

EHE

Office of Research Newsletter

Autumn 2010

Collaboration Is Path to Greatness



Achterberg

During his tour of Ohio this summer, President Gee commented, “We no longer say ‘publish or perish.’ Now it’s ‘partner or perish.’ Great universities are those that learn to collaborate.”

Many of us in EHE already follow that precept. We understand what the National Academy of Sciences urges that scholars “cut across traditional disciplines” to solve complex issues and “transform existing disciplines and generate new ones.”

The ASPIRE Project gathers experts from our college, the arts and sciences and P-12 education to transform **Science, Technology, Engineering, and Mathematics (STEM)** and foreign language teacher preparation in Ohio. To improve teacher preparation worldwide, the U.S./Indonesia Teacher Education Consortium supports the goal of certifying 2.7 million teachers while the Haiti Empowerment Project helps educators earn teaching certificates.

In literacy education, Reading Recovery will expand nationwide, benefiting 495,000 first-graders. Faculty in the School of Educational Policy and Leadership, as well as those in the School of Teaching and Learning, are guiding the project. The Children’s Learning Research Collaborative teams up with our human development experts to unlock the secrets of comprehension and improve preschool teachers’ skills so young learners become proficient readers.

To reduce the negative impacts that poverty has on society, the International Poverty Solutions Collaborative involves more than 60 scholars, including 19 faculty in the College of Education and Human Ecology (EHE) in five academic areas. The Kellogg planning grant involves experts in parenting, nutrition, physical activity, community development and medicine in creating parent education for low-income families, which will be taught by neighborhood peers. More than 20 partners, including EHE units, comprise the Community Safety Institute, an evidence-based effort to stop youth violence.

These initiatives illustrate how we are moving toward the National Institutes of Health’s goal to “...change academic research culture so that interdisciplinary approaches and team science are a normal mode of conducting research.”

As a college, we have taken steps to meet another NIH goal—recognizing and rewarding scientists who embrace the importance of inter-, multi- and transdisciplinary research. We have dedicated budget to strengthen the Office of Research support of the grantsmanship process, which has contributed to the recent extraordinary success in major federal awards. The office also has sponsored valuable workshops and guest speakers and administered incentives such as the Interdisciplinary Seed Grant competition.

I urge our entire college family to find partners with whom you can care, share, and dare to collaborate as you accomplish great things.

Cheryl Achterberg
Dean

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\$6M to Study Pre-K Teacher Prep

Shayne Piasta (School of Teaching and Learning), Assistant Director of the Children's Learning Research Collaborative, will lead the recently awarded five-year, \$6M grant from the U.S. Department of Education. She and her team members, **Laura Justice** (School of Teaching and Learning), **Ann O'Connell** (School of Educational Policy and Leadership) and **Dennis Sykes**, Director of Early Childhood Quality Network (ecQ-net) and the Center for Special Needs Populations, will study 900 early childhood teachers in Ohio who complete specially designed professional development courses developed by the Ohio Department of Education (ODE) and ecQ-net.

"We want to learn the extent to which professional development for preschool

teachers actually impacts children's gains in the classroom," said Piasta. The project is called **APPLE:Ohio** (**A**ssessing **P**reschool **P**rofessionals' **L**earning **E**xperiences). Piasta added, "The more we learn about early development, the more we realize this is a critical time for learning. The more we can do to support the teachers who guide preschoolers, the better off our entire education system will be."

"We have been pleased to partner with ODE over the past five years to develop this program and are excited about the opportunity to participate in a statewide evaluation of its effects," said **Dennis Sykes**. "We are hopeful that the APPLE:Ohio project will make a significant contribution to the knowledge

base concerning the effectiveness of large-scale professional development programs for early childhood educators."

Footnote: EcQ-net offers preschool teachers from across the state learning opportunities in different content areas. The seminars, which are free to teachers, are generally 10 sessions (30 hours), and are led by faculty who have undergone required orientation and training and have extensive experience in the content and in adult education.

