

At a Glance

NEWS FROM THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT COMMUNITY



Agnieszka Roginksa and Robert Rowe of the NYU Steinhardt Music Technology and Music Composition programs in the brand new, state-of-the-art James L. Dolan Music Recording Studio.

Steinhardt Unveils State-of-the-Art James L. Dolan Music Recording Studio

This past December, the Department of Music and Performing Arts Professions unveiled the new James L. Dolan Music Recording Studio, a 7,500 square foot teaching and production complex located on the 6th floor of 35 West 4th Street. Made possible in part by a generous donation by the Dolan Family Foundation, this state-of-the-art research area and recording studio was designed by the Walter Storyk Design Group, legendary designers of recording studios and audio facilities around the world.

A genuine architectural and acoustical showcase, the studio is one of the most advanced record-

ing studios in an academic setting. Audio connectivity allows for live recording from the Frederick Loewe Theatre, located on the ground floor.

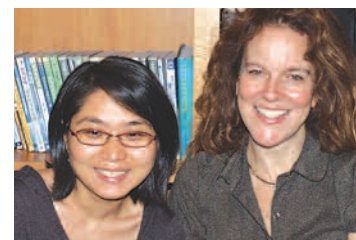
"We're thrilled to open the new James L. Dolan Music Recording Studio," said Dean Mary Brabeck. "The combination of audio excellence, research focus, and educational possibility strengthens both the pedagogical and research missions of our school. The new studios provide our faculty and students with a stunning environment and the latest technological equipment to support their creative and scholarly work."

Photo by Chianan Yen

FALL 2009

Cross-Cultural Study Looks at Role of School in Students' Development

Despite empirical studies showing that children's psychological and academic outcomes are influenced by school context in the United States, few cross-national studies have been done on school climate and its effect on adolescent development. New research led by Niobe Way, professor of applied psychology at NYU Steinhardt and Yueming Jia, a researcher at China's Southeast University and a visiting scholar at NYU's Institute of Human Development and Social Change, adds significant findings to the literature on the similarities and differences between the two cultures.



Yueming Jia, a visiting scholar at Steinhardt's Institute of Human Development and Social Change, with Niobe Way, professor in the Department of Applied Psychology

Way and Jia, along with a research team of scholars from the U.S, Canada, and China, studied 1,400 middle school students in

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Macinko Awarded \$435,000 to Study Black-White Mortality Disparities



James Macinko

James Macinko, associate professor in Steinhardt's Department of Nutrition, Food Studies, and Public Health, has been awarded a grant from the National Institute of Child Health and Development titled "Explaining Black-White Differences in Avoidable Mortality in the USA, 1980-2006." The \$435,000 award will be shared between Macinko and the project's co-principal investigator, Irma Elo, professor and director of the University of Pennsylvania's Population Studies Center. Macinko and

Elo's project proposes new ways to analyze black-white mortality disparities by investigating the contribution of causes of death considered preventable by high-quality medical care and health policy interventions.

Working at the Hyphen: Spotlight on Collaborations

CELLIST DUO-LIN PENG SEARCHES FOR THE ORIGIN OF WRIST PAIN WITH HAND SPECIALIST JANE BEAR-LEHMAN

Duo-Lin Peng, a doctoral candidate in the Department of Music and Music Professions, is an award-winning cellist who stopped playing because of wrist pain. Jane Bear-Lehman, associate professor and chair of the Department of Occupational Therapy, is a specialist in orthopedic and upper limb rehabilitation and a member of Peng's dissertation committee.



Duo-Lin Peng and hand specialist Jane Bear-Lehman

At-a-Glance spoke to them about Peng's dissertation proposal, "The Unpublished Manuscripts of Cellist and Teacher Luigi Silva: Implications of *The Vademecum* for String Playing."

Tell us about your research.

Duo-Lin Peng: Early in cellist Luigi Silva's studies, his teachers suggested that he consider another instrument because his hands were too small for the cello. For this reason, he spent a lot of time exploring studies of the human body and movement. Silva's philosophies and methods toward string playing saved me from abandoning the cello. My goal is to investigate, restore, and interpret Silva's unpublished manuscript, and to explore his playing methods and philosophies and the implications of these theories on the string community.

