Getting students out of their chairs can boost academic performance
Dear Alumni and Friends,

Physical education is believed to support success in the classroom. But as this issue’s cover story reports, students aren’t active enough. In high school, for example, less than 37 percent of boys and 18 percent of girls get the recommended 60 minutes of physical activity a day. The Boston University School of Education prepares students to change lives not just academically, but developmentally, emotionally, and physically. Our aspiring teachers are studying how to incorporate physical activity in their classrooms—from providing short breaks to get children moving to adding movement to lessons in order to aid learning.

We are proud of our nearly 100-year-old tradition of teaching the whole child in order to help young people accomplish their goals. Our graduates continue that tradition by finding creative ways to promote healthy foundations that impact kids in all aspects of life. In this issue you will learn about some of the incredible ways our students, faculty, and alumni are inspiring children, motivating classrooms, and transforming lives.

Over the past year, I have had a wonderful time meeting alumni around the country—in Atlanta; Palm Beach; Chicago; Boston, Greenwich, Connecticut; the Bay Area; and Washington, DC. I enjoyed hearing stories about their experiences at SED and what they have done with their education. Our alumni include lifelong classroom teachers, lawyers, social media entrepreneurs, principals, superintendents, human resources specialists, and more. I hope that you all take time to reach out to fellow alumni in your area, get to know them, and develop networks for supporting each other as well as recent SED graduates. If you are interested in hosting an event in your region, please contact our director of alumni relations, Jared Bouzan, at jbouzan@bu.edu.

I also want to share my condolences on the loss of Norman Dee (CGS ’54, SED ’56, ’59, ’62, ’70) and Julie Coppola (’97). Both graduates were committed to preparing outstanding teachers, and to using education to create a more just and civil society. We will work hard to honor their legacy.

—Hardin L. K. Coleman

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NEW WAYS TO HEAL—ONLINE

Victims of sexual assault face greater risk of depression and alcohol and drug abuse. They are also more likely to contemplateso? suicide. But many victims are reluctant to get help from a therapist for a variety of reasons, including the fear that others will find out. That includes college students who have access to rape counseling programs. “Fewer than 15 percent of college rape victims have ever disclosed their experience to a mental health professional,” says Associate Professor Amy Grills. She wants to change that by offering online treatment.

Grills codirected the From Survivor to Thriver program, an internet-based, therapist-facilitated intervention for college women who have experienced sexual assault and have post-traumatic stress disorder. A grant from the National Institute of Mental Health enabled Grills and colleagues outside of BU to conduct a randomized clinical trial of the program with 86 college women, including some from the University. Women could access the online program at any time to watch educational video modules, read about other women’s experiences, and receive a therapist’s response to their questions. They also received weekly phone check-ins and were offered online office hours with Grills and other therapists.

Results have been positive, with 63 percent of participating experiences meaningful improvement in their symptoms after the program, increasing to 81 percent after three months. These rates are similar to in-person therapy, says Grills. She plans to refine the program and integrate it into other college services for sexual assault victims. “In addition to continuing to work to make college campuses places that are intolerant of the rape culture that contributes to the continued sexual victimization of women,” she says, “we need to utilize additional strategies to reach students who have been affected by rape.”

SMOOTH MOVES

A presentation by world champion extreme bike rider Thomas Oehler made for a dramatic first day of class for SED’s Sport Theory and Social Systems in September 2014. Clinical Assistant Professor John McCarthy (above, at pillar) helped arrange the visit, which included a class discussion with Oehler, to emphasize a critical course theme: how to keep a sense of play and fun in sports systems for young people. “I’m a proponent of active learning,” says McCarthy, “and I think sitting too long is deadly anyway. Getting students up and moving and participating is a great part of their learning.”

SECRETS TO SUCCESS

How can young people be better prepared for college and career success? Researchers from SED and the University of Wisconsin are joining with policy makers throughout Massachusetts to find the answer to that question, thanks to a $1 million, three-year grant for the SED-based Massachusetts Institute for College and Career Readiness (MICCR). The funding comes from the Institute of Education Sciences, a branch of the federal Department of Education.