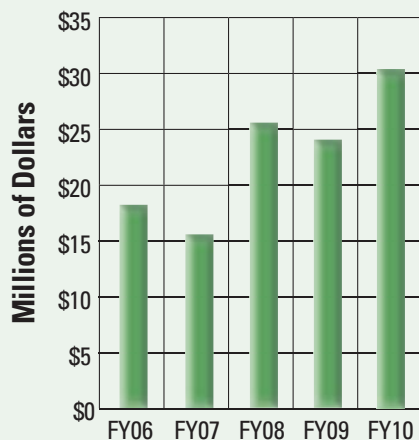


Piasta

Highlights of Research Activity

Awards received by EHE faculty and research staff continue to grow: up 30% from 2009 and 70% since 2006. Proposals and expenditures follow the same trend. Congratulations to all recipients of sponsored awards and best wishes for your continued success.

EHE Research Awards Received FY06–FY10



Foodborne Illnesses Poison People and the Economy

Robert Scharff (Department of Consumer Sciences), **Joyce McDowell** (Department of Human Nutrition and OSU Extension) and **Lydia Medeiros** (Department of Human Nutrition) reported on the economic impact from foodborne illnesses—and the costs are staggering! These faculty recently had two articles published in the high impact *Journal of Food Protection*. This outcome is the result of jointly-funded interdisciplinary research. The companion pieces (1) evaluate the annual cost of foodborne illness in Ohio (\$1,660 per case for a total of \$4.1 billion), and (2) use these data to evaluate the efficacy of food safety education provided by the Ohio Family Nutrition Program. In a follow-up study funded by the Pew Foundation, Scharff found that the economic cost of foodborne illness in the United States is \$152 billion. Although this sum is shocking, Dr. Scharff is not surprised "given that almost one quarter of Americans suffer from a mild case of foodborne illness each year. Even a mild case causes meaningful losses that can include medical and care-giving costs, lost productivity and well-being due to pain and suffering, and death." Dr. Scharff is also currently funded by the Association of Public Health Laboratories to perform a benefit cost analysis of PulseNet, a national surveillance system designed to detect and improve response to foodborne illness outbreaks in the United States. Preliminary evidence suggests that there are substantial net economic benefits associated with this system. Scharff, McDowell and Medeiros plan to continue to work together to use their complementary expertise as the basis to continue to evaluate foodborne illness policies.



Scharff



McDowell



Medeiros

Project ASPIRE: Reforming Teacher Prep in Ohio

Overview

The College of Education and Human Ecology's \$13 million grant from the U.S. Department of Education is funding an innovative program to prepare and support new urban teachers to be successful in high-need schools. Two aspects of Project ASPIRE: **A**pprenticeships **S**upported by **P**artnerships for **I**nnovation and **R**eform in **E**ducation, include revitalizing the undergraduate teacher certification program and preparing quality science, math and foreign language teachers at the master level.

One of the benefits of Project ASPIRE is that it aligns with Ohio's focus on education reform. "We now have resources to help support and guide the education reform and collectively improve education in Ohio," says **Sandra Stroot**, Senior Associate Dean and one of two PIs for the project.

Over the course of the four-year grant, the college plans to graduate 120 teachers with master's degrees for placement in Columbus City Schools (CCS). Seventeen graduate students are enrolled in the cohort that just began summer 2010, with the intent of expanding to 30 master's students per year. In addition, the reactivation of the undergraduate degree-licensure program will produce 600 teachers with bachelor's degrees.

Partners enhance the project team

Stroot and **Rebecca Kantor**, Director of the School of Teaching and Learning, are the PIs of the project. Other essential team members include four Co-PIs, **Barbara Seidl** and **Laurie Katz** (School of Teaching and Learning), **Belinda Gimbert** (School of Educational Policy and Leadership), **Dennis Sykes** (Center for Special Needs Populations), Project Directors **LaShaun Carter** (CCS), **Jessica Mercerhill** and **Shiv Desai** (School of Teaching and Learning), and an assembly of other key representatives from CCS.

