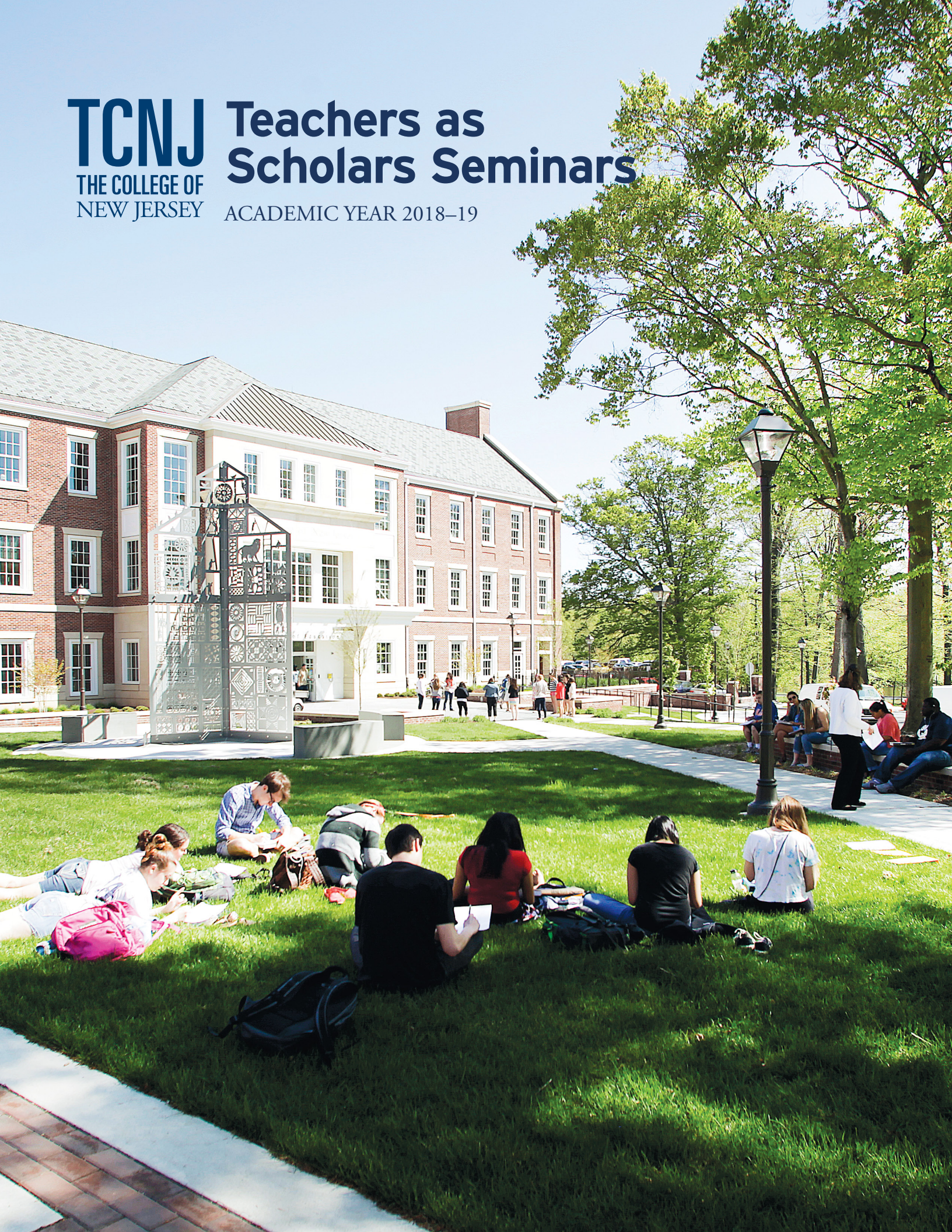


**TCNJ**  
THE COLLEGE OF  
NEW JERSEY

# Teachers as Scholars Seminars

ACADEMIC YEAR 2018–19





Dear Colleagues:

On behalf of The College of New Jersey and the Professional Development School Network (PDSN), it is my pleasure to announce the 2018–19 Teachers as Scholars (TAS) program. The program was created 11 years ago through the collaborative effort of TCNJ's Professional Development School Network (consisting of 18 partner school districts), The College of New Jersey, and the Woodrow Wilson Foundation for the purpose of providing a selection of content-related seminars geared toward subjects of particular interest to K–12 educators.

The goals of the PDSN seminars are:

1. To foster and promote teachers as academic and intellectual leaders by giving them time to reflect and discuss new ideas and recent scholarship with colleagues;
2. To give (over time) equal opportunity to all teachers in a district to examine and learn cutting-edge scholarship as part of their work day;
3. To encourage professional relationships between arts and science faculty and classroom teachers, while improving articulation between K–12 schools and higher education.