“I am not aware of anyone who’s doing a project like this,” says V. Scott Solberg, associate dean of research at SED and one of the MICCR’s seven co-founders. “In order for Massachusetts to generate the intellectual capital needed to attract new business, it’s going to need a better team spirit between the school districts and the mayors’ offices,” he says, adding that the new program will focus on lower-performing schools in Gateway Cities—entry points to the state for immigrant families—such as Lowell and Worcester. Taking a team approach, the researchers will use the grant to look at early warning indicators of dropout among middle school and high school students and to collaborate on possible interventions, Solberg says.

BU was the architect of the project, in close collaboration with MassINC’s Gateway Cities Innovation Institute and the Renne Center for Education Research & Policy, a think tank established by the state secretary of education in 2002. Solberg hopes the project will attract creative, forward-thinking researchers looking “to have an impact on people’s lives.” It’s exciting, he says, “because we’re not quite sure what will happen.”

—DEAN SELIGSON / ADAPTED FROM BU TODAY
China because they saw it as undemocratic. "The teacher was very upset because he didn’t want to teach those kids,” she recalls. Ennser-Kananen and her multilingual colleagues helped the teacher “take a step back” and consider that it was OK for students to raise challenging questions. “By having a multinational team, we can use many contexts to show how you can be loyal to your country but at the same time be very critical of your country or your culture,” she says. “We model that and then the teachers see that it is possible.” The class also acted as a support system, showing participants “that you do not need to be ‘fixed’, you just need to work through” the adjustment process. Ennser-Kananen recalls one teacher whose participation in the class helped her reconcile her Chinese identity with the bicultural skills and Western habits she had picked up in the United States. At the end of the class, she embraced her identity by saying, “I am combined.” Ennser-Kananen plans to apply her research to support aspiring teachers at SED, not only those from China. “All teachers have to be more confident to bring themselves into lessons, and in ways that are meaningful and useful and authentic,” says Ennser-Kananen. “I don’t think we can keep separating who we are from what we teach and how we teach.”

Each year, SED honors alumni who demonstrate distinguished services to the School, the field of education, or the community. In September 2014, during Alumni Weekend, SED presented JEANNE PARATORE with the Ida M. Johnston Award, named for a former SED professor and alum (’42, ’43). Paratore is professor of education and director of the School’s reading education and literacy education programs. TOTOK AMIN SOEFUANTO (’00, ’05), co-founder and head supervisor of the research and policy center Southeast Asia Peace Lab, won the International Alumni Award. JON DEREK CROTEAU (’05), a leadership consultant and an author, received the Dean Arthur Herbert Wilde Society Award, named for Chelsea, Massachusetts.

LITERACY FOR A LIFETIME

The inner-city kindergarten that Jeannie Paratore (’83) was tutoring had a life nothing like her own. Paratore’s mother, a teacher, engaged the family in countless learning opportunities, from cultivating rock collections to making an event out of buying encyclopedias, and she talked with Paratore about her schoolwork every day. But in Paratore’s first field experience in education, “my sense was that these were not the experiences of the young children in the classroom I visited each week,” says the SED professor of education and director of the reading education and literacy education programs. “Perhaps the primary difference in my life and theirs was in the opportunities to acquire knowledge about our world—and now a major currency in success both in and out of school.”

To nominate someone for an SED alumni award, visit bu.edu/sed/alumni/awards/nominations.

