

STUDENT SENATE

PUZZLES

RECOMMENDATIONS

Dr. J.B.G & i.O.M.!

Issue 2 Vol. 2

HUDN

The HUMAN DEVELOPMENT NEWSLETTER

FALL 2009

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GD 453

DO YOU KNOW

ALTHEA
JACK?

**DEPARTMENT OF
HUMAN DEVELOPMENT**

If you don't know the Academic Secretary for Cognitive Studies and Developmental Psychology, then you don't know Althea Jack!

She is the first friendly smile you see when you walk into the department office on the fourth floor of Grace Dodge Hall. Althea is a masters student in the program of Politics and Education. Born in Plainfield, New Jersey, this middle-oldest of five children insists that she was a clean kid. While her siblings were roughhousing and making mudpies, Althea was getting good grades to earn trips to Chucky Cheese.



She completed her undergraduate in Human and Organizational Development at Vanderbilt University in Nashville, Tennessee in 2007. Then, in the single year between her undergraduate work and eventual matriculation to Teachers College, Althea worked as an intern for Speaker Pro Tem Rosalind Kurita in the Tennessee State Legislature, where she discovered her passion for politics and education which led her here to TC. Ms. Jack said, “The opportunity to work for Speaker Kurita helped me realize that I wanted to work in the educational system, but not necessarily as a teacher.”

Living in BedStuy, Brooklyn, Althea takes the A train into the city each day and sees a large swatch of New York City life. Here on campus, as the Academic Secretary, she sees a large swatch of TC life. “I get to know a lot of the faculty in the department,” she explained, “which is helpful for assisting many of the students. And students are like constituents. My job is to connect them with the people and means to solve their problems.”

“You have to think on your feet here just like the political world.” This past year, Althea got to put her education into practice working as a field manager in Harlem for city council candidate Landon Dais. “Being the underdog and the complexity of the political climate here in Harlem was truly eye-opening. I learned a lot and it actually helped me with my work as an academic administrator,” Althea attested.

Of course, her interests extend beyond politics and education. In addition to her studies and her job, Althea is also the chair of the *Black Student Network* or BSN for short. BSN is an organization for all students that focuses on the issues that Black students face here at Teachers College. They also host social events like their Black History Month Gala in February, and serve the community through outreach projects.

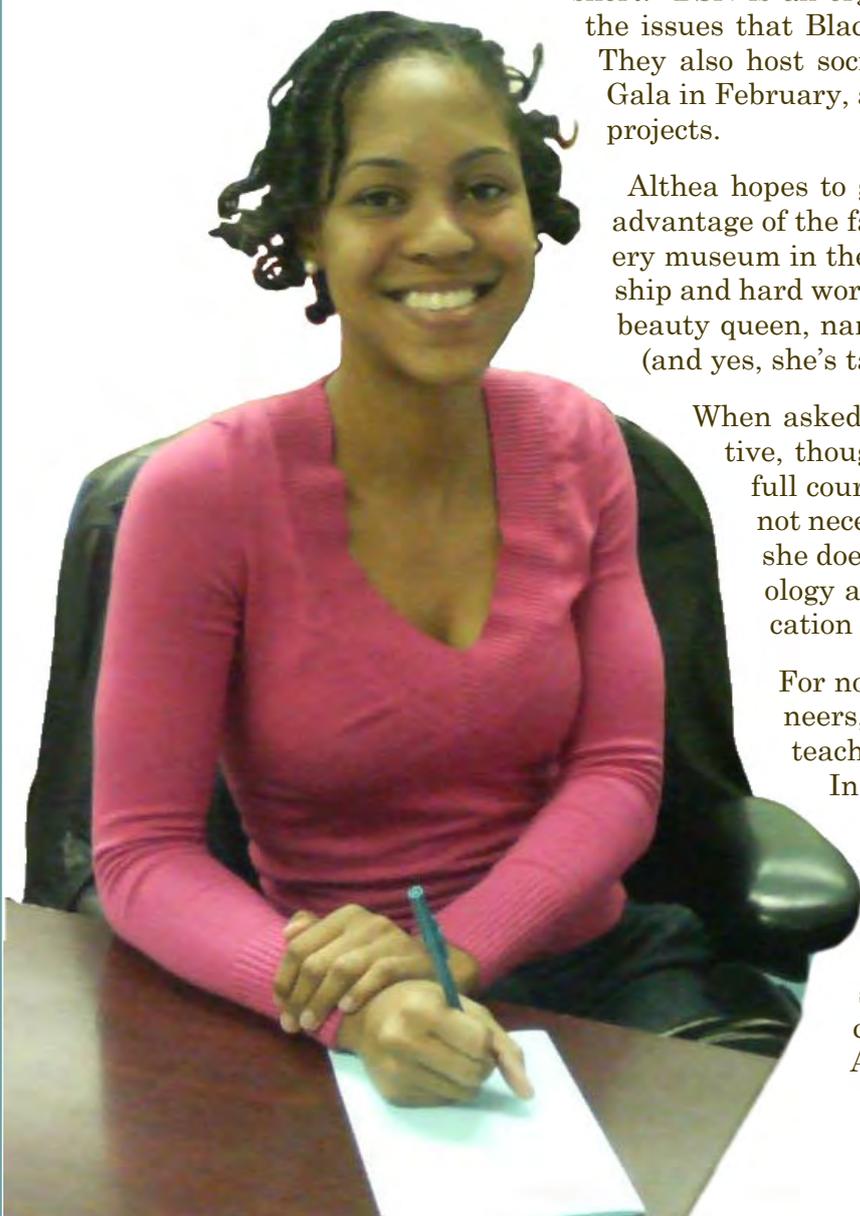
Althea hopes to get out and about town more, and to take advantage of the fact that her TC i.d. gets her into almost every museum in the city for free. Oh yeah, in case her leadership and hard work weren’t enough, Ms. Althea Jack is also a beauty queen, named Miss Tennessee International in 2008 (and yes, she’s taken).

