

The California Center for the Book Celebrates Four Years at UCLA

By Natalie Cole,
Director, California Center for the Book

Can you think of a book that has changed your life or changed the way you view the world and yourself? Each year, the California Center for the Book poses this question to adult learners and students in grades 4 through 12, and asks them to write a letter to the author whose book has had this effect.

The letters we receive testify to the wonder and value of books and reading, and each year they reaffirm the importance of our work at the California Center for the Book.

“Being able to read a book and identify myself with the person in the book has changed my life,” wrote Gregory Louis, a winner of the Writer to Writer challenge for adult learners.

“Your book of poetry, *Odes to Common Things*, altered my perception of the world,” wrote 14-year-old Julia Havard to Pablo Neruda, in a winning entry to the Letters about Literature contest.

Behind the scenes, the Center provides curricula for literacy tutors and teachers so that the letter-writing activity can be

incorporated into tutoring sessions and the classroom. Last year more than 8,000 adult learners and students took part, and the programs culminated in a moving awards ceremony at the State Capitol.

Rewarding and demanding though these activities are, they represent only a small portion of the rich portfolio of programs that the Center has developed since it moved into GSE&IS four years ago and was revitalized by the State Library with a Library Services and Technology Act (LSTA) grant.

It’s exciting to realize that since then, with GSE&IS and State Library support, our programs to promote books and reading to Californians of all ages have taken place at more than 1,000 libraries, schools, museums and other venues in 56 counties.

Thousands of Californians took part in the unprecedented statewide program, California Stories: Reading *The Grapes of Wrath*, which we developed with the California Council for the Humanities and the California State Library. Public libraries throughout the state were at the heart of the program, and hosted book discussions, art exhibits, writing workshops, and oral history celebrations, all based on Steinbeck’s classic novel.

In addition, we have created four pre-packaged book discussion kits (which include books, discussion questions and publicity materials) which we lend to public libraries, enabling them to host book discussions for their patrons.

We have developed a number of programs in partnership with the Department of Information Studies, like workshops for librarians on such topics as creating successful book clubs and cultural programming in the public library. We also co-host the Forum for Book Studies, through which we promote scholarly discussion and study of the book by bringing noted scholars and writers to speak at UCLA. Our most recent speaker was Nancy Pearl, author, book-reviewer and model for the infamous librarian action figure. We have also developed the Reach Out and Read Aloud program in partnership with the UCLA Department of Pediatrics and American Library Association student chapter. This program trains students to read stories to children from low-income families at local health centers. As they read, the students model reading techniques for parents and caregivers, introduce families to high-quality children’s books, and also gain a rewarding volunteer experience.

We have many exciting plans for reading promotion in the next four years and beyond, including a California writers’ database, a graphic novels book discussion for teens, and the introduction of the Books Change Lives Award. For more information, and to become a friend of the California Center for the Book, please visit www.calbook.org. We look forward to seeing you at our programs. ~

Dean's message

These days, whenever someone asks me how GSE&IS is doing or how I am doing as dean, I am perplexed about how to answer.

We are now in our third year of cost savings and our second year of budget cuts; we are expecting very large cuts next year and probably the year after. These years may be candidates for “the worst of times.” A very reasonable answer to “How are things?” is “Very tough and getting tougher.”

A different but also reasonable answer is “So far, surprisingly good – all things considered.” Why is that? First, GSE&IS reacted early and vigorously to manage cost savings and budget cuts effectively. Second, our inherent strengths provide a firm foundation in difficult times. Third, putting the difficulties in perspective helps.

GSE&IS began responding to California's financial difficulties in 2001-02. We informed faculty, staff, and students about current and likely future challenges and asked for ideas and help. We have continued this approach. I have received excellent advice about how to achieve savings, make cuts, shift costs to other funds, and increase revenue. We have developed a set of guiding principles for adjusting to reduced state funding and used them in handling each cut. We became conservative in establishing new positions and filling open positions; with a very few exceptions, we have not had to lay off people – a blessing for us all. Our work is made easier by a superb chief financial officer and chief administrative officer and by everyone's efforts to manage a bad situation well.

