

UIC College of Education Office of Research
Research for Better Learning, Better Leadership, Better Lives

Welcome to the first issue of the Office of Research newsletter for 2016!
Please check out the new information from the OoR for faculty and students on the web
(<http://education.uic.edu/research#office-of-research>).

Thank you all for helping to make the College of Education at UIC a college on the move!

Kudos/ Congratulations

Grant Awards

Kato, Barbara and her team at the Chicago Area Writing Project (CAWP) this year received two grant awards from the National Writing Project (NWP). The \$20,000 grant award in February 2016 will help CAWP to identify a strong cadre of middle and high school teachers who want to learn professional development in teaching argument writing. And the \$10,000 grant award in March 2016 charged CAWP to develop and test new models that expand NWP communities of practice and that develop leadership opportunities for under-served teachers. CAWP is located in the College of Education at UIC where Dr. Kato is Director of CAWP. Please visit CAWP at <http://cawpchicago.org/about/>

Maggin, Daniel and Marie Tejero Hughes in April 2016 received a \$1.2 million grant award for a 5-year project. They will implement the *Special Education Leaders for Urban Centers of Tomorrow* project. The project SELeCT will develop PhD level special education leaders to supervise the process of developing, implementing, and evaluating effective inclusive programs for students with disabilities within urban, high-need schools and districts. Dr. Maggin is assistant professor and Dr. Tejero Hughes is professor, both of special education in the College of Education at UIC

Phillips, Nathan and Notebaert, P. in March 2016 received \$25,000 grants from the Hive Chicago Fund to further support their *GeoConvos: Imagining the Future*. The project is an ongoing research/practice about studying disciplinary learning pathways across time and space for youth involved in museum programming. The award brings \$11,700 of the award to the College of Education at UIC. Dr. Phillips is Assistant Professor of Literacy and Learning in the College of Education at UIC.

Raza, Syeda in March 2016 received the 100 Hours Undergraduate Research Internship (HURI) award from the Office of Research. Ms. Raza will engage in a research project with undocumented immigrant students at UIC under Dr. Dalal Katsiafisca's mentorship. Raza is an undergraduate student and Dr. Katsiafisca is Assistant Professor of Educational Psychology, both in the College of Education at UIC.

Tozer, Steve and Bill Teale in March 2016 received a \$148,400 grant award from the Steans Family Foundation to develop principals as instructional leaders for literacy in their schools. Dr. Teale is Professor of Literacy, Language, & Culture; and Director of the Center for Literacy. And Dr. Tozer is professor of Educational Policy Studies and founding coordinator of the Ed.D. Urban Education Leadership program, both in the College of Education at UIC.

Tozer, Steve in March 2016 received a \$100,000 grant award from the Polk Brothers to support the work that the Center of Urban Education Leadership Program does. See Dr. Tozer's position above.

Whittingham, Colleen in March 2016 received a \$500 grant award from the Office of Research to conduct her dissertation research titled, *Places and spaces of literacy [inter] action: One linguistically & ethnically diverse preschool*. Ms. Whittingham is doctoral student in the College of Education at UIC.

Williams, Brittney in March 2016 won a \$2000 Dissertation Research Grant award from the Institute for Research on Race and Public Policy at UIC. Ms. Williams will use the award to examine African American parents' emotional socialization strategies and the impact this has on their children's emotional and social competence both at home and in school. Ms. Williams is a doctoral student in the College of Education at UIC.

Honors

Everett, Sakeena was awarded the *2016 Outstanding Dissertation Award* because her “contributions to the field are ‘prolific,’ ‘grounded in change,’ and ‘extraordinary.’” The AERA Critical Educators for Social Justice Special Interest Group awarded Dr. Everett the honor in February 2016. Dr. Everett is Director of Research and Outreach for the Black Male Early Literacy Impact Project in the College of Education at UIC.

Humphries, Marisha in March 2016 was awarded the 2016 Silver Circle Award for Excellence in Teaching. The Office of the Vice Chancellor for Student Affairs announced the award after students of the College of Education at UIC had selected Dr. Humphries, who is Associate Professor of Educational Psychology at in that College at UIC.

Rocha, Daniel, Jaclyn Rodriguez, and Steven Kushner in March 2016 were awarded the Dean's Merit Award for demonstrating academic excellence, possessing exemplary qualities, and for willing to serve as role models and ambassadors for the College of Education and for UIC. The College of Education at UIC made the awards. Rocha is an undergraduate student, Rodriguez a master's student, and Kushner a doctoral student in the College of Education

Stovall, David and McGee, E. argued that mental health issues among Black students are often unnoticed because of the students' intense academic focus and desire to achieve. Stovall and McGee said they have witnessed black students work themselves to the point of extreme illness in attempting to escape the constant threat of perceived intellectual inferiority. The *Atlantic Blackstar* cited the authors in an article at <http://bit.ly/1PSHxtd>

Stovall, David and four colleagues from UIC served on a panel of experts at the Institute of Research on Race and Public Policy (IRRPP) at UIC 25 February 2016. They discussed *Exploring the intersections of racism and health: Moving beyond our disciplinary silos an IRRPP "embodied inequality" series lecture*. Dr. Stovall is professor of policy studies and African American studies in the College of Education at UIC.