During the years she spent as an elementary school teacher and reading specialist, Paratore found that children whose parents support their educational objectives at home—like her own mother had—typically perform better in the classroom. This support can take many forms, Paratore says: some parents read storybooks with their children, while others ask them about school or demonstrate a shared enthusiasm for learning. For immigrant parents who are unfamiliar with American schools, however, providing this support can be a challenge. In 1989 Paratore founded the Intergenerational Literacy Program (ILP) to help these parents read and write in English and, in turn, reinforce their children’s education. Today, ILP serves roughly 150 families each term, and to date has assisted more than 5,000 families, primarily from Chelsea, Massachusetts. CONTINUED ON NEXT PAGE
The LP developed out of Boston University’s partnership with the school system in Chelsea, a Gateway City for immigrants, some of whom came from war-torn countries. Family literacy was a relatively new concept in the late 1980s, and existing programs focused on encouraging parents to schedule reading time with their children. While this activity is important, Paratore says, it may not be enough in itself to help children keep pace with peers who are “immersed in literacy” all day, from reading cereal boxes to singing during bath time.

Paratore and the LP took a new approach, emphasizing literacy and language practice as part of a family’s routine. For example, today’s LP parents keep a record of their literacy activities, like reading a book or filling out a job application. They also log the time they spend developing language skills with their children, such as singing nursery rhymes or even making grocery lists. “By having parents record their activities, we’re trying to build awareness to help parents institutionalize these actions as daily routines,” Paratore says. “We want the activity of home literacy to continue for a lifetime.”

**WORDS OF WISDOM**

“Public officials and leaders should keep their promises, be capable of effectively communicating the problems they deal with to their followers, express their disappointment properly, and, most important of all, ‘Do what you say, say what you do,’ or maintain their integrity. They must walk the talk.”

**TOTOK AMIN SOEFIJANTO**

As a student affairs director, the lab highlights Indonesia as a “model for conflict resolution, especially for other Muslim majority nations,” Soefijanto says. The largest Muslim nation in the world, Indonesia is composed of 13,000 islands with 250 million citizens, so securing a unified national identity has proved challenging. “In the past, we have had social unrest mostly due to economic disparity,” Soefijanto says, “but government officials gathered the conflicting parties—rebels and government—to the negotiation table and reached a peaceful condition.”

The lab hosts training programs at which participants undertake crisis simulations to hone their communication and negotiation skills, and network with senior professionals in the peacebuilding fields, among other initiatives. In 2010, for instance, the lab partnered with the Asian Institute of Management in Manila to conduct Islamic leadership training for humanitarian organizations in the southern Philippines, where “the extreme values of Islam have penetrated many armed and unarmed movements,” Soefijanto says. The training broadened participants’ outlook on Islamic public affairs, governance, and interfaith relationships.

Soefijanto and his colleagues are also developing programs to help government officials, civil society organizations, NGOs, academicians, and religious leaders address the threat of Islamic State of Iraq and al-Sham (ISIS) in the Middle East. “We are dealing with an extremist organization that is attractive to some young people in many countries,” he says. “We need new preventive measures that are educational, transferring knowledge about nonviolence methods in achieving goals to as many young minds as possible.”

Soefijanto stresses the need for international collaboration, and plans for the lab to host events that will encourage dialogue among nations. “We must be ready to communicate with the youth,” he says. “We must talk about problems, discuss their anxiety, and be honest with them about the dangers that our world shall be dealing with in the future.”

**THE LEADER BEHIND THE LEADER**

**DEAN ARTHUR HERBERT WILDE SOCIETY AWARD**

As a student affairs director, Totok Amin Soefijanto (’00, ’05) was ready to become an apprentice at the Coca-Cola bottling company in East Java, Indonesia, when a freelance reporting job led him to communications and leadership training for humanitarian organizations in the southern Philippines, where “the extreme values of Islam have penetrated many armed and unarmed movements,” Soefijanto says. The training broadened participants’ outlook on Islamic public affairs, governance, and interfaith relationships.

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**WORDS OF WISDOM**

“We need to grow diverse leaders from within. Create a strategy for developing leaders from the mid-management level and provide training for them. Hold leaders accountable for diversity goals and metrics.”