What is your role in Duo-Lin's dissertation study?

Jane Bear-Lehman: My passion and my area of specialization is hand therapy. As Duo-Lin explained when we first met, Silva's great talent rested in his amazing ability to teach young people, and he had a special interest in developing the left-hand technique for cello playing. Duo-Lin sought me out for my ability to help him interpret the actual biomechanical use of both hands for cello playing.

Duo-Lin Peng: If Silva's work sustained my playing career, then studying with Dr. Bear-Lehman widened my vision toward cello playing. She has helped me to know my body parts and how they move in relation to my specific requirements as a musician.

How do you think your collaboration will help others?

Jane Bear-Lehman: I was amazed to learn that in playing cello the right and the left hands have different roles. I learned that the advent of the endpin, which allows the cello to rest on the floor, significantly altered the position of the cello against the player. By following the technique recommended by Silva, Duo-Lin tells me that he can hear whether his students are using the correct biomechanical alignment and movement patterns while playing. For an occupational therapist, it is very interesting to analyze how posture and motor control patterns create music, and then express that for those in the world of music to understand.

Duo-Lin Peng: I cannot stress enough the importance of this kind of cross-departmental research. Not every musician has the kind of opportunity we have here at NYU. But for me, the best part is that I can now play the cello with greater biomechanical understanding — and I won't need painkillers for a while. ■

Educational Theatre Meets Nutrition for Active Learning Exercise on World Hunger

Last spring when Niyati Parekh, an assistant professor in Steinhardt's program in public health, and Christina Marin, an assistant professor in educational theatre, were having lunch, they began to wonder what it would be like for students studying world hunger to experience it firsthand rather than reading about it.

Marin explained to Parekh that in educational theatre courses the students often take 'experiential journeys' where they step into roles and explore unfamiliar experiences. Parekh wondered if the 'role play' approach could work in her Introduction to Public Health Nutrition class, and the two came up with an exercise that combined in-class fasting with a discussion on international nutrition and public policy.

Parekh's students were divided into groups. There were students who fasted overnight and arrived in the classroom hungry and those that came to class fed and ready to participate in a surprise activity. All students were assigned roles as conference attendees, and were provided with information about major nutrition issues facing their country as well as background information about the country's culture, language, religion, and gross domestic product. In addition, students played the role of leaders and representatives from developing, as



Christina Marin, left, and Niyati Parekh

well as affluent nations, who had come together to discuss policies and strategies to combat hunger.

To further simulate the experience of hunger, "fasters" found a buffet of food in their classroom that they could not afford, but they did have an unlimited supply of brown water to drink.

World leaders debated the most effective policies for eradicating hunger.

"Each country came up with strategies and there were arguments and fights," Parekh said. "There were some furious discussions that lasted until we ended the session."

After the exercise the students ate and reflected on what they had learned, and both Parekh and Marin saw a deepened understanding of hunger and poverty. ■



In Niyati Parekh's Introduction to Public Health Nutrition, students took part in an in-class exercise that combined fasting with a discussion of international public policy. "We absolutely took the students out of their learning comfort zone," said Christina Marin of Steinhardt's program in educational theatre, who collaborated with Parekh on the exercise.

Words and Music

Steinhardt's Programs in Foreign Language Education and Jazz Studies Collaborate

Carolyn Graham and Lixing (Frank) Tang of Steinhardt's TESOL program wrote the words. Dave Schroeder, director of the jazz studies program, composed the music. The result is *China Chants II: Practicing the Rhythm of American English* (Shanghai Foreign Language Education Press, 2008).

The book and CD have become a popular learning tool for instructors of English as a second language.

The interactive jazz background tracks created by Schroeder for *China Chants II* were used to give rhythm and cadence to the short English poems and chants that Graham, an adjunct instructor, and Tang, director of the TESOL program, wrote together for recitation by Chinese learners. The tracks were produced and played by Schroeder and Combo Nuvo, the NYU Jazz Faculty Artist Ensemble in Residence.



