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Reynold Feldman

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NEWSLETTER OF THE CENTER FOR PROGRAM DEVELOPMENT

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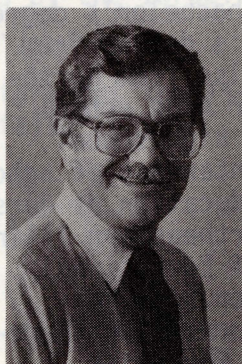
Kellogg Issue VI/1

REPORTS FROM THE 1981-82 FELLOWS

Happy Fall! In what has become a rite of the season, I am pleased to present brief progress reports by our 1981-82 W. K. Kellogg Fellows. The activities described run a broad gamut, following the interests of the Fellows and the concerns of the University. Last year we divided the reports into two sections, reflecting the distinction between First-time and Follow-up Fellows. This year one of our four Follow-up Fellows, Dan Bock, did a joint project with a First-time Fellow, Lillian Vittenson. Consequently I have decided to commingle the Fellows and to rely on that last refuge of the bureaucrat--alphabetical order. Enjoy the issue.

Reynold Feldman, Dean of Program
Development and Co-Coordinator of the
Kellogg Faculty Fellowship Program
Editor

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JAMES BARUSHOK received his B.A. and M.A. from Northwestern University and his Ph.D. from Michigan State University in 1966. After teaching at Wright College and the University of Maine for fourteen years, Mr. Barushok joined the Northeastern Illinois University faculty in 1968. He is currently a Professor of Speech and Chairperson of the Speech and Performing Arts Department at Northeastern.

Statement of Project: An investigation of the role of the arts in general education. This project sought to examine the legitimacy of the arts in general education and also to examine the nature of the arts curricula which serve general education. It was my intention that such an examination might serve UNI's new General Education program.

Progress Report: A library study was conducted which revealed the following:

1. With the exception of world literature, the arts (music, art, theatre) are not usually included in general education.
2. Most writers on the subject feel that the exclusion of the arts from general education is a mistake and that they should be included.
3. When the arts are included in general education, they are, most typically, courses in appreciation of the arts. Such courses are usually large lecture courses in arts genres or the historical development of one or more of the arts.
4. While lecture courses in arts appreciation have some value, universities have usually neglected studio-type coursework which enables the general student to appreciate one or more of the arts by becoming involved in their actual practice. Such coursework, which has usually been reserved for talented students who major in one of the arts, should also be included in general education for all students.

Additional Work to Be Conducted: Since this project is related specifically to the arts requirement here at Northeastern, it is my plan to continue in the following ways: (1) to interview selected members of the departments of Art, Music, and Theatre to determine their views on the arts and also to discuss with them the findings of the review of literature (particularly item 4, above) and (2) to encourage the development of teaching strategies which will address item 4, above.

* * *

A native of Chicago, DANIEL R. BOCK received his bachelor's degree from Northern Iowa University in 1942, his master's degree from Northwestern University in 1950, and his Ed.D.--also from Northwestern--in 1960. He was an elementary and junior high school teacher for eight years, an elementary and junior high school principal for nine years, and an assistant superintendent of schools for three years. After serving as Professor of Education at Jersey City State College for three years, he came to Northeastern Illinois University, where he has been in the Department of Educational Foundations for the last thirteen years. Professor Bock has published a number of articles in professional journals, with recent ones in Educational Leadership and Childhood Education.



LILLIAN VITTENSON, a clinical and neuro-psychologist, is Professor in the Department of Special Education at Northeastern Illinois University. She has served on professional advisory boards as a psychological consultant to schools and hospitals. Her research interest is in biochemical factors that relate to emotional disorders and developmental disabilities. Dr. Vittenson received her Bachelor of Music degree from the American Conservatory of Music, and her M.A. and Ph.D. degrees in psychology from Northwestern University. Having joined the UNI faculty in January, 1963, she has taught courses for the Departments of Psychology, Music, and Education, and was co-founder of the Department of Special Education.