When asked about her academic life, she is very positive, though she warns other students not to take a full course load and a full time job in tandem if it’s not necessary. Focus on your studies. Classes that she does recommend include Professor Wells’ Sociology and Education and Professor Huerta’s Education Policy and Analysis.

For now, Ms. Jack is applying for Education Pioneers, a program that places students without teaching backgrounds into educational settings.

In the meantime, Althea invites students to “come by the office and say hello.” And if you do, Althea adds, “At least once a week someone walks into the pane of glass next to the department office main door. I know I shouldn’t laugh, but you really have to see- it’s very funny!” “Just keep the lines of communication open and help us help you,” Althea says with a smile.

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DR. BROOKS-GUNN

Institute of Medicine Woman



by Michael Swart

The Department of Human Development's Virginia and Leonard Marx Professor of Child Development and Education, Jeanne Brooks-Gunn, Ph.D., was elected as a member of the Institute of Medicine (IOM) of the National Academies. The Institute of Medicine is an independent, nonprofit organization that works outside of government to provide unbiased and authoritative advice to decision makers and the public. In the medical and health fields, election to the IOM is one of the highest honors bestowed to individuals for their outstanding professional achievements and commitments to service. Of the 65 individuals elected in September of this year, Dr. Brooks-Gunn is one of four that hail from Columbia University. There are 1,713 members (50 in total from Columbia) of this Washington D.C.-based organization.



INSTITUTE OF MEDICINE
OF THE NATIONAL ACADEMIES

The National Academies started as The National Academy of Sciences, first chartered by President Abraham Lincoln in 1863. Since then, the organization was renamed *The National Academies*

and the IOM, established in 1970, (<http://www.iom.edu>), is the the health arm of the National Academies which also include the National Academy of Sciences, the National Academy of Engineering, the National Research Council. To give you an idea of the caliber of her company in receiving this honor, one of her fellow Columbia faculty members elected this year, Martin Chalfie, Ph.D., the William R. Kenan Jr. Professor of Biological Sciences and chair of the Department of Biological Sciences won the 2008 Nobel Prize for Chemistry.

At TC, Dr. Brooks-Gunn is the Co-Director of the National Center for Children



NATIONAL CENTER *for* CHILDREN & FAMILIES
ADVANCING POLICY, EDUCATION, & DEVELOPMENT

and Families. The Center's mission "advances the policy, education, and development of children and their families" through a "commitment to offer research-based approaches to contemporary social and public problems affecting underserved children and families." They "challenge the status quo that perpetuates inequalities among children, and their eventual success as productive citizens." (<http://www.policyforchildren.org/>)



THE INSTITUTE FOR
CHILD AND FAMILY POLICY

In the larger Columbia community, Dr. Brooks-Gunn is also a Professor of Pediatrics at Columbia University's College of Physicians and Surgeons as well as the Co-Director of the Columbia University Institute for Child and Family Policy. The institute provides a web-based center for information for policy-related activities. It consolidates resources for learning about policy, enabling students to more easily take advantage of the expertise of faculty, researchers, and other students engaged in policy-relevant research and courses "that introduce and critically explore substantive and methodological issues in the study of social policy." (<http://www.childpolicy.org/about.html>).

Gee Kim told me...

You might MESSO round!

