energy. He strongly asserts that these "alternative frameworks" are not merely misconceptions " but are part of a complex structure which provides a sensible and coherent explanation of the world from the youngster's point of view. He is asserting that students' living in the world facilitates their construction of conceptual frameworks, which often provide coherent explanations for how the world works. At worst these may be misconceptions, but often they are common-sense foundations for the abstract theories that fly in the face of our every day observations. Watts formulated these "alternative conceptions" by analyzing the interpretive responses given by English high school students to "a series of line drawings that depict various situations where the concept of energy may or may not be thought to be involved"

[This annotation is helpful to the student in his subsequent writing]