TAS seminars are two-day professional development events led by the outstanding faculty members of The College of New Jersey. Teacher-scholars who are selected for participation by their school districts can choose from an array of seminars (described in this brochure); those who successfully participate and complete TAS seminars are awarded 10 professional development hours. Each seminar is presented on the scenic campus of The College of New Jersey and runs from 8:30 a.m. to 3 p.m.

The registration protocols are as follows:

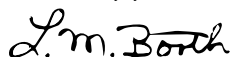
- Each PDSN member school district is guaranteed a minimum of one registration (one seat) for each seminar.
- At least 10 registrants are needed in order to offer a seminar.
- The maximum number of registrants for each seminar is 20.
- If a PDSN school district opts not to utilize their registration, other PDSN districts can request additional seats in the seminars on a first come, first served basis.
- If seats are available once all PDSN districts have completed registration, non-PDSN member school districts may register to attend seminars. Non-PDSN districts will be charged a fee on a per-person basis.
- All seminar offerings and non-PDSN member registration fees are listed in this brochure.

Our programs bring together school teachers with college faculty in a climate that enrich and expand teaching and learning opportunities of both groups, while challenging and stimulating the intellectual interests and curiosity of all participants. These programs are open to all K–12 teachers regardless of certification or teaching assignment. If you would like to suggest areas of study for future seminars, please email us at [STEP@TCNJ.edu](mailto:STEP@TCNJ.edu) attention: Teachers as Scholars.

Registration information is listed at the end of this guide. The dates of the two-day seminars are noted. If you are interested in becoming a Teachers as Scholars participant, contact your district liaison listed in this brochure.

We look forward to you joining us during the 2018–19 academic year!

Sincerely yours,



Lynn M. Booth, EdD Director

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## SEMINAR 1

# Transgender Film

October 9 and 16, 2018

“Diverse gender identities are more prevalent,” a 2018 study published in *Pediatrics* argues, “than people would expect.” How do cinema, television, and Youtube representations of transgender and gender nonconforming children educate as well as sometimes simplify if not misinform viewers? Where do our kids get their knowledge and do adults get their information elsewhere? In our schools, we communicate our acceptance (or non-acceptance) of gender diversity often without ever using the word transgender. How might we be more conscious of our words? We will sample liberally from mainstream and indie films, Youtube channels and reality TV, in order to evaluate the rhetorical power of these images. Although this seminar — with its focus on rhetoric and media — will be especially useful to teachers of current events, film, and English, it is also immensely relevant to allies, nurses, administrators, and guidance counselors. (In other words, spread the word to your non-teaching colleagues.)

### SEMINAR LEADER: JUDA BENNETT, PhD

Juda Bennett is a professor of English and Gender Studies at The College of New Jersey. He is the author of *Toni Morrison and the Queer Pleasure of Ghosts* (SUNY, 2015) as well as essays, poetry, and short stories that explore the politics of identity. Before becoming a professor, he lived for more than a decade on three hippie communes, one of which was the subject of a recent documentary, *Lavender Hill: A Love Story*. He is currently writing a memoir about gender nonconformity in the queer circles of the 1970s.

## SEMINAR 2

# Creating Agents of Change (While Preparing for Standardized Tests)

October 12 and 19, 2018

*Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has.*  
(Margaret Mead, *Anthropologist*)

K–12 students are learning more than academic skills when they step into our classrooms. They are learning how to be active citizens. When students participate in service learning, they understand how the skills and content in our curriculum help them become agents of change regarding issues that matter to them. Service learning is a research-based approach to developing learning experiences that are engaging, meaningful, and academically challenging. In this workshop, you will learn about the five stages of service learning and the national service learning standards. You will consider the service themes that are likely to resonate most with your students and learn about models of service learning related to those themes. Based on what you learn, you will begin designing a service learning experience for your students. To ground the action that you want to take with your students, you will spend some time reviewing common means of literacy assessment within today’s standardized tests. Through lively conversation and engagement with innovative strategies, discover how service learning supports the development of core literacy skills and lifelong learning as well as successful test results. There are opportunities for “subversive test prep” within each of the five stages of service learning. Come learn more about them at this workshop!

