

# Teachers as Scholars Seminars

Academic Year 2019–20



**TCNJ** THE COLLEGE OF  
NEW JERSEY



Dear Colleagues,

On behalf of The College of New Jersey and the Professional Development School Network (PDSN), it is my pleasure to announce the 2019–20 Teachers as Scholars (TAS) program. The program was created 12 years ago through the collaborative effort of TCNJ's Professional Development School Network, The College of New Jersey, and the Woodrow Wilson Foundation for the purpose of providing a selection of content-related seminars geared toward the particular interests of 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; and
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 enriches and expands teaching and learning opportunities for 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 can be found 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 2019–20.

Sincerely,



Eileen Heddy

Interim Director

Office of Support for Teacher Education Programs and Global Student Teaching

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# Seminar 1

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## Introduction to Girlhood Studies

October 8 and 15, 2019



In this seminar we will consider various approaches to girlhood by focusing on cross-cultural constructions of girlhood. Girlhood occupies a precarious place in most cultures around the globe. Girls are often transformed into symbols, sites of anxiety, and a gauge for national morality. In current girlhood studies, the teenage girl presents a conundrum. Many scholars show the overwhelming ills of girls vexed by low self-esteem, growing violent or ‘mean girl’ behaviors, eating disorders, and bad sexual decision-making. But, in light of these many problems, scholars have also taken up the popular mantra of “girl power” to celebrate the agency of girls and their ability to combat normative femininity, misogyny, racism, and sexism.

Over the course of our two-day seminar we will consider the following questions: How is girlhood defined and who/what counts as a “girl?”; how have girls become symbols for other ideologies, policies, moral crises, and national identities?; and, what questions are taken up in the field of girlhood studies and who is doing the research? How is the research feminist (or not)?

### Seminar Leader: **Marla Jaksch, PhD**

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**Marla Jaksch** is an associate professor in the women’s, gender, and sexuality studies (WGSS) department, with affiliate appointments in the African-American studies and the international studies departments. She earned her dual-title PhD from the Pennsylvania State University in WGSS. Her research interests include: global girlhood studies; neocolonialism, development, expressive and digital cultures; gender, science and technology studies in sub-Saharan Africa; feminist research methods; and transnational feminisms.

# Seminar 2

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## The Witches of Salem 1692

October 17 and 24, 2019

This seminar will focus on the most notorious witch hunt of America: Salem 1692. Looking at a plethora of archival and literary sources — ranging from pamphlets of “Wonders” and “Strange Occurrences,” sermons and court trial records, accusations and confessions, and many perplexing, fascinating manuscript diaries and letters — we will explore the multiple meanings of witchcraft in this early American village. Our class will delve into the primary texts preserved from this cultural phenomenon, and then review the ever-growing interdisciplinary scholarship that theorizes and illuminates this colonial community’s hysteria, rooted in its own beliefs about gender, sexuality, race, and class.

### Seminar Leader: **Michele Lise Tarter, PhD**

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**Michele Lise Tarter** is professor of English at The College of New Jersey. She is also an affiliate faculty member in the women’s, gender, and sexuality studies, religious studies, and U.S. studies programs. Tarter has published and presented extensively on early American women’s writing, as well as on 17th- and 18th-century Quaker literature. She has also co-edited three book collections: *A Centre of Wonders: The Body in Early America* (Cornell University Press, 2001); *Buried Lives: Incarcerated in Early America* (University of Georgia Press, 2012); and *New Critical Studies on Early Quaker Women, 1650–1800* (Oxford University Press, 2018). Her most recent book project is about the memoir-writing program she established in the maximum-security wing of the Edna Mahan Correctional Facility for Women in New Jersey.



## Seminar 3

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### Teaching for Critical Thinking through Activities and Games

October 23 and 30, 2019

We live in an era of “fake news” and increasing ideological division. It is now common for people to rush to judge the actions of actions of strangers based on posts on social media, to see political discussion in terms of “us” and “them,” and to reduce complex social and political issues to one-sentence memes. Since the majority of people in America now get their news from social media — sources that are poorly designed for conveying information or presenting issues fairly — it is thus more critical than ever for people to know how to critically assess claims that are presented to them.

Unfortunately, the structure of news delivery today provides people with little incentive for critically engaging with the information that is presented to them, with the increasingly short news cycles pressing forward to the next outrage almost as soon as the most recent one has been introduced. In this seminar we will explore some practical techniques that could be used to assess both empirical claims (e.g., “The American middle class is shrinking”) and prescriptive claims (e.g., “We should raise tariffs on imported goods to protect the middle class”). These techniques will range from outlining and identifying informal fallacies that are often used to persuade people, to learning how to verify empirical claims by working back to the sources from which they are claimed to have originated.

