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 also 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 alums are inspiring aspects of life. In this issue you will learn about some of the incredible ways our students, faculty, and alums are inspiring aspects of life. In this issue you will learn about some of the incredible ways our students, faculty, and alums are inspiring aspects of life. In this issue you will learn about some of the incredible ways our students, faculty, and alums are inspiring aspects of life.

 físico alumnado y amigos,

El deporte físico se cree que apoya el éxito en el aula. Pero como esta historia del portada informa, los estudiantes no hacen suficiente ejercicio. En la escuela secundaria, por ejemplo, menos de 37% de los niños y 18% de las niñas consiguen las horas recomendadas de actividad física diaria. La Escuela de Educación de la Universidad de Boston prepara a los estudiantes para cambiar vidas no solo académicamente, sino también físicamente. Nuestros futuros docentes están estudiando cómo incorporar actividad física en sus aulas—desde proporcionar breves descansos para que los niños se muevan, hasta agregar movimiento a las clases para ayudar a aprender.

Somos orgullosos de nuestra tradición de casi 100 años de enseñar al niño en su totalidad, para ayudar a los jóvenes a alcanzar sus objetivos. Nuestros graduados continúan esa tradición al encontrar formas creativas de promover bases saludables que impacten a los niños en todos los aspectos de su vida. En este número, usted aprenderá sobre algunas de las increíbles maneras en que nuestros estudiantes, profesores y alumnos inspiran aspectos de la vida. En este número, usted aprenderá sobre algunas de las increíbles maneras en que nuestros estudiantes, profesores y alumnos inspiran aspectos de la vida.
New Stars for SED
Eight faculty join the School’s ranks in 2014–2015

Educators increasingly acknowledge the importance of American students learning Mandarin Chinese, the most widely spoken language in the world. But as more Chinese instructors come to the United States to teach their language, US educators must be ready to prepare them for the task. Johanna Ennser-Kananen, one of eight new SED faculty, has cotedivated a professional development course that she says is successful in supporting Chinese teachers transitioning from teaching in China, and helping them work toward US educational standards. The project is one facet of the Austrian national 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 leadership teams of the reading education and literacy education programs. "I am combined."}

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 (’83) 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.

The inner-city kindergartner that Jeanne 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—then and now a major currency in success both in and out of school.”

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—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

WORDS OF WISDOM
"When a child struggles, our inclination is to change the curriculum to make it easier. Our job as teachers is not to change the curriculum; but to change the way we teach the curriculum. Some people think that’s giving the child too much help, but we must give children as much help as they need to succeed.”

JEANNE PARATORE

LITERACY FOR A LIFETIME
IDA M. JOHNSTON AWARD

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

BU.edu/SED/SPOTLIGHTON

SPOTLIGHT ON:
JOHANNA
ENNser-
KANANEN
CLINICAL
ASSISTANT
PROFESSOR,
LANGUAGE
EDUCATION

ALLEN G. HARBAUGH (CAS’94)
Clinical assistant professor, educational leadership

REBEKAH LOUIS
Lecturer, special education

DAVID McALLISTER
Practicum coordinator/instructor, counseling psychology

LINDA NATHAN
Senior lecturer, educational leadership

IRENE FLOHNECK
Senior lecturer, science education

CAROLYN TORRES
Clinical instructor, educational leadership

ROBERT J. WEINTRAUB (’86)
Research professor, educational leadership

To learn more about the faculty at BU.edu/SED/SPOTLIGHTON (search “meet the new faculty”).

NEWS & NOTES

Start of Something New
From placing LGBTQ professionals in higher ed to combating the threat of ISIS, SED’s distinguished alumni award winners are sparking change worldwide by LARA EHRLICH

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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.”

“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.”