Morales-Doyle, Danny was awarded the *2016 Outstanding Dissertation Recognition Award in Curriculum Studies* for his dissertation: *Science education as a catalyst for social change? Justice-centered pedagogy in secondary chemistry*. The AERA Division B awarded Dr. Morales-Doyle the honor in March 2016. Dr. Morales-Doyle is Postdoctoral Fellow in the College of Education at UIC.

Publications

Farmer, T. W., Gatzke-Kopp, L. M., Lee, D. L., Dawes, M., & **Talbott, E.** (2015). Research and policy on disability: Linking special education to developmental science. *Policy Insights from Behavioral and Brain Sciences*, 1-8.

Hoffman, E. B., & Whittingham, C.E. (2016). A neighborhood notion of emergent literacy: One mixed-methods inquiry to inform community-based education. *Early Childhood Education Journal*, 44(2).

Horn, S., Ruck, M. D., and Liben, L. S. (Eds.). (2016). Equity and Justice in Developmental Science: Theoretical and methodological issues. In *Advances in Child Development and Behavior* (Vol. 50). Cambridge, MA: Academic Press.

Humphries, M. (2016). Social emotional competence: The missing but necessary ingredient in facilitating black children's academic outcomes & positive development. In *Being Black is Not a Risk Factor: Statistics and Strengths-based Solution in the State of Illinois* (pp. 30-33). Chicago, IL: National Black Child Development Institute.

Tatum, A. (2016). Using reading and writing to nurture the intellectual development of black boys. In *Being Black is Not a Risk Factor: Statistics and Strengths-based Solution in the State of Illinois* (pp. 14-23). Chicago, IL: National Black Child Development Institute.

Waitoller, F. R., & Thorius, K. K. (2015). Playing hopscotch in inclusive education reform: Examining promises and limitations of policy and practice in the US. *Support for Learning*, 30(1), 23-41.

Waitoller, F. R., Kozleski, E. B., & Gonzalez, T. (2016). Professional inquiry for inclusive education: Learning amidst institutional and professional boundaries. *Journal of School Effectiveness and School Improvement*, 27(1), 62-79.

Whittingham, C. E., and Hoffman, E. B. (2016). Dialogic data decision making using the collaborative choice matrix. *Illinois Reading Council Journal*. 44(2), 14-19.

Keynotes & Invited Presentations

- Lawless, K. A.** (2016, February). Developing a Scientifically Literate Citizenry Through Written Argumentation: The GlobalEd 2 Project. Keynote presented at the Principal Investigator Academy for Research and Engagemen, Northern Illinois University.
- Talbott, E.** (2016, April). *Research on intensive academic and behavioral intervention: Challenges and future directions.* Invited paper presented at the Council for Exceptional Children annual convention in St. Louis, MO.
- Tatutm, A.** (2016, January). *Engaging African American in reading: A focus on intertextuality.* Keynote presented at the Boldly Engaging Students through Culturally-Relevant Teaching Conference, University of North Carolina, Charlotte, NC.
- Tatutm, A.** (2016, March). *Toward an Exponential Growth Model of Literacy Development.* Keynote address delivered at the general session of the Michigan Reading Association, Detroit, Michigan.

Research Trends

Higher Education is an inevitable tool needed in the 21st century. The global community needs people trained in Higher Education disciplines to tackle biggest challenges facing humanity—to reduce global poverty rates, to develop medicines and curb the spread of infectious diseases, to offset food insecurity, to curtail corruption, and to fight and defeat global terrorism. Yet, larger portion of the more than six billion people on earth live in developing countries where they have limited or no access to food, opportunities, higher education, clean drinking water, and to quality health care.

Educators need to redefine, redesign, restructure, and repackage Higher Education programs, if humanity must tackle and solve these herculean challenges facing humanity. Only then educators will recruit, retain, and develop the kind of human capital needed to propel and sustain the 21st century economies and to solve pressing challenges.

This article introduces one institution redefining, restructuring, and repackaging academic and skill training programs—a model useful for Higher Education institutions to apply in training a large global workforce without tuition and requiring little overhead cost. The University of the People ([UOPeople](#)) is accredited by the Distance Education Accrediting Commission ([DEAC](#)) in the United States. UOPeople offers a Bachelor's, Master's, and Associate of Arts degrees in Business Administration and in Computer Science *for free without tuition*. All students admitted to UOPeople pay no tuition, except a \$15-\$50 dollar application fee.