Engaging in such critical thinking takes time and effort — and so does exploring how to engage in this. We’ll also explore ways to motivate students (and others) to use critical thinking techniques when they are faced with either empirical or prescriptive claims. To this end we’ll explore some methods that have proved successful in the past in motivating students to engage critically with material presented to them on social media. These will include activities and games, including “The Myth Busting Scavenger Hunt,” “Would This Be True If Your Mother Wrote It?” and “Why Believe THAT?”

#### Seminar Leader: James Stacey Taylor, PhD

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**James Stacey Taylor** is a professor of philosophy at The College of New Jersey. He is frequently invited to lecture both nationally and internationally on how to improve classroom teaching; he is also frequently invited by industry groups and policy think tanks to speak on critical-thinking pitfalls that should be avoided in making public policy. An Anglo-Scot, he holds an MA and MLitt degree from St. Andrews University, Scotland, and an MA and a PhD from Bowling Green State University, Ohio. 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 have appeared in many publications ranging from *USA Today* to the *Los Angeles Times*, as well as *Forbes.com*. He has also been quoted in *The New York Times* and is a contributor to NPR.

## Seminar 4

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### Playing with Python: Incorporating Project-Based Programming into Math and Science Courses

November 4 and 11, 2019

Coding is a valuable skill in high demand in a variety of fields from finance to engineering, and having early exposure to programming can provide students with a competitive edge in college and beyond. In this hands-on workshop, you will learn the basics of programming in Python and explore creative ways to incorporate programming into the middle school and high school curricula. Python is a free, general purpose programming language that is powerful, yet easy to use. Python has become one of the most popular programming languages, and it is used extensively by institutions ranging from NASA to Goldman Sachs to Instagram.

This workshop will consist of interactive modules in which we will build code to introduce you to the basics of programming and demonstrate the capabilities of Python. We will discuss how you can use Python in your classes to visualize physical concepts, process and graph data, and develop games and apps. Example programs and lesson plans will be provided to help you integrate Python into your classes, with a focus on math and science courses. We will also discuss best practices for teaching your students to code, where to find resources, and ways to structure your courses so that programming can enhance the content you already teach. This workshop is beginner-friendly, and no prior coding experience is necessary. Participants should bring a laptop.

#### Seminar Leader: Angela Capece, PhD

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**Angela Capece** is an assistant professor in the Department of Physics at The College of New Jersey. She is a graduate of Lehigh University and the California Institute of Technology. She has introduced her students to computing in a variety of courses and has developed curricula at TCNJ to incorporate VPython into introductory physics classes. Most recently, she developed a two-week summer course on astrodynamics for incoming freshman, where students used VPython to simulate interplanetary spacecraft trajectories.

## Seminar 5

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### Shakespeare's *Macbeth*: Adaptations and Afterlives

November 5 and 12, 2019

This seminar will focus on one of Shakespeare's most vexing and irresistible tragedies, *Macbeth* (or *The Scottish Play* if you are superstitious). *Macbeth* was a box office hit when it was first performed and its appeal has not waned in subsequent centuries. *Macbeth* is one of Shakespeare's most frequently performed plays, its language has permeated our popular culture, and it has inspired countless retellings and revisions.

Shakespeare was ever attentive to popular taste and current events, so we will first read *Macbeth* with particular attention to its historical context. Several contemporary concerns inform this play: England's recently acquired king, James VI of Scotland, led to interest in all things Scottish; the country was still anxious about the Gunpowder Plot of 1605, the narrowly averted terrorist attack on the government; and James himself was obsessed with witchcraft. We will also explore the perennial issues that surround this play: Lady Macbeth's representation of anxieties about powerful women, the intersection of political ambition and tyranny, the complex trajectory of the tragic hero, and the influence of the supernatural.

We will also examine many of *Macbeth*'s "afterlives" on stage and screen. We will explore how cinematic and theatrical productions by actors Patrick Stewart, Ian McKellan, and Michael Fassbender, and directors Akira Kurosawa, Roman Polanski, Rupert Goold, and others have embraced and enlivened the contemporary possibilities of one of Shakespeare's most enduring tragedies. Finally, we will consider how this 400-year old play about the use and abuse of power still speaks to our contemporary political climate.