“Words of Wisdom”

“The Leader Behind the Leader”

Dean Arthur Herbert Wilde Society Award

As a graduate student, Jon Derek Croteau (’05) aspired to become a college president, but questioned whether he would be able to live in the president’s house with his husband. He saw the potential for discrimination everywhere, from submitting the job application to finding acceptance from college boards. He was still reeling from a lifetime of abuse by his father, who had been unable to accept that his son was gay.

“There were too many battles going on at once and too many voices in my head launching new attacks—against my father, against my body, against my sexuality. It was a full-time assault that required 100 percent of my mind, body, and soul to execute,” Croteau wrote in his 2014 memoir, My Thinning Years: Staving the Gay Within, in which he chronicles his struggle with anorexia while coming to terms with his sexuality.

Now an author of four books and a celebrated public speaker, Croteau draws attention to eating disorders and LGBTQ issues, and advocates for inclusivity in the workplace. As a senior partner with the executive search firm Witt/Kieffer, he fulfills his graduate school aspirations by placing leaders at universities and service-oriented organizations. He also fosters future leaders through the Advancement Leadership Academy, a yearlong educational program he cofounded for mid- and senior-level higher education professionals. “Leadership is about understanding yourself and figuring out where you fit,” he says. “Being the leader behind the leader is the place for me.”

“Words of Wisdom”

“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 Boston University.

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.

“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.”

“Words of Wisdom”
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...
“There’s no dodgeball, there’s no picking out the weak kid,” says Tracey Dultz, a physical education teacher at the Hennegan Elementary School in Boston. Dultz (’03, ’10) previously worked for the city, helping schools that had dropped physical education—or never had it—to build new programs. “Physical education has changed so much,” she says. “The focus is on individual learning: there’s more daily exercise, teaching students how to exercise indoors without equipment. It’s less team sports.”

Benes also wants her charges to be better advocates for their programs. “We’re not doing a good-enough job of showing administrators why physical education matters,” she says. Educators with “programs that have been successful are the ones that go to the school committee every year and say, ‘Here’s what we do.’”

While break time might just be about sweating, physical education doesn’t have to be. At the Hennegan, Dultz and Benes teamed up for an intervention that incorporated movement into exercise. For two weeks, they turned nonfiction texts into races.”

“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

“Provided daily physical education or its equivalent for the entire school year for students in all grades in the school” Sarah Benes, lecturer and coordinator of Physical & Health Education Programs at SED, says things are getting better, but too slowly. She offers classes to budding teachers on incorporating physical activity into academics, and vice versa. Every year, she hopes her freshmen—just out of school themselves—won’t find her ideas so new. “People aren’t trained, in general, to think of movement as part of the school day,” she says. “Clearly, what we’re doing here is different and it’s not the way that students experienced school.”

Benes (’10, ’10, SPH’16) is taking a two-pronged approach to getting children moving: teaching brain breaks (ways to get the blood flowing during class time) and advocating for more—and more meaningful—physical education classes.

Shake it Out

It’s easy to understand why kids get stuck in their chairs for hours at a time: in many districts, there’s less money for physical education; No Child Left Behind means the tests have to come first; and, besides, who’d be crazy enough to let 20 nine-year-olds jump around a classroom?

Jake Dore

In his fourth grade inclusion class at the Kelly School in Chelsea, Massachusetts, Dore (CGS’11, SED’13) gets his students out of their seats every 90 minutes or so. Although he learned the benefits of movement at SED, Dore says daily activity is part of the school’s culture. The first chance to move comes when Dore and his co-teacher, Clara Van Allen (’11), call a brain break. The class stops for 5 to 10 minutes to let off some steam. “Sometimes we do group stretching or shaking it out,” he says. Other times they play games—there’s even the occasional rock-paper-scissors tournament. “Any time a student has the opportunity to reset, take a break, or just shake it out a little bit and get their mind back where it needs to be, I think it benefits everyone.”

“Our brains can only handle so much input at a time,” says Benes. Some therapists suggest a rough starting point for figuring out a child’s attention span is to use their age: five minutes for a five-year-old, six minutes for a six-year-old. The brain break is a chance to hit the reset button—and increase blood flow.