An essential element of Project ASPIRE is the partnership with CCS. Together, the project team and the school district identified the greatest needs and the best ways to work together to meet those requirements. **Bruce Patton**, Professor of Physics, along with other colleagues from Ohio State's College of Arts and Sciences, the Ohio Board of Regents and the Ohio Department of Education, ensure that teachers have superior content knowledge in the areas they will be teaching.

Battelle for Kids, the Granville Studio for the Visual Arts, Harvard's Project Zero and Nationwide Insurance also contribute to the project by helping program leaders understand the needs of the business community in order to facilitate teachers with preparation of students to meet such needs.



Project ASPIRE Team: Front row, left to right: **Jessica Mercerhill**, **Rebecca Kantor**, **Sandra Stroot**, **Dennis Sykes**, **LaShaun Carter**. Second row: **Isha Matthews**, **Raeal Moore**, **Adrian Rogers**, **Lisa Riegel**, **Shiv Desai**.

Not pictured: **Tonya Brown**, **John Farley**, **Belinda Gimbert**, **Laurie Katz**, **Sally Oldam**, **Barbara Seidl**

Mentoring master's students

Project Director **Shiv Desai** shared, "Project ASPIRE is building on the already successful Master of Education program. We are working collaboratively with the school district and the teachers' union to develop and implement the residency program. Because of the collaborative nature of the project, we are working closely together to create positive changes in preparing preservice teachers to be successful in urban schools. By providing our students with the added resources and support, we are ensuring they become highly successful educators who provide high-quality educational experiences for the most vulnerable students."

He further explained that each student teacher participates in a quarterly urban education seminar to learn and explore the traits of an effective urban teacher. In addition, students will benefit from extended placement with primary cooperative teachers and will receive a \$30,000 stipend in exchange for three years of teaching service in CCS. He appreciates the tremendous support he receives from CCS in collaborating in all aspects of the project: professional development for mentor teachers; student supervision; Teacher Residency model design; and innovative curriculum design. The Teacher Residency program allows some of the college's best students to work with high-quality mentors in the CCS. They become part of a cohort of students who receive additional coaching and mentoring support during their first three years of teaching as a means of increasing retention and improving student learning.

Creating multiple paths to licensure

In order to meet another goal of the program, the college is developing multiple and flexible pathways for students to receive a degree and a teaching license. **Jessica Mercerhill**, ASPIRE

...continued on page 4

Argumentative Writing Is NOT Confrontational

It involves collaborative learning and reasoning



Newell



Bloome



Hirvela



Marks

Funded by the Institute of Education Sciences, **George Newell** (School of Teaching and Learning) is leading the three-year, \$1M interdisciplinary research team of **David Bloome** and **Alan Hirvela** (School of Teaching and Learning) and **Helen Marks** (School of Educational Policy and Leadership) to identify factors and instructional processes that are predictive of high-quality argumentative writing in high school English Language Arts (ELA) classrooms. Argumentative writing is defined as a type of

critical thinking involving the identification of a thesis (claim), supportive evidence (empirical or experiential), and assessment that link the thesis, evidence and situation within the context of the argument.

Newell and colleagues will work with 48 experienced and successful ELA teachers to conduct a detailed, quantifiable observational study of high school ELA classrooms. The researchers will direct a digital video study of teaching and learning argumentation by considering grade level (9th and 12th), academic track (college preparatory and noncollege prep), and school district context (urban and suburban). Newell and the team will use these findings to construct a model of effective instruction of argumentative writing which will help students achieve their academic and professional goals.

Mathematics Coaching Program Enters Year 6

The Mathematics Coaching Program (MCP), led by faculty investigators **Patti Brosnan**, **Diana Erchick** and **Azita Manouchehri** (School of Teaching and Learning), has built a strong working infrastructure in response to critical needs across the state. As the project enters its sixth year, the overarching goal remains the same—to improve mathematics teaching and learning in low-performing K-12 schools in Ohio. Brosnan shared, “The fundamental guiding premise of our work in MCP is that if we are not teaching in ways that students who struggle *can* learn mathematics, then *we* must learn how students *can* learn and what we as teachers *must do* to make that learning happen.” Their findings show that the MCP has had a positive and significant impact on student mathematics achievement at all grade levels 3 through 8 and across all student subgroups. “Considering that our work is conducted in some of the lowest performing schools in the state gets some hope for other schools that are otherwise not expected to improve,” said Brosnan.