Frank Tang, left, and Dave Schroeder collaborated on *China Chants II*.

"Each of us was forced to work outside of our areas of expertise, where in the end we discovered our creative connection." ■



This "seemingly odd collaboration" between two TESOL faculty members and a jazz musician has been rewarding for the authors.

"It was this element of surprise throughout the project that was most fulfilling," Schroeder said.

Steinhardt Researchers Explore Adolescent Development in China and U.S.

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New York City and Nanjing, China. The researchers were interested to see how students' perceptions of school climate (as measured by teacher support, student support, and opportunities for autonomy in the classroom) vary by nationality and sex. They also examined how these factors affected psychological development and academic achievement.

The study showed that the Chinese students perceived higher levels of support from teachers and fellow students and reported more support for autonomy in the classroom than did the U.S. students. The authors speculate that the longer school day in China and the greater number of opportunities for student interaction during the day help

account for this difference between the Chinese and American cohorts.

The study also revealed that higher levels of support from teachers and peers resulted in increased self-esteem and fewer symptoms of depression in both China and the United States.

"Our research shows that we have to stop thinking of schools as only influencing children's grades and test scores," said Way. "The school context, including the teachers in them, impacts all aspects of child and adolescent development."

Funding for the research came from China's Ministry of Education, New York University, the China Fund at Harvard University, The William T. Grant Foundation, and the National Science Foundation. ■



From left to right: Dean Mary Brabeck, Fabienne Doucet, Bridget Hamre, and C. Cybele Raver

Policy Breakfast Series Kicks Off with Panel on Strengthening Chances of School Success

The focus of this year's Steinhardt Policy Breakfast series is educational transitions from early childhood through young adulthood. The three-part series recently kicked off with a discussion called "Strengthening Children's Chances of School Success before Kindergarten: Integrating New Evidence from Research and Practice."

Featured speaker Bridget Hamre, associate director of the Center for Advanced Study of Teaching and Learning at University of Virginia's Curry School of Education, noted that now is an "exciting, but scary" time for those who work on early childhood development, as the Obama administration begins funding states to scale up early childhood interventions. Hamre developed an observational tool that measures three distinct domains of teacher-child interactions in pre-K settings: emotional support, classroom organization, and instructional support. The measure, Classroom Assessment Scoring System (CLASS) has been

validated in more than 3,000 classrooms and is currently used by the Office of Head Start to train its Head Start grantees nationwide.

Responding to Hamre were C. Cybele Raver, professor of applied psychology and director of Steinhardt's Institute of Human Development and Social Change, and Fabienne Doucet, assistant professor of teaching and learning. Raver discussed her work with the Chicago School Readiness Project, a model that provides professional development and coaching to Head Start teachers, and her use of the CLASS measurement tool. Doucet discussed the importance not only of children's school readiness but also teacher's school readiness. In her view, teachers can best succeed when there is information sharing between parent and teacher.

Future events in the series will focus on educational transitions during the middle school years and the post-secondary transition to college and career. ■

THE NYU STEINHARDT MISSION

NYU Steinhardt advances knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and well-being. Through rigorous research and education, both within and across disciplines, the school's faculty and students evaluate and redefine processes, practices, and policies in their respective fields and, from a global as well as community perspective, lead in an ever-changing world. ■

Dean Announces Fall 2009 Promotion and Tenure Decisions

Steinhardt Dean **Mary Brabeck** has announced fall 2009 promotion and tenure decisions. "These are faculty members who excel in research and teaching and contribute in important ways to their professions and the NYU and Steinhardt communities, as well as our local and global society," Brabeck said.

Awarded Tenure

Susan A. Kirch (Department of Teaching and Learning) is a science educator and a biologist whose research includes investigations of teaching and learning science in urban elementary schools and studies of teacher learning in the areas of science and inclusion. She has published chapters and articles on school funding, inclusion, feminist pedagogy, and co-teaching in such journals as *Science Education*, *School Science and Mathematics*, *Cultural Studies of Science Education*, and the *Journal of Science Teacher Education*. Kirch is currently the principal investigator of "The Scientific Thinker Project," an exploratory study of teaching and learning the nature of scientific evidence in elementary school, funded by the National Science Foundation Discovery Research, K-12 program.