Our interests have focused on the Israeli kibbutzim, with particular emphasis on the rearing and education of children. The Kellogg fellowships have enabled us to tie in those interests with a program which can be of benefit to UNI students.

We are planning a work-study-travel arrangement in which our students will be able to live and work on an Israeli kibbutz, take classes from UNI professors, and travel within Israel. In preparation for this, we are offering an interdisciplinary (P.I.E.) course in January, 1983, entitled "The Israeli Kibbutz and Its Children." The work-study-travel portion of the program will take place in May and June, 1983.

The students will have free room and board on their kibbutz in exchange for work. Time will be made available during each week for class sessions and also for travel outside the kibbutz. In addition, two weeks will be set aside for more thorough travel within Israel. A possibility is also a stop-over in Athens upon returning to the U.S.

We have been in contact with a number of local colleges and universities both for information on programs they have had and also to invite any of their interested students. The Aliyah office in New York City has provided us with information as to possible costs and is searching for a suitable cooperating kibbutz. We hope that there can be some subsidization of student expenses by the Israeli government or from private sources within this country.

Publicity about the Israeli trip and the P.I.E. course will be forthcoming in the fall.

* * *



MARGARET CONDON, a native New Yorker, received her B.A. from Manhattanville College (1960) and her Ph.D. from Loyola of Chicago (1965). After teaching at Mundelein College and working for the Illinois Department of Mental Health, she joined the UNI faculty in 1970. She is now a professor (9/82) and Acting Chairperson of the Psychology Department.

My Kellogg Project is an outgrowth of work begun during an Administrative Internship in the Affirmative Action office. The goal is to produce an information and resource manual for faculty concerning available equipment and techniques that enable students with different disabilities to participate more fully in a college curriculum.

In 1973 the Rehabilitation Act included provisions designed to make education and employment accessible to all qualified individuals. Although much has been done toward this end, much more needs to be done. A great deal of emphasis has been rightly placed on external accessibility and transportation. Much less effort and thought have been given, especially in higher education, to "programmatic accessibility," those environmental and interpersonal elements which constitute the process of teaching and learning.

Many of the barriers which interpose themselves between the disabled student and full academic participation are caused by minor attributes of traditional teaching styles, which can be easily and inexpensively altered and/or enhanced. My personal belief is that much of the reluctance and resistance students say they experience from faculty comes from a lack of information. For example, information concerning the functional abilities of individuals with different disabilities is not widespread; consequently, an attitude exists (prejudicial, to be sure) that physically impaired students are not able to do many of the tasks necessary for learning. This is especially true with respect to the learning of science. Knowledge about both the disabilities themselves and the relative ease of modifying the learning environment to maximize abilities can go far to increase faculty acceptance.

The manual I am preparing will, I hope, serve UNI faculty as a resource guide and a creative catalyst. I have gone through the literature and gathered information about methods and devices that have been successfully used in a variety of courses and for different disabilities. Because of the unique needs involved, I have made special sections for Physics, Chemistry, and Biology.

During this year I have become involved with the student group on campus (Advocates for Accessibility) and hope to mobilize them to become another information source both for faculty and for newly admitted physically

disabled students. I have also begun seeking outside funds for purchasing some of the adaptive equipment, especially those items useful in all subject areas. In addition, I would like to see a faculty-development workshop designed to incorporate the physically disabled person into the university community.

* * *

JEAN GILLIES is a Professor in the Department of Art. She started in the Art Department Faculty in 1970, after having received a Ph.D. at Northwestern University that year. From 1973-5 she was founding Coordinator of the Women's Studies Program. At present she is doing research on Botticelli's Primavera and is currently preparing a manuscript.



For several years I had believed that a one-trimester course should replace the Art Department's traditional three-part survey of art history. It was for this purpose that I applied for a Kellogg Fellowship, and during the past year and a half I have developed and taught the Introduction to Art History.

