

Bell Corn

Meeting 19 • 2 June 2009 • Tuesday

Version:
6/2/09

People: Benoit, Montaigne; ~~Bredlove, Clifford E.~~; McDonnell, Kelsey C.; Orcutt, Kathleen S.; Pennington, Laurissa B.; Salinas, Victor; ~~Tasi, Joana~~; Watters, Erin.

Today

- (X') = anticipated time in minutes (total= 110' minus break)
- (#0001) etc.=item in document collection (will be explained in class)
- Key to notes added AFTER the class meets:
- √ = topic / activity that was adequately dealt with during the class
- + = topic needs more attention & will be resumed at next / subsequent meeting(s)
- = a topic / activity that was proposed but not carried out - will be taken up later
- ~~Struck through text like this~~ = a topic / activity that was proposed but ~~not included is not going to be taken up after all~~
- Italic text like this* = comments after the meeting

Week 10: CBI and various subject areas; checking projects against main CBI principles; program standards

materials: articles #0082, 0725; ethnomathematics resources from Mathematical Association of America; program standards (PPS #0010, OUS 0697)

Topics for this and next meeting (from my email of 1 June 2009):

- 1) Yes, we're going to talk about that rice culture CBI idea. Hope you've had a chance to read (skimming OK) the article itself, and also (more closely) #0082 about science ed for minorities.
- 2) That discussion will be aided, I think, by a look at PPS language standards and the PASS standards for another subject area, perhaps science or social science. Docs are on your disc (see PDFs of database, which are searchable in Adobe Acrobat reader). Also reference to Mary Bastiani's current FLAP grant proposal
- 3) More about CBI with math in yet another way: some activities sponsored by the Mathematical Association of America. I promise to go no further than polynomials and quadratics - if that far!
- 4) LAC courses at other institutions
- 5) Campus-wide learning outcomes at PSU as a platform for CBI.
- 6) Maybe - maybe - another discussion of grammar, such as how to teach those "favorite" features via CBI.
- 7) Your advice for me about how to organize and conduct SpeakEasy now that it has been approved for a French version in winter quarter of next year, with a possible ESL version starting as early as next fall.
- 8) The scoring guide for our course itself - that is, for (self-)evaluating the participants (with some reference as well to your evaluations of the course and me).

Teaser: This evening we attended a physical therapy session with our daughter, conducted in the Therapy Garden of Good Samaritan Hospital. Can't see a garden now without thinking CBI. Of course the therapist and our daughter didn't talk much about the garden, but rather about what to do to regain mobility. So - see item 6 above - which grammar features might be particularly frequent in such communication? What does the therapist-patient relation suggest about whether / how to conduct the same CBI activity for learners of two different levels of proficiency? And now I'm wondering whether any CBI freak has ever recorded real language used in such activities as a means of checking whether CBI activities based on them are at all realistic? I have encountered a sort of similar study: tabulation and analysis of the vocabulary used in common ESL textbooks, as compared to that encountered in real life.

Four Graduate Schools for INTERNATIONAL CAREERS

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 - MA Conference Interpretation
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 - MBA in International Business – One Year Program
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- INTENSIVE LANGUAGE PROGRAMS
 - Intensive English Study: english@miis.edu
- INTERNATIONAL POLICY STUDIES
 - MA International Policy Studies
 - MA International Environmental Policy
 - MA International Trade Policy
 - MPA in International Management
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- LANGUAGE AND EDUCATIONAL LINGUISTICS
 - MA TESOL Teaching English to Speakers of Other Languages
 - MA Teaching a Foreign Language
 - Peace Corps Master's International TESOL
 - Certificates in: Language Program Administration; Computer-Assisted Language Learning

Upcoming class meeting(s) (#18 • 28 May 2009 Thursday)