### SEMINAR LEADER: MAUREEN CONNOLLY, EdD

Connolly is the co-author of *Achieving Next Generation Literacy: Using the Tests (You Think) You Hate to Help the Students You Love*, the Corwin best-seller, *Getting to the Core of English Language Arts, Grades 6–12: How to Meet the Common Core State Standards with Lessons from the Classroom*, and *Getting to the Core of Literacy for History/Social Studies, Science and Technical Subjects, Grades 6–12*. Connolly currently teaches undergraduate and graduate courses in secondary education for the School of Education at The College of New Jersey and is a consultant for CBK Associates. Before that, she was an English teacher at Mineola High School on Long Island, NJ for 15 years. Connolly has overseen service learning grants for the New York Metropolitan Area and collaborated on several publications related to service learning. In these roles, she has developed many standards-based initiatives that link community outreach, character education, and literacy.



## SEMINAR 3



### There's a Deaf Child in My Class

October 22 and 29, 2018

*Warble, child; make passionate my sense of hearing.*

William Shakespeare, *Love's Labour's Lost*

Educating deaf children has changed dramatically in recent years due to the universal newborn screening act, the advent of digital technology, the Individuals with Disabilities Education Act (IDEA), and FDA changes in the criteria for cochlear implantation. Babies are identified as hearing impaired within the first few months of life thus enabling parents to make educational decisions earlier than in the past. Many hearing parents decide they want their deaf babies to learn spoken language and choose cochlear implants to provide an auditory channel to the brain to facilitate speech perception and production. This seminar will introduce teachers to events that have led to the increase in numbers of deaf children with cochlear implants in public school classrooms. It will provide information on the special needs the child may display and what to expect both short and long term throughout the school year. Required reading will focus on the impact of deafness on parents. Suggestions for teachers working with children with hearing impairment in the classroom will be provided.

#### SEMINAR LEADER: LYNN Z. SMITH, PhD, CCC-A

Lynn Smith has a multi-faceted view of childhood deafness. She was a teacher of the deaf before pursuing clinical certification in Audiology from the American Speech, Language, Hearing Association and research in speech perception of deaf children. She earned her PhD at City University of New York Graduate Center where she worked as a research associate in speech and hearing science. Most recently, she has presented at national conferences in the area of early identification and intervention. At TCNJ, Smith teaches and is coordinator of the Speech Pathology and Audiology program.

## SEMINAR 4

### On-Line Li(v)es: Autobiography and Social Media

October 26 and November 2, 2018

Is social media revolutionizing the way people tell the stories of their lives? No longer a novelty, digital "automedias" have become the standard of representing public personhood. This seminar explores a range of autobiographical forms as they present themselves through interactive online platforms. Participants become familiar with discourses and debates about digital life writing forms in the 21st century as an old genre learns new tricks. Discussions highlight questions of creative license and freedom of expression, as well as ethics and measures of security: Are online role-playing games and other seemingly ephemeral spaces for constructing online profiles as "real" as off-line spaces of lived identity? How do platforms that facilitate sharing life narratives online open doors to the construction of fake lives used for "catfishing" and other on-line deceptions? Do the networking websites on which we scroll and swipe for professional connections enable counterfeit identities? Are blogs and vlogs the new memoir?

#### SEMINAR LEADER: LISA ORTIZ-VILARELLE

Lisa Ortiz-Vilarelle is a professor of English who specializes in 20th-century Inter-American literature and autobiographical studies. She has published numerous articles on life writing practice and theory and is currently completing a book titled *Overwriting the Dictator: Americanas, Autocracy and Autobiographical Innovation* about Latin American women's life writing and dictatorship.

## SEMINAR 5

# Makerspaces

November 5 and 13, 2018

A recent infographic from the Educational Advisory Board describes the importance and role of a makerspace to “allow students to convert their ideas into physical objects, supporting hands-on learning and cross-discipline collaboration.” In this hands-on workshop, you will explore ways to incorporate digital fabrication and design thinking into your curriculum. Specifically, you will learn how to use laser cutters, 3D printers, CNC machines and other digital fabrication tools. More importantly, you will have workshop time to use these tools to build a project of your choice.

### SEMINAR LEADER: JOHN KUIPHOFF

John Kuiphoff is an associate professor in the Department of Interactive Multimedia at The College of New Jersey. His research interests include digital fabrication, interactive computing and video editing. He has developed applications and interactive exhibits for Best Buy, Centers for Disease Control and Prevention and various museums. He is a graduate of the Interactive Telecommunications Program at New York University. Kuiphoff also enjoys making things in his wood shop and taking classes at NextFab.