The old survey-in-three-parts was intended to service studio art majors, provide a foundation for art history majors, and offer non-art majors at UNI a basis for understanding and appreciating the visual arts. However, relatively few non-art majors ever enrolled in the survey courses, so this goal was not being met. A primary concern in the development of the new course, then, was the non-art major who has had little exposure to art and none to art history.

To meet the needs of such students, the new course was designed to introduce them to the "language" of the visual arts, i.e., how works of art and architecture "speak" to us. Students also learn the vocabulary of the discipline and its basic methodology; then they apply this kind of knowledge by analyzing works of art on their own. Finally, the hope is that students who have never really looked at art, whether in a museum or in their own environment, will begin to understand why artists have seen fit to re-order their world in a visual way, and how and why works of art can be so powerful.

The Introduction to Art History has been taught to large sections of over 100 students and to smaller sections of no more than forty. The smaller-class size is preferable in every way, so we shall continue to limit the enrollment to forty students. With the help of another art historian, who joins the Art Department this fall, I look forward to refining and improving the course in the months and years ahead. More than that, I look forward to what must follow from a new course that already appears to be successful: a revitalized art history program that will reach all our students.

* * *



MARIE C. MC GUCKIN, Assistant Professor of Music, received a B.S. in Public School Music from Duquesne University, where she was a member of the famed Tamburitians performing ensemble, and an M.M. from DePaul University. She has also done post-graduate studies in music history and literature at Northwestern University. Prior to joining UNI's Department of Music in 1969, she taught and supervised music in the public schools. As consultant to the federally funded Manhattanville Music Curriculum Project, she developed pilot programs in several Chicago public schools, and conducted many workshops in "Discovery

Learning in the Music Lab" at UNI and other schools in Illinois, Wisconsin, and Iowa. In addition to courses in music education, she teaches applied flute and has developed several new courses including beginning and intermediate class guitar and, most recently, the UNI Recorder Consort early music ensemble.

My Kellogg project was to develop a guitar class for senior citizens. In the early '70's, in response to student interest in learning to play guitar, I developed a new course in beginning class guitar. Its success prompted the introduction of a second course, Class Guitar II. These two courses, which present a basic foundation in guitar playing, appealed to a wide range of student interests, from the serious study of classical, popular, or folk guitar styles to simply learning guitar strums for enjoyment and recreation.

Recently, a number of older adults have begun to enroll in these guitar classes, together with several special auditors from the Community Listeners Program. Meanwhile, I have begun hearing and reading increasingly about new educational programs for seniors such as the Elderhostel projects at various universities around the country, a Music in the Parks program for adult beginners sponsored by the University of Illinois and the Champaign Park District, and a project at Fairhaven College in Bellingham, Washington, considered to be the "nation's first program to fully integrate older persons into college life." (NRTA Journal, May-June, 1981). These factors began to influence me toward thinking about developing a program of guitar instruction for interested senior citizens. The importance of this project became more clearly focused in my mind when in February, 1982, I attended several seminars on the topic "Lifelong Learning in Music" at the 75th anniversary conference of the Music Educators National Conference in San Antonio, Texas.

My discussions with Reynold Feldman and Rusty Wadsworth were most helpful. They encouraged my plan to begin the study project at the Senate Apartments, 5801 North Pulaski Boulevard, which are sponsored by the Chicago Metropolitan Area Senior Citizens Senate, and the National Council of Senior Citizens, Inc. They put me in contact with Sheila Rotman in University Relations, who graciously introduced me to the Senate Apartment managers. After several phone conversations, my direct contact at the apartments was the manager, Mr. Bud Helmer. He promised his full cooperation in distributing a questionnaire I had prepared to determine residents' interest in studying the guitar or perhaps some other instrument of their choice.

