Message from the Dean

Each year at this time (the end of January) I am asked to prepare a few thoughts for the spring School of Education Newsletter. Most of you are very familiar with Loyola’s international reach, via our Rome campus, and now our growing campus presence in Beijing and more recently Ho Chi Ming City in Viet Nam. This last week of January finds the faculty from the School of Education working in several different countries, new Ph.D’s (many from other countries) interviewing for faculty positions in the SOE, international students enrolled in most of our programs, and many of our students studying abroad. Along with the University, our School continues its international engagement via the work of our students and faculty.

In this issue, we highlight our global involvement with a focus on the overseas work of our faculty, the involvement of international students in our programs, the work of graduates in countries around the world, and academic programs tailored to meet the specific needs of our international partners. There is an interactive dimension to the School’s international involvement. As international students study at Loyola and then return home, opportunities develop for continuing involvement on the part of faculty and students. As a result, our programs are stronger and richer, and we are pleased to share some of those experiences with you.

SOE's outreach spans globe

From Chicago to Australia, the School of Education’s reach spans the globe. Faculty, students, and alumni connect with the global community through domestic and international programs, direct faculty involvement abroad, and via the work of our alumni in foreign countries.

Focus on research—Noah Sobe, PhD, Cultural and Educational Policy Studies

Professor Noah W. Sobe is a historian of education whose scholarship examines the global circulation of educational reforms and teaching practices. This international focus means that he is also quite active in the field of Comparative and International Education. A newly tenured Associate Professor in Cultural and Educational Policy Studies, Professor Sobe is interested in coming to better understandings of the social and cultural contexts that shape education.
Education in post-conflict settings

Focus on Research—Professor Noah Sobe, PhD

Early in 2006, while attending a comparative education conference and sitting in sessions where researchers discussed the US educational initiatives underway in Iraq and Afghanistan, Professor Sobe was struck by the similarities between what he was hearing and the projects that he had uncovered while researching American involvement in the post-WWI recovery of Eastern Europe. This planted the idea of launching a research project that would bring together historians of education and comparative education researchers to study U.S. involvement in post-conflict settings over a long time-span. An edited book titled American Post-Conflict Educational Reform: From the Spanish-American War to Iraq resulted and Professor Sobe’s scholarship on this topic has also appeared in the Harvard Educational Review.

According to Professor Sobe, violent political conflict is more closely intertwined with the development of the modern school than we would like to admit. From the European religious wars of the seventeenth century, across the conflagrations of the twentieth century, to the present “war on terror,” conflict—and particularly the opportunities and imperatives that emerge in its aftermath—has helped shape both institutions of schooling and educational objectives.

The American approach to educational reconstruction in post-conflict settings is patterned by U.S. national myths and imaginaries, including the notion of American exceptionalism and a centuries-old sense of “historical mission.” Americans have regularly viewed overseas education reform as a key means to “waging peace.” While socially ameliorative intentions are deeply embedded in U.S.-led post-conflict reconstruction, these initiatives have also served to advance America’s global prominence.

Learning from the past

Professor Sobe argues that in post-conflict settings, where instability mingles with the hopeful promise of new beginnings, we must be wary of the victor’s desire to demonstrate that the battle was worthwhile, that fighting really was in the name of high principles and not driven by other interests or, worse, by tragic miscalculations. This calls for extreme caution towards the prospect of investing other nations’ educational institutions with American ideals and American visions of better futures. While educational initiatives should continue to be an important feature of U.S. peace-making efforts, we should realistically acknowledge that schooling only plays a contributing role in social transformation. A long-term commitment to engagement that is sensitive to cultural differences and that takes a non-proprietary approach to democratic practices is the best strategy for capitalizing on the hope and possibility that the dawn of a post-conflict era brings.

By linguistic and regional expertise he is a scholar of Central/East Europe and he serves as the co-editor of the journal European Education. His first book examined Yugoslav education in the 1920’s and 1930’s, paying special attention to how the Yugoslav education system developed in relation to international educational trends and the desire of this new country to use schools to create modern, national citizens. In an unanticipated turn of events, this also led to a broader examination of educational reconstruction in the aftermath of war.