#### Seminar Leader: Jo Carney, PhD

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**Jo Carney**'s most recent book is *A Biographical Encyclopedia of Early Modern Englishwomen: 1500–1650*. She has also published articles on Shakespeare, early modern queens, and Renaissance and contemporary fairy tales and edited essay collections on early modern queenship. She teaches courses in Shakespeare, early modern British literature, the literary fairy tale, and contemporary literature.

## Seminar 6

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### The Tragic Flaw of the Tragic Flaw

November 15 and 22, 2019

Many high school literature curricula include plays from ancient Greece — typically *Oedipus the King* or *Antigone* and occasionally *Medea*. Traditional readings of these plays often stress the Aristotelian concept of hamartia (the tragic flaw) or view the plays as tragedies of fate (criticizing human *hubris*). Such readings can, however, be reductive and misleading. They focus on individual agency and values, making the plays about the individual's thoughts and actions. But Greek drama of 5th-century Athens was a religious and civic event, focused on bringing the men of Athens together each year to reflect on their city, its divine protectors (Athena and Dionysus), and the proper way to run the city's affairs. The plays were about encouraging civic bonding and considering competing political visions for the city. Our first day focuses on civic themes in plays such as *Oedipus the King* and *Antigone*. Rather than focus on fate and *hubris* in *Oedipus* or on individual responsibility and freedom under tyranny in *Antigone*, we examine the theme of leadership in *Oedipus* and the guiding principles of democracy in *Antigone*. On the second day, we look at plays by Euripides to see how an author critical of the Athenian political system holds up a mirror to its flaws. Looking at the plays in this way provides insight into ancient Greek social and political culture but also enables us to reflect on our own understanding and expectations with regard to leadership and democracy.

#### Seminar Leader: Glenn A. Steinberg, PhD

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**Glenn A. Steinberg** is a professor and former chair of the English department at TCNJ. His research focuses on the reception of classical and medieval texts in England during the late Middle Ages and Renaissance with a particular emphasis on the evolving reputations of Virgil, Dante, and Chaucer from the 14th to the 16th centuries. He has published essays in *The Chaucer Review*, *Chung Wai Literary Monthly*, *English Literary Renaissance*, the Modern Language Association's *Approaches to Teaching Chaucer's Troilus and Criseyde and the Shorter Poems*, *Modern Philology*, and *The Edinburgh History of Reading*. He coordinated the classical studies program at TCNJ for many years and regularly teaches courses in ancient, medieval, and Renaissance literature.



## Seminar 7

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### Story Drama — Bringing the Curriculum Alive

December 4 and 11, 2019

As we interact with students in our classrooms, it is important to engage them to think about how to critically analyze and solve difficult, complex problems — seeing the situation from multiple points of view. With Theatre-In-Education and Story Drama, educators will experience how to give students the “role of the expert,” challenging them to take on roles in problem solving in creative and fun formats. In addition, the teachers will experiment with “Teacher-in-Role,” learning how to create and step into dramas around the curriculum you are teaching. For example, for math teachers, this may include creating a drama around a retail experience in which the teacher is the manager or customer and the students are clerks or workers. Their work requires math skills in order to solve the problems within the factory. These simple story dramas allow students to see how critical skills work in the real world and use multiple learning techniques to explore the curriculum.

For others, story drama enhances critical thinking. For example — pushing students to fully explore whether they would allow fracking on their land and risk long-term environmental damage or take the immediate economic advantage it would give their family. These types of story dramas allow students to research the pros and cons of complex issues, explore the science involved, act as experts, and eventually make and understand complex decisions around these multi-faceted issues.

Through this workshop, teachers will learn how to create story dramas and implement them in the classroom.

#### Seminar Leaders:

#### Jennifer Little, MM, MA and Tabitha Dell’Angelo, PhD

**Jennifer Little** is an adjunct professor in the music department at TCNJ. She teaches arts and community and is the director/producer of Lyric Theatre. In addition, Little teaches graduate courses at Adelphi University in the theatre education department in exploring the arts: creative dramatics K–6, the art of teaching Shakespeare, and exploring the arts: educational theatre. She also teaches acting, introduction to theatre and dramatic literature at community colleges in the region. Her specialty is in applied theatre with a focus in theatre in social justice. Her work includes original theatre pieces around student loan debt, immigration, and inclusion.

**Tabitha Dell’Angelo** is a professor of urban education at The College of New Jersey and holds a PhD in interdisciplinary studies in human development from the University of Pennsylvania. She is also a playwright and storyteller and teaches improvisational acting and storytelling to both children and adults.