The response to my questionnaire was small but sufficient enough to encourage me to pursue the project. Respondents indicated interest in three specific instruments: guitar, recorder, and piano.

My plans are now to begin preparation of the instructional program, which I hope could begin operating sometime this fall. My long-term goal is to encourage development of a viable Elderhostel-type center at UNI to fit into the Urban University/Commuter College framework, and to expand instruction to other academic disciplines beyond music.

* * *

NORMAN MITTMAN received his academic degrees from the Illinois Institute of Technology, specifically, a B.S. in Physics and an M.S. in Mathematics, with an additional 30 hours toward a second M.S. in Physics. From 1961 until 1974 he had major responsibility for data processing at Northeastern and in 1970 assumed the title of Director of Computer Services. From 1970 to the present, moreover, he has been an Assistant Professor in the Mathematics Department, where he has had considerable experience teaching introductory and remedial courses as well as prerequisite mathematics courses for science and business/management students.

The Self-paced Intermediate Algebra course was implemented in May 1980. It was developed by John Cibulskis and me with resources from the Mathematics Department, and it was partially supported by Kellogg Fellowships in 1976-77 and 1977-78.

In its two years of operation, 900 students have registered for credit. They are guided through the course with a set of study sheets, and they have tutor help available in the Math Lab. The initial diagnostic testing on the computer system determines the student's starting point. Lesson tests are administered at computer terminals from a question bank, and the student's record is maintained on the computer system. Depending on the starting point, a student is required to pass between 20 and 55 modules. If the student does not complete in one term, a grade of "I" is assigned, and the student is allowed to continue work during subsequent trimesters.

Many students have begun Math 102 (Self-paced), and even though they have not yet completed it for credit, they have gone on to do well in subsequent courses. The self-paced course gave them a sufficient background to proceed. On the other hand, there are a large number of students who do not seem to have the study skills and/or motivation required to build the basic skills needed to complete Basic Algebra. Approximately 350 of the 500 students now in Basic Algebra are still in the first half of Basic Algebra, and 250 others have stopped working on the course (some have left UNI, some have given up, and others have attained a suitable skill level but will not finish). Math Lab was developed to help these students, but a different delivery system may be needed. A series of lectures on the concepts of arithmetic and basic algebra should be developed and presented throughout the term so that students can be helped over the initial stages. After that aid, they should be able to complete the course "self-paced." Another variation to the completely

self-paced course has been tried for some students. After completing Basic Algebra self-paced, they have been allowed to complete the Intermediate Algebra phase in a classroom setting.

We have given exit questionnaires to the 180 students who completed, and the majority praise the course as exactly what they needed to make up their previous deficiency. They worked hard with the material and now feel prepared to take Math courses that they will need in their major. They would not have been able to succeed in a "lock-step" Intermediate Algebra classroom course and would have experienced the same frustrations that they had in grammar school and high school. Many indicate that their work schedules would have prevented their attaining these skills and that the flexible schedule was the essential ingredient.

In conclusion, the overall effect of the course has been positive. However, computer and communication costs are high, and it may be necessary to change the delivery mode for the course. Alternatives are being considered which include a completely manual procedure (cumbersome) or conversion to micro-computers to save communication costs.

* * *



CHARLES NISSIM-SABAT has been chairing the Physics Department at Northeastern for nine years. He came to UNI in 1967 after receiving his Ph.D. from Columbia and working on the experimental high-energy physics research staff at the University of Chicago. Most recently he has served on the GEM task force and then on the Standing Committee on General Education. In addition, he has done research on the theory of relativity. Charles Nissim-Sabat was born in Bulgaria and lived in France before coming to the United States in 1954.