## SEMINAR 6

# Narratives Ever After: Fairy Tales and Folk Tales from the Renaissance to the Postmodern

December 4 and 11, 2018

Most people today are familiar with fairy tales through cultural osmosis and their exposure is limited to a few familiar tales. In this seminar, we will explore the rich, varied tradition of the adult literary fairy tale that includes writers from Renaissance Italy, the French women salon milieu of 17th-century France, the folklore movement of the German Romantic period, and 19th-century writers Hans Christian Andersen and Oscar Wilde. We will also look at how their works have been transformed and appropriated by contemporary and postmodern writers, including Margaret Atwood, Donald Barthelme, Angela Carter, Robert Coover, and Michael Cunningham. We will consider the culturally influential and often damaging fairy tale tradition through a variety of theoretical lenses — so check your Disney at the door.

### SEMINAR LEADER: JO CARNEY, PhD

Jo Carney is a professor of English at The College of New Jersey. Her most recent books are *A Biographical Encyclopedia of Early Modern Englishwomen* and *Fairy Tale Queens: Representations of Early Modern Queenship*. She has also published articles on Renaissance and contemporary fairy tales, Shakespeare, and early modern queenship. Professor Carney teaches courses in Shakespeare, Early Modern British literature, the literary fairy tale, and contemporary literature. She is currently writing about contemporary adaptations and appropriations of Shakespeare's works.



## eHealth Literacy: Essential Skills for Navigating the Digital Health World

December 12 and 19, 2018

The widespread availability of health resources online has provided a great opportunity for people to search for health information. However, there is a gap between the electronic health resources available and people's skills for using them. Even among North American adolescents who have access to the Internet, many teens report that they lack the skills to adequately engage online health resources effectively. Engaging with eHealth requires a skill set, or *literacy*, of its own. At this workshop, participants will identify and understand this unique skill set, learn to seek, find, understand, and appraise health information from electronic sources and apply the knowledge gained to addressing or solving a health problem. Participants will also create health infographics as a way of effectively disseminating credible health information. The workshop will conclude with a discussion on how to apply acquired knowledge and skills in K–12 classrooms so that students can adequately utilize the digital world for health in the future.

### SEMINAR LEADER: YIFENG HU, PhD

Yifeng Hu is an associate professor and chair of the Department of Communication Studies at The College of New Jersey. In addition, she teaches a graduate course, New Media and Health, at Mailman School of Public Health, Columbia University. Hu's primary expertise lies in uses and effects of new media technologies in health communication. She is currently leading a team of undergraduate students and subject-matter experts to work on a mixed-media campaign as well as creating a serious game for mindful drinking among college students.

## Developing Students with a Thinking Mind

January 17 and 24, 2019

*"Learning without thinking is labor lost; thinking without learning is perilous."* —Confucius

Our thinking directly affects our life through the choices we make. Good thinking requires more than just knowledge of the principles of good reasoning. Our students need to develop a sharp thinking mind — to be able to think critically and creatively to meet the upcoming challenges in the ever-changing world. Critical thinking is thinking clearly and rationally. It involves thinking precisely and systematically, and following the rules of logic and scientific reasoning, among other things. Creative thinking involves coming up with new and useful ideas, generating alternative possibilities.

Good thinking skills are essential to meaningful learning. Without the engagement of thinking, learning outcomes may be confined mostly to the basic, minimum knowledge and skill levels. In the current school reality, students do not get to exercise their cognitive potential and tap into their brainpower for profound thinking and learning. In order to help *students* to develop adequate *thinking* skills, teachers need to have good knowledge and experiences to facilitate *students' thinking development* as they delve more deeply into academic learning. Powerful thinking minds are the most valuable assets in the world.

In this seminar, participating teachers will learn how to improve students' focus, concentration, memory, and enhance their critical and creative thinking powers that can significantly boost their confidence and joy in learning. The participants will be exposed to various cases and fun challenges to gain practical experiences for their students to develop thinking minds. In addition, the participating teachers will examine the current practices on student thinking development, discuss related issues, explore various scenarios, and share personal experiences. Being exposed to various fun activities and gaining some hands-on experiences, participants will walk away with practical ideas and strategies for successfully implementing thinking strategies in their own teaching. A compiled list of useful activities, challenges, and resources will be shared during the seminar.

### SEMINAR LEADER: ALEX C. PAN, PhD

Dr. Alex C. Pan is an associate professor of education at The College of New Jersey, where he teaches a broad spectrum of courses, ranging from teacher preparation courses, to technology-enhanced instruction, to the impact of globalization. Dr. Pan has published dozens of articles, made many conference presentations, and conducted several workshops. He currently teaches in the Department of Elementary and Early Childhood Education.