## Seminar 8

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### Developing Students with a Thinking Mind

December 5 and 12, 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 mostly be confined 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 about 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

**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, teacher’s action research, thinking and problem-solving, technology-enhanced instruction, to the impact of globalization. Pan has published dozens of articles, presented at many conferences, and conducted several workshops. He currently teaches in the Department of Elementary and Early Childhood Education.

## Seminar 9

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### Racisms in Conflict

January 14 and 21, 2020

This seminar examines racism and focuses in particular on three of its varieties. *Exploitative racism* involves the inequitable exploitation of labor along supposedly racial lines. *Genocidal racism* involves the attempt to exterminate groups of people along supposedly racial lines. *Disassociative racism* involves the attempt to disassociate oneself or one's group from other individuals or groups along supposedly racial lines. We will explore how these forms of racism differ and actually conflict with one another by considering a number of case studies. These include (i) the campaign of racial extermination undertaken by the German Second Reich in German South West Africa (now Namibia) against the Ovaherero, the Nama and the San between 1904 and 1908; (ii) the campaign of some pre-civil war American racists (such as Hinton Rowan Helper) to abolish slavery and transfer African Americans to Africa; (iii) the system of Apartheid instituted in South Africa; and (iv) the segregationist system of the Jim Crow South. Our exploration will reveal how different forms of racisms have different implications, and so call for correspondingly different anti-racist responses.

**Seminar Leader: Pierre Le Morvan, PhD**

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**Pierre Le Morvan** is professor of philosophy and coordinator of religious studies in the Department of Philosophy, Religion, and Classical Studies. He has taught epistemology, philosophy of religion, philosophy of science, aesthetics, and ethics, and has published articles on such topics as the problem of suffering, the nature of knowledge, the nature of truth, the nature of ignorance, the nature of perception, and how to distinguish healthy from unhealthy skepticism.

## Seminar 10

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### What Can You Do With That? Introducing Gender Studies Before College

January 15 and 22, 2020



Few college-bound students have any idea that women's, gender, and sexuality studies (WGSS) is something they can major or minor in. Those who choose to do so often face resistance from family members who are concerned about their futures. This resistance stems from unawareness of the breadth of the field and the critical edge that students gain with a WGSS credential across a wide variety of career paths. With its innovative double-majors in education and WGSS, TCNJ is well prepared to equip teachers to introduce this critical interdisciplinary field to students.

This seminar will prepare teacher-scholars to answer the question: "What can you do with that?" Drawing on the most current scholarship, we will begin with a review of the history and present state of WGSS, addressing frequently asked questions about how this interdisciplinary liberal arts field prepares students for their futures as workers and citizens. We will then consider how WGSS topics can be introduced at different grade levels, looking at successful examples. Participants will work together to envision how they can take leadership in their schools by integrating gender studies in their classrooms. TCNJ alumnae who are teachers will serve as resources for the seminar.

**Seminar Leader: Janet Gray, PhD**

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**Janet Gray** is the department chair of women's, gender, and sexuality studies at The College of New Jersey. After publishing two books on 19th-century American women poets, she turned her attention to interdisciplinary pedagogy, focusing on such topics as the ethics of online instruction, the contested identity of gender studies, and linkages among gender studies, environmental studies, and peace studies. She has taught a wide range of courses, most recently feminism in the workplace, ecological feminism, and feminist theories.



## Seminar 11

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### Inquiry Based Learning in the Mathematics Classroom

February 3 and 10, 2020

Inquiry Based Learning, or IBL for short, is a broad range of empirically validated teaching methods which emphasize (a) deeply engaging students and (b) providing students with opportunities to authentically learn by collaborating with their peers. Students in an IBL mathematics class engage with a sequence of problems that are rich and support inquiry to the heart of big mathematical ideas. The solutions are discussed in class, with the students leading both the presentations and the questioning. The process is also deeply engaging for the teacher as she or he has a chance to learn about how students actually learn mathematics.

According to the NCTM Equity principle: *Excellence in mathematics education requires equity — high expectations and strong support for all students*. Students can do more than memorize, mimic, perform algorithms, and apply computational skills, if we ask them to. In this workshop you will get a taste of the IBL experience both as a student and as a teacher as we share IBL resources, problem sets, stories, and evidence for the method's effectiveness.

#### Seminar Leader: Judit Kardos, PhD

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**Judit Kardos** is an assistant professor of mathematics. She received her BA in mathematics and MS in philosophy from Eötvös University in Budapest, followed by a PhD in mathematics with a focus on Real Analysis. Her research interests as a teacher are related to teaching and learning mathematics using the Inquiry Based Learning method. Most recently, she was a panelist on IBL at Mathfest in 2019 and she presented a paper on using IBL in the Real Analysis classroom at the National IBL Conference in Denver.