**JON DEREK CROTEAU**

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**WORDS OF WISDOM**

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**JON DEREK CROTEAU**

**MARATHON MAN**

**UNIVERSITY ALUMNI AWARD**

When Rick Hoyt, Jr. (’93) was born with paraplegia and cerebral palsy, doctors told his parents he had no hope for a “normal” life. Hoyt and his parents proved them wrong. In 1977, he asked his father to push him in a five-mile benefit run, after which he said, “Dad, when I’m running, it feels like I’m not handicapped.” The duo has since participated in more than 1,100 marathons, triathlons, and other races. With support and encouragement from his parents, Hoyt not only completed public school, but went on to earn a degree in special education from BU.

Hoyt and his family have since founded the Hoyt Foundation, which supports inclusion for people with disabilities. Since 1989, the foundation has helped young people engage in sports, school, and work as active members of their communities.

Hoyt took the stage at the 2014 Best of BU Luncheon to accept a University Alumni Award. He had prerecorded his acceptance speech, selecting one letter at a time on a computer he manipulates by tapping his head against a sensor on his wheelchair. He said he considers his SED degree “not only an accomplishment for myself, but for my family,” and added that he was onstage because years ago, his father said yes. The crowd gave Hoyt a standing ovation.●

**WORDS OF WISDOM**

“I would like everybody to know they can overcome any challenge, whatever disability they have, because everybody has a different ability in life. I continue to run in marathons because I would like to inspire everyone to run, or to have someone push them. The Hoyt Foundation’s motto is ‘Yes you can!’ All anybody wants is to be included in everyday life.”

**RICK HOYT, JR.**
It’s time for a break. You’ve been reading for a while now, so let’s stand up and shake it out. Really. Try it. Ten reps of each of these: march in place, tap your toes on your chair, hop side-to-side, sit and stand, and squeeze and release your abs.

All done? It probably took one minute. That minute might be all it takes to boost grades in your classroom. Studies show that when schoolchildren are allowed to stand and move, memory, attention, mood, and academic achievement all improve. “Research shows that when we exercise, blood pressure and blood flow increase everywhere in the body, including the brain,” neuroscientist Justin Rhodes explained in a 2013 Scientific American column. “More blood means more energy and oxygen, which makes our brain perform better.”

Yet many children—adults, too—spend most of the day sitting down. The Physical Activity Guidelines for Americans recommends kids and teens get at least 60 minutes of physical activity every day. But that goal isn’t being met. According to the US Centers for Disease Control and Prevention, for example, less than 37 percent of high school boys and 18 percent of high school girls meet the guidelines. Although physical education is mandated in the vast majority of states, a study published in the Journal of School Health in 2007 (the most recent figures available) found that only 3.8 percent of elementary schools, 2.9 percent of middle schools, and 2.1 percent of high schools are training a new generation of teachers to change that.

Physical activity helps kids learn, but they aren’t getting enough of it.
“People aren’t trained, in general, to think of movement as part of the school day. Clearly, what we’re doing here is different.”

SARAH BENES

“Are you thinking about flexibility? ‘Flexibility’ is a buzzword, but it’s not just being able to touch your toes. It includes moving your joints and making your body do stuff it’s never done before. That’s a new area of focus. I think it’s especially important for girls.”

—LIZZIE PIKE (’14)
Want children to listen? Write it down.

SED research finds early readers trust written over oral instructions

BY LESLIE FRIDAY

The next time you’re dreading a long car ride with young children, consider trying this experiment to get them to behave. For the first leg of the trip, give your kids oral instructions like “No screaming” and “No repeat requests for Frozen songs.” For the return trip, write down the same instructions and have your children read them before you leave.

Which method was more effective in maintaining your sanity? Kathleen Corriveau, her 2012 Peter Paul Professorship, sponsored by entrepreneur Peter Paul (Questrom’71) to aid young faculty in their careers, helped fund the research. “What we think is going on is they must be observing the link between adults around them modifying their actions based on text.” For example, children see adults reading recipes to decide what to put in a cake, or around them modifying their actions based on text.” For example, children see adults reading recipes to decide what to put in a cake, or adults are similar.”

“Where I really want to take this work is thinking about how children trust online sources of information, which I think is relatively powerful in our current media-driven society.” says another possible explanation is that children “prefer consensus information over a single informant” who might have biases or make mistakes. Text might be seen as a neutral authoritative source.