## Design Thinking for the Classroom

January 23 and 30, 2019

Innovation and design thinking have become buzzwords in the arts, business and education field. Stemming from a human centered approach to problem solving design thinking provides students with a 21st-century skill that can foster long term critical thinking abilities. Design thinking provides a framework to create and respond to our culture's most pressing problems by using a creative methodology that focuses on human-centered design. The classroom at once seems very removed from this approach, however, it is the ideal place to introduce these concepts. From top businesses such as IBM to classrooms across the nation, design thinking strategies are an important part of creative thinking in the 21st century. This workshop will provide participants the histories of Human Centered design thinking, including case studies on how design thinking has been applied to the classroom setting. The workshop participants will go through the design thinking process and learn the tools and methods that designers use to respond to design challenges. Additionally, through an active workshop we will go through the process of empathize, define, ideate, prototype, and test. The workshop will include application of methods introduced, and conclude with a discussion on implementation for the K–12 classroom.

### SEMINAR LEADER: BELINDA HAIKES, PhD

Belinda Haikes is an associate professor in the Department of Art and Art History at The College of New Jersey. Her research interests include design for good, community design, and the intersection of text and image in books and electronic book formats. Prior to becoming a college professor, Dr. Haikes taught art in rural Alabama and inner city Philadelphia for a number of years. She holds a doctorate from Virginia Commonwealth University. She has been an active member of the Philadelphia Design Community having served on AIGA's board as well as presenting at conferences and exhibiting work.

## Makerspaces

January 29 and February 5, 2019

A recent info graphic from the Educational Advisory Board describes the importance and role of a makerspace to “allow students to convert their ideas into physical objects, supporting hands-on learning and cross-discipline collaboration.” In this hands-on workshop, you will explore ways to incorporate digital fabrication and design thinking into your curriculum. Specifically, you will learn how to use laser cutters, 3D printers, CNC machines and other digital fabrication tools. More importantly, you will have workshop time to use these tools to build a project of your choice.

### SEMINAR LEADER: JOHN KUIPHOFF

John Kuiphoff is an associate professor in the Department of Interactive Multimedia at The College of New Jersey. His research interests include digital fabrication, interactive computing and video editing. He has developed applications and interactive exhibits for Best Buy, Centers for Disease Control and Prevention and various museums. He is a graduate of the Interactive Telecommunications Program at New York University. Kuiphoff also enjoys making things in his wood shop and taking classes at NextFab.



# The Causes and Consequences of Wrongful Conviction

February 12 and 19, 2019

Wrongful conviction is a blight on a nation's justice system and an enduring concern in this country. In the United States, a recent study estimated that four percent of defendants were wrongfully convicted. Considering our prison population at year-end 2016 was approximately 1.5 million, there is legitimate concern that a sizeable number of prisoners have been wrongfully convicted. After examining wrongful conviction in general terms, including the scope of the problem, common reasons for its occurrence, and how the advent of DNA testing has been used to exonerate the innocent, this seminar will consider how the wrongfully convicted cope with the experience of incarceration and the struggles they face upon release as they reacclimate to life on the outside. We will also consider how the phenomenon affects not only the wrongfully convicted, but their families, crime victims, and the public. Recent efforts to prevent wrongful conviction will be discussed, as well as policies to compensate the exonerated. Lastly, strategies to teach the topic will be discussed.

## SEMINAR LEADER: MARGARET LEIGHEY

Margaret Leigey is an associate professor and chair of criminology at The College of New Jersey. She has examined wrongful conviction in her prison and death penalty courses. Her research focuses on the correctional experiences of special populations including life-sentenced inmates, aging inmates, and female inmates. In addition to her book *The Forgotten Men*, her research has been published in *The Prison Journal*, *International Journal of Offender Therapy and Comparative Criminology*, *Women & Criminal Justice*, and *Criminal Justice Policy Review*.



# Exploring Economic Justice through Philosophy, Games, Film and Fiction!

March 6 and 13, 2019

The post-2008 bailouts of Big Banking and Big Business, the recent moves to impose a \$15 minimum wage, the criticisms of the elite “1%”, and the moves by the Trump administration to “protect” American jobs and American workers by imposing tariffs on foreign goods and restricting immigration, and the perception that while the rich are getting richer the poor are getting poorer have all led to increasing interest in the question of what a just society should look like. This question is not just of theoretical interest for it encompasses issues whose outcomes can be affected by engaged citizens. Does justice require that businesses be required to pay their workers a minimum wage? Should a just society provide its citizens with access to healthcare? Does justice require that off-shoring be limited — or does it require open immigration? Can serious economic inequality ever be just — and, if so, under what conditions?

