**RWANDAN PROJECT**

by Robert Spear  
(Professor, Computer Information Systems)  
and Mary Helen Spear  
(Professor, Psychology)

Building on a successful track record of projects with Vista University in South Africa, and with Africare in Ghana, Prince George’s Community College is expanding its contacts and projects in sub-Saharan Africa. Through a subcontract issued by the University of Maryland, the college is participating in the USAID-funded partnership between the University of Maryland (UMD) and the National University of Rwanda (NUR) in the Great Lakes Region of East/Central Africa. The new USAID grant has three main components: conflict management, distance learning, and computer science education. The project is directed by the Center for International Development and Conflict Management (CIDCM) at UMD. Under the guidance of Kelly Wong at CIDCM, Prince George’s role involves both the distance learning and the computer science education components of the UMD/NUR partnership.

In the distance learning (DL) area, the project focuses on the introduction of DL pedagogy and technology to Rwanda, use of DL for development of pre-service and in-service secondary school science teachers at NUR, and development of technology-enhanced modules for delivering high school science courses in biology, chemistry, and physics. We are helping the Rwandans develop high school math and science courses to be delivered through a combination of distance technologies, including the Internet, CD-ROM, video conferencing, radio and television, and other technologies that are appropriate. We are emphasizing active-learning strategies and learner-centered pedagogy. PGCC’s long experience in teacher training, especially high school science teacher training, will prove especially helpful in this endeavor.

In the computer science education area, the project will use a combination of distance education courses and Maryland-based faculty and computing staff associates to train Rwandan computer science students in computer support services, so that they are more likely to find gainful employment while improving the infrastructure of the NUR. We are also helping the NUR revise its computer science curriculum to reflect a more practical, career-oriented focus. At PGCC, we have a proven track record in practical computer education for students seeking careers in the information technology sector.

Prince George’s students will also benefit from this partnership: We anticipate that one or more courses concerning Africa’s Great Lakes Region, taught by our partners at NUR, will become available to PGCC students through MarylandOnline, and our students will be strongly encouraged to enroll.

**Prince George’s Community College Faculty:**
The college is involved in this project at many levels. Mary Helen Spear (psychology) is the director of distance learning for the UMD/NUR partnership project. Robert Spear (computer information systems) is assisting in both the distance learning and the computer science education areas of the project. Nadene Hauser-Archield (chemistry) is developing modules for teaching high school chemistry and is mentoring a chemistry professor at NUR’s Faculty of Education. George Perkins (math) is also mentoring a faculty member at NUR. Bill Peirce (English) will be preparing modules on critical thinking. Science faculty at the college have collected and donated textbooks to the NUR Faculty of Education.

Mary Helen, Robert, and Nadene will be traveling to Butare, Rwanda, this spring to work on the project. And professors from NUR’s Faculty of Education will be coming to PGCC this summer to attend the Summer Science Institute, directed by Pat Basili.
OUR GLOBAL VILLAGE
by Marianne Grayston
(Associate Professor, Language Studies)

Tucked away on the third floor of Bladen Hall is the college’s own global village. The ESL classes are filled with well over 200 students from all over the world, and the number is growing. More than half of them are West African, from countries like Nigeria, Sierra Leone, Ghana, Liberia, and Cameroon. Asians from Korea, China, and Viet Nam form the next largest group, followed by students from Ethiopia, India, Pakistan, Sudan, Somalia, and Haiti. Hispanics and a few Europeans complete the mosaic. The students’ diversity of origin is matched by the variety of their backgrounds. Some are already college graduates who need to improve their English skills, while others may have had their education disrupted by war. They range in age from seventeen to forty-five. While the students are happy to be part of American society, they are often surprised, confused, and amused by it. For the most part, theirs are lives in transition, and they are attempting to achieve that delicate balance so essential to being truly bicultural.

“How do you manage to communicate with the students?” is a question we are often asked. All full time faculty are trained in ESL methodology, and most of us hold graduate degrees in TESOL (Teaching English to Speakers of Other Languages). Moreover, we have all “been there and done that,” each of us having experienced living in another country and having to deal with a new language and culture. We got our basic training in France, Japan, China, Germany, Poland, Hungary, and Thailand.

We are available if you have questions about international students attending your classes. In addition, we are a good resource for travel tips and simple translations. If we can’t answer your question, we can probably find someone who can.