In the second study, Corriveau’s team tested whether extra evidence was biasing early readers toward text. After all, there was a puppet equipped with written clues in each game vying against another puppet voicing his own opinion. To test their hypothesis, they introduced a girl puppet who whispered advice to the puppet giving oral clues. They found the same results.

In the final study, Lenny and Benny each referred to an envelope to provide their clues. One contained a color word, such as “red,” while the other contained a colored circle, such as a red circle. Each puppet read the clue and showed it to the child, who then chose a tube. Again, early readers preferred the text clues, but pre-readers most often preferred the color shape clues. Corriveau’s team was intrigued because the children without strong reading skills finally showed a bias toward a particular type of clue. Since they could decode the color shapes, these children let the clue guide their actions—just as early readers did when faced with text clues. In each case, the children trusted most the clues they could interpret themselves.

All of this got Corriveau thinking about the power of the written word on young minds. “Where I really want to take this work is thinking about how children trust online sources of information, which I think is relatively powerful in our current media-driven society,” she says. Children are increasingly encouraged by parents and teachers to interact with educational apps and explore the internet for answers, yet “there are no good instructions on how to navigate online sources.” She would like to see more education, in schools and at home, regarding how to assess the credibility of written sources.

In a study at the Boston Museum of Science, Kathleen Corriveau had children drop a marble into one of two tubes to assess their preference for written or oral instructions to guide their actions.

In the first study, the children listened to Lenny’s and Benny’s written or oral advice, choose a tube, and dropped their marble down it. Corriveau’s team cycled the children through four different tube pairs. The fifth time, the team brought out another puppet who asked the child for help choosing a tube. The point, according to the journal article, “was to probe whether children would articulate the rationale for their own choices.” Finally, to assess reading ability, researchers asked the children to match a colored circle with its corresponding written color word. Corriveau’s team found that children with basic reading skills preferred written to oral instructions, while children with little or no reading ability chose the tubes at random.

Meanwhile, parents might be able to exploit the amount of trust children place in text. Corriveau says she uses her newfound knowledge on her own three small children, who get extra sneaky around bedtime. She devised and wrote down a set of simple, straightforward sleep rules for her kids to read: “1. Stay in bed. 2. Be quiet. 3. Close your eyes. 4. Go to sleep.” Corriveau says, “We find that they’re very effective for modifying behavior.”

This article originally appeared in BU Today: bu.edu/today.
Mission in the MIDDLE EAST

In Saudi Arabia, where women can be jailed for driving, alum Annie Viets helps prepare ambitious females for business careers

BY JULIE RATTEY

In Saudi Arabia, a woman can run her own business, but she can’t drive herself to work. She can outrank a man in the office, but she needs a male guardian’s permission to travel abroad, attend university, or marry. This is the reality Annie Viets’ students face when they graduate from Prince Mohammad bin Fahd University (PMU), a private institution in Al Khobar in the eastern province of the kingdom.

Viets (’83), an associate professor of management at PMU’s women’s College of Business Administration, came to the university in 2011 looking for adventure. A consultant and businesswoman with perpetual wanderlust, Viets saw working in an Islamic country in the Middle East as “the ultimate challenge.”

“I thought it would be educational and rewarding to have some small impact on the future of the region by working with the ambitious young women who will help to shape it,” she says. “And I was right.”

Teaching subjects such as entrepreneurship, strategic management, negotiation, and marketing, she’s helping prepare students for the challenges and growing opportunities the Saudi workforce presents for women. Viets’ post requires her to navigate unfamiliar gender norms. PMU is coeducational—a new step for the country in the last few years—but has two campuses, in keeping with the Islamic custom of gender separation. Women teach exclusively at the female campus and meet with male colleagues in “Green Zones,” where women are expected to wear the abaya, a long, traditional robe. Since women in Saudi Arabia are not allowed to drive, Viets, like some of her students, relies on a PMU bus to get to campus and, on hired drivers for personal needs. But Viets says she has not felt disrespected as a woman, which was a pleasant surprise. Her students were another. “I thought I would encounter very shy, shrinking-violet kinds of oppressed women.” Instead, she says, she found her students to be confident, articulate, and driven to succeed.