Continuation of meeting 19; outline of Project Showcase
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Common Curriculum Goals	ODE Content Standards	Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Understand and respond to what others say/sign.	Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.	<p>1.5.1 Exchange information, perform basic survival tasks, and express preferences.</p> <p>1.5.2 Use numbers, prices and times in common tasks such as making purchases.</p> <p>1.5.3 Initiate and respond to simple questions using known topics and vocabulary within the context of a familiar conversation.</p> <p>1.5.4 Create, initiate and respond to simple statements within the scope of limited language.</p> <p>1.5.5 Give instructions for a familiar simple task in steps.</p>	<ul style="list-style-type: none"> Describe with some supporting details State feelings and emotions Give directions Make suggestions Report events in present time Conduct predictable transactions Ask informational questions State reasons Handle concrete exchanges necessary for survival in the typical daily life of the target culture 	Sentences and strings of simple sentences on familiar topics; information-gap questions.	<p>Content from Benchmarks 1 – 4, plus:</p> <p>Health Occupations/careers Celebrations Travel/Vacation Environment Future Planning Goal setting Relationships between units of meaning (comparisons, possession, negation)</p> <p>Survival situations; finding lodging, food, transportation, medical assistance, obtaining directions.</p>	Students demonstrate the communicative ability to create with the language by combining and recombining learned elements into a range of sentences and strings of sentences on very familiar topics. Students are able to initiate, minimally sustain and close, in a simple way, basic communicative tasks as well as ask and answer questions. Speech is primarily in present timeframe. The student may show inaccuracies as well as some interference from the native language when attempting to present less familiar materials.

Benchmark 6 – Interpersonal Speaking (approximates ACTFL Intermediate-Mid)

Common Curriculum Goals	ODE Content Standards	Benchmark Standards	Functions to Support the Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Understand and respond to what others say/sign.	Express ideas, ask and answer questions, and initiate and engage in conversations on familiar topics for a variety of purposes.	<p>1.6.1 Exchange personal feelings, thoughts, ideas and basic opinions.</p> <p>1.6.2 Use numbers in a widening variety of tasks, such as making appointments and reservations.</p> <p>1.6.3 Initiate and briefly maintain a conversation using a series of simple, related questions and responses.</p> <p>1.6.4 Initiate, sustain and close a basic communicative task by combining and recombining learned elements.</p> <p>1.6.5 Give multi-step directions for a simple task.</p>	<ul style="list-style-type: none"> Exchange personal feelings, thoughts and basic opinions Initiate, sustain and close a more extended conversation using a series of related questions and responses Perform a widening variety of communicative tasks that may include a complication Give multi-step directions for a simple task Generate varied questions to extend or enrich conversation Demonstrate control of present time, partial control of future and past time Express simple opinions 	Strings of sentences about a single topic in an organized form; multiple information-gap questions related to a single topic.	<p>Content of Benchmarks 1-5, plus:</p> <p>Areas of personal interest Education/Careers</p> <p>Language for specific purposes in at least one of the following CAM Strands:</p> <ul style="list-style-type: none"> Health Services Arts & Communication Industrial and Engineering National Resources Business & Management At least two academic areas: (Math, Science, Language Arts) 	Students demonstrate the ability to function in a wide variety of uncomplicated, basic communicative tasks and social situations recombining learned vocabulary and structures and demonstrating partial control of present timeframe. Students can participate in simple conversations. Students are able to initiate, sustain, and close basic communicative tasks as well as ask and answer questions. The students use pronunciation and intonation patterns that can be understood only by those accustomed to interacting with language learners although they frequently make false starts and pause to search for words. Students occasionally supplement their basic vocabulary with expressions acquired from other sources such as dictionaries. Students occasionally use circumlocution when faced with difficult syntactic structures, problematic spelling or unfamiliar vocabulary as well as memory aids (notes, visuals) to facilitate presentations.