A GIFT OF LIFE

by Yvonne Seon (Associate Professor, African American History)

In the early 1980s when the world was becoming aware of the tremendous devastation caused by drought in the region bordering the Sahara Desert in Africa, the agricultural specialist came to me with an idea. "You can plant a tree in Africa for about $5.00", he said, "and with 500 trees, we can create a good sized woodlot. With a woodlot, we can begin to attack the problem of desertification.”

At that time, the Sahara Desert was moving southward at a rate of more than 30 kilometers a year. These trees would attach moisture, provide shade for vegetable gardens, and eventually provide a renewable source of firewood. We decided to plant neem trees for the public square and eucalyptus trees, which can be cut all the way to the ground every five years and still re-grow. Also, both trees have medicinal properties with potential economic value.

Within a month, the Garden of Gethsemane, a small church founded by my grandmother, voted to adopt a village in Senegal. The first of many woodlots was begun there in a village called Thienaba, as we worked to raise funds for the first 500 trees. Friends helped by giving trees to honor loved ones at their passing, on their birthdays, as wedding gifts, and just to say, "I'm thinking of you."

When I visited Thienaba, Thies Province, Senegal, West Africa in 1989, the first trees had matured. Standing in the midst of the grove, I could feel the cool breeze whispering messages of hope from departed friends whose lives had been honored there through gifts of trees. Today, through Africare, many are still giving living gifts affirming life and creating hope at the edge of the desert in Africa. For information, contact Ms. Martha Bond, Director of Development, Africare, 440 R Street, NW, DC 20001.
My Pathfinder Grant Experience
by Diane Finley
(Associate Professor, Psychology)

A recent Pathfinder Grant enabled me to attend the Association for the Advancement of Applied Sport Psychology in Nashville, TN in October 2000. Since I will be adding Sport Psychology to the psychology curriculum in the fall, attendance at the meeting enabled me to hear some of the latest research, which I will be able to incorporate into my course. In addition, I was able to do some research planning with two colleagues from Argentina and Australia. We are conducting a cross-cultural study looking at attitudes towards women’s participation in sport. Since international sport is governed by international committees that decide what sports are included in competition, understanding the attitudes of those from other countries and cultures is crucial. The first phase of the research, comparing Argentina and the United States, has been completed. This comparison was originally done using students from a four-year liberal arts college. We are in the process of extending this comparison by using a broader cross-section of the United States population by surveying community college students. We will also be comparing results with those from an Australian sample. Our initial findings follow.

Women and Participation in Sport
Diane L. Finley, Ph.D.
Dr. Patricia Wightman, National Training Center,
Argentina
Nelly Giscafre, Metropolitan Assn of Sport
Psychology, Buenos Aires, Argentina

Participation in sport by women in the United States has increased in recent years due to changes in sociocultural attitudes, and with the passage of legislation. Yet differential rates of sport participation by women and men are still reported in recent surveys (Csizma, Wittig and Schurr, 1988; Eccles & Harold, 1991). Girls also participate in different sport activities. Studies of attitudes towards sport participation can help to explain these differences since parents and other significant adults are the first introduction to sport participation. Their attitudes towards the appropriateness of particular sports may influence a young girl's choice of a sport. Additionally, adults control establishment and funding of youth sport programs. As such, their approval of particular sports will influence their decisions about what sports to establish and fund.

Differences in attitudes have been found to be related to actual participation in sport (Harres in Vikers, et al, 1980). Researchers have found that females hold more nontraditional attitudes towards sport participation by women than do males in a United State sample. Do these patterns hold for populations outside the US? Thompson (1977) found that women in New Zealand were less active than men in New Zealand, but attitudes towards sport participation were not assessed in that survey. Koivula (1995) examined attitudes towards gender appropriateness of sport participation among Swedish college students.

Do the patterns also hold for age-different samples? Do younger samples favor more nontraditional sports than do older samples? Salisbury (1982) found that participation in a nontraditional sport predicted more liberal attitudes. Firebaugh (1989) found differential patterns of participation between males and females but did not assess attitudes.

Finley, Wightman, and Giscafre (1998) found differences in sports rated as appropriate for women in two samples: Argentina and United States. In particular the Argentinean sample rated more sports as inappropriate. However, age differences were not examined. In the current study, a follow-up to the 1998 study, two samples from Argentina were surveyed. One hundred and thirty-four participants were asked to rate the appropriateness of 15 sports for participation by women. Sports included rhythmic gymnastics, artistic gymnastics, rugby, soccer, discus/shotput, swimming and windsurfing.
A 5-point Likert scale was used to assess appropriateness. Both gender and age differences were compared.