Michael Swart with Gee Kim

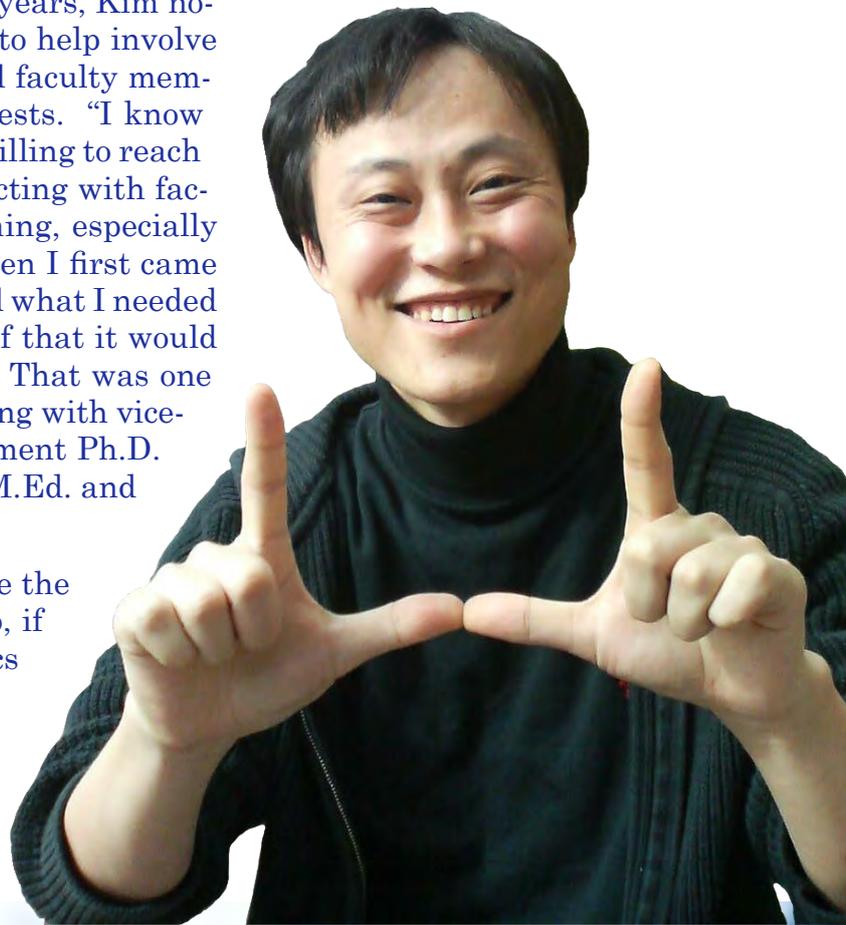
Are you interested in Measurement Science? Maybe you have stats to do for your thesis project. Maybe you are in the Measurement program and want to get to know your fellow classmates. Introducing **MESSO**, the **Measurement, Evaluation, and Statistics Student Organization** here at Teachers College. Designed not only to serve the students in the measurement program in the Department of Human Development, MESSO is also open to any students interested in the science of measurement, evaluation and statistics. HUDN caught up with MESSO founder and current president, Gee H. Kim, to find out more about this Ph.D. student and what's on the agenda for MESSO in the 2009-2010 academic year.

Kim came to New York in 2000 to complete his Masters degree in Quantitative Methods in Social Sciences across the street at the Columbia's Graduate School of Arts and Sciences. Then in 2007, this father of twin boys returned to academia to begin his Ph.D. in the measurement program here at Teachers College. His research interest lies in *differential item functioning*, that is, looking for ways to identify and understand test question(s) by examining different groups with differing likelihoods of answering correctly, after compensating for different ability levels

As a TC student over the past couple years, Kim noticed a potential for a student organization to help involve students more closely with the program and faculty members, as well as to share their similar interests. "I know that all of our faculty members are always willing to reach out to students. However, I see that interacting with faculty members can sometimes be overwhelming, especially for the new students." Kim continued "When I first came to TC, it took me a while to find out when and what I needed to be doing. Then, I often thought to myself that it would be great to be able to just talk to someone. That was one of big motives for me to form MESSO." Along with vice-president Yoon Soo Park, another measurement Ph.D. student, MESSO is already bringing M.A., M.Ed. and Ph.D. students together.

"Our program is unique at TC in that we are the only ones majoring in stats," Kim noted, "so, if you need some tutoring help with statistics courses, quick review for the certification exam or even your dissertation, MESSO can help you find the right people."

In the coming spring semester, Kim and Park are trying to secure additional funding and coordinate workshops with TC faculty and faculty from outside the department and from other universities in the tri-state area. If you are interested in joining MESSO, helping them organize their spring programming or have any questions, contact Gee H. Kim at ghk32@columbia.edu



HUDing the neighborhood

NEW RESTAUSPOT
CAFE BAGUTTA
 1241 Amsterdam Ave
 New York, New York 10027-
 (646) 386-7340

GETAWAY SPOT
The Little Red Lighthouse
 Underneath
 the George Washington Bridge

NEW APPLE SPOT
The Apple Store UWS
 1981 Broadway
 New York, NY
 (212) 209-3400

LIVE MUSIC SPOT
Rockwood Music Hall
 196 Allen Street
 New York, NY 10002
 (212) 477-4155

SMOOTHIE SPOT
Lite Delite
 532 Columbus Ave,
 New York, New York
 (212) 496-1951

DARTS SPOT
1020
 1020 Amsterdam Ave,
 New York, New York
 (212) 531-346



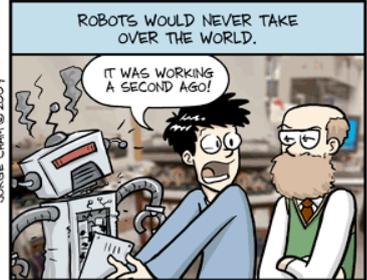
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IF TV SCIENCE WAS MORE LIKE REAL SCIENCE



JORGE CHAM © 2009

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Understanding COMMUNITY-BASED YOUTH ORGANIZATIONS

Michael Swart with Bianca Bladridge

Black and Latino youth face many problems that affect their daily educational experiences. The consequences of government neglect, structural inequalities, economic disparities and lack of cultural sensitivity have created long-standing social and political issues. They affect the way formal schooling is perceived in Black and Latino communities. Fortunately, community-based youth organizations are developing creative ways for community leaders to address these issues by serving the needs of many children growing up in these difficult urban settings. Understanding how community-based youth organizations accomplish this is the focus of the work of Bianca Bladridge, a third year Ph.D. student in the Sociology and Education program here in the Department of Human Development.