## Seminar 12

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### Social Justice, Music, Education

February 11 and 18, 2020

As a universal form of expression, music allows us to connect with each other through our shared humanity, and can serve as a safe entry point for discussions about social justice issues. This session will focus on how music is used as a form of peaceful resistance and a catalyst for dialogue about race, class, gender, sexuality, and environmental justice. Workshop participants will explore how composers and artists address topics of equity and sociopolitical strife through music of diverse cultures, styles, and genres. Attendees will learn how to develop arts integration lessons that use music as the impetus for dialogue about complex social issues, current and historical events, and civic responsibility.

#### Seminar Leader: Colleen Sears, PhD

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**Colleen Sears** is an associate professor of music and the coordinator of music education. She also leads curriculum development and interdisciplinary programming for the *Institute for Social Justice in the Arts* at TCNJ. Sears spent 10 years as a music educator in New Jersey's public schools and enjoys exploring her research interests through innovative collaborations with K–12 music educators and students. Her current projects engage students and educators with issues of social justice through music performance and interdisciplinary aesthetic experiences. Sears frequently guest lectures, coordinates professional development sessions for educators, and presents her work at regional and national conferences.

## Seminar 13

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### The Dark Side of Children's Literature

March 6 and 13, 2020

Over the past two hundred years, the literature written for and about children has reflected society's changing notions of childhood. By studying contemporary children's literature, we can understand more about the predominant narratives that epitomize our current ideals of childhood. The books and tales that the adult community deems appropriate for our youngest members are instrumental in shaping their values and beliefs, but they are also critical spaces for children to confront and make sense of their difficult worlds. Yet some domestic experiences are normalized, or even celebrated, while others are deemed too upsetting for children to read about. To what extent should the stories children consume reflect the reality of experiences they may encounter — loneliness, hurt, deprivation — rather than an idealized innocence?

This seminar will explore picture books, chapter books, fairy tales, and other forms of children's storytelling that present a grittier, more complex look at what can be a harsh and dangerous world for the most vulnerable. We will consider how those stories can be framed in ways that are empowering and support resilience. We will also read articles by contemporary children's and YA authors, like Matt De La Pena, who grapple with the question, "How dark is too dark for children's literature?" Participants will learn about the troubling ideology expressed by some beloved children's authors such as L. Frank Baum and Theodore Geisel (Dr. Suess), and consider how this knowledge affects our reading of the works.

Along the way, we will consider instructional approaches for using these texts in both elementary and secondary classrooms. The instructor will model how to support even the youngest students in confronting complex, difficult issues in literature. Critical literacy approaches will demonstrate how children's literature can be used as an effective vehicle for teaching adolescent readers with differing abilities to master critical analysis through theoretical lenses such as Feminism, Critical Race Theory, and Queer Theory.

#### Seminar Leader: Anne Peel, EdD

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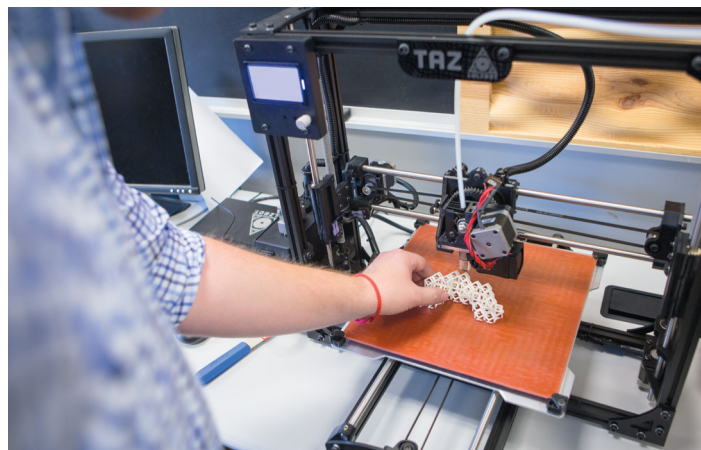
**Anne Peel** is an assistant professor of literacy in the Department of Special Education, Language, and Literacy at The College of New Jersey, and a former high school English teacher who taught in both Philadelphia and New Jersey for 14 years. Currently, Peel teaches courses in children's literature and several foundational and content-area literacy methods courses for both elementary and secondary pre-service teachers. Her research focuses on issues of adolescent writing engagement, and has been published in the *Journal of Literacy and Language Education*, *English Journal*, and *Literacy*.