In addition to the one-time application fee, students from rich countries pay \$4000 total (\$1000 a year) in exam assessment fee for the four-year Bachelor's degree program, and \$2000 total in exam assessment fee for a master's degree in Business Administration or in Computer Science. Students from poor countries pay \$400 total (\$100 a year) in exam assessment fee for the four-year degree program. In fact, the UOPeople says, the poorer the country where a student comes from, the less that student pays. Students from poor countries also have access to scholarships to offset that modest \$400 cost in exam assessment fee, the UOPeople President [Shai Reshef](#) says at the university's website.

Students at the UOPeople only need a computer and an Internet to take charge of their training and to learn from anywhere at any time at their convenience. The degree programs are free, yet accredited. Courses are taught by qualified faculty and resources are open source materials developed by leading scholars and researchers in their fields, the University website shows. Students have free access to advisors, online library and learning resources, scholarships, internship opportunities with major corporations and institutions, and access to global networking opportunities with UOPeople's global alumina.

To conclude, this UOPeople's model presents implications for those in Higher Education in this 21st century. UOPeople challenges educators to take higher education from inside the traditional box and make it affordable and accessible to all who needs it without any geographical and financial constraints often imposed by poverty, and by bureaucratic bottom necks and the economics of Higher Education. All these make Higher Education inassessable to millions more people.

Upcoming Research Opportunities

- We will like to encourage faculty, staff, and students to visit the beta version of the new OoR online grants database. The database contains over 150 grant opportunities relevant to the COE, with new grants being added monthly. You can locate the online database at <http://research.factuic.org/>. At the same time please review new grants opportunities below.
- The National Center for Education Research (NCER) has announced the **Education Research Grants Program** featuring 12-research topic areas. Please submit an LOI **5 May 2016** for Education Research Grants (84.305A), Special Education Research Grants (84.324A), and for Statistical and Research Methodology in Education (84.305D). And please submit an LOI for all other programs **19 May 2016** and a complete application due **4:30:00 pm** Washington DC time, **4 August 2016**. Please email questions to Help Desk at e-mail to support@grants.gov or call 800-518-4726. And please read detail about these programs at <http://ies.ed.gov/funding/futureComp.asp>
- The National Center for Education Research (NCER) has announced the **Statistical and Research Methodology in Education (Methods)** program—CFDA# 84.305D. Please submit an LOI **5 May 2016**. Please also email questions to Program Officer Dr. Phill Gagne at Phill.Gagne@ed.gov or call (202) 245-7139. And download and read details about the program at http://ies.ed.gov/funding/ncer_rfas/methodology.asp
- The National Center for Education Research has announced its *Research Networks Focused on Critical Problems of Education Policy and Practice* competition—CFDA 84.305N. Please submit an LOI 19 May 2016 and a complete application due **4:30:00 pm** Washington DC time, **4 August 2016**. Please email questions for the Science Teaching Network to Dr. Wai-Ying Chow at Wai-Ying.Chow@ed.gov or call (202) 245-8198. And questions for the College Completion Network to Dr. James Benson at James.Benson@ed.gov or call (202) 245-8333. Please download the RFP at http://ies.ed.gov/funding/ncer_rfas/networks.asp
- The National Center for Education Research has announced its *Partnerships and Collaborations Focused on Problems of Practice or Policy* competition—CFDA 84.305H. Please submit an LOI 19 May 2016 and a complete application due **4:30:00 pm** Washington DC time, **4 August 2016**. Please email questions to Program Officers Dr. Allen Ruby at Allen.Ruby@ed.gov or call (202) 245-8145; or to Dr. Jacquelyn at Jacquelyn.Buckley@ed.gov or call (202) 245-6607. Please download the RFP at http://ies.ed.gov/funding/ncer_rfas/partnerships_colab.asp
- The National Center for Education Research has announced the *Low-Cost, Short Duration Evaluation of Education Interventions* competition—CFDA 84.305L. Please submit an LOI 19 May 2016 and a complete application due **4:30:00 pm** Washington DC time, **4 August 2016**. Please email questions to Program Officers Dr. Phill Gagne at Phill.Gagne@ed.gov or call (202) 245-7139; or to Dr. Allen Ruby at Allen.Ruby@ed.gov or call (202) 245-8145. Please download the RFP at http://ies.ed.gov/funding/ncer_rfas/ncer_lcsd.asp
- The National Center for Education Research has announced the *Research Training Programs in the Education Sciences* competition—CFDA 84.305B. Please submit an LOI 19 May 2016 and a complete application due **4:30:00 pm** Washington DC time, **4 August 2016**. Please email questions to Program Officer Dr. Meredith Larson at Meredith.Larson@ed.gov or call (202) 245-7037. Please download the RFP at http://ies.ed.gov/funding/ncer_rfas/training.asp

Questions or Ideas?

Please continue to send the Office of Research news and updates on grants, publications and important presentations as you accrue them. In addition, if you have other notes that you think would be helpful to share through this dissemination vehicle, please feel free to forward them as well.

Kim, klawless@uic.edu, 312.996.2359; Lieway, jlieway@uic.edu, 312.413.5719

Or just stop by!