Ms. Bladridge came to Teachers College after completing her undergraduate at the University of California at Berkeley where she designed her own major, American Studies,

a combination of African-American studies, sociology and education. Growing up in South Central Los Angeles, Ms. Baldrige was well aware of how many Black and Latino youth were slipping through the cracks of the educational system. At the same time, she witnessed first hand how community centers and after-school spaces were using culturally relevant pedagogical practices, like encouraging cultural identity, style and language, to ameliorate many of the shortcomings of the public school and really connect with the youth.

For her masters work, Ms. Baldrige did an analysis of the workers who run community-based youth organizations. She interviewed 8 adults from 5 different programs both here in New York and in Oakland, California on the issues facing Black youth, their views on school and the roles these organizations served beyond the schools. What she found was that often these programs are not adequately empowered to help transform communities the way they want. “Many of the battles faced in school have to do with a discrepancy between the school environment and the social and cultural values of the community,” Bianca notes. “Often what a child is coming to school with [socially and culturally] is not valued in the school environment, so they become detached from the academic setting.” “When youth encounter conflicts within their schools and their parents are unable to advocate for them, sometimes the directors and youth workers in these community programs are able to advocate on their behalf. The social networks in these spaces not only provide assistance in difficult situations, but also provides motivation for youth to enact their own agency in order to change the conditions in their schools.”

In the formal literature, programs beyond formal academic instruction are often classified as either supplementary or comprehensive education. Harlem Children’s Zone develops supplemental education programs that provide academic tutors to raise test scores and eliminate achievement gaps. Harlem Children’s Zone is also an example of a comprehensive educational program, addressing not only academic educational needs but also community and social issues, like providing services like health care and parenting classes. While these programs together provide academic, social and cultural consciousness, sometimes tensions can arise between the two differing objectives. Community-based youth organization brings tangible assets like test preparation, academic resources, and high school and college application prep as well as intangible assets like social identity development, media literacy and service learning projects.” Community-youth organization is a way for people to acquire both in a way that works for them. “It is a form of social capital that helps young people get both the tangible and intangible assets they need,” Bianca said.

In the schools, it is essential to get community education leaders involved in developing the educational reforms that are necessary for the formal schooling environment. “Many youth enjoy being in community-based after school settings much more than their schools. I think it’s important for community-based programs to share their best practices for working with students in schools. A lot can be learned from the work of community educators- but the work in these spaces has to be valued and allowed to contribute in formal discourse on the educational and social experiences of Black youth.”

Bianca recalls a colleague who taught Paulo Freire’s Pedagogy of the Oppressed to students at Oakland High School in hopes of encouraging both youth organizing and precipitate real social change. “By integrating effective strategies from organizations and into urban education practices we can reach the students.”

She continues her work investigating ways to connect community-based organizations with the schools. If you are interested in learning more about Ms. Baldrige’s work, have questions or would like to get involved, you can contact her at: bjb2112@columbia.edu.

Tversky's Travels



By Prof. Barbara Tversky



If you dream about Professorship and traveling the world, then gather 'round to hear the tales of Tversky's Travels.

TRIP #1:

Gordon Conferences, well-known in Chemistry, are week-long roll-up-your-sleeves meetings where experts debate recent developments and hot-off-the-press findings in the field. Every two years there is an unusual Gordon Conference on science visualizations, unusual because it is deeply interdisciplinary. Since the invention of the Periodic Table, visualization tools have been essential to both the doing and the teaching of chemistry. Although visualizations have flourished in recent years, chemists are well aware that many don't work, and have turned to experts in the learning sciences, other fields of science, computer graphics, museum educators, film makers, science photographers, animators, interface designers, data analytics, and more.



This year's meeting at serene Magdalen College in Oxford, organized by learning scientist Shaaron Ainsworth from Nottingham University and physicist Art Olson from UCSD, was outstanding, with breathtaking talks from stars in all of the above fields. Of

course it was all the better because of fascinating and well-received posters presented by TC students Eliza Bobek and Juliet Chou and Lance Vikaros (working with Barbara Tversky).

I should add that I ran a pre-conference workshop with science photographer Felice Frankel (Harvard) and computer graphics guru Pat Hanrahan (Stanford) on designing effective visualizations.