Benchmark Stage 6 – Culture

Common Curriculum Goals	Content Standards	Standards	Text Type	Content/Context	Minimum Performance Standard Level Descriptor
Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.	Demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.	6.6.1 Comprehend and use a variety of common social conventions, social courtesies, and nonverbal cues in limited social situations. 6.6.2 Identify, compare, and contrast some cultural behaviors from home and target language. 6.6.3 Identify and compare some intangible products of the target culture as social, economic and/or political institutions. 6.6.4 Identify and compare some expressive products of the target culture to their own culture. 6.6.5 Identify, compare and contrast themes, ideas, or perspectives (e.g., social, economic and/or political institutions) of the target cultures. 6.6.6 Compare and contrast regional/dialect differences, similarities and origins of the target languages.		Content from Benchmarks 1-5, plus: <ul style="list-style-type: none">• Areas of personal interest• Education/careers• Language for specific purposes in at least one of the following CAM strands:<ul style="list-style-type: none">• Health Services• Arts & Communications• Industrial & Engineering• Natural Resources• Business & Management At least two academic areas (Math, Science, English/Language Arts)	Demonstrates awareness of the target culture's influences in the products and practices of their own culture. Recognizes some differences and similarities in the perspectives of the target culture and their own. Can negotiate some simple social situations applying appropriate cultural norms. Interprets simple oral or written texts using knowledge of their own culture and that of the target culture.
Compare and contrast cultural practices of the first and second language cultures.	Demonstrates an understanding of the relationship between the products and perspectives of the culture studied.				

19-02 Jun 2009-3

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- Peace Corps Master's International MBA

INTENSIVE LANGUAGE PROGRAMS

- Intensive English Study: english@mits.edu
- Intensive Language Study: sllp@mits.edu

Summary Chart of PASS Social Science Standards and Criteria for 2005-06

Standard What students must be able to do:	Criteria What students should demonstrate
<p>A: Analyze Issues and Events Analyze complex societal issues, phenomena, and events, past and present, posing and communicating potential interpretations and responses. Use varied information sources and technology in social science inquiry and analysis.</p>	<p>A1: Framing of Event(s), Issue(s), and Problem(s): Define and explain a complex event, issue, problem, or phenomenon (historical or contemporary) of significance to society.</p> <p>A2: Use of Research and Inquiry: Analyze, interpret, and evaluate researched information, statistics, and other data, presenting differing points of view and noting patterns, limitations, and biases.</p> <p>A3: Analysis of Events, Issues, and Problems: Analyze short- and long-term causes and effects of events, issues, and phenomena at various levels, from local to international.</p> <p>A4: Interpreting or Proposing Solutions to Events, Issues, and Problems: Reach reasoned conclusions, acknowledging alternative interpretations and using supporting data and defensible criteria.</p>
<p>B: Know and Use Geographic Information Know and use geographic information, concepts, and skills to understand and analyze historical, social, economic, political, cultural, and environmental issues.</p>	<p>B1: Use of Geographic Information: Use, analyze, and design geographic tools to interpret and evaluate information and support conclusions.</p> <p>B2: Analysis of Places and Regions: Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological forces that shape them.</p> <p>B3: Analysis of Populations and Cultures: Analyze processes of human and cultural distribution, migration, interaction, assimilation, or conflict.</p> <p>B4: Analysis of Physical and Human Systems: Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.</p>
<p>C: Understand Patterns of Human History Understand significant eras, concepts, events, and relationships in history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history.</p>	<p>C1: Understanding of Human History: Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history.</p> <p>C2: Historical Analysis and Comprehension: Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity in history.</p> <p>C3: Chronological Thinking: Understand and reconstruct chronological relationships and patterns of succession and duration in human history.</p>
<p>D: Understand United States History Understand significant eras, concepts, events, and relationships in United States history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history.</p>	<p>D1: Understanding of U.S. History: Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history.</p> <p>D2: Historical Analysis and Comprehension: Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity in U.S. history.</p> <p>D3: Chronological Thinking: Understand and reconstruct chronological relationships and patterns of succession and duration in U.S. history.</p>

B**SCORING GUIDE FOR PASS STANDARD B****Know and Use Geographic Information**

Know and use geographic information, concepts, and skills to understand and analyze historical, social, economic, political, cultural, and environmental issues.

