Vincentian Values

A Catholic Social Thought Framework for Information Service
Vincentian Mission: Opportunity and Responsibility – No. XXII in the series
Kevin Rioux (St. John’s College of Liberal Arts and Sciences, riouxk@stjohns.edu)

In this series, Vincentian Research Fellows from across the University share their experiences in actualizing the Mission through their research, teaching and service. Below Professor Kevin Rioux shares a framework on Catholic Social Thought which he uses as a model for his academic work in Library and Information Sciences.

Like many disciplines, library and information science (LIS) has a dual nature. A pragmatic service profession, it focuses on the collection, organization, maintenance, mediation, and dissemination of information resources in both digital and analog formats. LIS is also a human-centered research stream concerned with understanding how information systems meet (or don’t meet) the needs of individuals and groups.

LIS’s dynamic mix of people, technology, social structures, and information resources is fertile academic ground where I pursue my primary research question: how can access to information be leveraged to enhance people’s lives? I can’t claim originality here—this altruistic motivating question has driven LIS practice and research since the beginnings of modern librarianship. To be sure, traditions of fairness, humanism, and open inquiry have long been distinguishing characteristics of the information professions. But interestingly, few writers in the field explicitly use social justice as a metatheory to examine LIS phenomena, and the application of Catholic social thought (CST) to LIS practice is practically non-existent in the literature.

I have come to believe that the example of St. Vincent de Paul is highly complementary to the values and of the LIS profession, and this has animated my teaching. For example, in their day, St. Vincent and St. Louise actively worked for the development of social structures that promoted justice and mitigated poverty. With this in mind, I emphasize to my students the “user advocate” role of information workers. As practitioners, they must actively campaign for information literacy training and information access for all societal groups, especially vulnerable populations such as new immigrants, the elderly, children, and the unemployed.

In our own time, taking “action for justice” has been considered a form of preaching the Gospel (Justice in the World: Synod of Bishops, 1971). I’ve found that the principles of Catholic social thought provide a good framework for taking action for justice in LIS scenarios.
Examples are summarized in the table below.

<table>
<thead>
<tr>
<th>CST Principle</th>
<th>Example LIS Action for Justice</th>
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<tr>
<td>Human Dignity</td>
<td>Develop and maintain collections and information literacy programs that promote education, stable families, access, living wage and civic participation.</td>
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<tr>
<td>Stewardship</td>
<td>Create collection development and archive policies that recognize the diversity of the human record and its riches in the present and for the future.</td>
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<tr>
<td>Subsidiarity</td>
<td>Offer information programs that promote democratic processes and grass-roots solutions to community challenges.</td>
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<tr>
<td>Common Good</td>
<td>Position the library as a community center where curiosity and learning and civic engagement are cultivated.</td>
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<tr>
<td>Solidarity</td>
<td>Collaborate with community development groups, schools and others.</td>
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<tr>
<td>Participation</td>
<td>Provide users with opportunity to access resources and experience information alternatives to mainstream, homogenous mass media.</td>
</tr>
<tr>
<td>Rights and Responsibilities</td>
<td>Information access is a human right (UN Declaration of Human Rights, 1948). We must work to ensure this right is available to all.</td>
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Consideration of this CST framework and St. Vincent’s preference for the poor has greatly enriched my conception of social justice, which in turn has led to some interesting learning, research, and teaching opportunities. In early 2007, I gave a presentation on human information behavior at the Information and Communication Technologies Development conference in Goa, India. There I learned that technological determinism is often assumed in much of India, and that information use is considered to be an economic development issue rather than a social one. Later that year, I attended the Web for Development Conference in Nairobi, Kenya, and learned how computer users in the developing world are bypassing expensive proprietary software and are writing free open-source applications that reflect local use patterns and needs. Last year, with a Canadian colleague, I explored how information professionals around the world work to support human rights, and presented the paper (in absentia) at the Libraries from a Human Rights Perspective Conference in Ramallah, West Bank/Palestine.