Brosnan



Erchick



Manouchehri

Project ASPIRE...continued from page 3

Project Director, is leading the charge to reactivate the four-year Bachelor of Science in Education. “The most exciting aspect of this initiative is that we will be meeting the State and Federal call for highly qualified teachers,” said Mercerhill. Because Ohio State already has a selective admission policy, the application process for the bachelor’s program toward teacher licensure will help in selection of the best of the best, according to Mercerhill.

“One of the significant challenges we are facing is that people are excited and communicating a huge demand for the undergraduate pathway to licensure, which has not yet been approved through the administrative channels,” explained Mercerhill. She hopes that one half of the students will begin Autumn 2011, and the other half will begin Autumn 2012. Combined with the pre-education programs offered in the College of Arts and Sciences, the new programs will provide an opportunity for students who come to the university with the intention of becoming teachers to take an intensive four-year program.

“We are going to be more flexible in how we offer courses for the needs of students while improving the quality of teachers,” Kantor says.

If you know individuals who might be interested in changing careers to become a quality, high-need urban middle or secondary teacher in science, math or foreign language, please refer them to the **website: <http://ohioaspire.org/>**

Graduate Students Shine!

- **Michelle Asp** (Department of Human Nutrition, **Martha Belury**, advisor) received the *Presidential Fellowship* from The Ohio State University, the *Research Award* from the American Society of Nutrition and the *Scholar of the Year Award* from the Philanthropy Education Organization. She recently was appointed to a post-doctoral fellowship at the University of Minnesota's Department of Integrative Biology and Physiology.
- **Erika Grafsky** (Doctoral Candidate in Department of Human Development and Family Science, **Julie Serovich**, advisor) is the recipient of the *2010 Student of the Year Award* from the National Council on Family Relations. This award is given to a student "who has demonstrated excellence as a student with high potential for contribution to the field of family studies." She also received an *NIH R36 Dissertation Grant* from the National Institute on Drug Abuse to further her research program. She is in her fifth and final year and will soon be applying for faculty and postdoctoral positions.
- **Shilpa Register**, O.D., is advised by **Ada Demb** in the School of Educational Policy and Leadership. She received the *Michael G. Harris Ezell Fellowship* from the American Optometric Foundation. Dr. Register is a full-time faculty member in Ohio State's College of Optometry. "I have been teaching for the past six years and was in private practice four years (prior). I decided to pursue a doctoral degree in education because I want to improve healthcare education... to help shape the curriculum using innovative and supportive techniques," stated Register.
- **Michael Yough** (Doctoral Candidate in the School of Educational Policy and Leadership, **Anita Woolfolk-Hoy**, advisor) received the *Dissertation Research Award* from the American Psychological Association, Division 15, Educational Psychology. Michael will soon be applying for faculty and postdoctoral positions in Educational Psychology.



Left to right: Yough, Grafsky, Register

Asp

Congratulations to these students and their advisors!

Ohio University to Bestow Medal of Merit on Laura Justice



Justice

Ohio University (OU) will honor **Laura Justice** (School of Teaching and Learning) with its prestigious Medal of Merit in October. The medal recognizes alumni who have achieved distinction in their chosen fields. Justice, a three-time graduate of OU, is a clinical speech-language pathologist internationally recognized for her considerable interdisciplinary research on speech, language and reading in early childhood development. Justice has shared her

knowledge on early literacy intervention in Croatia, Italy, Ukraine, Mexico and Kenya, among other countries.

In 2007, Justice was awarded the Presidential Early Career Award in Science and Engineering from George W. Bush. She was the first selected recipient in the field of education. She has been an Erskine Fellow at the University of Canterbury, a Fulbright Scholar at the University of Zagreb and a Senior Fellow at the University of Bologna. Justice also received the Distinguished Alumni Award from the School of Speech and Hearing Sciences at Ohio University in 2009. Recent recipients of the prestigious Medal of Merit award include: Judge of Franklin County Court of Common Pleas, VP of Operational Technologies and Solutions at Raytheon, and CEO and Chairman of Collective Brands (including Payless Shoes, Stride Rite, and Keds).