Some interesting patterns emerged. Rugby was rated as most inappropriate by most participants. No males thought it was appropriate at all, \((X = 1.05)\) while females rated it as more appropriate. \((X = 1.58)\). While the differences were not significant, 5 females in the over 31 group rated rugby as very appropriate (5 on the scale).

One third of the females rated as most appropriate (5 on the scale) all sports except rugby and soccer, while the male sample rated fewer sports as most appropriate. An interesting finding that contradicted predictions occurred with the male sample. On many sports the older sample rated more sports as a 5 than did the younger sample.

First World countries could become so great as to be destabilizing. USAID funds many grants, but looks favorably on those proposals that partner U.S. institutions with foreign institutions for the purpose of narrowing that gap. It especially likes those proposals that teach foreign institutions how to help their own people gain the skills necessary to participate successfully in the world arena.

Since 1999, Prince George’s Community College has received three grants funded by USAID. All three are aimed at increasing the Information Technology (IT) skills of the workforce in South Africa.


The NetWork project was a collaboration between a consortium of Maryland community colleges, led by Prince George’s and including The College of Southern Maryland, and Garrett Community College, Vista University in South Africa, Africare, and the Public Broadcasting Service/Adult Learning Service. Its goal was to help Vista University meet its mission of educating and training a substantial disadvantaged black population and empowering them to participate economically and politically in a country attempting to shed its economically repressive legacy. The project was designed to help Vista, a historically disadvantaged university with seven campuses spread over three provinces, overcome a chronic shortage of Information Technology (IT) faculty and staff, and provide increased IT opportunities for Vista’s students. It was the viewpoint of the project directors that distance learning (DL) offered possibilities for enhanced workforce training as well as a strategy to address Vista’s problems with staff shortages and a widely dispersed student body. For Vista, where correspondence courses were the only DL strategy, the learning curve for professors and staff could be shortened considerably by initially using materials prepared in the West and by having mentors who are experts in using DL strategies. However, the accepted “teaching model” in most of the world is...
not easily adaptable to the learner-centered culture of many Internet-based, and, in particular, Web-based courses. Steven Gilbert at the American Association for Higher Education has identified three teaching/learning models: delivery of information (the teacher-centered, traditional model), mentoring of students, and the development of a learning community\(^1\). The latter two are becoming the models preferred by American faculty, and they form the basis of much current theory and practice in the area of Web-based course offerings. Hence, to successfully introduce Web-based courses at Vista University, we needed to do more than provide software, content and technical support. We needed to foster a new conception about the process of teaching, demonstrate the value of student-centered active learning, and then show how new technologies can help achieve the objectives of that pedagogy. The Net\Work project developed a three-pronged, multi-disciplinary approach to addressing Vista University’s needs using experts in computer education, distance learning (DL) strategies and technology, and educational pedagogy.

The objectives of the project were:
- to introduce Vista to a variety of distance learning strategies and the pedagogical issues inherent in using DL,
- to provide course content, using various modes of DL, for a computer literacy course and an Internet literacy course and to provide the training to use the media, and
- to provide IT internships for top students in Vista’s IT program.

Marilyn Pugh, Mary Helen Spear, and Robert Spear (PGCC), and Richard Siciliano (College of Southern Maryland) traveled to Pretoria, South Africa, in January 1999 to give a five-day workshop on DL to Vista’s IT and Distance Education faculty, and to work out the details of the internships with Africare in Johannesburg. Distance education at Vista had previously been entirely correspondence courses. While we initially had intended for Vista to use telecourse materials, we found that this approach was not practical. Many of Vista’s students do not have electricity, much less access to a television or VCR. The telecourse materials were deposited in the libraries on all seven campuses as supplementary material. Instead, Vista faculty jumped at the idea of an audio DL course — all students own cassette players! Marita Oosthuizen, a Vista faculty member, undertook the task of creating the course: audiocassette tapes and a text, which referred students to the tapes and showed examples of what the students should see on the monitors. Vista then made arrangements for DL students who did not otherwise have access to a computer to be able to use computers on Vista campuses, or at other facilities. Students could listen to the tape at the computer, follow the instructions, and then check in the text to make sure they had done the exercise correctly. The DL version of their Computer Literacy course ran for the first time during their last academic year. We are pleased to note that, in spite of start up problems, the DL students had a pass rate of 66 percent as compared to an overall pass rate at Vista of near 50 percent.