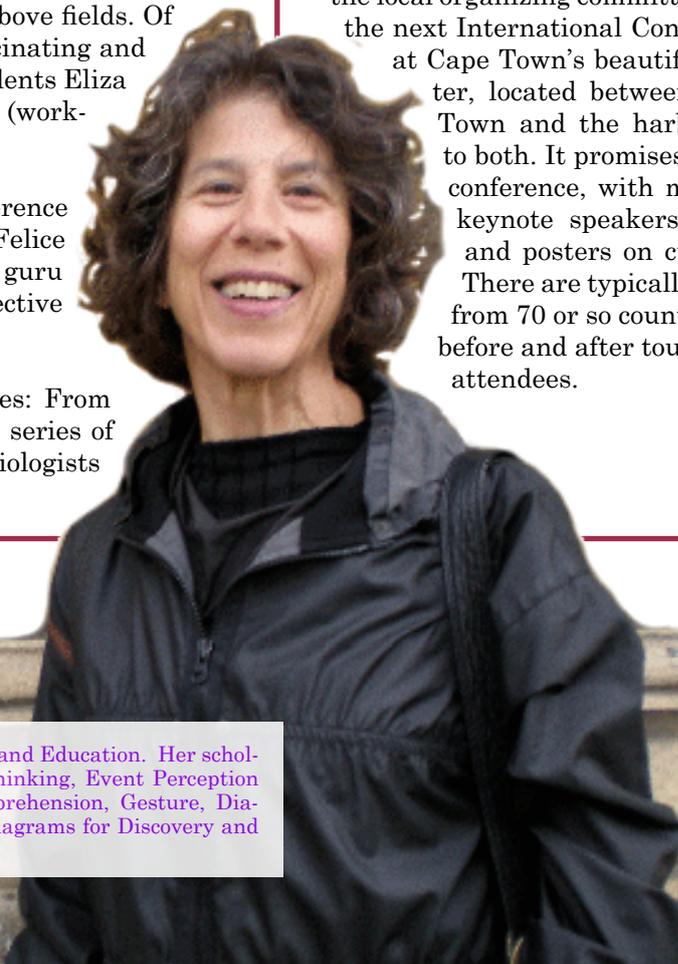
I also spoke, once on Visual Narratives: From Event Cognition to Comics and once on a series of collaborative visualization projects with biologists and chemists.

TRIP #2:

We arrived back in Capetown after a boat ride to Robben Island in August, 2009. Sath Coopers, former VP of International Union of Psychological Sciences and Chair of the 2012 International Congress of Psychology in Cape Town, had just given us a tour of the prison at Robben Island. He showed us the cell block where both he and Nelson Mandela were political prisoners.



The tour was a break in a week of meetings of the Executive Committee of the IUPsyS with the local organizing committee. We met to plan the next International Congress in July 2012 at Cape Town's beautiful convention center, located between downtown Cape Town and the harbor, an easy walk to both. It promises to be an excellent conference, with many international keynote speakers, symposia, talks, and posters on cutting-edge topics. There are typically 4-7000 attendees from 70 or so countries. There will be before and after tours of the region for attendees.



Dr. Barbara Tversky is Professor of Psychology and Education. Her scholarly interests include Spatial Language and Thinking, Event Perception and Cognition, Diagram Production and Comprehension, Gesture, Diagram, and Language in Communication, and Diagrams for Discovery and Design

Alumni Profile: Liza Malone

In her own words

What is your full name?

Lizabeth M. Malone (Liza, pronounced Lisa)

Where were you born? Arizona Raised? Army brat, so anywhere and everywhere

What interested you as a child? I wanted to be a teacher, since 3rd grade, in particular to be a kindergarten teacher. For fun, probably reading (and soap operas) along with some running.
Young adult? Running more as an activity and hiking/backpacking.

Do you have a family? Married with a yorkie (our fur child)

What Institution are at currently and what is your official title? Mathematica Policy Research; Survey Researcher

How long have you been there? 1.5 years

Were you at any other previous Institutions? American Institutes for Research (AIR), Education Statistics Services Institute; Research Associate then Research Analyst

Tell us about your current labs & research? Number of researchers working for you? Previous threads of research? Working at a non-academic institution like Mathematica I work on numerous projects (5 currently) with varying teams, but with a common overlap of key staff who are focused on early childhood. Typically, project teams are comprised of staff from both the survey and research divisions and include a mix of senior and junior level staff. At any given time, I may be supervising/colaborating with 4 to 6 junior staff directly.

Projects and my role (and funding agency), go to www.mathematica-mpr.com for more information on full scope:

- Head Start Family and Child Experiences Survey (FACES) (ACF/DHHS), design and data collection of the 2009 cohort and analysis of the 2006 cohort.
- National Title I Study of Implementation and Outcomes: Early Childhood Language Development (NCEE/IES/Department of Education), measurement planning of student outcomes and student, family, and school demographics and experiences
- Compendium profiling student achievement, teacher knowledge, and classroom practice outcome measures used in U.S. Department of Education NCEE studies (NCEE/IES/Department of Education)
- Cross-site evaluation of grantees implementing home visiting to prevent child maltreatment (CB/ACF/DHHS), data collection design, OMB/IRB clearance, and family/child outcome measure selection
- Quality Rating System (QRS) Assessment (OPRE/ACF/DHHS), secondary analysis
- Early Head Start Research and Evaluation Project (OPRE/ACF/DHHS), measurement planning for potential adolescent follow-up

My constant throughout my career has been early childhood development and the contexts in which they interact, with a focus on preschool (age 3 to 5) children from low-income homes. Everything I do ties in nicely to that core.

When did you start at TC? MA 1997-98 (working with Herb Ginsburg); PhD 2003

Academic Interests while at TC? Early childhood development; out-of-school activities as a context; and the research-to-policy connection.