Sponsored Program Officer Is Appreciated

In her role as Senior Sponsored Program Officer, **Donna Roxey**, Office of Sponsored Programs, "has been serving the faculty and research staff of the college for years," said **Neal Kelley**, Senior Grants Manager (EHE Office of Research). Long before *CAYUSE* and *FASTLANE*,



Kelley and Roxey

Donna remembers making multiple original copies of proposals and racing filled boxes to the USPS for postmarking by the deadline. **Dennis Sykes**, Director of the Center for Special Needs Population, and **Peggy Kasten**, Director of the Ohio Resource Center, agree that Donna's late night trips were just one example of her dedication to the research enterprise of the University and the College of Education and Human Ecology. Donna shared that she really enjoyed assisting new faculty with initial proposals and watching their successful career development. **Eric Anderman** (School of Educational Policy and Leadership) commented that the level of support faculty receive at Ohio State, especially from Donna, is outstanding. We sincerely thank Donna for her solid support and wish her all the best as she begins retirement on October 1, 2010.

R is for Reading Comprehension



Justice



Piasta



Lomax



O'Connell



Petrill

Like detectives in the best-selling novels, Professors **Laura Justice** and **Shayne Piasta** (School of Teaching and Learning), **Richard Lomax** and **Ann O'Connell** (School of Educational Policy and Leadership), and **Steve Petrill** (Department of Human Development and Family Science) are untangling the mystery of reading comprehension. "We know much about how kids 'crack the code', how they learn about letters and sounds and their relation to words," Project Leader Justice said. "But we know surprisingly little about how children take that knowledge and use it to understand what they have read. Many children seem to fail with such translation."

Although billions of dollars have been spent to improve the basic reading skills of young children, this group of talented faculty will lead a new national initiative to help millions of American children who struggle with learning to read. The interdisciplinary team will direct a five-year, \$20 million project funded by the Institute of Education Sciences to

improve reading comprehension skills in children from pre-kindergarten to third grade.

The researchers will develop intervention programs that can be immediately implemented in schools around the country, said Laura Justice. The Ohio State team is joined by researchers from the University of Kansas, Arizona State University, University of Nebraska-Lincoln and Lancaster University in the United Kingdom.

"We are honored to play a key role in this prestigious network of social scientists on a mission to accelerate the pace of reading comprehension research," said **Cheryl Achterberg**, Dean of the College of Education and Human Ecology at Ohio State. "Dr. Justice and her team represent Ohio State's excellence and our profound commitment to helping children who struggle to understand what they read."

David and Marti Andrews Move to Johns Hopkins University

David Andrews (Department of Human Development and Family Science) joined Johns Hopkins University School of Education as Dean on September 1, 2010. Prior to joining Ohio State in 1995, David served as associate professor of Human Development and Family Studies and adjunct professor of Psychology at both Oregon State University and the University of Oregon. He came to Ohio State as the Assistant Director of Extension to provide leadership for the 4-H Youth Development Program. From 1998 to 2006, he served as Dean of the College of Human Ecology. In 2006, David became the founding dean of the merged College of Education and Human Ecology. David is nationally recognized for his ability to establish key interdisciplinary collaborations to enhance the well-being of vulnerable populations of children and families. He was instrumental in establishing an innovative partnership with Columbus City Schools to establish a model world-class early childhood laboratory in the Weinland Park Community. **Cynthia Buettner** (Department of Human Development and Family Science), David's long-time colleague, has assumed a leadership role for the current research projects at Ohio State with David remaining an active member of the team.