Last year we coped with about a 2% reduction in our general funds, the source of support for all faculty, all other teaching staff, and many staff and operations. This year it is nearly 4%. Next year's cut will be larger, and it will be on top of the preceding 2% and 4% reductions. Governor's Schwarzenegger's 2004-05 budget proposal includes massive cuts, \$372 million according to the University, as part of a package that would reduce student enrollments, raise student fees, scale back student financial aid, reduce spending on faculty, deny cost of living raises to staff, eliminate K-12 educational outreach, and continue to make cuts to research, administration, and other programs. We won't know the final UC budget and fee structure for several months, but they are unlikely to be significantly better than the Governor's proposal.

As we make painful choices, we seek to sustain if not improve the quality of our core programs. Both departments, Education and Information Studies, were in very good shape when California's current financial troubles began to impact us. The departments have a long history, clarity about their mission, many committed senior faculty leaders, well functioning degree programs of long standing, and very good reputations locally and nationally. In addition, in the last few years, faculty have substantially increased their research and project funding, which brings additional financial resources to GSE&IS. Moreover, GSE&IS has generous donors who support our students, faculty, and programs, and we know we can look to them for continuing help in these difficult times. These are considerable resources for



Aimée Dorr, Dean

weathering difficulties. GSE&IS will continue to achieve excellence in inquiry, the advancement of knowledge, the improvement of professional practice, and service to the education and information professions.

As we move forward we must adopt a productive perspective on our problems – recognizing opportunities within the difficulties, remembering that California has something of a boom and bust and boom again economy, and realizing that even a large budget cut leaves a large amount of general funds to support GSE&IS's most important activities.

Dean

Convocation

by Shaena Engle

On September 24, 2003, 370 enthusiastic incoming students attended the GSE&IS convocation held in Moore Hall. Dean Aimée Dorr welcomed the new students, provided a short history of GSE&IS, and introduced department chairs Virginia Walter (Information Studies) and Daniel Solorzano (Education).

Education Professor James Bruno received the Distinguished Teaching Award and Education Professor Frederick Erickson and the UES/CONNECT team were awarded the Harold and Louis Haytin Award for Outstanding Research in Teaching and Learning, made possible by a gift from the grandparents of two University Elementary School (UES) alumni. The award is presented each year to a researcher or group of researchers for exceptional work done at the elementary school.~



Dean Aimée Dorr, Education Professor Frederick Erickson and the UES/Connect team

Dean's Scholars Dinner

by Laurel Wruble

The annual Dean's Scholars Dinner took place on November 4, 2003, in the Grand Horizon Room of UCLA's Covel Commons, a new venue for this event. The evening had many elements of a family reunion, bringing together eager students, members of GSE&IS' dedicated faculty, and many gracious benefactors. Dean Aimée Dorr announced five new Dean's Scholarships this year, four of them representing the establishment or maturity of endowed graduate fellowship funds in GSE&IS.

The Department of Information Studies celebrated one new fellowship. The first Library and Information Studies Alumni Association (LISAA) Fellowship was awarded to Michael Garabedian, a first year student in the Masters of Library and Information Studies program. Michael, a Jeopardy champion and a food columnist, most recently completed a Master's degree in English Literature at Northwestern University. Department Chair and Professor Virginia Walter presented the award.

In the Teacher Education Program (TEP), two new Dean's Scholarships, providing funding to six students, were launched.

Associate Professor Yasmin Kafai introduced the recipient of the new Education Alumni Association (EAA) Fellowship, Angela Yong. Angela, a resident (second year) student in TEP, immigrated with her family from Peru. Reflecting the determination of many TEP students, Angela stated, "I know that teaching children who have limited English skills poses a great challenge...yet my enthusiasm and eagerness remain absolutely undaunted." The monthly payroll contributions of many alumni steadily built this endowed fellowship gift fund. Bud Jacobs, Past President of the EAA, represented the fellowship fund's many donors.