Criteria**B1: Use of Geographic Information**

Use, analyze, and design geographic tools to interpret and evaluate information and support conclusions.

B2: Analysis of Places and Regions

Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological forces that shape them.

B3: Analysis of Populations and Cultures

Analyze processes of human and cultural distribution, migration, interaction, assimilation, or conflict.

B4: Analysis of Physical and Human Systems

Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.

Descriptions of Proficient Performance

Descriptors define types of proficient performance; they are not a checklist.

- uses maps, photographs, and other tools to research places and geographic phenomena
- identifies physical, cultural, political, and economic traits of continents, regions, and major countries
- identifies population distributions, explains population demographics and trends, and analyzes issues related to population change
- examines how human activities modify the environment and how technology expands this capability
- designs geographic tools to analyze events, issues, problems, and phenomena, and to suggest or explain responses
- describes and analyzes the characteristics of places and the forces that shape them
- analyzes physical, economic, political, and social factors that contribute to human migration and describes its impact on places and systems
- analyzes and evaluates the impact of human changes on the local and global environment
- explains changing boundaries, characteristics, and conceptualizations of regions; examines how culture and experience influence perceptions of places and organizations of regional systems
- examines the effects of cultural assimilation, convergence, and divergence on people and places
- analyzes issues, events, or problems in terms of the interaction and interdependence of physical and human systems

NOTE: A course that addresses Standard B could be adapted to ensure that students also meet Standard A. The foundation and college-prep standards for Social Science are A and any two other standards.

Where's the Learning in Experiential Learning?

Facilitator:

Patti H. Clayton, PhD
Director, Center for Excellence in Curricular Engagement
Office of the Provost and Executive Vice Chancellor
NC State University

Senior Scholar, Center for Service and Learning, IUPUI

[patti_clayton@ncsu.edu]

2008 NC State Undergraduate Assessment Symposium

April 2008

**Case Study:
A Study Abroad trip in an Environmental Curriculum**

Summer 2008

Learning Goal: Students will develop a greater sense of responsibility for human impact on natural systems. First, they need to understand the components of ecosystems, then they need to understand how those components interact systemically, then they need to understand the ways that humans impact those systems, then they can think about their own responsibility for such impacts.

Curriculum:

- 70% Facts regarding ecosystems in the country
- 20% Discussion of human impacts on ecosystems in the country
Site visits to natural ecosystems in the country, including a one-day service-learning project
- 10% Guided reflection on experiences in the country, structured in terms of 2 key areas of learning (“new environmental paradigm” and “cross-cultural understanding”) and informed by standards of critical thinking
 - oral reflection at the end of each of 3 modules
 - continuous reflection (e.g., on van rides, during meals, during the opening activity for each day)
 - exam question on key learning re: “thinking like a mountain”

Student products for assessment:

- Pre-post quantitative scales (on 2 key areas of learning)
- (Pre) Reflective essay produced after Module #1, focused on “thinking like a mountain”
- Reflective mini-essays produced after reflection sessions at the end of Module #2 and Module #3
- (Post) Reflective essay produced as part of final exam, focused on “thinking like a mountain”

Summer 2008 trip follow-up

Collaborative review of 2008 essays against 2007 essays

Collaborative review of pre and post reflective essays, against one another

Collaborative review of pre and post reflective essays, against pre and post scales