## Seminar 14

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### Makerspaces

March 12 and 19, 2020



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 and will have ample workshop time to use these tools to build a project of your choice.

#### Seminar Leader: John Kuiphoff

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**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 15

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### Teaching Science through Issues

March 27 and April 3, 2020

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 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 27 years ago as a post-doctoral associate, and since then, over 95% of his teaching has been with this population. For much of this time, he has used an issues-based approach to help citizen scientists 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 16

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### Nanoscale Science in an Integrative STEM Classroom

April 21 and 28, 2020



The field of nanotechnology has been called one of the next frontiers in science, however, educators have been teaching nanoscale science for centuries. This workshop will describe the many applications of nanotechnology relating to energy, electronics, medical devices, and the environment. You will participate in a series of hands-on activities that will allow the class to discuss the Big Ideas of size and scale, the properties of matter, self-assembly, and technology and society. We will discuss how, by its very nature, nanoscale science is integrative across the STEM disciplines and how these lessons align with the cross cutting concepts of NGSS. There will be a session where we use the electron microscope as well as an inquiry-based activity where you decide how to measure nanoscale properties. There will also be a discussion of available materials and online resources that can be accessed to design your own nanoscale science activities.

**Seminar Leaders:**

**Manuel Figueroa, PhD and Matthew Cathell, PhD**

**Manuel Figueroa** is an assistant professor in the Department of Integrative STEM Education at The College of New Jersey. His research interests include nanoscale science education, and the development of nanoparticle coatings. As a professor, he enjoys teaching about creativity and design and engaging pre-service K–12 STEM teachers in biotechnology and nanotechnology inspired lessons. Figueroa holds a doctorate in biomedical engineering from Drexel University.

**Matthew Cathell** is an associate professor in the Department of Integrative STEM Education at The College of New Jersey. Cathell was trained with a bachelor's degree in chemistry and a PhD in materials engineering. His PhD work focused on nanoscale natural materials for sensor devices. As a professor, he has engaged with students in materials science research to study how natural materials in nanofiber form can be used to remove toxic dissolved metals from water.

## Seminar 17

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### Exemplary Teaching and Assessment Practices for English Learners in P–12 Classrooms

April 24 and May 1, 2020

This seminar focuses on evidence-based teaching and assessment practices that facilitate language and academic development for ELs. The seminar will:

- Discuss the different profiles of emergent bilinguals.
- Differentiate conversational language and academic language proficiency.
- Discuss what ELs are able to do in each stage of second language development, how to differentiate lesson objectives, and how to design instruction around comprehensible lessons that promote opportunities for language production.
- Help participants create learning opportunities for ELs by calibrating their instruction to students' various stages of second language acquisition.
- Consider questioning strategies, assessment tools, and overall instructional practices for literacy development in content classrooms represented by multiple levels of second language proficiency.
- Discuss classroom social interaction as a way to promote conversational and academic language and the impact of the native language on second language development.
- Focus on key strategies and interventions to separate an EL's learning struggle from a disability.

#### Seminar Leader: Solange A. Lopes Murphy, PhD

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**Solange A. Lopes Murphy** is an associate professor in the Department of Special Education, Language, and Literacy, where she teaches courses in Methods of Teaching English as a Second Language (ESL), Sociolinguistics, Theory and Application of ESL, Literacy, and the Intersection of Culture, Language, and (Dis)Abilities. Her areas of research are cultural competence, Universal Design for Learning, and the disproportionality of English learners in special education programs. She earned her PhD in curriculum and instruction with specialization in foreign languages and English as a second language from Virginia Tech University.

## Seminar 18

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### The Art and Science of Creating Teachable Moments

May 5 and 12, 2020

Teachable moments are lightning strikes of educational energy when students spontaneously take great interest in learning. Unfortunately, that energy is often expended in learning material unrelated to planned lessons. However, just as there is more to electricity than lightning, there is more to teachable moments than spontaneity and curriculum independence. As we power our world with electricity, so too we can power our classrooms with educational energy. In this workshop we will explore the theory of educational energy development: how to create educational energy, how to harness its power, how to channel it, how to extend its reach in classroom settings. Through examples, case studies, and hands on practice, teachers become experts at creating teachable moments directly related to course material. Teachers can wield educational energy at their fingertips!