TEP Director Eloise Lopez Metcalfe had the pleasure of welcoming The Flora Family Foundation to GSE&IS' community of Dean's Scholar patrons. Selected to receive fellowships for both their novice and residence years were Tauheedah Baker-Jones, Alma Castro, Dennis Cevallos, Monique Lane, and Edward Rodriguez. The Flora Family Foundation, impressed by the placement of our residents in L.A.'s most challenging schools, will follow the progress of these young teachers for several years in order to identify positive and negative factors in teacher retention and to use those indicators to effect change in education policy.

Department of Education Chair and Professor Daniel Solorzano had the honor of presenting the first James W. Trent Education Minor Undergraduate Scholarship to Jacquelyn Blanco. A member of the GSE&IS faculty who passed away suddenly in Spring 2001, Professor Trent created, directed, and taught in the Education Minor for UCLA undergraduate students, influencing many talented students to pursue careers as educators. Gretchen Trent, Jim's wife, and Julie Trent, Jim's daughter, led the giving which established this fund and were on hand on November 4th to celebrate its inaugural. Gretchen and Julie's contributions to this scholarship were complemented by those of countless family, friends, colleagues, and former students, all in tribute to Jim's legacy.

Finally, Dean Aimée Dorr introduced the recipient of the Arthur M. Cohen and Florence Brawer Cohen Fellowship, Michelle Plecha. Arthur Cohen has been a professor of higher education in GSE&IS for over 40 years, and has served as Principal Investigator and Director of the ERIC Clearinghouse for Community Colleges. Florence Brawer Cohen, one of Art's frequent co-authors and his wife, is a retired research educator for GSE&IS. The

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GSE&IS Alumni: Making a Difference

by Shaena Engle

A regular feature of The Forum is news of the work that GSE&IS graduates do once they complete their degrees. In this issue we feature Su Kim Chung, Masters of Library and Information Science, and Armida Ornelas, Doctor of Philosophy in Education.

Alumna Su Kim Chung has been a manuscripts librarian in Special Collections at the University of Nevada Las Vegas for five years. She received her Bachelor's and Master's degrees in History at California State University Fresno prior to receiving her Masters of Library and Information Science at UCLA.

A combination of elements influenced her decision to attend GSE&IS. "I heard so many positive things about the Information Studies program and its reputation. I was also impressed that it is a two-year program and I knew I would receive a thorough education. The wide variety of internship possibilities was also a definite attraction," said Chung.

Chung's duties as a manuscripts librarian vary widely every day. They include common archivist and librarian tasks such as working the special collections reference



Armida Olivia Ornelas

desk, searching collections to answer phone or email inquiries, talking to potential donors, accessioning a collection, meeting with internal library committees, or providing a library tour. She also participates in projects that are unique to her position, such as attending shows on the Las Vegas strip for collection and development purposes, working with former showgirls and entertainers to identify photographs, or answering reference questions for professional gamblers.

"GSE&IS provided me with a framework and structure of the profession by giving me an understanding of the theory, terminology, and organizational culture of the various information professions," said Chung.

Her current projects include enhancing the library's website by adding descriptions of manuscript collections, creating an online directory to repositories that hold Nevada's documentary heritage, and finalizing a collection donation from a legendary Las Vegas show producer. Chung is also applying to the Ph.D. program in Information Studies at GSE&IS. "I hope to continue my study of archives and the idea of information as evidence. As I progress in my career, my interest in archiving and preserving data continues to grow."

Alumna Armida Olivia Ornelas has been preparing for her job as an assistant professor at East Los Angeles College for over a decade. After receiving her Bachelor of Arts degree in Sociology and Chicano Studies at UCLA in 1992, she attended the University of Chicago for two years and earned a Master of Arts in Public Policy. She returned to UCLA and completed her Ph.D. in Education, specializing in Social Science and Comparative Education (SSCE) in 2002.