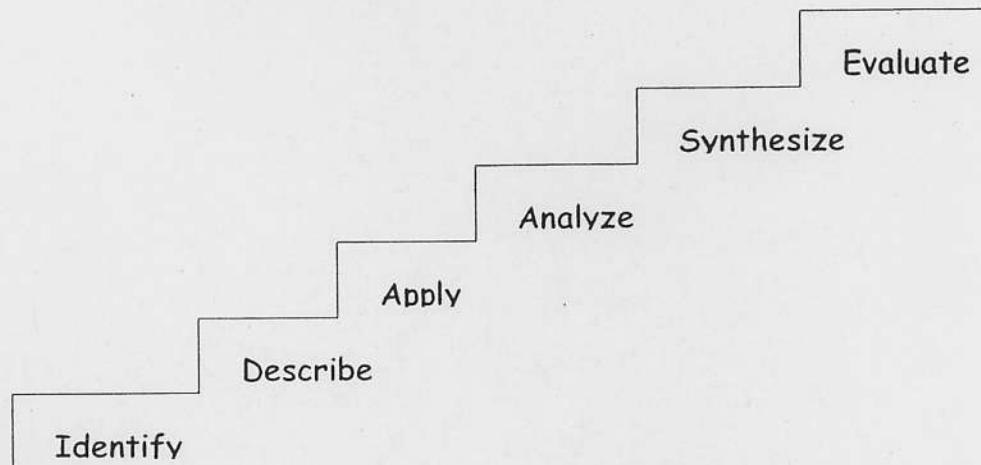
Collaborative scoring of pre and post reflective essays, against critical thinking rubric

Development of learning objectives within the learning goal and adjustment of curriculum accordingly, as feasible

Development of learning objectives rubric(s)

Refinement of reflection prompts and of service-learning project

Bloom's Classification	Examples of Learning-Related Behaviors
Knowledge	<i>Identify, define, order</i>
Comprehension	<i>Describe, explain, restate</i>
Application	<i>Apply, solve, choose</i>
Analysis	<i>Analyze, compare, contrast</i>
Synthesis	<i>Synthesize, develop, propose</i>
Evaluation	<i>Evaluate, assess, judge, critique</i>



Learning Goals	Learning Objectives (LOs)
Academic Enhancement: I want students to understand and be able to use Chickering and Gamson's 7 principles for good practice	LO #1 Students will explain the 7 principles in their own words
	LO #2 Students will apply the 7 principles to their roles as teachers in the community
	LO #3 Students will evaluate both their implementation of the 7 principles with their "learner" population and the relevance of the principles for this population

Case Study:
A Study Abroad trip in an Environmental Curriculum

Summer 2009

Learning Goal: Students will develop a greater sense of responsibility for human impact on natural systems.

Learning Objectives:

Curriculum:

- _____ Facts regarding ecosystems in the country
- _____ Discussion of human impacts on ecosystems in the country
- _____ Site visits to natural ecosystems in the country, including a one-day service-learning project
- _____ _____
- _____ Guided reflection on experiences in the country, structured in terms of _____

- _____
- _____
- _____
- _____
- _____

Student products for assessment:

- _____
- _____
- _____
- _____
- _____

Rubrics:

- Critical thinking rubric
- Learning objectives rubric(s)
- _____
- _____

EuropeanVoice

Editor – European Voice
Brussels

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The closing date for applications is Friday June 12th 2009.

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QATAR - Senior Experts required... General Secretariat for Development Planning

The General Secretariat for Development Planning (GSDP) is the principal body in the State of Qatar concerned with preparing nation-wide economic and social policies and development strategies that will realize the Qatar National Vision (QNV). Our office is located in the capital city of Doha. We are seeking experts with strong backgrounds in public sector development, economics, social and human development studies, governance and planning and the ability to demonstrate achievements in their field of speciality to play leading roles in the GSDP:

EXPERT IN HEALTH POLICY AND ECONOMICS

Qualifications and experience required - A Masters Degree or PhD in Health Policy, Economics of Health, Development Economics and Studies, Social Sciences and related fields of population and health. At least 10 years working experience in development, with government, NGOs or international organizations. Experience in Middle East region, particularly countries of the Gulf Cooperation Council, would be advantageous, as would Arabic language skills.