My work with the Master’s program in Global Development and Social Justice (GDSJ) is another setting to use the Catholic Social Thought framework in academics and for social action. Currently 39 students working in development contexts around the world are enrolled in the program. I teach a course entitled Information Resources for Development Professionals. In this intense seven-week course, students learn to use information and communication technology and the various digital databases accessed through the St. John’s Library. The ethos of the course is to extend social justice by extending information resources and skills that can be used to address integral development issues around the world. To sum up, Catholic Social Thought provides vocabularies and conceptualizations that can be used as a moral and ethical norm to address the challenges of the global information society.
Dr. Diana Bartelt (Biological Sciences, bartelt@stjohns.edu) moderated a panel entitled “Employee Development Program Alliances with Academia: Hidden Benefits” at the annual meeting of the New York Biotechnology Association held in New York City (April 2009); presented two posters, one with Dr. Anne Dranginis (Biological Sciences, dranginia@stjohns.edu) and coauthored with students: “Development of a Screen for the Identification of Aspergillus adhesins” and co-authored with Blase Billack and Tanaji Talele (Pharmaceutical Sciences, billackb@stjohns.edu and talelet@stjohns.edu) and students: “Antifungal Evaluation of Novel Benzo triazole Derivatives of Fluconazole and Ebselen Against Several Fungal Strains” at the 25th Fungal Genetics Conference at Asilomar CA.

Dr. José G. Centeno (Communication Sciences & Disorders, centeno@stjohns.edu) published two articles: “Multidisciplinary Evidence to Treat Bilingual Individuals with Aphasia” in Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations (November 2008) and “Serving Bilingual Patients with Aphasia: Challenges, Foundations, and Procedures” in Revista de Logopedia, Foniatría, y Audiología (March 2009).

Dr. Irene J. Dabrowski (Sociology & Anthropology, dabrowsi@stjohns.edu) co-presented a paper, “The Comtean Method: Implications for Futurology,” at the annual meeting of the Eastern Sociological Society in Baltimore, MD (March 2009).

Dr. Anne Dranginis (Biological Sciences, drangina@stjohns.edu) was the keynote speaker at the International Brewer’s Symposium, a joint meeting of the International Society of Brewing Chemists and the Master Brewer’s Association of the Americas held in Boston on the subject of flocculation and viability of yeast (April 2009).

Dr. Maura C. Flannery (Computer Science, Mathematics & Science, flannerm@stjohns.edu) presented a paper, “Darwin’s Drawings,” at a conference on Darwin’s Reach: A Celebration of Darwin’s Legacy Across the Disciplines at Hofstra University (March 2009); invited by the Knowles Foundation for Science Teaching to serve as a reviewer of fellowship applicants (March 2009); published an article, “Living Collections: Biocuration in the Broadest Sense,” in the American Biology Teacher (April 2009).

Professor Connie J. Frisch-Cherniak (Fine Arts, frischcc@stjohns.edu) exhibited her photographs in a group exhibition, “New Beginnings,” at the CPG Gallery in Staten Island (March-April 2009).

Dr. Joseph A. Giacalone (Economics and Finance, giacaloj@stjohns.edu) presented a paper, “The Private Spaceflight Industry,” at the annual conference of the Business Economics Institute in Las Vegas, NV (December 2008).


Fr. John H. McKenna, C.M. (Theology and Religious Studies, mckennaj@stjohns.edu) published the book The Eucharistic Epiclesis: A Detailed History from the Patristic to the Modern Era (Chicago: Hillenbrand Books, 2008).

Dr. Elise G. Megehee (Chemistry, megehee@stjohns.edu) presented a poster entitled “Synthesis & Characterization of cis-bis (Diimine)Carbonyl(Pyridylporphyrin)Osmium(II) Complexes” at the Renewable Energy: Solar Fuels Gordon Research Conference in Ventura, CA (February 2009); organized the symposium on “Photochemistry and Photophysics: Harnessing Light to do our Work” held at St. John’s University, Queens Campus (November 2008).

Dr. Laura Schramm (Biological Sciences, schramml@stjohns.edu) published a paper, “Inhibition of RNA Polymerase III Transcription by BRCA1,” in the Journal of Molecular Biol-
If you would like to send an entry to “Faculty News,” the deadline for the May issue is May 4. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in “Faculty News.” Material included in CTL Faculty News will be sent to Dominic Scianna for distribution in a news release.

Dr. Richard Stalter (Biological Sciences, staltterr@stjohns.edu) co-authored “Some Ecological Observations on a Shortleaf Pin (Pinus echinata) Stand in the Piedmont of North Carolina” in Bar- tonia (2009).

Dr. Charles M. ViVona (Social Sciences, vivonac@stjohns.edu) presented “Sociological Consequences of Commodity-based vs. Fiat-based Currencies” and “Interpreting the Human Condition: The Case of the Theater” at the Eastern Sociological Society meeting in Baltimore, MD (March 2009).