Meet our new SOE faculty

School of Education 2010-11 New Faculty: Back Row: Elizabeth Coleman, MA, Adam Kennedy, PhD, Lisa Vogt, MA, and Patrick McCloskey, MS. Front Row: Amy Heineke, PhD, Beth Barancik, MS. Not pictured, Henan Cheng, EdD.

ALUMNI NEWS

Aliza Gilbert (MEd ’83), PhD student was presented the National Association for College Admission Counseling (NACAC) Human Relations Award at the 2010 Conference. This award is presented to an individual who has improved the field of education and/or the way students are served.

Sharon A. Albert’s, (BSED ’78) kindergarten classroom at St. Cyprian Catholic School in River Grove, Illinois was featured in the Chicago Tribune on October 4, 2010 in an article titled, Kindergarten: it’s the new first grade.”

Stephanie Stewart, (PhD ’07), was appointed Faculty Director, Student Support Services Program TRIO/Achieving College Excellence at Loyola University Chicago.

Dr. Robert Kobyłski, (EdD ’08) was appointed superintendent for Menasha Joint School District in Wisconsin on July, 2010.

Mary E. Just (BS Ed. ’88) was inducted into the Illinois Basketball Coaches Association (IBCA) Hall of Fame last April for her playing days at Maine West and Loyola University. She is also a member of Loyola University’s Hall of Fame for volleyball, basketball, and softball.

IN MEMORIAM

Jasper Valenti, PhD

Jasper Valenti, professor emeritus of the School of Education died January 15, 2011. Valenti earned his doctorate at the University of Chicago and in 1953 joined Loyola University Chicago’s Department of Education in the College of Arts and Sciences. He retired from the School of Education in the 1982-83 academic year. In 1969, Valenti was the first associate dean when the department of Education became the School of Education under Dean John Wozniak and he continued as associate dean for Dean Gerry Gutek. Valenti served in that capacity until he retired.

Among his many accomplishments Valenti was responsible for establishing the original Phi Delta Kappa Chapter at Loyola. Valenti is survived by his four children and several grandchildren.

Education in post-conflict settings
The School’s international presence is also realized through the work-based professional impact of our alumni. Many international students have returned to their native countries, while American-born alumni actively sought employment abroad. All had the intent of making a difference through application of knowledge and skills acquired as students at Loyola. Several were interviewed for this story. To read their complete stories, visit LUC.edu/soe_intl.

1. **Beatrice Kadangs** (EdD ’07) returned to Nigeria where she is an academic dean at Bingham University. She said, “Education is emancipation…education is the main avenue in which poverty can be eradicated in any given society.” Dr. Kadang’s intent is to be part of the solution to eradicate poverty in Nigeria.

2. **Hee Kyung Hong** (PhD ’06) also returned home to work as a professor at the Hong Kong Institute of Education in the teacher certification program. Her goal is to help students develop higher level independent thinking skills. She also encourages them to study abroad in order to broaden their worldview.

3. **Amanda Clinton**, PhD traveled 5,000 miles from her native home of Alaska to Puerto Rico, where she is an Assistant Professor at the University of Puerto Rico. Clinton said, “Loyola influenced my perspectives and enriched my understanding of the educational systems. Plus, it inspired me!”

4. **Laura Perry** (MA ’01, PhD ’03) is also a university professor, teaching at Murdoch University in Australia. Her desire to work abroad was ignited when she moved to Eastern Europe after the Berlin Wall fell. While at Loyola, her teaching fellowship provided her the experience to later pursue a university position.

5. **Leonardo Winandoko (Koko)**, SJ (MEd ’09), returned home to provide professional development to Catholic school secondary educators. In regards to his current vocation, Fr. Koko said, “In addition to being a Jesuit priest, I was called to teach.”

**Alumni**

Each dot on the map represents where our students and alumni live and work and where Loyola faculty have taught, provided professional development, and educational service.
Faculty Research, Teaching, and Service

The research, teaching and service of our faculty in foreign countries is extensive and an integral part of the school’s mission. Faculty collaboration with the international community enhances the school’s ability to prepare our students to be competitive in a global marketplace.

Erwin Epstein worked with a group of economists and medical researchers surveying the health conditions and achievement levels of school children in St. Lucia. Epstein also taught at universities in eleven different countries.

Steven Brown engaged in collaborative research with colleagues in Italy, Iceland, Switzerland, and China, focusing on the cross-cultural factors relating to career decision-making.