"I chose to attend the SSCE program at GSE&IS because I wanted to make a



Su Kim Chung

difference," said Ornelas. Her current position as a political science assistant professor in the department of social sciences includes a course load of 10 classes per academic year. "Teaching has been one of the most rewarding experiences I have had. East Los Angeles College has a predominant Latino low-income student body. Many of my students are the first in their families to attend college. In my capacity as an educator, I am able to assist students, not only in the classroom but also in navigating the college culture and preparing them to transfer to a university," said Ornelas.

Ornelas' choice to attend the SSCE program was also influenced by the mentoring and fellowship opportunities available at GSE&IS. "Under the guidance of Professor Daniel Solorzano, I acquired insight on how to research underrepresented groups. Through my education, I learned that different audiences require different pedagogies," said Ornelas. "As an educator, I am able to bridge the gap between theory and practice to maximize the learning experiences of students."

The SSCE experience inspired Ornelas to continue her research with Professor Solorzano. She is currently a UC ACCORD postdoctoral fellow researching the college

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Doug Kellner: Media Culture

by Kathy Wyer

A cultural critic and philosopher, Education Professor Doug Kellner is engaged in an ongoing exploration of the disciplines of cultural studies and philosophy of education, and examines the relationships among technology, education, and society. His work is dedicated to what Kellner describes as a need for a “re-visioning” of education, and grows from a critical reflection of new technologies, which in turn has spawned the need for new literacies. Says Kellner, “introducing new literacies requires a reconstruction of education to make it more responsive to the challenges of a democratic and multicultural society. We must connect virtual learning with traditional approaches, and deconstruct the opposition between virtual and real.” With print literacy serving as a center point for literacy skills, Kellner emphasizes the need for other basics in education, including media literacy, and computer and information literacy, to better enable students to read and creatively interact with emergent technologies such as the Internet and other virtual learning environments.

Kellner joined the GSE&IS faculty in 1997, after having served as Professor of Philosophy at the University of Texas at Austin from 1985 to 1997. While there, he produced and hosted the public access television program, “Alternative Views,” for 18 years, logged more than 600 shows and won the George F. Stoney Award for excellence in public affairs broadcasting. The experience sprang from his passion for exploring the myriad expressions of media, politics, and culture. As a philosopher, his views were influenced by the Frankfurt school, and interconnect critical social theory, cultural criticism, education and politics, and

subscribe to an inter-disciplinary tradition also found in French Post-Modern theory. He earned a Ph.D. in Philosophy from Columbia University, and holds the George F. Kneller Chair in the Philosophy of Education at GSE&IS.

Kellner also serves as the Sudikoff Family Institute Fellow for 2003 - 04. Founded by longtime education philanthropists Jeffrey and Joyce Sudikoff, the Institute creates a public forum for the research and scholarship of GSE&IS faculty, and disseminates the work of an individual faculty member each year through the popular press. Actively engaged with the press since his Sudikoff fellowship began in June, Kellner is slated to write an opinion piece on the media for the Los Angeles Times Calendar section, as well as contribute to the Times Book Review. Last September he served as a guest on Radio Pacifica’s “Beneath the Surface,” hosted by Jon Wiener, and provided perspective on the phenomenon of media spectacle.

Kellner has been a student of media and politics for decades, and was an early adopter and heavy user of the Internet, and is excited to participate in and track development of media and technology in the years to come. Not surprisingly, the Internet has provided fertile ground for Kellner’s work and he has created several websites, of which his GSE&IS faculty website receives an estimated 1,000 visitors a day. His high profile Internet weblog (blog) “BlogLeft: Critical Interventions,” explores the current U.S. political climate and Bush presidency. Kellner uses his websites in seminars and lectures to further work that explores how the Internet and new instructional and multimedia technologies can advance education. He is committed, he says, “to actively work so that GSE&IS is cutting-edge in the study and use of new technologies.”