Benes teaches a course at SED on the basic principles of physical education. There, she advocates for the breaks, which don’t need to be educational—“just have them moving, get them sweating”—and shows how to incorporate movement into lessons to aid “implicit learning.” That means connecting facts with specific actions: if you’re teaching the Constitution, for instance, have students cross their arms when you get to the Second Amendment.

“The idea is to give your students bodily cues to remember information, it acts like an additional anchor in their brain.”

Benes’ push for brain breaks and implicit learning is largely happening at the elementary level. Still, there’s no reason they wouldn’t work for teens, too. “Use brain breaks with my college students and they love it,” she says. “So you can’t tell me it wouldn’t work in middle school.” In her class, she leads a variety of activities, from jumping jacks to laps of the hallway to passing a balloon.

The biggest barrier to implementation, Benes says, might not be empty coffee pots, timid administrators, or intragrant legislators, but teachers. In a recent study, Benes found that most classroom teachers know the benefits of movement but aren’t using it in class. She suspects the fear of disruption might be a big factor.

Dore doesn’t allow his brain breaks to disrupt his class. His approach to getting butts back in seats is the same as any other classroom activity. “The students need to know what’s about to happen and how it’s going to work; if there aren’t guidelines, expectations, and procedures in place, it’s going to be hard to have a successful time.”

The breaks, Dore adds, have just become part of the day—his students even see them as a reward for a morning of hard work. In Newton, Massachusetts, Lizzie Pike (’14) avoids the potential for disruption altogether by incorporating movement throughou

Out the day, from active morning greetings to switching partners for different class projects.

No More Dodgeball

As great as brain breaks might be, they’re not enough to get a child up to the recommended 60 minutes of daily physical activity. Benes advocates for regularly scheduled physical education classes, pointing out that children “spend the majority of their life in school—at the ages in which it is critical for students to be moving.” During that time, they surge through physical growth milestones and develop fundamental motor skills—but too important for schools to ignore, she says. Not everyone might see the value in knowing how to throw a ball correctly, for instance, but some, like Benes, dance because of the song.”

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“NO MORE DODGEBALL

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Sarah Benes
Want children to listen? Write it down.

SED research finds early readers trust written over oral instructions

By Leslie Friday

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.

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 would wager the second one. The assistant professor in human development has found that early readers, specifically three- to six-year-olds, trust written over oral instructions to guide their actions. She and three coauthors recently published their findings in the British Journal of Developmental Psychology.

It’s an interesting development, considering “most of what children read at this age is fiction,” says 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 street signs to determine in which direction to turn. Corriveau 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.

Corriveau and her colleagues arrived at these conclusions after conducting a series of studies in Boston with hundreds of children who visited the Museum of Science’s Living Laboratory from 2011 to early 2014. Each child was asked to play a “tubes game,” which used two tubes of different colors that drained into an opaque basin over a cup. Children were told that one of the tubes was blocked, the other was open, and that the goal was to get a marble into the cup.

To guide the children’s choices, Corriveau recruited the help of two puppets: Lenny and Benny. One puppet gave oral instructions about which color tube to choose, such as, “I say blue. Choose the blue one,” while the other puppet read the clue from a slip of paper: “This says red. Choose the red one.” Corriveau says that “at this age, the ways that children talk to puppets and the ways that they talk to adults are similar.”

In the first study, the children listened to Lenny’s and Benny’s written or oral advice, chose 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.

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 voying 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.

“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.”

Kathleen Corriveau

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.

Kathleen Corriveau

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This article originally appeared in BU Today: bu.edu/today.
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, childhood obesity, and limited services for those with special needs. “Some students do get enthused by the process and decide to turn their ideas into real businesses,” says Viets, who directs them to the Women’s Chamber of Commerce in Al Khobar to get started. Not all that long ago, they would have needed a man’s representation.