Promotion to Associate Professor with Tenure



Sarah Beck (Department of Teaching and Learning) studies the literacy development of adolescents in school contexts. Beck's work has been supported by grants from the

Spencer Foundation as well as from the New York University and Steinhardt School's Research Challenge Funds. She has published her findings in many journals, including *Research in the Teaching of English*, *Educational Researcher*, and the *Journal of Literacy Research*. Beck is the co-editor (with Leslie Nabors Olah) of "Perspectives on Language & Literacy: Beyond the Here & Now" (*Harvard Educational Review*, 2001).

Charlton McIlwain (Department of Media, Culture, and Communication) studies issues related to the language and imagery of racial discourse in American political life. McIlwain is co-author of the forthcoming book *Race Appeal: The Prevalence, Purposes & Political Implications of Racial Discourse in American Politics* (Temple, 2010), and co-editor of the forthcoming *Routledge Companion to Race & Ethnicity* (Routledge, 2010). His work has also been published in the *International Journal of Press/Politics*, *Semiotica*, *Journal of Black Studies*, *TAMARA Journal of Critical Postmodern Organizational Science*, *American Behavioral Scientist*, and *Communication Quarterly*.



Christine McWayne (Department of Applied Psychology) studies how children's early skills, parenting, family involvement, and neighborhood can affect low-income children's social and academic competencies. Her community-based research has taken place in Head Start programs in New York City and Philadelphia, and her research has been published in many jour-



nals including *Developmental Psychology*, *Early Childhood Research Quarterly*, *Journal of Educational Psychology*, *American Journal of Community Psychology*, and the *Journal of Applied Developmental Psychology*. McWayne has received funding from the National Institutes of Health, the Administration for Children and Families (USDHHS), and the Society for the Study of School Psychology.

Lisa Stulberg (Department of Humanities and Social Sciences in the Professions) researches the politics of urban schooling, race and education policy, affirmative action in higher education, and school choice policy and politics. Stulberg is the author of *Race, Schools, and Hope: African Americans and School Choice after Brown* (Teachers College Press, 2008) and the co-editor (with Eric Rofes) of *The Emancipator Promise of Charter Schools: Toward a Progressive Politics of School Choice* (SUNY Press, 2004). She is also co-editor (with Sharon L. Weinberg) of the forthcoming *Diversity in American Higher Education: Toward a More Comprehensive Approach* (Routledge, 2011).

Promotion to Professor

Ricki Goldman (Department of Administration, Leadership, and Technology) is co-director of the CREATE Lab. She is a media in learning theorist, a digital video ethnographer, and software inventor. Goldman is the author of *Points of Viewing Children's Thinking: A Digital*



Ethnographer's Journey (Erlbaum, 1998), co-editor of *Learning Together Online* (Erlbaum, 2005), and editor of *Video Research in the Learning Sciences* (Erlbaum, 2007). She is a founding editorial board member of the *International Journal of CSCL*, a board member of the *Journal of the Learning Sciences*, and has served as the associate editor of the *Journal for Interactive Learning Research*. Goldman has been awarded grants from the National Science Foundation, the Sloan Foundation, and Canada's Social Sciences and Humanities Research Council, Natural Science and Engineering Research Council, and National Centers of Excellence in Telelearning.

C. Cybele Raver (Department of Applied Psychology) directs NYU's Institute of Human Development and Social Change. Her research focuses on young children and families facing economic hardship, and examines the mechanisms that support children's positive outcomes in the policy contexts of welfare reform and early intervention. Raver and her research team currently conduct the Chicago School Readiness Project (CSR), a federally funded RCT intervention. The Chicago School Readiness Project tests the impact of comprehensive teacher training and mental health consultation services on Head Start classroom processes, on young children's self-regulation, and on their academic achievement later on in kindergarten and first grade. Raver has received a William T. Grant Faculty Scholar award as well as support from the Spencer Foundation, the MacArthur Foundation, the National Institutes of Health, and the National Science Foundation.