Viets adapts American curriculum models to the Saudi context. In Negotiation, she uses her background as a human resources executive and small claims court mediator to guide students through role-plays. In one exercise based on a real company, the HR manager (a student) negotiates with the Saudi owner (Viets) to allow employees to wear the niqab, a veil covering all of the face except the eyes that some Saudi women wear in public. In another, the HR manager faces a non-Muslim general manager who does not want to give employees time during their workday for prayer.

Entrepreneurship students are required to create hypothetical business plans. Viets encourages them to develop businesses that capitalize on current trends or tackle national challenges such as oil dependence, unemployment and replace foreign workers with nationals. Women are an essential part of the plan, but boosting their numbers will take time. Women reportedly make up 37 percent of Saudis with university degrees, but only 13 percent of private and public jobs that are filled by nationals.

Still, new positions are beginning to open up to women. Maha K. Talbah, adviser to the Saudi Ministry of Labor on human capital development, told the New York Times in November 2014 that over the next few years, the government hopes to double the number of working female Saudis. Strategies include building day care facilities near job sites and subsidizing women’s transportation (hired drivers can cost $300 to $400 a month). Academics including Patricia Cortes, a BU Questrom School of Business assistant professor of markets, public policy & law, have begun brainstorming solutions with the ministry, such as opening up jobs in health care. Cortes believes women will become more empowered as they earn more income, which in turn “will help start changing the gender norms.”

Other changes are already under way. King Abdullah, who died in January, appointed 30 women to the nation’s advisory board in 2013, and this year women will be allowed to vote—and run—in municipal elections. And in 2013, a BU alum became the first of four women to receive a license to practice law in Saudi Arabia. Sara Alasmri
Prince Mohammad bin Fahd University is coeducational—a new step for Saudi Arabia in the last four years—but has two campuses, in keeping with the Islamic custom of gender separation. Many female students wear the abaya, a long, traditional robe.

The best speech I ever gave was about how many languages I have failed to learn. This graduation speech describing my mistakes was a surprise to the audience—the military’s elite Korean linguists—just as my job was to me. I would never have thought that my path would lead from a high school teacher in Boston to dean at the Defense Language Institute, the military’s “Top Gun” language school in Monterey, California.

Norwegian, I explained to the commencement audience, should have been an easy language to master, since it’s closely related to English. While living in Norway, I once bought a loaf of bread with what should have been “a thousand hearty thank-yous.” Instead, I managed “a thousand boring thanks,” confusing the cashier with a mispronounced adjective. I realized I wasn’t adopting the in-depth learning methods I had used with my own students at Charlestown High School and the culture grew to be a regular part of our greetings quickly became automatic. I would start each class acting like a pitcher winding up to throw them a greeting, and they would hit it out of the park with the culturally appropriate response.

I gave up on Tibetan too soon, I revealed to the Korean graduates. The script was entirely different and even the punctuation marks confused me. My limited abilities failed me in what should have been an inspiring moment when I met the Dalai Lama’s older brother. In my excitement to strike up casual conversation with the Buddhist master, I used one of my few phrases: “Where is the palace of the Dalai Lama?” Tibetan is a tone language, though, and I incorrectly asked, “Is the palace of the Dalai Lama a telephone?” Persistence, I tried to persuade the high schoolers, is the key to learning Arabic. But it was grit and determination I was actually trying to teach. Arabic seems impossible from the outset, but when students reflect on how much they have learned after even a few months, it helps them develop confidence. If what once looked like squiggles are now words, just think what else is possible with continued effort.