Dr. Charles Wankel (Management, wankelc@stjohns.edu) has been appointed to the Editorial Board of the Journal of Human Resources Education.

Dr. Ann C. Wintergerst (Languages & Literatures, winterga@stjohns.edu) was invited by the Institute of International Education to serve on its National Screening Committee in the selection of American graduate students for the U.S. Student Fulbright Program applying for English Teaching Assistantships in Germany (Fall 2008); published an article, “Error Correction in Writing Class,” in Idiom (Fall 2008); co-presented a talk on “Exploring College Slang” at the 43rd Annual International Convention of Teachers of English to Speakers of Other Languages, Denver, CO (March 2009); published a co-authored article, “Exploring Slang in the Classroom,” in Idiom (Spring 2009).

Resources on Visual Literacy
As part of Research Month activities, the CTL sponsored a Research Roundtable Luncheon on Visual Literacy. For the event, we prepared a list of useful Websites, some of which are given below:

“Visual Literacy in Higher Education” an article on technology and visual learning

Online Visual Literacy Project, a good introduction to the field
http://www.pomona.edu/Academics/courserelated/classprojects/Visual-lit/intro/intro.html

Information Aesthetics blog that surveys the latest on visualization
http://infosthetics.com/

Picturing to Learn Project for visual education
http://www.picturingtolearn.org/

Tutorial on graphic organizers
http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm

The Junk Charts blog of critiques on Web visual representations
http://junkcharts.typepad.com/

Links to a host of visualization tools from the University of Maryland
Moderated Discussions
Phyllis Conn (Institute for Core Studies, connp@stjohns.edu)

“So what were the reasons for building the Erie Canal? What effects did the Canal have on New York City? Anyone? Anyone who hasn’t spoken yet today?”

Being well-prepared and participating fully during class: how I wished that all my students – or at least most of them – would reach these goals. I also wanted students to engage more deeply with our course content. As part of the continuing search for improved student engagement, I wanted to find ways to get to know students better and get to know them earlier in the semester; helping students get to know each other better would be great, too. I tried many different approaches in my classes, with varying amounts of success, until I found a technique that worked for me.

Since I’m a firm believer in trying what’s worked for others, I decided to modify a discussion technique developed by Prof. Jack Betterly. His article about the technique, called Monitored Discussions, was published in World History Connected (a publication of the History Cooperative) in 2003. It’s available online at http://www.historycooperative.org/journals/whc/1.1/betterly.html. Betterly’s technique includes a creative approach to assessment that I decided not to try at this point. I modified his discussion technique and have found that it has completely changed the dynamics of my classes.

My version is called Moderated Discussions. Here’s how it works:

- There are three rounds of discussions: one round during weeks 3 – 5; one round during weeks 6 – 9 and one round during weeks 10 – 12. Students must participate in one discussion in each round. There are seven or eight students in each group.
- Discussion group topics/questions are posted and reviewed in class. A sample of discussion topics/questions is here: DNY Moderated Discussions - 2nd round Spr. 2009.doc.
- We have a class lottery at least one week before the round begins to sign up for discussion groups. Since there are three rounds (and therefore three lotteries), students who end up with their last choice in one round may get their first choice the next time. The lottery system helps to mix up the groups, so that best friends (or volatile combinations) don’t end up together all the time. Since the lottery is held at least one week before the round begins, students have at least one week to prepare for their discussion.
- No switching between groups is allowed. Once a few students tried to bribe some other students to switch groups so they could participate in the Tammany Hall discussion. I told them that I appreciated the aptness of their attempt, but no switching was allowed.
- The seven or eight students in the discussion group sit in a circle in the middle of the room. They speak to each other, discussing the topics and questions assigned.
- During their discussion, I don’t speak – no matter what. I take detailed notes about who said what. For this part, it helps to be a fast writer.
- The group holds its discussion for 8 – 10 minutes. Then I give the group some suggestions, comments, and questions. The group continues for another 8 – 10 minutes without me speaking at all.
- During the discussion, other students complete a comment form (Debate comment form.doc), responding to questions that show how well they’ve listened and evaluated what the group said. Their comment forms contribute to their own general class participation grade. They do not affect the grades of the students in the discussion group.
- Students in the discussion group earn their grades on the basis of how well they’ve prepared, how specific and detailed their comments are, how well they listen to others and respond to them (instead of just blurting out things they’ve learned), and how well they’ve helped the group act as a group. I apply this grade rubric: Moderated Discussion Rubric.doc. The goal is not quantity, it’s quality. Students who dominate the discussion earn lower grades than students who are well-prepared, respond carefully, and help the group make deeper connections.
There are always a few students who are afraid of public speaking. I tell the class, and individual stu-
dents if necessary, to contact me if they have real concerns about public speaking. In extreme cases,
I've allowed students to improve their discussion grades by submitting their notes to show me that
they've prepared for the discussion.