Roles and Responsibilities - Conduct research in support of social and human development studies contributing to the Qatar's National Vision (QNV) 2030 and the National Development Strategy (NDS). Design and formulate programme and project proposals in social and human development relevant to the Department's strategic focus area, in relation to health economics and policy development. Prepare evidence-based policy briefs, related technical reports and statistical data related to the strategic focus area of health. Monitor the progress of health issues and other related issues in relation to the NDS. Participate in stakeholder engagement through consultative meetings, seminars, workshops, policy dialogue and technical consultations. Mentoring, coaching and training of Qatari staff.

ECONOMIST

Qualification and experience required - A PhD in Economics or a Masters degree. Expertise in macroeconomics, fiscal and public financial management, general economic development and policy planning. Knowledge of sustainable environmental economic development would be advantageous.



5 years working experience with either government or an international consultancy organization. Strong interpersonal skills with successful stakeholder engagement and communication. Track record of high performance. Experience in Middle East region, particularly countries of the Gulf Cooperation Council, would be advantageous, as would Arabic language skills and experience in project management.

Role and Responsibilities - Play a key role in the QNV project, in the formulation, drafting and implementation of national economic strategies and plans. Provide analytical support and advice to the public sector institutions in the formulation of policies and strategies including economic and financial management. Assist in raising the national, regional and global profile of GSDP through participation in seminars and conferences. Monitor developments in the global knowledge community and provide advice to GSDP leadership on current issues and trends of relevance to Qatar. Mentoring, coaching and training of Qatari staff. Select and manage the work of external consultants. Manage direct reports.

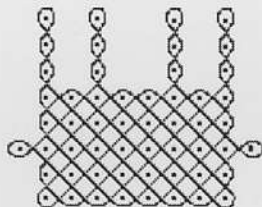
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Applications should be made online or via email to recruitment@planning.gov.qa

Applicants must indicate their achievements to date and how their skills and experience meet or exceed the required qualifications.

The closing date for the applications is 15 June 2009.

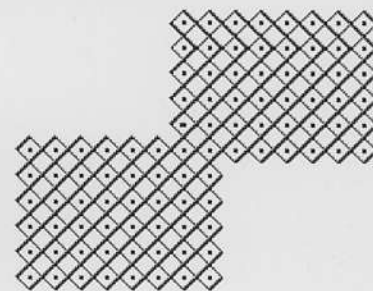
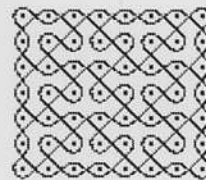
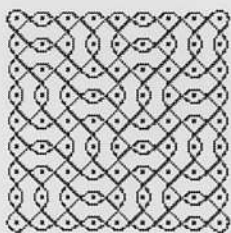
Sona Geometry



Sona

What are Sona?