Robert Spear went back to South Africa to teach another workshop on Web page creation. He was supposed to also show them the Web-based Internet Literacy course that our students take, but due to connectivity problems in the lab in Pretoria, this part of the project had to be handled differently. The faculty all enrolled in a section of Internet Literacy (a PBS contribution to the project) and took the course as students. They loved it! And there were many comments of appreciation for being able to see it as a student as well as for Robert’s donated time. They are planning on offering a version of the course to their own students as soon as they get a new server.

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The final part of the project was the internships, which were run by Africare. Africare placed eight Vista IT graduates in companies in South Africa. For several of the students, the internship has led to a full-time job.

**ComCo Sustainability Grant**  
(*January 2000 - July 2002*)

The ComCo project addresses the sustainability of the Net\Work project both in terms of its objectives and the relationship between the partners. The goals of ComCo are:

- to provide education and training to a disadvantaged population to empower them to participate economically and politically in a country attempting to shed its repressive legacy,
- to develop a product that will make Vista University more relevant in the community and which will attract financial resources for technology from new sources at a time of dwindling funding, and
- to enhance mutual benefits between Vista University and its Net\Work partners in the United States.

To accomplish these goals, the following strategies are being pursued:

**A. Teacher Training**

Most public schools in South Africa, especially in the townships, have only a single computer and most public school teachers are not computer literate. Still worse, the grade 12 pass rate for the country is about 43 percent. Most of the traditional white schools have a pass rate of 95 percent and higher, so the pass rate of the other schools is much lower. Some township schools have a zero percent pass rate. This is costing the country millions of rand. If South Africa's disadvantaged youth are to gain computer skills which will make them employable in higher paying jobs, computer literacy and interest in computers must begin at an earlier age. This requires that public school teachers must first be trained. Development of a successful teacher-training program would achieve the following outcomes:

- Increasing computer skills of public school teachers so that they can use the computer in their classrooms and promote computer literacy in a growing, disadvantaged population;
- Creating a program, which, if successful, could be marketable, and which could enable Vista to purchase more technology.

The teachers will learn word processing, spreadsheets, Windows, Internet, and E-mail skills with the focus on using these packages in the classroom. Some ideas discussed include: an assignment where the teachers put their grades in a spreadsheet that automatically recomputes the students' averages as new grades are added, creating a course module where the students go online and find something in their subject field which ties into what they are teaching in class, developing an Internet exercise for their students, and E-mailing students in Maryland public schools.

Vista University faculty and lecturers developed and are currently providing computer literacy instruction for primary/secondary public school teachers in South Africa at all seven campuses with the goal that these teachers will then use the computer in their classrooms in the public schools in the townships. We are hoping the success of the program will encourage funding agencies to increase the scope of the training.

Another aspect of the teacher-training component of the grant is that annual meetings will be conducted between the project assistant director who will be responsible for the teacher-training program at Vista and the education faculty at Prince George’s and the College of Southern Maryland. It is hoped that the dialogue that develops between the schools will encourage collaboration on future projects.
B. Distance Education

Distance Education courses at Vista University will be expanded outside the Computer Science department by training a Vista history faculty member to develop an online course. A course on the History of South Africa will be offered to students in the MarylandOnline consortium in the fall of 2001. This course will give US students, particularly those at Prince George’s Community College, an understanding of South African history from the vantage point of someone who lives there. If this course is successful, it may lead to additional courses that might involve both Vista and Maryland students, strengthening the bonds between the partners. An additional benefit to this part of the project is that the Computer Science faculty member who helps develop the course would learn how to teach distance education strategies. Thus Vista would develop its own DL expertise which might be used not only to train additional faculty at Vista, but faculty from other schools in South Africa or Africa as well. The aim is that Vista faculty will ultimately be able to develop and conduct online courses.

Technology Enhancement Grant

During the NetWork project an analysis of Vista’s computer needs revealed that at the Bloemfontein campus, a mid-sized campus, each student had, on average, just one-half hour of lab accessibility per week outside of class. The computer shortage has since been exacerbated because the computer literacy course (End User Course or EUC) is now required for most degrees and diplomas offered at Vista and also because the new Distance Learning EUC program requires students to do a practicum on campus. The number of students required to take computer classes is outstripping Vista’s capacity. Because Vista serves mainly an economically disadvantaged group, most students cannot afford to purchase their own computers and must depend on using the computers on the campuses for practicing skills. Another problem is Vista’s Internet connectivity. Because computers are so limited, Vista has blocked access to the Internet except for upper class students. Vista has also continually blocked access to certain sites so students would not spend scarce computer time surfing. These blocks have become so convoluted that when Robert Spear tried to access the Internet Literacy course site from South Africa, they could not get connected to the PBS SERF server from the lab where the training took place. Vista’s IT personnel could not unscramble all of the blocks. Download time is another problem. The university needs to increase its bandwidth.