In order to help students take the discussions seriously, I've substituted the discussion assignments for
the midterm exam. What we've lost in breadth, I believe we make up for in depth.

After four semesters of using this technique, my goals for improving student preparation and engage-
ment with the course and each other have generally been met. Many more students come to class
having read the assignments and thought about what they've read. Their oral communication and
critical thinking skills seem to improve with each round. I get to know students better, and earlier in
the semester, by just listening to them for 15 – 20 minutes and seeing how they interact with their
peers.

One important lesson this technique has taught me is a renewed humility. As someone who has
taught for many years in many settings, I thought I was able to assess whether a student was pre-
pared, engaged, and ready to learn. What I've found through these discussion groups is that some-
times my assessments are wrong. I'm always surprised to find that a few students who I thought of as
disinterested or unprepared become real leaders during the discussion groups. Or perhaps those stu-
dents become more interested and take the time to prepare because of this technique.

One last word: I owe an enormous debt to the CTL and my colleagues for their support of teaching at
St. John's. This article came out of a CTL workshop where I presented this technique. At the end of
the workshop, one attendee stayed behind to offer me some practical and creative suggestions about
how I could improve the technique. I'm looking forward to using her suggestions in the future. I
hope this article might inspire someone else as much as the CTL has inspired me countless times.

Incorporating ArcGis in Your Teaching
Paula Kay Lazrus (Institute for Core Studies, lazrusp@stjohns.edu)

Geographic Information Systems (GIS) like ArcGis are useful tools for combining visual materials and
various forms of statistical, historical and/or spatial data. You can combine current and historical
maps, census, crime, ecological or traffic data to create new ways of understanding or analyzing rela-
tionships between data sets, or to delve into how an area functions (from the impact of a melting gla-
cier to emergency response to flooding, or the evacuation route in a hospital building).

Giving students a chance to work with this kind of powerful program can help them develop their
skills in visual literacy, critical thinking and analysis. It also provides them with a chance to become ac-
quainted with a software program that is now commonly used in a wide variety of professions and
industries.

Here are just a few examples of very simple uses of this GIS program. I have inserted a few illustra-
tions, but of course when you use the actual program you can move about the space, look at it in 3D,
change transparency and run sophisticated analytical tools to help explain and understand the data
you and your students can collect, display and analyze.
My goal, in terms of working with ArcGIS in the classroom, was to introduce it to my DNY students in order to help them gain a greater sense of how New York City has physically changed over the years. I had already developed assignments where they were to collect historical maps of the city and discuss the changes they observed over the centuries, but I hoped that by using ArcGIS I could enhance their understanding of the material. They would be able to manipulate the images and combine more recent street topography with the historic maps and also include some photos that they would take in the neighborhoods they were studying.

My project had 3 major parts. First I found some digital elevation maps of the city, and some historic maps. I imported these images into ArcGIS and then georeferenced the historic images (which were simply pictures, not digital data). This means that I aligned those maps with their true topographical position on the globe.

Step 2 entailed giving the students a basic idea of how the software worked. We tried using a free downloadable and reduced version of the software, but it didn’t allow the students to do much. We abandoned that and instead I loaded a simple version of ArcGIS on each student’s machine, and then loaded a set of images that I had prepared and that they could then manipulate or add to. With this they could experiment with different transparencies (looking through one map at another one beneath), or shift their viewing positions or match places on the maps with images.

Step 3 was for the students to create some sort of combined image showing that they could manipulate the maps, knew where they were spatially within the city, and connect this with their neighborhood research.

Figure 1 shows a digital elevation map on the left, and two historic maps on the right, before they have been georeferenced.
In Figure 2 you can see what happens after the 1732 Lyne map is georeferenced and placed over the modern digital map. I’ve also digitized some important buildings, made a dbase file of that information and added an illustration of NY of that time period. In figure 3, you can see the same buildings in a 3D image, with your viewpoint shifted with respect to figure 2. Digitizing the churches and markets now allowed me to display them over maps of differing time periods and to have the students see how the island was changing around these buildings, as you can also see on figure 3 which is a commercial property insurance map from 1893.