Marti Andrews (Department of Human Nutrition) will also be missed! She served the college by teaching introductory nutrition courses, advising undergraduates, serving as the chair of the Human Nutrition Undergraduate Studies Committee and hosting students in Honduras for work at a clinic during the Christmas break. "Marti has always had a passion for international nutrition," stated Mark Failla, former Chair of Human Nutrition and current Associate Dean for Research, so he expects that she will be welcomed by the highly respected faculty in the Program in Human Nutrition in the Department of International Health at Johns Hopkins.

Sincere appreciation is extended to David and Marti Andrews for their many contributions to The Ohio State University community, along with best wishes for continued success.



President E. Gordon Gee (center) wished David Andrews and Marti Andrews farewell.

Welcome New Faculty

We are proud to introduce four new faculty who have joined the College of Education and Human Ecology (EHE)!

Susan Robb Jones (PhD, University of Maryland) rejoins the School of Educational Policy and Leadership as Associate Professor after spending the past five years at the University of Maryland. Susan's research focuses on the areas of student identity development and service learning. In her prior tenure with the college, Susan played a major role in launching the Service Learning Initiative and the Service Learning Scholars Roundtable.



Robb Jones

Terrell Lamont Strayhorn (PhD, Virginia Tech) is an Associate Professor in the School of Educational Policy and Leadership. Joining EHE from the University of Tennessee-Knoxville, his research focuses on major policy issues in higher education, including student access and achievement, equity and diversity, impact of college on students and student learning

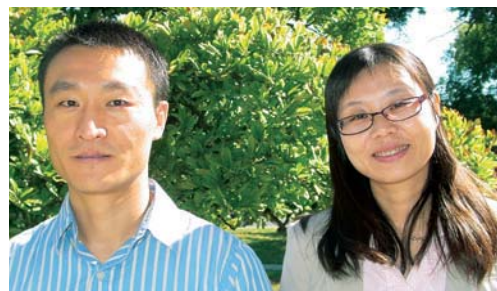


Strayhorn

and development. Terrell is also a Senior Research Associate in the Kirwin Institute for the Study of Race and Ethnicity.

Lin Ding (PhD, North Carolina State University) joins the college as Assistant Professor after serving as a postdoctoral researcher in Ohio State's Department of Physics. Lin's research in the School of Teaching and Learning focuses on student conceptual understanding and problem solving in physics and effective methods for gauging learning gains.

Hui Jin (PhD, Michigan State University) is an Assistant Professor in the School of Teaching and Learning in science education. Hui studies students' informal reasoning, particularly as it relates to core science topics such as matter and energy. She recently had a chapter accepted for the book *Learning Progression in Science*.



Lin Ding and Hui Jin

NIH Funding Continues Research on HIV Disclosure



Serovich



Bonomi



Slesnick



O'Connell

Julianne Serovich, Chair and Professor in the Department of Human Development and Family Science (HDFS), continues her research partnership with **Amy Bonomi** and **Natasha Slesnick** (HDFS) and **Ann O'Connell** (School of Educational Policy and Leadership) to further their study of how to assist men who have sex with other men (MSM) disclose their HIV status to casual sexual partners. Their focus is to further refine and develop an intervention designed to enhance HIV disclosure skills and sexual communication among HIV-infected MSM. The intervention is brief in duration, minimally burdensome on both clients and service providers and can be easily rolled out at health care and social service agencies. With funding by the National Institute of Mental Health, the team hopes to gather sufficient insight so that their findings can help prevent the further spread of HIV.

Another NIH Grant for the Harrison Team!



Harrison

Dean's Distinguished Professor **Earl Harrison** (Department of Human Nutrition) and his interdisciplinary team of Professors **Robert Curley, Jr.** (College of Pharmacy) and **Steven Schwartz** (Department of Food Science and Technology) was recently awarded a four-year National Institutes of Health, National Heart, Lung and Blood Institute grant to study the occurrence and nutritional function of apocarotenoids, newly identified metabolites of dietary carotenoids. This project continues his long term funded research on vitamin A and carotenoids, important nutrients that play a role in reducing the risk of heart disease, cancer and ocular diseases. Harrison said, "This proposal was well received because we were able to bring together a truly interdisciplinary team with expertise in chemical synthesis (Curley), analytical chemistry (Schwartz) and biochemistry and molecular biology (Harrison)."