My initial interest in a Kellogg Fellowship came from my work in connection with the new General Education program. I was very unhappy that in many of our courses, not excluding my own, students were asked to do little more than absorb material which had already been condensed and digested for them. I had become convinced that such presentation was most unsuitable for the students we have. Thus I resolved to introduce at-home laboratory exercises, observations and other activities which would bring students into direct physical contact with the subject matter. Jean Piaget has shown that this is the only way students who have had little exposure to science, and to formal reasoning processes in general, can progress and that this process must follow a sequence of specific steps. Robert Karplus and others have developed physics curriculum materials which apply Piaget's ideas, and I have been adapting these to two of our courses.¹

¹I attended a workshop on the Karplus method of science instruction held at the University of Illinois last March.

As I began my fellowship year, Dr. Feldman asked that I address myself to a broader problem: "What science should the educated person know?" A tall order indeed, since not only don't I know what science..., I don't even know the science the educated person should know. (By "science" I mean the natural sciences alone.) Besides, there is some disagreement as to what science is. After some thinking, I have come to this definition: "Science deals with all observable phenomena which can be described fully in terms of one or more of the following four quantities: number, mass, length, and time." This definition encompasses quite a lot, but it does leave out subjects which many consider scientific. Also, I have set out to learn some of the science the educated person should know and hope to be able to answer Dr. Feldman soon.²

The above has all the beguiling abstraction academics find so seductive, while the first thing someone is likely to say about science is "Science is going to blow up the world." Rather than replying that "science does not make wars, politicians do," I have concluded that the prospect of nuclear war is something we must all confront. Thus I have initiated the teach-ins on nuclear war that, it is hoped, will be held at Northeastern every Fall and Winter trimester.

* * *

WILLIAM J. PIZZI, Professor of Psychology, came to UNI from Michael Reese Hospital in 1969. His primary area of research is in brain function and psychopharmacology. Dr. Pizzi has also had a long-standing interest in curriculum development in higher education, especially in the area of science instruction. This interest led to his participation in the GEM project and the subsequent award of both a First-time and Follow-up Kellogg Fellowship.

Last year, along with Dr. John Braxton of Institutional Studies, I designed an evaluation of the new general-education curriculum for my Kellogg project. The follow-up project was to implement this design for the 1982-83 academic year. Implementation appears to be the art of compromise while attempting to maintain a valid design. The major problem we faced was obtaining a random sample of the student population. This procedure would require the University to make participation mandatory for all students drawn by lot. This was not to be.

What happens when you fail to use a random-sampling procedure in an evaluation? First, you lose the ability to generalize to the total population--in this case, UNI. So, any results obtained from such a study do not allow you to say that the same finding will be obtained in general. Second, procedures can be carried out such that one can speak to various special groups such as special-project students. This is important because it may be that the new general-education curriculum produces greater benefits in various groups, depending on the level of cognitive entry skills. Finally, random sampling controls for extraneous variables which may mislead the experimenters as to what causal agent may be producing any differences in the study.

²I attended two conferences on Evolutionary Theory this past spring, one at the University of Chicago and one at the Field Museum.

What was the compromise arrived at after consulting with the Provost, the General Education Committee, and Institutional Studies? First, it was decided that a modified random-sampling procedure should be carried out and those people chosen should be invited to participate. Second, it was agreed that in order to approximate a valid sample, there must be a high acceptance rate, and this was arbitrarily set at 70% of those invited. Third, it was decided that those participating should be paid \$15.00 for their time. The evaluation now rests with the students' willingness to participate and the ability of all of us to urge participation. We thus ask all of you who are colleagues at Northeastern to explain the importance of this project to your students.

* * *



SANDRA STYER is an Associate Professor in the Early Childhood Education Department. She received a B.S. in Education from Kent State University, an M.A. from The Ohio State University, and a Ph.D. from Michigan State University. Active in the Women's Studies Program since coming to UNI in September, 1976, she is currently Chairperson of Northeastern's Women's Studies Board.