CLOSING THE GENDER GAP

Saudi Arabia ranks 138th from the bottom in the World Economic Forum’s 2014 Global Gender Gap Index, but options for women are increasing. Viets cites “a big push right now in the government to support and promote women’s college education” partly due to the 2011 Saudiization policy, which aims to reduce 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 57 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. Talibah, 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 Alarifi

*For a long time, men did get more opportunities, which led to women and young girls working harder. Now, it’s men who have to work harder to keep up with women.*

—SAFAI ALDULAIJAN
**Stereotypes are being broken every day.**

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.

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 tonal 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 meaningful structure, that is the key to learning.

I’ve spent years embarrassing myself in multiple languages. Here’s why you should try it.

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**Tongue Twister**

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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 realize I wasn’t adopting the in-depth learning methods I had used with my own students at Charlestown High School in Massachusetts. I taught Arabic to students who often came to class with a host of issues we associate with inner-city kids. I helped them grasp hold of the words we learned and keep spinning them back to me in class, in voicemail messages for homework, and in calligraphy that we put up in the halls.

Hungarian is a great deal more difficult than Norwegian, I told the graduating students of Korean. This language has all sorts of tricky grammatical subtleties. In Budapest I was so focused on chassing down one letter that I continued to confuse vowels. A single pronounced “is” would inadvertently change my toasts from “to your health” to “to the entirety of your butt.”

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**IN THE WORLD**

**GIVING MEN A RUN FOR THEIR MONEY**

Viets’ students are benefiting from these advances, securing jobs at home and abroad in fields such as information technology, finance, and human resources. Some join family businesses; others start their own businesses at a favorable time. “This is really the first generation of women who are being encouraged to get out there and work in business, work for themselves,” she says. “It’s pretty exciting for them.” And for Viets. When graduates return to visit, she can see that they are “transformed” for the better.

Stereotypes are being broken every day.

—ANNIE VIETS

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**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 their learning, especially science, 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 had written to tell him that although 40 years had passed since he was her fourth-grade teacher, she remembered him with great fondness. She was a shy, quiet child, and he had watched out for her, made her laugh, and taught her to love learning, especially science, with his exploding volcanoes and hanging chrysalis. 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 co-teaching with this Pied Piper at Lesley University in Cambridge, Massachusetts.

Norman taught by example that caring and kindness must permeate our interactions with 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 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 Brennan Jenkins, retired (CGS’54, SED’56, ’59, ’62, ’70)

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 he was her fourth-grade teacher, she remembered him with great fondness. She was a shy, quiet child, and he had watched out for her, made her laugh, and taught her to love learning, especially science, with his exploding volcanoes and hanging chrysalis.

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—Lee Indrisano, professor of education

The Coppola family has established the Julie M. Coppola Scholarship Fund. Contributions may be made to Ann R. Coppola, c/o JMC Scholarship, Santander Bank, 695 Highland Avenue, Needham, MA 02494. Attention: Regina Farme.

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. But that’s where Dave DeGuglielmo (’90, ’91), offensive line coach for the New England Patriots, found himself this past winter—at Super Bowl XLIX in Glendale, Arizona.

DeGuglielmo, in his first year as a Patriots coach, helped guide the team from a shaky start to a 28–24 win over the Seattle Seahawks. It was a turnaround reminiscent of his days as offensive line coach with BU’s now-disbanded football team. In 1993, the Terriers were predicted to place near the bottom of the Yankee Conference. Instead, they went a perfect 11–0 in the regular season for the first and only time in BU football history, winning the conference and advancing as far as the second round of the NCAA Championships.

A Massachusetts native, DeGuglielmo played four years of Terrier football while studying human movement at SED. After 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—in my case, athletes—feel a part of the learning process,” he says, “the more they’re going to absorb.”

—Rachel Johnson

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—Rachel Johnson
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