#### Seminar Leaders:

#### Brenda Seals, PhD and Greg Seals, PhD

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**Brenda Seals** is chairperson of the Department of Public Health at The College of New Jersey. A skilled and savvy health educator with more than 20 years' experience in the field, she publishes widely in the areas of public health, sociology, and research methodology. **Greg Seals** is a long-time professor of education at The College of Staten Island of The City University of New York. They are currently co-authoring a book titled *A Practical Guide to Creating Educational Energy*. That publication streamlines ideas and highlights best practices from Seal's recently published book, *Teachable Moments and the Science of Education* (Routledge, 2019). We look forward to collaborating with seminar teachers to develop methods for creating, expanding, and enriching educational energy as a new way of understanding teacher professionalism.











# 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). 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 SCHOOL 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 25, 2019. 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:*

SCHOOL ADDRESS \_\_\_\_\_

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

CELL 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 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:**

- |   |  |
|---|--|
| <p><input type="checkbox"/> Seminar 1<br/><b>Introduction to Girlhood Studies</b><br/>Seminar leader: Marla Jaksch, PhD<br/>Seminar dates: October 8 and 15, 2019</p> <p><input type="checkbox"/> Seminar 2<br/><b>The Witches of Salem 1692</b><br/>Seminar leader: Michele Lise Tarter, PhD<br/>Seminar dates: October 17 and 24, 2019</p> <p><input type="checkbox"/> Seminar 3<br/><b>Teaching for Critical Thinking through Activities and Games</b><br/>Seminar leader: James Stacey Taylor, PhD<br/>Seminar dates: October 23 and 30, 2019</p> <p><input type="checkbox"/> Seminar 4<br/><b>Playing with Python: Incorporating Project-Based Programming into Math and Science Courses</b><br/>Seminar leader: Angela Capece, PhD<br/>Seminar dates: November 4 and 11, 2019</p> <p><input type="checkbox"/> Seminar 5<br/><b>Shakespeare's Macbeth: Adaptations and Afterlives</b><br/>Seminar leader: Jo Carney, PhD<br/>Seminar dates: November 5 and 12, 2019</p> <p><input type="checkbox"/> Seminar 6<br/><b>The Tragic Flaw of the Tragic Flaw</b><br/>Seminar leader: Glenn A. Steinberg, PhD<br/>Seminar dates: November 15 and 22, 2019</p> <p><input type="checkbox"/> Seminar 7<br/><b>Story Drama — Bringing the Curriculum Alive</b><br/>Seminar leaders: Jennifer Little, MM, MA<br/>and Tabitha Dell' Angelo, PhD<br/>Seminar dates: December 4 and 11, 2019</p> <p><input type="checkbox"/> Seminar 8<br/><b>Developing Students with a Thinking Mind</b><br/>Seminar leader: Alex C. Pan, PhD<br/>Seminar dates: December 5 and 12, 2019</p> <p><input type="checkbox"/> Seminar 9<br/><b>Racisms in Conflict</b><br/>Seminar leader: Pierre Le Morvan, PhD<br/>Seminar dates: January 14 and 21, 2020</p> | <p><input type="checkbox"/> Seminar 10<br/><b>What Can You Do With That? Introducing Gender Studies Before College</b><br/>Seminar leader: Janet Gray, PhD<br/>Seminar dates: January 15 and 22, 2020</p> <p><input type="checkbox"/> Seminar 11<br/><b>Inquiry Based Learning in the Mathematics Classroom</b><br/>Seminar leader: Judit Kardos, PhD<br/>Seminar dates: February 3 and 10, 2020</p> <p><input type="checkbox"/> Seminar 12<br/><b>Social Justice, Music, Education</b><br/>Seminar leader: Colleen Sears, PhD<br/>Seminar dates: February 11 and 18, 2020</p> <p><input type="checkbox"/> Seminar 13<br/><b>The Dark Side of Children's Literature</b><br/>Seminar leader: Anne Peel, EdD<br/>Seminar dates: March 6 and 13, 2020</p> <p><input type="checkbox"/> Seminar 14<br/><b>Makerspaces</b><br/>Seminar leader: John Kuiphoff<br/>Seminar dates: March 12 and 19, 2020</p> <p><input type="checkbox"/> Seminar 15<br/><b>Teaching Science through Issues</b><br/>Seminar leader: Christopher Murphy, PhD<br/>Seminar dates: March 27 and April 3, 2020</p> <p><input type="checkbox"/> Seminar 16<br/><b>Nanoscale Science in an Integrative STEM Classroom</b><br/>Seminar leaders: Manuel Figueroa, PhD<br/>and Matthew Cathell, PhD<br/>Seminar dates: April 21 and 28, 2020</p> <p><input type="checkbox"/> Seminar 17<br/><b>Exemplary Teaching and Assessment Practices for English Learners in P-12 Classrooms</b><br/>Seminar leader: Solange A. Lopes Murphy, PhD<br/>Seminar dates: April 24 and May 1, 2020</p> <p><input type="checkbox"/> Seminar 18<br/><b>The Art and Science of Creating Teachable Moments</b><br/>Seminar leaders: Brenda Seals, PhD and Greg Seals, PhD<br/>Seminar dates: May 5 and 12, 2020</p> |
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KENDA  
HALL