EHE Faculty Members Collaborate Across Disciplines

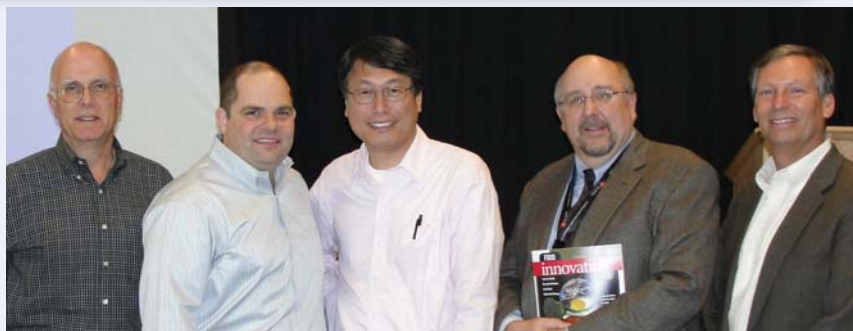
The university is investing \$16.7 million to bring together the best minds to address some of society's most pressing issues such as poverty, hunger, health and ethics. The faculty within the college exhibits a phenomenal depth of knowledge and expertise that enable us to simultaneously improve the human condition and raise the stature of Ohio State. It is no surprise, therefore, that EHE faculty members lead two University **Centers for Innovation** and play a key role in one of the newly created Innovation Groups.

Co-directed by **Howard Goldstein** (Department of Human Development and Family Science), the **International Poverty Solutions Collaborative** develops and evaluates holistic solutions to help lift communities out of poverty. With more than 60 faculty from 14 Ohio State colleges, the center has a breadth of interdisciplinary expertise greater than any other poverty center in the nation. This next generation of poverty researchers focuses on solutions rather than causes.



Goldstein

The **Food Innovation Center** brings together over 80 faculty from 12 Ohio State colleges to attack the food crisis. Feeding the rapidly growing world population (a projected 8 billion by 2025) will require a 40% increase in the world food supply, at a time when we are wasting 40% of the current supply due to challenges in economics, safety, health, nutrition, security, technology and food policy. In addition to the leadership of Center Director **Ken Lee** (Food, Agricultural and Environmental Sciences), three of the Co-directors have appointments in the



Food Innovation Center Directors, left to right: Mark Failla, Michael Leiblein (Fisher College of Business), Ken Lee, Steven Clinton, Steve Schwartz

Department of Human Nutrition: **Mark Failla, Steven Clinton** and **Steve Schwartz**. The center focuses on four major areas: (1) foods for health; (2) biomedical nutrition to fight chronic disease and health issues such as obesity, cancer of the mouth and Alzheimer's disease; (3) food safety, designed to reduce the 5,000 domestic deaths and millions of cases of foodborne illness (see related article on page 2); and (4) global food strategies and policies.

Thirty-six faculty across 11 colleges are investigating ethics in the new **Center for Ethics and Human Values**. EHE faculty members from the School of Educational Policy and Leadership and the Department of Human Development and Family Science promote an "ethics across the curriculum" approach to undergraduate and graduate education.

These EHE faculty members are leading the way in important races to discovery and intervention that will improve living and learning for the most needy and vulnerable people.

NSF Supports Climate Education



Lightle

Kimberly Lightle (School of Teaching and Learning) recently received another award from the National Science Foundation. Beyond Weather and the Water Cycle: An Earth Systems Approach to Increasing Elementary Teachers' Understanding of Climate and Climate Change builds upon Kim's award-winning NSF-funded project Beyond Penguins and Polar Bears: Integrating Literacy and Science in K-5 Classrooms. Her project will take elementary teachers and their students past the superficial understanding and teaching of weather and

the water cycle to a solid understanding of climate. Dr. Lightle creatively integrates science and literacy with innovative, transformative and Earth-friendly use of Web 2.0 tools to provide e-education opportunities.

A of Thanks

To the entire **EHE External Relations** team for consultation for the newsletter

To **Terri Plante** for graphic design

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