From Our Blogs

The Boring, Invisible Future of the Internet

Finn Brunton, a postdoctoral research fellow in Steinhardt's Department of Media, Culture, and Communication, studies the history and politics of computing, digital media, and information systems, "specifically the history of data mining and obfuscation — how people hide patterns." When asked about the future of the Internet he said: "I think the effect of networking our computers is only beginning to be felt, but the glamorous visibility of the Internet will be short-lived. Soon it will be entirely boring, ubiquitous and invisible, and then the changes will really kick in. There was a concept in the 1920s and 30s of 'air-mindedness,' an evangelical fervor for flight, this utterly modern and thrilling technology that evaporated as flying became increasingly banal — and increasingly profound in its effects on matters as diverse as commerce and war and migration. The same is true of the prefix 'electro-,' which was very exotic until electricity became a quotidian aspect of most every appliance and home. I'm watching with fascination as the Internet becomes truly boring as a topic — saying you 'read something online' is as redundant as saying you have an electro-blender — even as the changes we can make on ourselves and our society through it ramify." ■



Putting NYU Tweets in One Place



Natan Edelsburg, a junior in the Department of Media, Culture, and Communication, is interested in new digital media, PR, social media tools, and advertising. He also likes Twitter, and through an internship with SawHorse Media, he created *GlobalQuad*, a Twitter aggregation site. "*GlobalQuad* links different schools across the country and the globe, and you really get a sense of those who have been smart enough to venture onto Twitter to try and

connect with current and prospective students," Edelsburg said. Visitors can read posts generated from Steinhardt's Undergraduate Student Government, NYU's Alumni Association, and even select NYU faculty.

To read all official tweets from NYU and the Steinhardt School, visit <http://globalquad.com/school/nyu>. ■

To learn more about what the Steinhardt community is thinking, visit our blogs at <http://steinhardt.nyu.edu/portal/news>.

Susan Kirch Awarded NSF Grant

Susan A. Kirch, an associate professor in the Department of Teaching and Learning, has been awarded a \$448,800 grant from the National Science Foundation (NSF) to study how 3rd and 4th grade students understand the nature of scientific evidence. Kirch, the principal investigator of the two-year exploratory project entitled "The Scientific Thinker Project," is undertaking the study with co-investigators Catherine Milne, associate professor of science education at Steinhardt, and Anna Stetsenko, associate professor of psychology at the CUNY Graduate Center.

The researchers will develop and test two science curricular modules on students in the New York City public schools to provoke questions about scientific evidence and engage the students' thinking.

"We aim to devise approaches that educators will use to teach the nature of scientific evidence to young people, a population of students that is routinely underestimated," Kirch says. ■

Steinhardt Institute Forums Focus on Community Colleges

Community colleges currently educate nearly half of all undergraduate students, provide vocational and occupational training, offer basic skills and ESL programs, and support local community economic growth and development. In the current economic climate, policy-makers, foundations, and legislators are looking to community colleges to retrain dislocated workers, increase attainment and persistence rates for degree-seekers, and educate a larger and more diverse population of students than ever before.

The role of the community college in New York City public higher education was the focus of this fall's Steinhardt Institute for Higher Education Policy. Institute public forums featured John Mogulescu, senior university dean for academic affairs at the City University of New York (CUNY) and the head of CUNY's planning team for the new community college; Thomas Bailey, George & Abby O'Neill Professor of Economics and Education at



From left to right: Thomas Bailey, John Mogulescu, and Augusta Kappner

Teachers College, Columbia University, and director of the Community College Research Center; Augusta Kappner, former assistant secretary of education under Bill Clinton; and Gail Mellow, president of LaGuardia Community College.

All of the institute's guest lecturers acknowledged the vital role that two-year colleges play in our nation's higher education system. The community college sector, which has typically been severely underfinanced, has received new attention from such philanthropic organizations as the Gates Foundation and the Lumina Foundation, as well as from the federal government. ■

Musician and HIV Advocate Marcus Ostermiller Is Cooke Foundation Scholar



Marcus Ostermiller, a pianist and master's degree candidate in Steinhardt's Department of Music and Performing Arts Professions, is the recipient of a Jack Kent Cooke Foundation Graduate Scholarship.