In this seminar we will first explore the underlying question of what a just society should look like, drawing on the opposing views of the welfare liberal philosopher John Rawls, and the free market philosopher Robert Nozick. We will then explore the implications of both these views for contemporary debates over practical matters, including (but not limited to) the issue of the justice of the minimum wage, the justice of universal healthcare, and the justice of laws prohibiting price-gouging in the wake of natural disasters like Hurricane Sandy. But, we will not limit ourselves to exploring these issues through philosophical theory. We will also explore them through simple

(but extremely enjoyable and engaging!) economics experiments (i.e., games!) that will shed insight as to how different ways of approaching these issues will actually play out in the real world, and we’ll also draw on works of both film and fiction that address these issues. These will include Charles Dickens’ *A Christmas Carol*, the science fiction of Robert A. Heinlein, and the films *Other Peoples’ Money*, *Wall Street*, and *It’s a Wonderful Life*. We will engage with them, identifying both the explicit and implicit messages that they convey and seeing whether on reflection (and in the light of the results of the games we played) we agree with them.

## SEMINAR LEADER: JAMES STACEY TAYLOR, PhD

James Stacey Taylor is a professor of philosophy at TCNJ. An Anglo-Scot, he holds an MA and an MLitt degrees from St. Andrews University, Scotland, and an MA and a PhD from Bowling Green State University, OH. He is the editor of *Personal Autonomy: New Essays* and *The Ethics and Metaphysics of Death*, and the author of *Stakes and Kidneys*, *Practical Autonomy and Bioethics*, and *Death, Posthumous Harm and Bioethics*. His op-eds on issues of ethics, justice, and economics have appeared in many publications ranging from *USA Today* to the *Los Angeles Times*, and *Forbes.com*. He has also been quoted in *The New York Times* and is a contributor to NPR.



## SEMINAR 13



# Teaching Science through Issues

March 7 and 14, 2019

Science plays a critical role in society, providing us with the knowledge we need to understand the universe and to better our lives. All persons, not just practicing scientists, need a great science education, and this education must provide students with the ability to use science in their everyday lives. This seminar will help teachers to structure science courses around current issues of importance to students and society to simultaneously increase student interest and meet science curricular standards. Participants will apply the issues approach to their own courses and leave the seminar with a module that they can take back to their classrooms.

## SEMINAR LEADER: CHRISTOPHER MURPHY, PhD

Christopher Murphy is the associate provost for curriculum and liberal learning and a professor of biology at The College of New Jersey. He taught his first class of non-majors biology 26 years ago as a post-doctoral associate, and since then, over 95 percent of his teaching has been with this population. For much of this time, he has used an issues-based approach to help non-majors become interested in science and develop as educated citizens capable of using reliable scientific information to make reasoned decisions. He conducts research in both biology and college education.

## SEMINAR 14

# Dystopian Visions

April 1 and 8, 2019

Why do we like to read about societies that are literally “not-good places”? Is it possible to discover hope in the bleakest visions of the future? In this seminar we will discuss the roots of dystopian literature, and ways to approach teaching dystopian literature, whether young adult examples such as Lois Lowry’s *The Giver* and Nancy Farmer’s *The House of the Scorpion* or adult staples like *1984* and *Brave New World*. We will focus on two classic feminist dystopian novels, Margaret Atwood’s *The Handmaid’s Tale* (1985) (for the first session) and Octavia Butler’s *Parable of the Sower* (1993) (for the second session). To aid with discussion, we will consider video and other materials related to totalitarianism, violence against women, discrimination on the basis of gender, sexuality, race, and religion, environmental change, and political resistance.

## SEMINAR LEADER: JEAN E. GRAHAM, PhD

Jean Graham is professor of English and associate chair of the Department of English. Her research interests are varied, with publications on *Star Trek* and the *Narnian Chronicles* as well as on Jane Austen and John Donne. Having recently finished translating *The Faerie Queene* into modern English, she is currently working on a series of articles interpreting literature from an ecocritical perspective. She has taught more than 30 different courses at TCNJ, from first-year composition to graduate courses. One of her favorite senior seminar courses focuses on dystopian literature popular on the secondary level.



## Stepping Out of My Comfort Zone! Raising Intercultural Awareness through Mini Ethnography

May 2 and 9, 2019

It is imperative to increase K–12 students' intercultural awareness and enhance their intercultural communication competence in a diverse world. What better way to achieve this goal than immersing oneself in a culture that is different from his/her own? This workshop will creatively teach participants how to use and apply the ethnographic approach to get a deep understanding of a unique culture in a relatively short period of time. The first day will focus on learning ethnographic methods through lectures, case studies, practices, and discussions. Participants will take home a small-scale ethnographic assignment to complete. When they come back on the second day, they will be guided to synthesize field notes, identify cultural patterns, draw conclusions, and share findings through presentations. These exercises, though a bit time and effort consuming, will be rewarding, fulfilling, and enlightening. In addition to opening up to new cultures and improving intercultural

communication competence, participants may see their own cultures in a new light. Participants taking this course should have an open-mind, a commitment to required assignments, and be willing to step out of their comfort zones. The pedagogy can be applied to advanced elementary students as well as middle and high schoolers.