Figure 2

Figure 3

Figure 4

Figure 5
Another interesting use of this technology revolves around the analysis of census records. One can plot that data according to ethnicity, race, income or any one of a number of categories and then display it visually. This is often a great way for students to see how neighborhoods change over time. Figures 7 and 8 give an idea of what can be done by comparing where people of a particular ancestry clustered in the 1910 census. If one were to plot a single group over time, it would be possible to see visually how the majority of New Yorkers from that background, moved from one neighborhood to the next.

In all, I found that this was a useful tool for helping students think critically and visually, and even though time consuming in terms of start up, well worth it in terms of helping students think about how the city has changed over time. With more data to use, easier access to the software for the students and increasing expertise on my part (when I used this I was learning along with them), this can be a very powerful teaching and learning tool.
The Wild, Wooly Wiki
Heidi Upton (Institute for Core Studies, uptonh@stjohns.edu)

I was not always interested in “technology.” For the courses I teach – Discover New York and Creativity and the Arts - I would use the St. John’s Central Course Pages to house my syllabi, and to provide interesting links to students who…truth be told… didn’t pay much attention. Looking back now I see that I was first bitten by the technology bug when I realized, during my time as part of the Title III project, I could use a website to collect student work and explain to the outside world - whatever part of the outside world might be interested - the processes by which that work came into being. It also had something to do with images – how images could tell the story, or illuminate the story I was trying to tell about my wonderful students and the journeys we took together. I remember capturing their work with my camera like a proud parent, and through the website displaying it in an organized, structured way. Structure…that is also part of this technology bug…I realized I was attracted to a system that enabled me to create a structure that would be a container for work done, and work yet to be done. The funny thing is, that project has taken a back seat – not forgotten, but less immediately compelling. The wiki is now center stage and it has become an essential part of my version of Discover New York - an examination of homelessness in New York City – called dnyhome.

I first heard about wikis in DNY library sessions. Kathy Shaughnessy referred to “wikis” several times and I wondered about them. Not enough to act in any way, though. Title III camp in January ’08 was the next event that focused my attention on the wiki and again, it was Kathy who was instrumental in pointing to this tool. At that point, I had been experimenting with a website format in order to collect student work. But it was problematic. I had nowhere to put it so it could be viewed by all. And that’s a long story in itself.

Enter pbwiki. My first wiki was created for a workshop on the music of Sones de Mexico that I was leading in Lincoln Center Institute’s Summer Session: http://lcitecsones.pbwiki.com Please, after viewing the front page, go to http://lcitecsones.pbwiki.com/Mexico-and-its-Music%253A-A-History. As you can see, I learned how to hyperlink and did it all over the place! But, more importantly, I learned I could use my own voice – express my thoughts – and then point to examples or explanations or opportunities for deeper exploration through the use of these hyperlinks. I was inspired. This early experiment paved the way for DNYhome. I use the wiki to introduce the course to my students and invite them in: http://dnyhome.pbwiki.com.

I use the wiki to house the syllabus: http://dnyhome.pbwiki.com/Syllabus.

To display reading response assignments [note: if you scroll down on the next link’s page, you can see I also use this page in preparation for one of our class trips] (http://dnyhome.pbwiki.com/Reading-response-assignments) for grading rubrics, (http://dnyhome.pbwiki.com/Assignment-Rubrics) as a platform for specific lessons, (http://dnyhome.pbwiki.com/The-Arts-and-Justice) and as a way to collect student responses on single pages - for example this one, involving an early assignment (note how it is possible to involve students in linking out to videos and newspaper articles – some of which also contain videos (http://dnyhome.pbwiki.com/Links%3A-Articles%2C-Videos%2C-YouTube#).

This version of DNY – an experiential look at homelessness in NYC - requires students (each of whom has to do nine hours of service learning at one of three specific sites three sites) to create photo essays based on readings, viewings and trips as well as their ongoing service experiences. I was concerned the wiki would not support so much data. So, I bought a premium wiki. I don’t think that would have been necessary had I known that pbwiki would be expanding the space allowed on regular wikis, but as you can see I now have plenty of space.
I want students, in preparation for creating their photo essays, to begin to think about photographs as a medium for commentary and expression. Throughout the wiki, there is use of image as a delivery system. Here is a page that links to a valuable resource: http://dnyhome.pbwiki.com/Images-we-are-thinking-about.

You can see individual student pages, as they begin to be containers for their work, in the CRN Folders. The wild, wooly-ness began to emerge with the photo essay assignment, though early on there were other issues.