The author of a wide mix of books on social theory, politics, history, and culture,

Kellner’s most recent work includes two from 2003, *Media Spectacle*, and *From 9/11 to Terror War*. Both *Media Spectacle* and his 1995 book, *Media Culture*, are considered classics within the field.

It’s *Media Spectacle*, however, that resonates so strongly with current news events. Exploring the juncture between politics, culture, and the media, Kellner’s book illustrates the phenomenon that emerges from a mix of cultural and social problems, government, news, and entertainment. Exploring such mega spectacles as presidential politics, corporate globalization, and the effects of celebrity power, the book demonstrates how the burgeoning American trend towards excess is captured by the media, then served up to entertain, inform, and ultimately, influence our lives. Evidence of the spectacle can be seen everywhere, from the ever more elaborate movie productions we watch and escalating number of television channels we choose from, to our cultural fascination for hostile corporate mergers and financial greed. Says Kellner, “Arnold Schwarzenegger’s election as Governor of California dramatically illustrates the nexus of entertainment, celebrity, and politics that defines the era of media spectacle. His election confirms the tremendous power of media and celebrity and U.S. politics.”

While media culture and theory may be a major focus of Kellner’s scholarship, politics is his passion. While at the University of Texas, Kellner became a seasoned Bush clan observer and established himself as a distinct political thinker of the left. He put his drive for writing to good use, turning out several books, including *Grand Theft 2000: Media Spectacle and a Stolen Election*, and *From 9/11 to Terror War: The Dangers of the Bush Legacy*.

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PRAXIS Pre-Doctoral Training Program: The First Year

by Clara M. Chu
PRAXIS Principal Investigator

Since November 2002, the lives of eight ethnic librarians began to take a new professional turn when they learned they were accepted into the PRAXIS program at UCLA. PRAXIS (*Practice, Reflection, Advocacy, eXcellence, Inquiry, Solutions*) is a pre-doctoral and recruitment program for tomorrow's culturally diverse information studies faculty and leaders. It was mainly funded in its first year by a \$196,055 grant from the federal Institute of Museum and Library Services (IMLS) <http://www.imls.gov>.

The name PRAXIS underscores the work of critical pedagogist Paulo Freire who viewed praxis as a process of reflection and action upon the world in order to transform it. The program is designed to enable professional librarians to come from practice, reflect on critical issues in library and information studies and their community, create a research agenda with a focus on advocacy, engage in an environment that will assist them to excel as professionals and develop skills in critical inquiry in order to develop solutions to transform information services and education in a multicultural society.

In January 2003, the first cohort of PRAXIS students received scholarships and began a nine-month journey to obtain a post Master of Library and Information Studies certificate. In addition to engaging in an intellectually rich and challenging advanced graduate environment, students also attended weekly seminars to gain exposure to projects and policy issues from nationally renowned researchers from the

department as well as other UCLA faculty whose work addresses the information needs and services of culturally diverse communities.

The PRAXIS students have brought a diversity and richness of professional experience, have created a dynamic cohort, and are undertaking research that will make significant contributions to multicultural librarianship.

In addition to the IMLS grant, the success of PRAXIS is in large part due to the support being received, locally and nationally, from faculty, doctoral students, staff, university administrators, national mentors, and the professional community. The PRAXIS team included Elizabeth Martinez as Project Director, Anthony Dunbar as Graduate Student Researcher, Brenda Johnson-Grau as Senior Editor, and Information Studies Associate Professor Clara Chu as Principal Investigator. More information about PRAXIS is located by linking to the webpage <http://is.gseis.ucla.edu>. The program does not have continued funding to provide scholarships but is available to culturally diverse library and information professionals with an MLIS degree who wish to develop their research skills in order to prepare to pursue doctoral studies. The experiences of the program and student papers are currently being compiled into an edited work for publication.