### SEMINAR LEADER: YIFENG HU, PhD

Yifeng Hu is an associate professor and chair of the Department of Communication Studies at The College of New Jersey. In addition, she teaches a graduate course, New Media and Health, at Mailman School of Public Health, Columbia University. Hu's primary expertise lies in uses and effects of new media technologies in health communication. She is currently leading a team of undergraduate students and subject-matter experts to work on a mixed-media campaign as well as creating a serious game for mindful drinking among college students.











## APPLICATION

### DIRECTIONS FOR COMPLETING THE TEACHERS AS SCHOLARS APPLICATION

The Teachers as Scholars Program is open to all school district teachers subject to local school district policy and selection criteria. Teachers wishing to participate in Teachers as Scholars seminars must complete the district application form located on the following page and return it to their TAS district leader listed in this brochure.

School district leaders will select one participant for each seminar which is offered during the semester and email the name and contact information for the participants to [step@tcnj.edu](mailto:step@tcnj.edu) or via fax at 609.637.5196. The Office of the Director will confirm the seminar selections and will distribute the information and materials pertaining to the seminar to each registered participant.

Registration protocols and procedures:

- Each PDSN district is guaranteed one registration (one seat) per seminar. If additional seats are available, districts will be informed and will be permitted to register more than one registrant in the same seminar.
- A minimum of 10 registered participants are required to offer a seminar.
- Seminars may require participants to do some reading or preparation prior to attending.
- PLEASE BE SURE TO LIST THE EXACT MAILING ADDRESS OF ALL REGISTRANTS. Registration forms without this information cannot be processed and will be returned to the district.

Cost of materials and books will be paid by TCNJ. All seminars will feature coffee and conversation from 8:30–9 a.m. The seminars will begin at 9 a.m. and conclude at 3 p.m. Lunch will be provided.

Questions pertaining to Teachers as Scholars can be addressed to the Office of the Director at 609.771.2408 or via email ([step@tcnj.edu](mailto:step@tcnj.edu)).

### APPLICATION FOR TEACHERS AS SCHOLARS

**Please note the above application directions.** Applications for the fall semester offerings must be submitted to TCNJ's STEP Office by your school district leader no later than September 14, 2018. Please provide ALL of the requested information. Incomplete registration forms cannot be processed and will be returned.

NAME \_\_\_\_\_

*Mail all correspondence and reading materials to the following address:*

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

HOME PHONE \_\_\_\_\_ E-MAIL \_\_\_\_\_

SCHOOL PHONE \_\_\_\_\_ E-MAIL \_\_\_\_\_

SCHOOL NAME \_\_\_\_\_

SCHOOL DISTRICT \_\_\_\_\_

GRADE LEVEL/CONTENT AREA \_\_\_\_\_

*Registration Fees:*

☐ My district is a PDSN member. (There is no fee for teachers from PDSN member districts.)

☐ My district is not a PDSN member but is interested in being considered as an applicant to attend the TAS seminars.

If your district is not a PDSN member, please pay by purchase order or check. Please make checks payable to "The College of New Jersey."  
The cost of each seminar for each registrant is \$200.

Purchase Order # \_\_\_\_\_ or Enclosed Check # \_\_\_\_\_

Signature: \_\_\_\_\_

CONFIRMATION AND ROOM ASSIGNMENT WILL BE EMAILED AND MAILED TO THE REGISTRANT.



## SELECT SEMINAR CHOICES

Each seminar is limited to 20 participants. If seats are available, districts will be informed and permitted to register more than one teacher in a seminar. Each seminar requires 10 registrants to warrant its offering.