What focused you? My previous graduate school and work experiences; I knew I wanted to work on research with a policy-focus and applied impact.

How did you derive your path? I think I'm still figuring it out, but when I came out of my master's I looked at non-academic places and ended up at AIR on a national, large-scale birth cohort study and loved the diversity of the work and the scale of it. For now, I'm continuing on that path with the opportunity to still interact with academics, government and foundation policy makers; it makes for an interesting mix.

How long were you at TC? 3 years on campus; 2 years in absentia for the theoretical/dissertation.

Tell us about your work w/ Doctor Brooks-Gunn?

As a part of NCCF with Dr. Brooks-Gunn and Dr. Kagan, I worked primarily on studies that investigated a multi-level assessment approach to improve Head Start quality in program management, classroom quality, and child development and that examined students' afterschool time and variations in organized activity participation and linkages to development.

Dissertation work summary? I utilized the Early Childhood Longitudinal Study—Kindergarten Class of 1998-99 (ECLS-K) to describe children's extracurricular participation from school entry across elementary school, to investigate the ecological factors associated with extracurricular duration, and to explore young children's extracurricular activities as a potential context of development to influence their school achievement.

Tell me about your life while in New York? Favorite spots? Activities?

While I lived in New York, I explored as much as possible ("Little Red Lighthouse" on a rainy November) and organized bakery crawls through Brooklyn and tried lots and lots of restaurants across all the boroughs. My husband and I just tried to soak up everything.

Favorite spots - the parks; Central Park especially. Activities - running (and connecting the parks and bridges to create 20-mile marathon training runs!) and exploring everything

Tell us about life as a successful academic? Ups? Downs? Ins? Outs?

Non-academic research life can be similar to academic research life in terms of finding the right fit. For me, I wanted a place where I could do work that was interesting to me, but I also appreciated that the team environment at Mathematica means that there times when your role is to contribute and support and times when your role is to lead and design. Finding a balance between these roles can take time. Another critical thing is to take initiative and make connections with other researchers (within your organization and outside) to open doors. The non-academic research life, for me a positive, can provide a great variety of work and topics to keep you learning and a national venue to inform policy, research, and practice. Potential limitations, depending on work demands, would be finding the time/funds to publish my own work and explore own analysis not tied to a funded project.

Proudest Accomplishments? It is still pretty early, but topping the list so far is the shepherding of the measures compendium; it's still under review with the funder but I corralled a team, teaching them about measurement and, along with them, wrote profiles for nearly 100 measures. I think the compendium will be a great asset for researchers to know what measures are out there, how they have been used, and their content and properties in one place. If you don't have the right measures for your purpose that are strong and reliable, then your answer may fall short of your research question.

Teaching moment Failures? In any rejection or revision request, you can learn. It makes me think for the next time what questions I should ask to get at the root of what someone wants (particularly when delivering a contracted product) and in my own analysis that if I say to myself "I wonder if I should try this" it is generally best to go with all those options - if it came to my head, it will come to someone else's.

Recent Publications?

- Philipsen Hetzner, N., Razza, R., Malone, L. M., & Brooks-Gunn, J. (2009). Associations among feeding behaviors and child illness at two years. *Maternal and Child Health Journal*, 13(6), 795-805.
- Roth, J., Malone, L. M., & Brooks-Gunn, J. (under review). Does the amount of participation in afterschool programs relate to developmental outcomes?: A review of the literature. *American Journal of Community Psychology: Special Issue on Afterschool Programs*.
- Malone, L. M., Fauth, R. C., & Brooks-Gunn, J. (in preparation). Multiple contexts of development: Crosscontextual influences of extracurricular activities on elementary school achievement.

What does the future hold for you? Your work? Hopefully, publishing my dissertation. I see more preschool education work coming down the pipeline. This will hopefully keep me busy helping to delve into the complex ecology that is young children's lives.

Where is your field in education headed? Where do you see a need for more research? I think these two questions are intertwined in that movement is there but more needs to happen. Early childhood is growing on the research agenda in general, but still missing in areas like organized activities. Preschool education is on the national plate now with federal funding for the Early Learning Challenge grants. I think we still need attention to how the first years contribute to what skills (cognitive, social, and physical) with which children arrive to preschool and elementary school.

Do you have any wishes? To crank out my dissertation publications.

Advice for current students working in your field? In doing your research, be sure to pick a topic that you feel passionate about and enjoy.

GOOD GOING GREEN

Natalie Hadad has been leading a team of TC students helping our community go greener. She's a second year masters candidate in the program of Developmental Psychology and Chair of the TC Student Senate's Go Green Committee. This fall they organized the Fall 2009 Plastic Bag Collection Drive. I guess we could say she is HUD's own resident bag lady. Over the course of three days, this group of green students collected over 3,500 plastic bags. Goodness gracious great green recycling!