PRAXIS has long-range and far-reaching implications for the profession's capacity for diversifying the faculty, research, and leadership in information studies. The involvement of faculty locally and nationally, practicing professionals, and doctoral students in the implementation of Program PRAXIS will serve as a model of diverse stakeholders in recruiting, teaching, mentoring, and retaining post-MLIS students of culturally diverse backgrounds who will continue into doctoral studies or will engage in praxis

as professionals. Two students, Sylva Manoogian and Romelia Salinas, started the doctoral program in fall 2003. Program PRAXIS graduates will be leaders or faculty engaged in conducting research and providing information access in a culturally diverse, technologically-complex, and information-intensive 21st Century world as well as recruiters for tomorrow's culturally diverse faculty. ~



Standing, left to right: Elizabeth Martinez, Renate Chancellor, Romelia Salinas, Sylva Manoogian, Robert Martin (Director, IMLS), Gary Colmenar, Billie Frierson, and Clara Chu. Sitting, left to right: Pedro Reynoso, Vang Vang, and Heavon Paick. (Credit: Anthony W. Dunbar)

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Kellner has also examined U.S. politics and culture in such works as *Television and the Crisis of Democracy*, and *The Persian Gulf TV War. The Postmodern Adventure: Science, Technology, and Cultural Studies at the Third Millennium*, co-authored with Steven Best, won the Gold Medal as ForeWord Magazines' 2001 Book of the Year.

The lecture circuit has kept Kellner in circulation both near and far. Last November he spoke at a Conference on Public Service Broadcasting hosted by the University of Bournemouth, England, and presented the keynote address on "Re-Visioning Education" at CUNY's Foundations of Education series. He also recently delivered a lecture for the Honors Program at Cal State, Fullerton, and presented his perspective on "Media, Fear, Terrorism, and The Bush Administration." ~

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transfer culture of students of color. “My objective is to study the transfer process at East Los Angeles College and potentially use it as a model for other institutions,” said Ornelas. “I view research as a tool for change. As an educator, I am committed to ensuring that students not only excel in my classroom, but more importantly, in all of their education.”

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Cohen Fellowship is available to all GSE&IS doctoral students who have advanced to candidacy and are specializing in scholarship pertaining to community colleges. The dedication to students that Art and Florence have demonstrated for many years will be continued by their philanthropy.

The 2003-2004 Dean's Scholars awards benefited 120 GSE&IS students. Whether

the gifts honor the achievements of the living or the memory of one beloved, whether they are contributed by family, colleagues, mentors, or mentees—all are linked by the desire to provide for the next generation of scholars and professionals.

For information about contributing to the Dean's Scholars, please contact Laurel Wruble, GSE&IS Director of Development, at (310) 206-0375 or by e-mail at laurelw@support.ucla.edu

In Brief

FACULTY HONORS AND ACHIEVEMENTS

Education Adjunct Professor **Jamal Abedi** received the American Education Research Association's professional service award for relating education research to practice. Abedi was honored for his research into the improved assessment of English language learning students.

Education Professor and CRESST co-director **Eva Baker** presented “Aligning Curriculum, Standards, and Assessments: Fulfilling the Promise of School Reform,” at the Educational Testing Service 2003 Invitational Conference in New York on October 3-4. She also presented “An Introduction to the UCLA Center for the Study of Evaluation and the National Center for Research on Evaluation, Standards, and Student Testing,” to the Mexican Secretary of Public Education in Mexico City on September 17-18.

Information Studies Professor **Marcia Bates** presented “Information, Knowledge, Data: An Evolutionary Framework for Information Science,” at the Department of Information Studies at the University of Tampere, Finland; the Royal School of Library and Information Science, Copenhagen, Denmark; and the Royal School of Library

and Information Science in Aalborg, Denmark in September and October.

Information Studies Professor **Christine Borgman** received the Rutgers Distinguished Lectureship Award on September 22nd for her significant contributions to the field of information science.