BLACK BOX THEATRE





## TEACHERS AS SCHOLARS SCHOOL DISTRICT LEADERS

### BORDENTOWN REGIONAL SCHOOL DISTRICT

James Lymper, *Director of Curriculum  
and Instruction*  
609.298.0025 ext. 1119

### BURLINGTON CITY PUBLIC SCHOOL DISTRICT

Sherry Knight, *Principal*  
609.387.5867

### BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY/BCSSSD

Todd G. Bonsall, *Assistant Superintendent*  
609.261.5600 ext. 2203

### CRANBURY TOWNSHIP SCHOOL DISTRICT

Shanna Weber, *Supervisor  
for Curriculum and Instruction*  
609.395.1700 ext. 250

### EAST AMWELL TOWNSHIP SCHOOLS

Jackie Royer, *Director of Curriculum*  
908.782.6464 ext. 221

### EWING TOWNSHIP SCHOOL DISTRICT

Danita Ishibashi, *Assistant Superintendent*  
609.538.9800 ext. 1402

### HAMILTON TOWNSHIP SCHOOL DISTRICT

Anthony Scotto, *Supervisor of Curriculum  
and Instruction*  
609.631.4100 ext. 3046

### HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

Lisa M. Antunes, *Assistant Superintendent*  
908.431.6600 ext. 2402

### HOPEWELL VALLEY REGIONAL SCHOOL DISTRICT

Rosetta Treece, *Director of Curriculum  
and Instruction*  
609.737.4002 ext. 2731

### HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT

Brendan McIsaac, *Supervisor of Language Arts*  
908.782.5727 ext. 7145

### KINGWOOD SCHOOL DISTRICT

Tim Loveland, *Assistant Vice Principal*  
908.996.2941 ext. 502

### LAWRENCE TOWNSHIP SCHOOL DISTRICT

Mary Pancoast, *Acting Assistant Director/  
Supervisor of Curriculum and Instruction*  
609.671.5456

### MARIE KATZENBACH SCHOOL FOR THE DEAF

Joan Krasnisky, *Interim Superintendent*  
609.530.3120 or 609.530.3162

### MONTGOMERY TOWNSHIP SCHOOL DISTRICT

Elizabeth Nastus, *Interim Assistant  
Superintendent for Special Projects*  
609.466.7601 ext. 7019

### PALMYRA PUBLIC SCHOOL DISTRICT

Stacy Saia, *Supervisor of Curriculum  
and Instruction*  
856.786.9300 ext. 1002

### PLUMSTED TOWNSHIP SCHOOL DISTRICT

Michelle Krain, *Director of Literacy*  
609.758.6800 ext. 2171

### ROBBINSVILLE PUBLIC SCHOOLS

Kimberly Tew, *Assistant Superintendent  
of Curriculum and Instruction*  
609.632.0910 ext. 2211

### SOUTH BRUNSWICK PUBLIC SCHOOL DISTRICT

Blair Eiseman, *Supervisor of  
Professional Development*  
732.297.7800 ext. 5122

### SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT

Geoffrey Hewitt, *Director of Curriculum*  
609.397.0183 ext. 1347





## 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 *Money* ranks TCNJ 7th for value among all medium-sized colleges in the nation.



## The College of New Jersey Deans

School of the Arts and Communication  
Maurice Hall, PhD

School of Business  
Bozena Leven, PhD, Interim

School of Education  
Suzanne McCotter, PhD

School of Engineering  
Steven Schreiner, PhD

School of Humanities and Social Science  
Jane Wong, PhD

School of Nursing, Health, and Exercise Science  
Carole Kenner, PhD

School of Science  
Jeffrey M. Osborn, PhD

## Support for Teacher Education and Global Student Teaching Office

Office Phone: 609.771.2408  
Office Fax: 609.637.5196

Interim Director  
Eileen Heddy



*The College of New Jersey's Teachers as Scholars Program  
is supported by the Professional Development School Network (PDSN).*