Natalie also headed a campaign for new recycling centers around Teachers College. With the aid of Harvey Spector, TC's Vice-President for Finance and Administration, they implemented a recycling pilot program, installing brand new paper, plastic and trash bin stations throughout Horace Mann Hall. For six weeks during the fall 2009 semester, a team of students collected data on how effectively the new recycling centers were being used. They tallied how often people appropriately placed plastics, paper and trash in the correct bins and recorded incidence rates of contamination. In the city of New York, when non-recyclable materials contaminate recyclables, the city trashes the entire collection, even if its only one candy wrapper or one slightly soiled paper plate. Turns out, the biggest contamination culprit here at Teachers College is...

the discarded coffee cup.
(put it in the trash!)

The pilot project highlighted the importance of educating people on how to recycle properly. Paper that has been

soiled cannot be placed in the paper bin; plastics and glass bottles and aluminum cans must be emptied and the city of New York only accept class 1 or 2 plastics (indicated in the center of the recycle symbol on the container.)

As for the next semester, the Go Green Committee has big plans for Earth Week, including panels, forums and outreach projects on recycling, sustainability, and possibly a second Go Green Earth Day Festival. Another TC Go Green student, Colin Schumacher, applied for a grant to build a rainwater collection garden in the the Grace Dodge Courtyard. Little by little, Natalie Hadad and her friends are making big contributions for us all. If you care about going green, have good ideas for projects and want to get involved, just send an email to gogreentc@gmail.com and get greening today!



Colloquium Corner

E's Professor Higgins

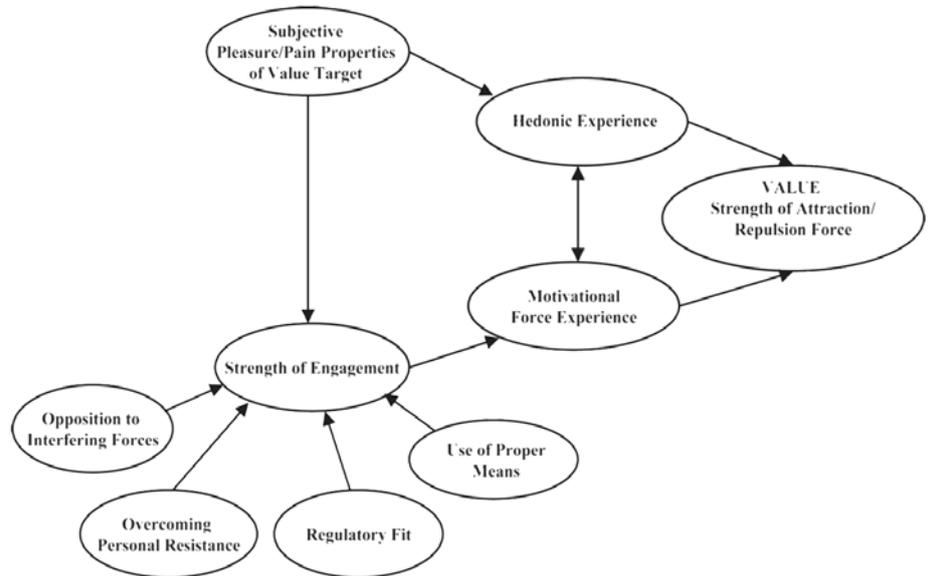
E. Tory Higgins, Ph.D., is the director of the Motivation Science Center at Columbia University. In November, Prof Higgins presented at the HUD Colloquium on the concepts of value and his model of connecting hedonic experience and engagement.



Dr. E. Tory Higgins
The Stanley Schachter Professor of Psychology at Columbia University and Professor of Management at the Columbia Business School.

If you've ever studied the field of motivation science, then you know that it is perhaps one of the stratified fields in Psychology today: From Weiner's Attribution Theory (1979) to Eccles and Wigfield's Expectancy Value Theory (1983) to Nicholl's Goal Orientation Theory (1984) to Deci and Ryan's Interest and Self-Determination Theory (1985) to Bandura's Social Cognitive Theory (1986) to Zimmerman's Self-regulation Theory (1990). You can see it's dizzying, but they all have definitions of what is **value**. Higgins (2006) discusses *value* not as an objectified standard that we hold to determine if something is good or bad, but as an "**force experience**" that has *direction*, *strength* and *intensity* and an indication of status or worth (i.e., degree of excellence).

Historically, **hedonic experience** has been a source of *value*. Either approaching pleasure or avoiding pain. Higgins suggests another source, the **experience of motivational force**. It is the *attraction* to or *repulsion* from an *experience*. For example, you can perform an activity, like cleaning a wound, that has little hedonic pleasure but a highly attractive motivational force (to prevent infection). The *intensity* of that motivational force has *value* and is modulated by what Higgins calls the "**strength of engagement**" (2006).



Strength of Engagement is "the state of being involved occupied, and interested in something. Strong engagement is to concentrate on something, to be absorbed or engrossed in it." (Higgins, 2006, p. 442). To that, Higgins proposes four factors of influence on strength of engagement: (1) *opposition to interfering forces*; (2) *overcoming personal resistance*; (3) *regulatory fit*; and (4) *use of proper means*.