Please check the seminar(s) you wish to attend:

- |                                                                                                                                                                                                       |                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <b>SEMINAR 1<br/>TRANSGENDER FILM</b><br>Leader: Juda Bennett<br>Dates: October 9 and 16, 2018                                                                               | <input type="checkbox"/> <b>SEMINAR 9<br/>DESIGN THINKING FOR THE CLASSROOM</b><br>Leader: Belinda Haikes<br>Dates: January 23 and 30, 2019                                                       |
| <input type="checkbox"/> <b>SEMINAR 2<br/>CREATING AGENTS OF CHANGE (WHILE<br/>PREPARING FOR STANDARDIZED TESTS)</b><br>Leader: Maureen Connolly<br>Dates: October 12 and 19, 2018                    | <input type="checkbox"/> <b>SEMINAR 10<br/>MAKERSPACES</b><br>Leader: John Kuiphoff<br>Dates: January 29 and February 5, 2019                                                                     |
| <input type="checkbox"/> <b>SEMINAR 3<br/>THERE'S A DEAF CHILD IN MY CLASS</b><br>Leader: Lynn Z. Smith<br>Dates: October 22 and 29, 2018                                                             | <input type="checkbox"/> <b>SEMINAR 11<br/>THE CAUSES AND CONSEQUENCES<br/>OF WRONGFUL CONVICTION</b><br>Leader: Margaret Leigey<br>Dates: February 12 and 19, 2019                               |
| <input type="checkbox"/> <b>SEMINAR 4<br/>ON-LINE LI(V)ES: AUTOBIOGRAPHY<br/>AND SOCIAL MEDIA</b><br>Leader: Lisa Ortiz-Vilarelle<br>Dates: October 26 and November 2, 2018                           | <input type="checkbox"/> <b>SEMINAR 12<br/>EXPLORING ECONOMIC JUSTICE<br/>THROUGH PHILOSOPHY, GAMES,<br/>FILM AND FICTION!</b><br>Leader: James Stacey Taylor<br>Dates: March 6 and 13, 2019      |
| <input type="checkbox"/> <b>SEMINAR 5<br/>MAKERSPACES</b><br>Leader: John Kuiphoff<br>Dates: November 5 and 13, 2018                                                                                  | <input type="checkbox"/> <b>SEMINAR 13<br/>TEACHING SCIENCE THROUGH ISSUES</b><br>Leader: Christopher Murphy<br>Dates: March 7 and 14, 2019                                                       |
| <input type="checkbox"/> <b>SEMINAR 6<br/>NARRATIVES EVER AFTER: FAIRY TALES AND<br/>FOLK TALES FROM THE RENAISSANCE TO THE<br/>POSTMODERN</b><br>Leader: Jo Carney<br>Dates: December 4 and 11, 2018 | <input type="checkbox"/> <b>SEMINAR 14<br/>DYSTOPIAN VISIONS</b><br>Leader: Jean E. Graham<br>Dates: April 1 and 8, 2019                                                                          |
| <input type="checkbox"/> <b>SEMINAR 7<br/>eHEALTH LITERACY: ESSENTIAL SKILLS FOR<br/>NAVIGATING THE DIGITAL HEALTH WORLD</b><br>Leader: Yifeng Hu<br>Dates: December 12 and 19, 2018                  | <input type="checkbox"/> <b>SEMINAR 15<br/>STEPPING OUT OF MY COMFORT ZONE!<br/>RAISING INTERCULTURAL AWARENESS<br/>THROUGH MINI ETHNOGRAPHY</b><br>Leader: Yifeng Hu<br>Dates: May 2 and 9, 2019 |
| <input type="checkbox"/> <b>SEMINAR 8<br/>DEVELOPING STUDENTS WITH A<br/>THINKING MIND</b><br>Leader: Alex Pan<br>Dates: January 17 and 24, 2019                                                      |                                                                                                                                                                                                   |







## TEACHERS AS SCHOLARS SCHOOL DISTRICT LEADERS

### BORDENTOWN REGIONAL SCHOOL DISTRICT

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Geoffrey Hewitt, *Director of Curriculum*  
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## About TCNJ

The College of New Jersey is a highly selective institution that has earned national recognition for its commitment to excellence. Founded in 1855 as the New Jersey State Normal School, the college was the state's first, and the nation's ninth, teacher training school. The school flourished in the latter 1800s, expanding both academically and physically. The first baccalaureate program was established in 1925, and in 1947, the college awarded its first master's degree.

Today, the college is recognized nationally for its commitment to quality and excellence, and it consistently ranks as one of the best comprehensive colleges in the region. *U.S. News & World Report* ranked TCNJ as the #1 Public College in the Northern Region, and *Barron's Profiles of American Colleges* named TCNJ a "Best Buy in College Education."



**TCNJ** THE COLLEGE OF  
NEW JERSEY

**THE COLLEGE OF NEW JERSEY DEANS**

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*School of Business*

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*School of Education*

Suzanne McCotter, PhD

*School of Engineering*

Steven Schreiner, PhD

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Jane Wong, PhD

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**SUPPORT FOR TEACHER EDUCATION  
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