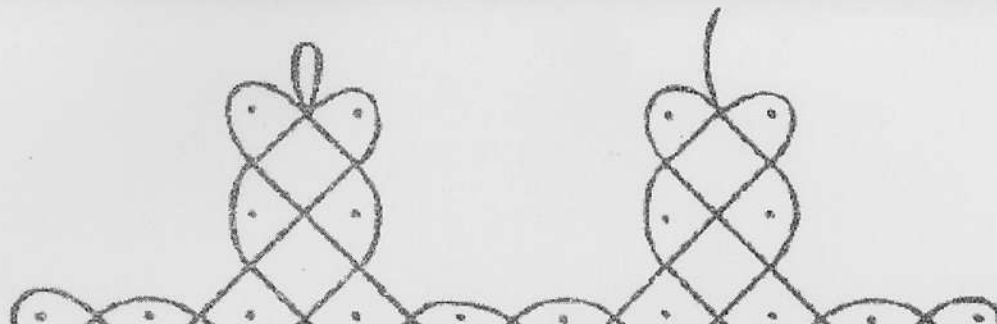
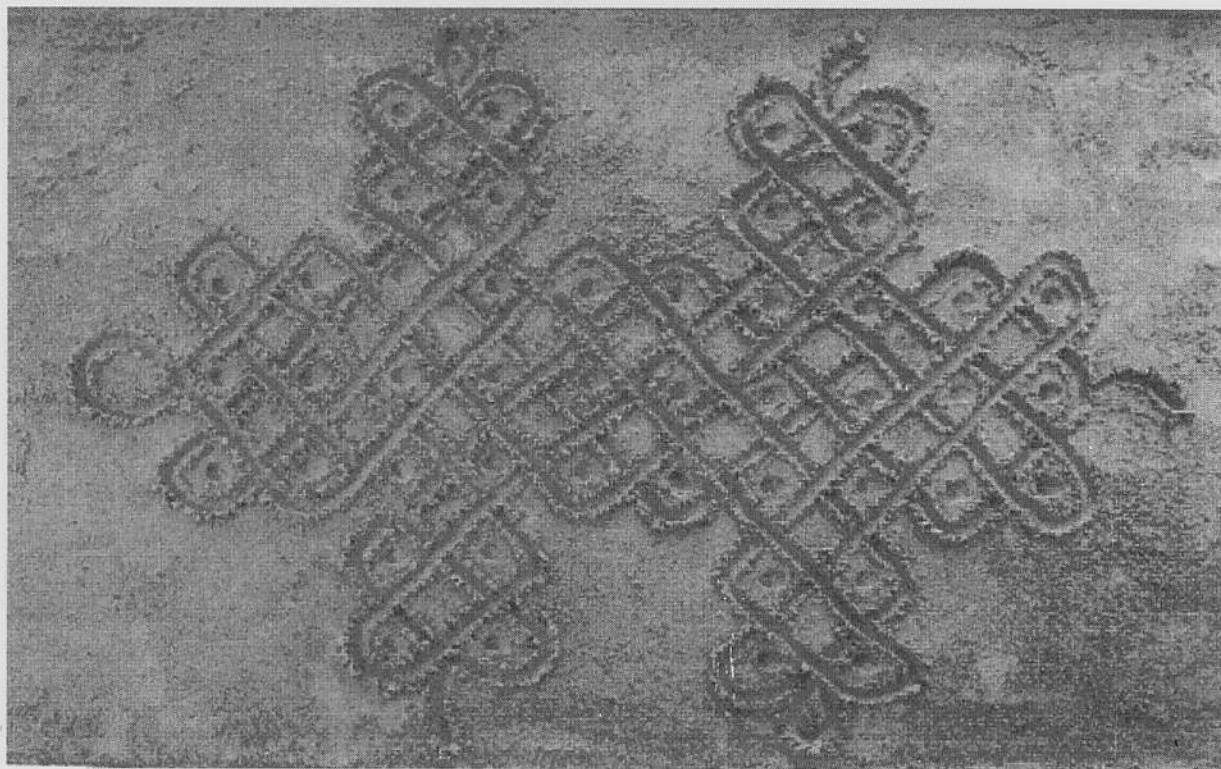
The Chokwe people of northeastern Angola, and adjacent countries, are well known for their beautiful decorative art, ranging from the ornamentation of plaited mats and baskets, iron work, ceramics,



engraved calabash fruits and tatoosings, to paintings on house walls and sand drawings. Their drawings in the sand are called **sona** (sing. **lusona**). These drawings, examples of which are shown on the right, are used both in their decorative artwork and in their story-telling tradition.

To draw a lusona, the Chokwe first clean and smooth the ground or an area of sand, and then set out with their fingertips a net of points, which are then used to help in drawing the figure. The distances between two horizontal or vertical neighboring points should all be the same. The number of these points depends on the motif to be represented. When telling their stories through these pictures, the drawing process often parallels the development of

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