The long-run objective is to create an open lab on each of the seven Vista campuses with the following possible activities envisaged:

♦ Open lab time for Vista students in the Computer Science Department
♦ Open lab time for all Vista University students
♦ Basic computer literacy courses for teacher training and secondary school pupils
♦ Computer activities for primary/secondary school pupils

The technology enhancement proposal only provides for one lab of 28 computers on one campus with the initial activities confined to open lab time for all Vista students on campus and teacher training as described in the ComCo project on Saturdays. The technology enhancement grant will also purchase and install a new server that will be used to facilitate the development and conducting of Vista’s first online courses. A member of their IT department will enroll in LINUX training courses and will set up the server. He will also come to the US for some training at Garrett Community College. Negotiations are taking place now to determine which software will be used for developing and conducting the online courses.
These three grants have provided wonderful experiences for all those who have been involved. It is very rewarding to know that you are part of a project that can make so much difference in the lives of people. And as a bonus, we have made some very dear friends.

Reasoning Across the Curriculum

by William Peirce
(Coordinator)

The RAC/MCCCTR web site: http://academic.pg.cc.md.us/~wpeirce/MCCTR

The website of the Maryland Community College Consortium for Teaching Reasoning also serves as the website of PGCC’s Reasoning Across the Curriculum program. The site contains much of interest to faculty teaching thinking in their courses: articles, workshop handouts, lists of books on teaching thinking (including publishers’ URLs and telephone numbers), links to other web sites on teaching thinking, URLs for students writing argumentative papers, and more.

It’s been mentioned admiringly on several higher education faculty e-discussion lists, noted as a useful resource at college and university workshops on teaching critical thinking, and has received almost 5000 visitors since 1998. There’s probably something useful there for you too.

Recent additions or revisions to the collection of articles include teaching thinking online and understanding how learning styles explain students’ difficulties in thinking.

Help with Departmental Assessment Tasks

Since assessing involves thinking, I can also help departments write course learning outcomes, design tasks and rubrics, and otherwise help departments involved in this year’s assessment adventure. Give me a call if I can help in any way.

e-mail: wpeirce@attglobal.net
phone: ext. 0083

Barrier to Student Success in College: You can volunteer to be part of a student/faculty focus group discussion in April.

Certainly parenting helps any teacher see students’ needs from another perspective. My frustrations have built this year as my middle school son’s science teacher keeps writing comments like, “if he would just apply himself,” and “winter break is over; time to get serious.” It is frustrating because I clearly had informed teachers from the start of the school year that my son needs help with organizing new ideas and understanding how to get started on complex projects.

He is not lacking in motivation. But his teacher has clearly judged him otherwise. How often are students’ egos damaged when teachers go beyond describing the behaviors they see to judging attitudes and assigning motives that are just conjecture? Or when are egos damaged by faculty actions that are
interpreted in ways faculty members never intended? These are just two of many possible miscommunications that can occur in the faculty-student relationship.

In this spring term, I have asked PGCC faculty from the division of English and Humanities, as well as Career Assessment and Planning, to ask students to write or discuss what has occurred in their college experience (at any colleges they have attended) that has been a barrier for them and what, if anything, the instructor could have done to help. Sometimes the barriers are due to students’ situations or failures, sometimes to faculty’s, often both, sometimes too many circumstances beyond control. Blaming isn’t the point. I wanted to know:

- what are the things that stop students in their tracks?
- what, if anything, might a faculty member have done to help?

**Step One.**

With hundreds of responses in, I’m finding that students’ input is invaluable, allowing all of us to consider how we can help make the students’ time in our class a success. I will share some of that student feedback in the columns of the *Instructional Forum* this term. Here are a few stories:

_A student in a Child Development class sat painfully silent week by week as students were asked to tell of their own children’s examples of developmental stages. She had been having difficulty conceiving._

_A group of international students were told, “Why don’t you go out on the street and join the rest of the Spanish guys” if their English language skills aren’t improved._

_An instructor urged students to come to office hours for assistance, but when a student went, she felt embarrassed by the instructor’s sense of shock at what the student did not understand._

The question is not always who is right, but what else could we do?