Opposition to Interfering Forces. *Opposition* strengthens engagement by focusing attention. *Coping* weakens engagement by dividing attention. In two studies, participants were given ANAGRAMS to decipher and exposed to one of two types of audible interfering forces: (1) a dentist drill (unrelated distractor requiring conscious coping) and (2) spoken words (related distractor requiring conscious opposition). The dependent measure was the value that participants assigned to a lottery ticket (reward) for completing the task. Level of difficulty for the task served as a measure for how strongly they were coping with or opposing interference and ratings for degree of difficulty were similar for each task, thereby controlling for effort. Overall, greater value was given to the *opposing interference* condition versus the *coping* condition, supporting the notion that end goal of completing the anagram task maintained a positive value that was separate from the negatively valenced hedonic value of the actual task with its opposing forces.

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|---|---|---|---|---|---|---|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9 | 6 | 1 | 2 | 5 | 4 | 8 | 3 | 7 | 2+ 2 12x 3 1 4 6+ 4 2 3 1 1 2- 3 1 2÷ 4 2 4 1 4 1- 2 3 |
| 7 | 2 | 8 | 3 | 6 | 9 | 4 | 5 | 1 | |
| 4 | 5 | 3 | 1 | 8 | 7 | 6 | 2 | 9 | |
| 2 | 4 | 5 | 6 | 9 | 8 | 1 | 7 | 3 | |
| 1 | 3 | 9 | 4 | 7 | 2 | 5 | 6 | 8 | |
| 8 | 7 | 6 | 5 | 3 | 1 | 2 | 9 | 4 | |
| 6 | 1 | 2 | 7 | 4 | 3 | 9 | 8 | 5 | |
| 5 | 9 | 7 | 8 | 1 | 6 | 3 | 4 | 2 | |
| 3 | 8 | 4 | 9 | 2 | 5 | 7 | 1 | 6 | |

Daily SuDoku: Tue 8-Dec-2009 medium

Overcoming Personal Resistance. Briefly stated, overcoming personal resistance is a source of interference that is derived within one’s self. It refers to the dissonance that exists between a person’s current state and the aversive conditions presented by the *means* necessary to reach a desired end-goal state. Overcoming this *personal resistance* adds *value* to the end goal.

Use of Proper Means. Value can be added by using the *right means* for doing something, regardless of the outcomes of the goal pursuits. Higgins points to the numerous cultural maxims like “never good through evil,” and “what counts is not whether you win or lose, but its how play the game” (p. 450). Sometimes referred to as *process goals*, proper means can frequently enhance strength of engagement. In a study looking at use of *proper means*, participants were given two situations: (1) a right way and (2) a best way to obtain a reward. As a dependent measure, participants indicated how much they would spend of their own money (a measure of subjective value). Results indicated that people valued the rewards of the right way 150% more than the best way, indicating that the process, the proper means, has a significant effect on perceived value.

Regulatory Fit. People begin pursuing a goal with a motivational *orientation* that directs how they will *pursue* that goal. The manner by which they pursue that goal has a particular *fit* with that orientation. Studies by Higgins and his colleagues demonstrated that students perform better when there is *regulatory fit* and worse when there is not. For example, in the classroom, when students orientations are that math activities are important but not fun, they perform better on assessments that are also determined to be important but not fun, hence a regulatory fit. In fact, students actually performed worse on the activities that were considered fun, a non fit.

In another study, students’ were told to pursue a goal using either an eager or a vigilant strategy. Eaerness is good for promoting an outcome while being vigilant is good for preventing one and were considered the conditions for regulatory fit. Students in the *non-fit* conditions (eager/prevention or vigilant/promotion) performed worse than the students under the regulatory fit conditions (eager/promotion and vigilant/prevention).

Dr. Higgins attests that individuals have a *mental model* for how they concieve of an activity and a goal. The key is to match the individual’s mental model to the process they employ for achieving that goal. In an unpublished study, Prof. Higgins also noted that students’ orientations can be shaped to fit available activities, thereby ensuring regulatory fit. For educators, this means that we can foster students’ conceptions of certain subject matter and then design activities that cater to those conceptions to optimize their learning. For more information, contact Prof. Higgins- tory@psych.columbia.edu.

STUDENT SENATE
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Yes We Ken-Ken! Be a Voice.



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Cognitive Studies
Communications Director



Anna Kuklova
M.A. Student
Cognitive Studies
Department Masters Senator

In each thick-line “block”, the target number in the top left-hand corner is calculated from the digits in all the cells in the “block”, using addition (+), subtraction (-), or multiplication (x) as indicated by the symbol by the target number. All the digits 1 to 4 must appear in every row and column.

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| 6+ | 2- | 3- | 10+ | |
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| 9+ | | | 2- | |

With a focus this year on improving communication between students, faculty, administration and staff, the TC Student Senate is committed to crafting creative ways to improve student life. Whether its the new post-it program or the “I Scream Social(ism)” event, these HUD students, along with 24 other others, dedicatedly devote their own time and effort to the greater TC community. Projects currently in the works include possibly bringing Rosetta Stone Language Software to TC, recreating the commuter lounge, installing more recycling centers campus-wide, Earth Week activities, finding ways to increase work study jobs, and installing a rain water garden in the courtyard . Interested in getting involved, email: studentsenate@tc.edu.

so thats where camouflage comes from
photograph taken 10/27 on 123rd street
a tree outside Columbia Secondary School