The advice I offered the Korean linguists is the same I’d share with language educators. Learn from your mistakes. Seek out opportunities—through travel, fellowships, or other means—that will deepen your knowledge of your field. For example, I left teaching high school to spend a year as a visiting scholar at SED to deepen my understanding of language teaching. Most of all, be persistent. I have spent decades chasing alphabets and learning a language is about more than just words. It’s also important to know the customs and traditions, the culture that surrounds the language and gives it a meaningful structure.

Submit your op-ed at bu.edu/sed/oped.
The Students’ Champion

Julie Mary Coppola (’97), associate professor and program coordinator of bilingual education

In the days that followed Julie Mary Coppola’s passing on October 6, 2014, from head trauma following an accident at home, friends and colleagues penned many tributes. None was more poignant than the remarks written by her children, Ann and Matthew, for their mother’s funeral Mass:

“Our mother truly was a light on this earth who demonstrated the importance of both family and work, they wrote. They described her work as a professor at SED, where she specialized in teaching methods for students learning English as a second language, and as a consultant in the Boston Public Schools, “helping teachers and students to thrive in some of the city’s most vulnerable and challenging classroom environments. She loved the students. Julie was a champion for celebrating the cultural differences that influence how we learn, and for giving every student an opportunity to succeed through education.”

Dean Hardin L. K. Coleman expressed the appreciation of the SED community. “At this School of Education, we seek to create an inspired appreciation of the SED community. “At this opportunity to succeed through education.”

How we learn, and for giving every student an appreciating the cultural differences that influence how we learn, and for giving every student an opportunity to succeed through education.”

NORMAN DEE

(CGS’54, SED’56, ’59, ’62, ’70)

Two years ago, Norman shared with me a letter he had just received from a former student. She had written to tell him that although 40 years had passed since she was her fourth grade teacher, she remembered him with great fondness. She was a shy, quiet child, and he had watched over her, made her laugh, and taught her to love learning, especially science, with his exploding volcanoes and hanging chrysalises. Norman beamed as he tucked that letter back into his wallet, where it remained from that day on.

This was one of many letters Norman received over a teaching career spanning more than 50 years. I know because I had the privilege of coteaching with this man in Cambridge, Massachusetts. Norman taught by example that caring and kindness must permeate our interactions with our students and each other. He counseled preservice teachers to get to know their students and, when possible, to weave their interests, goals, and dreams into the curriculum. Time and again, he calmed a nervous student by telling her a funny mishap that happened to him when he was in her position. He understood that teaching, at its core, is about the relationships we nurture with our students. Devotion and generosity of spirit are two virtues that capture Norman’s essence. He was devoted to his wife, Joan Dee (’59, ’73), SED’s associate dean for 41 years; devoted to God; and devoted to his students.

—CAROL BIRDMEYER JENKINS, RETIRED DIRECTOR OF SED’S ELEMENTARY EDUCATION PROGRAM

From SED to the Super Bowl

Of all the places an SED degree can lead, the sidelines at the biggest US sporting event of the year is one of the more unusual. Of all the places an SED degree can lead, the sidelines at the biggest US sporting event of the year is one of the more unusual.

Dave DeGuglielmo (’90, ’91), offensive line coach for the New England Patriots, had his players during the 2014 season autour of Miami. Last February, DeGuglielmo and his team won Super Bowl XLIX.

“Coaching college football at BU and elsewhere, he made his way to the NFL. Before joining the Patriots, he was the New York Jets’ offensive line coach. DeGuglielmo says SED taught him how to work with different personalities and to communicate effectively—skills he needs with his offensive line. “You have to find a way to motivate millionaires to do things they don’t always want to do.” In a Sports Illustrated interview, left tackle Nate Solder praised DeGuglielmo for “building relationships with us that are necessary to improve and get better as a group.”

SED also showed DeGuglielmo that being a good teacher means accepting feedback from students, not just giving it. “The more students—my case, athletes—feel a part of the learning process,” he says, “the more they’re going to absorb.”

—RACHEL JOHNSON
Summer Literacy Institute
Donald D. Durrell Reading & Writing Clinic

Reading and Writing in the 21st Century: What's New?
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