**Step Two.**

In March I am gathering the names of faculty members, full-time and adjunct, who would like to participate, EACH WITH ONE OF THEIR STUDENTS, in a focus group on Barriers Students Face in College Education. Each faculty member will bring a student to share his/her perspective in a faculty/student small group discussion.

As with last year’s CAC focus group on diversity in the classroom, results from each focus group will be collected, compiled and shared with the faculty in a final report in the fall. Confidences are protected; names are not revealed.

Feedback on last year’s focus groups indicated that the sharing of experiences was most appreciated by faculty participants. This year we will combine students with faculty sharing their perspectives. It promises to be beneficial for us all.

Please contact Marlene Cohen, cohenmx@pg.cc.md.us or call x0177.
STUDENT WRITING CONTEST

There’s still time for your students to enter the Annual Student Writing contest. First prize is the $500 Tracy Walker Memorial Writing Award. Other prizes will be awarded in two categories: Researched and Non-researched writing. This opportunity to reward good writing in all disciplines is sponsored by Writing Across the Curriculum and the Writing Center. The deadline for submissions in April 2, 2001.

Changes have been made since last year’s contest. Instead of writing from each academic division of the college, the contest directors have divided prizes into two categories to encourage participation. Submissions should be writing in response to assignments any time this academic year in any subject. Students may pick up contest rules and submission forms in the Writing Center, 3rd floor, Accokeek Hall. Final judging will take place in April. We have a panel of judges from last year, but would welcome faculty volunteers to read the submissions and recommend winners. If you are willing to do this, please call or e-mail me: phone 310-322-0594.

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CALL FOR PROPOSALS -REGIONAL ENGLISH CONFERENCE

Two-Year College Association (an affiliate of the National Council of Teachers of English)

36th Northeast Regional Conference
Hosted by Howard Community College, Montgomery College, and Prince George's Community College

Conference Theme:
GLOBAL ENGLISH: LITERATURE AND LITERACIES
"While memory holds a seat in this distracted globe"
Hamlet 1, 5
October 4-6, 2001
Jury's Hotel, Washington, DC

Program proposals invited on topics including but not limited to:

- Literature in English from countries other than the US and the UK
- Anglophone African, Asian, and Caribbean writers and artists
- Professional writing for multinational and international business
- The language of technology and computers
- Intercultural issues in English composition and basic writing
- Oral traditions in the global community
- Interdisciplinary connections--art and music with literature
- Regional resources for teaching--from museums to historical sites
- Women's studies and global literature
- Teaching writing to international students
- Global travel programs, international education and exchanges

Proposals due April 2, 2001

Who we are
TYCA is the two-year college affiliate of the National Council of Teachers of English. It is interested in all aspects of literature, literacy, and writing in two-year colleges. The Northeast Regional meets every year somewhere between Maine and Maryland. This conference is one of the best and most relevant conferences for two-year college English faculty. It hosts prominent novelists, poets, and dramatists as well as journalists, scholars,
and academics interested in the teaching of composition, literature, professional writing, and creative writing.

For 30 years Maryland community colleges have been involved in this organization. This year we meet in Washington, DC, to explore global aspects of writing, literacy, and literature. Washington is a location particularly appropriate to our conference theme because of its embassies, international organizations, cultural resources, multinational population, and availability of dynamic international speakers. Special conference sessions are being arranged at sites in the nation’s capital including the Smithsonian Institution and the Folger Shakespeare Library. Dr. Ronald Williams will deliver the welcoming address, and other speakers will be featured in this three-day conference.

For more information about the call for proposals or the program, please contact:
Program Chair: Anne Mills King
(kingam@pg.cc.md.us)

RIGHT UNDER YOUR NOSE
by Mary Brown
(Coordinator, Book Bridge Project)

For the past two years, I have made it part of my Presidents’ Holiday ritual to attend “Jook Joint Saturday Night,” a wonderful evening of Blues and Rhythm and Blues music, always featuring Prince George’s Community College’s favorite group — The Hardway Connection Band. The hand dancing and good food hardly settles before I am up Monday morning to participate in the ALANA field trip. Last year, in conjunction with the Book Bridge Project’s Having Our Say book, the field trip was to Harlem, New York. This year’s novel The Chosen Place, the Timeless People encouraged Ms. Janice Watley, ALANA coordinator, Ms. Beth Adkins, and Ms. Mary Brooks to plan a trip on “The African Influences in Washington, DC.” Kudos to Ms. Watley and staff who provided an educational, entertaining, and informative co-curricular activity for faculty, staff, and students reading the novel.