Robert Roemer conducted research in Romania as a Fulbright Senior Scholar and taught at the University of Bucharest.

Janis Fine, while teaching in Rome, conducted research on the influence of the study abroad experience on instructional leadership.

John Dugan currently serves as principal investigator for the Multi-Institutional Study of Leadership (MSL), an international research program examining the influences of higher education on the development of college students’ capacities for socially responsible leadership. Dugan recently presented his research on the global development of college student leadership in Prague.

Terri Pigott serves on the steering committee for the Campbell Collaboration (C2), an international research network that produces reviews of the effects of social interventions. Pigott also taught courses in South Africa, Norway, and Denmark.

As part of the continuing relationship with the Archdiocese of Jakarta and Santa Dharma University, Michael Boyle and David Ensminger consulted with School of Education alums on Catholic secondary education.

Ernestine Riggs traveled to South Africa providing professional development for local educators and immersion experiences for Loyola students and alumni.

Diane Schiller’s interactive web-site, Countdown, which helps develop and strengthen math skills for K-12 students, is used by educators in Canada and the Middle East.

Current Students

In part, students from overseas choose the School of Education because of the connections our faculty have with international colleagues and institutions abroad. During the 2010-2011 school year, 40 international students, representing 17 countries enrolled in the School of Education. As part of the School’s collaboration with Santa Dharma University, five doctoral students from Indonesia are in the Curriculum and Instruction doctoral program. They will return home to design and implement a master degree program in educational leadership, at Santa Dharma University, Yogyakarta, Indonesia.

Wigati Astuti, a current student in this program, articulates the intended outcome of the program, “Professional development for teachers and administrators is the greatest educational need in Indonesia…Administrators can indirectly influence students learning through their leadership and support system that we will create.” To this end, ten MED alum in Instructional Leadership are currently delivering professional development to teachers and administrators in Catholic schools throughout Indonesia.

Improving lives in their home countries is important to the international students. Sr. Reba D’Costa (EdD in Curriculum and Instruction) and Sardar Anwaruddin (MEd in Curriculum and Instruction), both from Bangladesh, are committed to providing professional development to K-12 teachers. D’Costa will focus on literacy training while Anwaruddin plans to use his knowledge and skills to bring about changes in the Bangladesh educational system. Anwaruddin said, “The vision of promoting democracy through education has inspired me to become a teacher, and I believe my knowledge and skills will greatly impact my endeavors to bring about positive change in the educational system in my country.”

To read more about SOE’s global outreach, visit LUC.edu/soe_intl.

STAY CONNECTED

Come explore Inside Education, our online news source, where you can blog with the dean and read current news about the school.

Visit blogs.luc.edu/education.
For Myrtle Kilcrease (MEd ’77), preparing the next generation for the challenges of tomorrow has been her life’s passion. A Chicago Public School teacher for more than 30 years, she was also instrumental in expanding the methods educators used to teach reading across the city. Now retired, Kilcrease is still looking toward the future—through a charitable gift annuity she created for the School of Education to assist tomorrow’s teachers in their pursuit of higher education.

A charitable gift annuity is an agreement in which you transfer cash or other assets to the University in exchange for a paid annuity for life with the remaining portion benefiting the designation of your choice.

One of Kilcrease’s fondest memories of her time at Loyola was the opportunity to attend a summer program at the University of London, where she was able to compare the differences between the American and British school systems, as well as to travel in the British Isles and France.

“My study abroad, I was able to bring back nontraditional, integrated techniques that teachers could use in the United States to teach reading,” she says.

Kilcrease’s commitment to higher education was a key factor in her decision to establish the gift annuity, which will benefit Loyola’s School of Education. “It’s important to get the very best people in any field, especially education,” she explains. “I hope this annuity will help students to do their best … and when they complete their formal studies, I hope that they, too, will give back to Loyola so that we keep the spirit of education alive.”

If you would like more information in charitable gift annuities, please contact Emily Mullin, Director of Development, School of Education at 312.915.6891 or ehoey@luc.edu.
The Founders' Dinner highlights the achievements of alumni who honor their alma mater through community, corporate and/or philanthropic leadership. Annually, each college and schools nominates one distinguished alumnus for the prestigious Damen Award. This year’s School of Education Damen awardee recipient is Patrick McAndrew (BSEd ’87).

To register, visit LUC.edu/founders.