Education Professor **Peter McLaren** was a panelist at the “Towards a Critical Globalization Studies: Continued Debates, New Directions, and Neglected Topics” international conference in Santa Barbara in May. He presented the opening and closing keynote speeches at the Seminario Internacional Multiculturalismo en la Educacion at the University of Tijuana, Mexico in April and “U.S. Militarism, Christian Fundamentalism and Resistance to Empire,” at Evergreen College in Washington in October. Professor McLaren was awarded a testimonial plaque honoring his contribution to critical pedagogy at the Universidad Pedagogica Veracruzana. Additionally, Professor McLaren's book *Life in Schools: an Introduction to Critical Pedagogy in the Foundations of Education* was chosen by an international panel chosen by the Moscow School of Social and Economic Sciences as one of the twelve most significant writings of foreign authors in the field of educational theory, education policy and practice. The book will be translated into Russian by one of Russia's top publishers.

Education Professor **Carlos Alberto Torres** taught a sociology of education course at the Universidad Lusófana de Humanidades e Tecnologias in Lisbon. On October 22-25 he presented, “Paulo Freire and Transformative Social Justice Learning,” at the International Transformative Learning Conference at Teachers College, Columbia University in New York. Professor Torres inaugurated the Paulo Freire Institute in Taiwan and Cairo in December 2003.

Information Studies faculty, including **Clara Chu, Jonathan Furner, Anne Gilliland,** and **Virginia Walter** participated in panel discussions and forums at the ALISE (Association for Library and Information Science Education) annual conference on January 6-9 in San Diego.

FACULTY PUBLICATIONS

Education Professor **Alexander Astin's** professional autobiography, “From Number Crunching to Spirituality,” was published in the Higher Education Handbook of Theory and Research, vol. XVIII, pages 1-56.

Education Professor **Peter McLaren** published articles (with **Valerie Scatamburlo-D'Annibale**) in *The Hobgoblin: A Journal of Marxist Humanism*, (with Greg Martin) in *Movement for a Socialist*

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Future, and (with Noah De Lissoy) in the *Journal of Education Policy*. Additionally, he published a chapter (with **Paula Allman** and **Glenn Rikowski**) in the book, *Yesterday's Dreams: International and Critical Perspectives on Education and Social Class*.

Education Associate Professor **Heinrich Mintrop's** book, *Schools on Probation: How Accountability Works (and Doesn't Work)* (December 2003) examines low-performing schools that are under heightened state pressure to improve.

Education Assistant Professor **Yeow Meng Thum** authored "Measuring Progress Towards a Goal: Estimating Teacher Productivity Using a Multivariate Multilevel Model for Value-Added Analysis," in the November issue of *Sociological Methods & Research*.

GRANTS

Education Professor and Director of the Center for International Development Education **John Hawkins** has received a one year grant from Relief International to train teacher educators from Tajikistan in areas related to information technology and school-based management.

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) received a \$2 million dollar five-year grant from the U.S. Department of Education to strengthen the content, teaching methods, and retention of after-school programs.

STUDENT ACHIEVEMENTS

Information Studies doctoral students **Samuel E. Trosow** and **Kalpana Shankar** each received the Eugene Garfield-ALISE

Doctoral Dissertation Award at the ALISE annual conference on January 6-9 in San Diego.

Information Studies doctoral students **Rich Gazan, Janet Kaaya, Charlotte Lee, Suzanne Stauffer,** and **Ciaran Trace** participated in a poster session sharing their research activity at the ALISE conference. Information Studies PRAXIS (*Practice, Reflection, Advocacy, eXcellence, Inquiry, Solutions*, a pre-doctoral and recruitment program for tomorrow's culturally diverse information studies faculty and leaders) students **Renate Chancellor, Gary Colmenar, Billie Frierson, Sylva Manoogian, Haewon Paick, Pedro Reynoso** and **Vang Vang** participated in a forum discussing their research and PRAXIS at the ALISE conference.~

FORUM

GSE&IS

UCLA Graduate School
of Education &
Information Studies

2320 Moore Hall
Box 951521
Los Angeles
California 90095-1521

Address Correction Requested

GSE&IS FORUM
Aimée Dorr, Dean
Shaena Engle, Editor/Writer
310.825.8308
www.gseis.ucla.edu

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