The trip to DC to see the African influences “right under our noses,” included an excited group of faculty, staff, and students, breakfasting on muffins, fruit, and fruit juices as we made our way from Prince George’s Community College towards Union Station to pick-up our first guides. Dr. Lynette Steel (mathematics), Professor Sherman Silverman (geography), Mr. James Rose (Financial Aid) and Professor Jessie Alexander (career planning) were also part of the group. Ms. Holmes, our guide, started the riding tour at the US Capitol, then to the US Supreme Court, where we learned the first African American attorney to represent a client there, did so in the late 1870s. As we journeyed through the Capitol neighborhoods, passing Frederick Douglass’ “A” street home, the guide discussed the architectural structures. At Lincoln Memorial Park, we stopped for a close up view of the Emancipation and Mary M. Bethune statues. Around the Bethune statue, the group walked holding hands and reciting the popular quote from her “Last Will and Testament.” Professor Silverman photographed the occasion. Afterwards, we rode to the Benjamin Banneker Fountain, where we learned about this 18th century self-taught scientist and mathematician who helped map out the streets, avenues, and circles in Washington, DC. The guide shared with us Lafayette Square’s slavery past. In the heart of downtown DC we found Metropolitan AME, one of the oldest African American churches in the nation.
From downtown, the group traveled uptown to “Black Broadway,” the “U Street” area. There we met former DC Councilman Smith, successful sponsor of the “African Civil War Memorial” bill. Councilman Smith was proud to share his neighborhood and the memorial with the group. Smith spoke of the over 200,000 boys and men of African descent who fought bravely in the Civil War, as if they were his sons. He seemed to know many by name. He also spoke of the 7,000 white officers (usually abolitionists), who bravely led them. I was interested in the origin of the Corps de’ Afrique. A walking tour up U Street took us past Garnet-Patterson school named for that 19th century activist, Rev. Henry Highland Garnet, to the Islander restaurant known for its Caribbean cuisine, and the fairly new Boheman Cavern where there is wonderful jazz nightly. Shirley Horn was the club’s opening vocalist, whose likeness along with that of Miles Davis overlooks the club’s parking lot. We venture past Ben’s Chili Bowl; the home of “the best hotdogs in the world,” according to Bill Cosby; past the newly renovated Lincoln theater, where the Black intelligentsia of DC would strut in their tuxedos and gowns to hear the “Duke” Ellington, who now stares at you with his cunning smile from a mural across the street. Then to Sisterplace Bookstore for a potpourri of books by African American writers, many of them women. The young female student in front of me, a budding poet, was captivated by the “love poems,” of Nikki Giovanni she had purchased. By the end of the trip, she had read about a third of the poems.

From the bookstore, the group took a tour of the “African Voices” exhibit at the National Museum of Natural History. Here our guide was John W. Franklin (son of that noted historian John Hope Franklin), Program Manager for the Smithsonian Center for Folklife and Cultural. Mr. Franklin informed the group that the exhibit was twelve years in planning, and that it took Congressman Augustus Savage loudly protesting the former exhibit’s African stereotypes to correct over thirty years of misinformation presented to the American public. The exhibit starts with a video of contemporary African and African American scenes, but quickly shares the African history, leading up to the “Freedom Theatre” display and the African American experience. Our students seem to enjoy most of the African music, the interactive displays, and the meanings of the Andinka symbols. One student spoke of how he mistook the “yams” for wooden logs. This exhibit is a “must see,” if you have not gotten to the museum recently. Across the mall, the group visited the Special Exhibit “When the Spirit Moves,” a celebration of African and African American dance, from African tribal dances to the lindy hop, from the Florida A&M drum major’s movements, to Bill “Bojangles” Robinson’s choreography. Also featured are the Philadelphia Dance Theatre, Alvin Ailey, Judith Jamison, Pearl Primus, Sammy Davis, Jr., and hip-hop street dancers. Afterward, some of us visited the National Museum of African Art. When I shared with Mr. Franklin that I had been a docent there, he mentioned two new exhibits, “Contemporary African Art” and an “Egyptian Art” exhibit, both of which are worth a trip downtown. By the way, this year’s Folklife Festival (late June) will feature New York and Bermuda.