Ostermiller, who attended three colleges as an undergraduate and struggled to succeed en route to a piano performance degree at the University of Denver, was chosen by the foundation for his "extraordinary academic achievement, will to succeed, and the breadth of his interest and activities." An advocate for HIV/AIDS treatment and awareness, Ostermiller has performed in benefits for the Colorado AIDS Project, the Regional AIDS Interfaith Network of Colorado, and the HIV/AIDS Awareness Committee at the University of Denver.

The scholarship provides \$50,000 a year for graduate study. ■

Exhibition at Straus Institute Features Major New Works by Steinhardt Artists

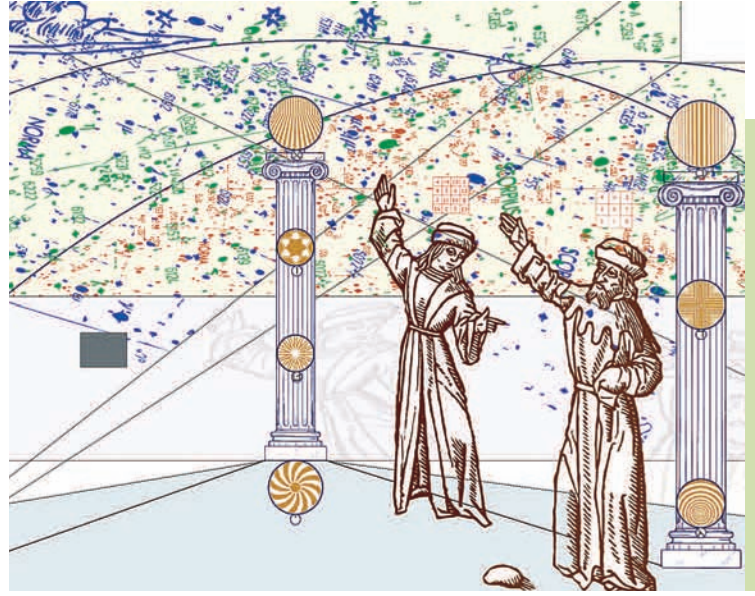
Jesse Bransford is among Steinhardt faculty, student, and alumni artists whose work is exhibited this fall at the School of Law's newly established Joseph and Gwendolyn Straus Institute for the Advanced Study of Law & Justice. The mission of the institute is informed by the Jewish concept of Torah LiShmah, 'study for the purpose of study.' Located at 22 Washington Square, the Straus Institute creates an intellectual community for scholars from around the world and facilitates their research, writing, and scholarship on law and justice. ('We celebrate the glory of the wandering and wondering mind,' writes J.H.H. Weiler, director of the institute.)

This ambitious exhibition includes a mural by Bransford, new video works by Peter Campus (*Beneath*) and Sue de Beer

(*Sisters*), a photographic project by Lyle Ashton Harris, and two large-scale outdoor relief sculptures by Dave Hardy. Nancy Barton, artist and chair of Steinhardt's Department of Art and Art Professions, curated the exhibit of 100 artworks spread throughout six floors of the institute's newly renovated townhouse.



Jesse Bransford's artwork references ancient texts from religious, scientific, and humanistic sources. The symbols in his work are a rich source of discussion for the Straus Institute's legal scholars in residence who study biblical law. Bransford serves as director of the Steinhardt Department of Art and Art Professions' BFA program.



Above and far left : A portion of *Three Pillars*, 2009, Acrylic and graphite on wall. Courtesy of Jesse Bransford and Feature Inc.

At left, the artist Jesse Bransford stands before *Fortress*, 2004, which is also part of the Straus exhibition.

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www.steinhardt.nyu.edu

Chris Nichols

Brady Galan

CONTRIBUTING PHOTOGRAPHERS

Tim Farrell

CONTRIBUTING WRITER

Debra Weinstein

EDITOR

New York, NY 10003

82 Washington Square East

Joseph and Violet Pless Hall

Office of the Dean

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