MARTHA E. THOMPSON is an Associate Professor of Sociology at Northeastern Illinois University, where she regularly offers Women's Studies courses. She has been the Illinois state representative to the Great Lakes Women's Studies Association and the National Women's Studies Association, and has chaired the Women's Studies Board at Northeastern. She received her B.A. and M.A. from Kent State University and her Ph.D. from the University of Iowa. She is currently the chair of the United Professionals of Illinois-Board of Governors System Women's Rights Committee, a member of the Women's Services Board at Northeastern, and a member of Chicago Women's Uprising.

Our initial Kellogg proposal was to design and organize Women's Studies workshops for UNI faculty. To help us plan workshops which would be useful to UNI faculty, we interviewed Women's Studies faculty on several topics: What would they like to see achieved in a workshop for Women's Studies faculty? What methods do they use and what problems do they encounter in Women's Studies courses? What ideas do they have about exposing other faculty to Women's Studies materials? On what topic areas would they be willing to serve as resources in Women's Studies? A summary of the results of our interviews with 22 UNI Women's Studies faculty follows.

WOMEN'S STUDIES WORKSHOP CONTENT AND FORMAT

Women's Studies faculty indicated that the most helpful content would be related to racial and ethnic issues. They wanted to explore the similarities and differences among women as well as the relationship between racism and sexism. Workshops on feminist theory, mainstreaming Women's Studies, and interdisciplinary approaches to Women's Studies were also stressed. With few exceptions, the faculty expressed a preference for a workshop format with a presentation (e.g., lecture, film, or panel) followed by discussion.

Women's Studies faculty also suggested workshops which would be useful to other faculty. They requested resource workshops which would provide bibliographies and sample syllabi. Preferred topics for theme-oriented workshops were the relationship between racism and sexism, a review of recent interdisciplinary research, and feminism and feminist theory.

RESOURCES AND METHODS IN WOMEN'S STUDIES

In identifying the resources which had been most valuable in their Women's Studies course development, faculty noted human resources, such as contracts with feminists through team-teaching, counseling, correspondence, conference attendance, and political action. Among the material resources valued were Women's Studies and feminist films, audio tapes, periodicals and other literature, women's archives and research instruments.

Women's Studies faculty reported that their dominant instructional method in Women's Studies classes is a combination of lecture and discussion. Secondary methods supplementing lecture/discussion include slide presentations, guest speakers, films, debates, role-playing, self-directed student research, and media analyses.

Women's Studies faculty indicated that students in Women's Studies classes tend to be highly involved. Generally, students are highly motivated, have an intense interest in the subject matter, and have high expectations for the classes.

ISSUES IN WOMEN'S STUDIES

We asked Women's Studies faculty to elaborate on several issues in Women's Studies classes: the influence of UNI's religious, racial, and ethnic diversity on their course planning; the effect of various populations (profeminist men, antifeminist or nonfeminist men/women) on the class; and their (the W. S. faculty's) treatment of sexism, racism, classism, heterosexism, and ageism in Women's Studies classes.

Several Women's Studies faculty treat religious, racial, and ethnic diversity as an integral part of their course planning regardless of enrollment or student characteristics. In general, Women's Studies faculty find that having religious, racial, and ethnic differences among students in the class is an asset to discussion and comprehension. Several indicated that Women's Studies classes have not been as racially and ethnically diverse as would be expected given the diverse student population at Northeastern.

Women's Studies classes do attract women and men who are antifeminist or nonfeminist, some openly hostile to the material and to feminists in the class. Women's Studies faculty use various strategies to maintain a positive learning environment. In some cases, the Women's Studies faculty directly confront student hostility if it is inhibiting the progress of the class. At other times, faculty are able to be supportive while nonfeminist students struggle with new ideas.

Women's Studies faculty varied in their assessment of men in Women's Studies classes. Several Women's Studies faculty believed that men should be encouraged to enroll in Women's Studies classes, whereas others stated that having men in Women's Studies classes often shifts the focus to men and away from women.