For example, problems arose as we began to negotiate and manipulate the wiki early in the semester. Students began to create a new page for each assignment. This semester I hope to prevent this from happening. So far, with some exceptions, it seems to be better. I have gotten better at troubleshooting with them. Some students have trouble figuring out how to use the wiki in general. There are very few of these. Most are able to negotiate very well.

But, uploading the photo essays was a challenge last semester and students used various methods to do so. I thought this was a good thing, but would like to give them several means to do this next time while still allowing for creative expression. Unfortunately, at this time, last semester’s photo essays are hidden.

A very interesting and, I think – beautiful page was created at the end of the semester. Named The Service Experience, it is a place one can read the narrative accounts of each student’s experience at his or her service site: http://dnyhome.pbwiki.com/The-Service-Experience.

In small groups, students created a “perfect shelter” – based on what they had seen and read during the semester. Though hidden, I include the idea, because it was a wonderful source of pride for them, as they compared their group’s effort to those of their colleagues.

As well, each class had a page where they could collect their poetry – another requirement for the course last semester. Again, a wonderful source of pride. One is called Speak: http://dnyhome.pbwiki.com/FindPage?SearchFor=speak

The other is called: Words for Sharing http://dnyhome.pbwiki.com/Words-for-Sharing

This semester, I have started using the wiki as a source for excerpts of student work, to help in grading within a public forum. I am able to comment in a more fine-tuned way, I find. Since this is new, I have yet to evaluate it, but so far, it feels like an improvement.

During our recent workshop, a question was raised regarding the collaborative aspects of the wiki. It is difficult to share everything one does in such a short time, but I want to emphasize that I have found the wiki useful as a part of the class processes which are very collaborative. For example, just the other day, I had students respond to their assignment on the “links” page – each student was assigned one link to read, view or listen to. Then, in class, each student had to tell other students throughout the room – in a cocktail party format, without the cocktails – the “story” of their link and respond to questions from students about it. Following this, in small groups, they collected key/big ideas that arose, surprising information that emerged and questions they had. Each group copied these for all to see on their section of the black/whiteboard (or open journal, as I call it). Next, I displayed photos concerning homelessness in NYC on the walls of the classroom. After going, in partners, for a “gallery walk” to view the photos, students had to choose a photo that somehow resonated with something in the reflections on the board and place it next to that item from their reflection. So, as you can see, the wiki was part of the process, but not the whole process.
I have to admit, I love this wiki. It is a living thing – messy, maybe. But, it seems to breathe on its own – a collection of voices, real experience. Right now, for example, the Arts and Justice Page (click on it on the sidebar) is collecting student comments on the meaning of justice - what it is…and isn’t. We’re also collecting songs on the page that speak to this issue.

I guess what sums it up is that the wiki allows my creative spirit to get busy and provides a space to invite others to join in. We are together somehow, on the road to find out.

Call for Manuscripts: Academic Exchange Quarterly (Technology in the Humanities)

Journal: Academic Exchange Quarterly
Issue: Spring 2010 Volume 14, Issue 1
Theme: Technology in the Humanities

Submission Deadlines:
Early: October 2009 (with opportunity to be considered for Editors’ Choice)
Regular: November 2009

New educational technology provides both increasing pressure and exciting possibilities for teachers in the humanities. It has the power to absorb our time or free it, excite our students or alienate them. We are interested in publishing two types of articles on educational technology: 1) Articles describing how educators are using various new media and technologies; 2) Articles that consider the theoretical, ethical, and budgetary impact of educational technology in all of its emerging forms.

Learn more about this Issue at: http://www.rapidintellect.com/AEQweb/5tech.htm and submission procedures at: http://www.rapidintellect.com/AEQweb/rufen1.htm

If you have any questions, please contact:
Brenda I. López Ortiz of the School of Educaiton at: lpezorb@stjohns.edu

Global Education

The Levin Institute, an independent research and educational institution associated with the State University of New York, is hosting a free professional development workshop for professors and administrators interested in internationalizing the curriculum. This Second Annual Globalization101.org Users Workshop will take place on Monday May 18, 2009 from 9:30 a.m. to 4 p.m. at The LEVIN Institute, 116 E. 55th Street, New York, NY 10022. Click on this link to view the invitation: http://www.globalization101.org/uploads/File/usersconferenceflyer09.doc.

Please RSVP to Rebecca Smolar by May 13 at globalization101@gmail.com.