Almost all Women's Studies faculty indicated that they consider sexism, racism, classism, heterosexism, and ageism in their classes, but they differ in their approach. For example, many Women's Studies faculty focus on how sexism harms women, while others focus on how sexism harms both women and men. The levels of sexism addressed also differ. Faculty may focus on sex roles, the structure of society, the psychological effects of sexism or sexist ideology.

Racism, classism, heterosexism, and ageism appear to be approached in two ways. Some focus on the institutionalized aspects of racism, classism, heterosexism, and ageism, while others explore how women's experiences differ depending upon race, class, sexual preference, and age.

DEVELOPING ANALYTICAL THINKING AND COMMUNICATION SKILLS

Analytical thinking and oral and written communication skills are emphasized in Women's Studies classes. Instructional strategies promoting analytical thinking include: (1) research, for example, analyses of primary source materials in history, (2) critiques, for example, analytical reports on books and journal articles, (3) student presentations, for example, oral history projects interviewing feminists or women writers, and (4) lecture/discussion, for example, promotion of critical thinking through the instructor's questioning format.

Oral and written communication skills are fostered through approaches such as commenting extensively on students' written assignments and encouraging student participation in class discussions.

BIBLIOGRAPHY AND BROCHURE

Based on suggestions from Women's Studies faculty, a basic reading list in Women's Studies and a brochure listing topics for which Women's Studies faculty would be willing to serve as resource persons are in preparation.

* * *

CHRISTINE SWARM joined the Instructional Media Department at Northeastern in 1973, after completing her doctorate at Indiana University. Prior to that, Professor Swarm was affiliated with a public school system in Pennsylvania as chairperson of the district's libraries. While teaching in Pennsylvania, she completed her master's degree at the University of Pittsburgh. Her first Kellogg project was an outgrowth of her instruction of GED students in Pennsylvania, Indiana, and Illinois, and a follow-up study was based on her doctoral dissertation. Ongoing research in this area is resulting in a separate publication currently being studied and reviewed by a publishing company. A preliminary study was published in the June 1982 issue of Resources in Education, entitled "Three Studies of General Education (GED) Students: (1971-1981)," 35 pp. Her present Kellogg fellowship is involved with microcomputer instruction. A series of workshops offering introductory microcomputer sessions to the university community is planned for the current academic year.

My Kellogg Fellowship resulted in the development and implementation of a new 400-level course for the Instructional Media Department. The new course, INMD 4--Microcomputer Applications for School Libraries--will be taught by me during the Winter 1983 term. This course has also been added to the elective courses which our students may take as part of their master's degree program requirements in Instructional Media.

"Microcomputer Applications for School Libraries" serves a variety of clientele--those involved in school library media programs and those involved in education in general. Many of the microcomputer applications learned in this course are applicable to many other areas--not only in education, libraries, etc., but home and personal applications as well. While the general focus of this course is toward library applications, many of the microcomputer programming techniques are applicable to other processes.

My Kellogg Fellowship was devoted to learning the various programming languages of microcomputers--BASIC, Applesoft, Machine Language, and Integer. While my concentration on microcomputers was directed toward the Apple II computer, many programming facets apply to other brands of microcomputers also.

Much time was also spent viewing and demonstrating various software programs. These programs were in the fields of education (reading, mathematics, and science), business, and other areas too numerous to list.

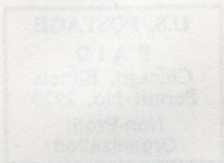
I also had the opportunity to develop a microcomputer slide/tape presentation that has been utilized in giving workshops and in-service training to teachers.

In short, this has been a very productive fellowship for me.

Photographs in this brochure taken by Northeastern's
Photo/Design/Graphics Department of Learning Services.

NEXT...

Part I of a two-part selection from Rusty Wadsworth's
1982 doctoral dissertation, Programmatic Change in
Higher Education: A Study of the Center for Program
Development at Northeastern Illinois University,
Chicago, Illinois.



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