Across the Anacostia River, we toured Frederick Douglass’ Chapel Hill home. We discussed the 19th century furnishings, pictures of his abolitionist friends to include Senator Charles Sumner, pictures of his wives, and their laundering process. On the way to the Grenada Embassy, we viewed the videotape, Frederick Douglass: An American Life, and learned more about this great man. At the embassy, Ambassador Denis G. Antoine provided us with refreshments and shared the culture, the education system, the major businesses, industries, and sports of Grenada. As the group listened to the Ambassador, they were motivated to want to leave immediately for Grenada, which is about twice the size of Washington, DC.
We then dined at The Red Sea, an Ethiopian restaurant in the Adams Morgan area, one of the most diverse neighborhoods in Washington, DC. There were conversations about “communal eating” and “eating with your fingers.” A couple of folk insisted on cutlery; but most enjoyed what was for many “a new cultural experience.” After dinner, we toured the Brazilian Art photograph exhibit at the Kennedy Center, a behind-the-scenes view of “Carnival” in Brazil — pictures of painted faces, masks, and bodies in motion, mirrored many of the earlier images we had witnessed at the museum. As the group gazed out on the night panoramic view of Washington DC from the top of the Kennedy Center, I had a flashback of the day-view of DC from the second story of Douglass’ home on top of Chapel Hill and thought, what a perfect day. All of this history, right under our noses.

**Note:** The next Book Bridge Project event is a public forum on “Geography and Literature in The Chosen Place, the Timeless People,” the panelists will be Professor Sherman Silverman (geography) and Dr. Ronald Williams (Caribbean literature) on Wednesday, March 28, Rennie Forum, from 10:00 a.m. to 12 noon.

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**TITLE III GRANT INITIATIVES**
by Robin J. Hailstorks, Activity Director

**MARK YOUR CALENDARS!!!**

**TEACHING AND LEARNING WITH TECHNOLOGY CONFERENCE**

The Teaching and Learning with Technology Conference is scheduled for Thursday, March 29, 2001, from 9:00 a.m.- 4:00 p.m. in the Largo Student Center. The keynote address will be delivered by Dr. Jane Halonen, a distinguished professor of psychology at James Madison University. Title III Phase I and II team members will prepare poster presentations and participate in breakout sessions titled, “Active Learning Teaching Demonstrations.”

There will be an afternoon panel discussion on the topic, “Understanding Legal Issues in the Use of E-Mail, the Internet, and Other Communication Systems.” The afternoon panelists for this session are Dr. Kimberly B. Kelley, University of Maryland University College, and Attorney Intra Germanis from Paul, Hastings, Janofsky & Walker LLP.

**June 4 - 5, 2001 - TITLE III GRANT WORKSHOP**

The Title III Project Staff has coordinated a two-day workshop on the topic, “Active Learning Teaching Strategies.” This meeting will be held in the Largo Student Center. Phase II and Phase III Team members are expected to attend. However, all faculty members are invited to participate in these workshops. Each faculty participant will receive a small stipend and a certificate for attending the workshops.

Leading scholars in the areas of cooperative and collaborative learning have been invited to campus to conduct these workshops. Information concerning the program presenters and a description of each workshop will be distributed to faculty members and posted on the Title III Web Page in early April.

**APPLICATION FOR PHASE 3 FACULTY TEAM**

Applications are now available for faculty who would like to join the Title III faculty teams. Please contact Shirley Courtney at 322-0600 for an application. If you would like to learn more about Title III Grant initiatives, please contact Robin Hailstorks at 322-0539.
FIELD TRIP:
A LEARNING EXPERIENCE
by Barbara Miller
(Adjunct Faculty, English and Philosophy)

This semester, the students of my English classes were assigned to write a Service-Profile essay using the techniques of observation, conversation, and hands-on experience. In order to complete the assignment, the students were required to go on a field trip and engage in a community service project. The students were divided into groups of four members and each group went to a different organization to volunteer their services for three hours, in order to learn from their experience and to generate material for their Service-Profile essay.

The field trip proved to be very successful. It enhanced their overall education through practical experience and theoretical learning. It instilled a greater understanding of the various vocations and the activities involved therein. It has also improved the students’ knowledge of the world around them and helped them to better appreciate their fellow men and women, as well as gain more respect for themselves.

On one occasion, I accompanied eight of my students to the Correctional Department of Prince George’s County. This experience not only taught me a great deal about law enforcement but also to appreciate the dedication of the officers who daily must put their lives on the line in just fulfilling their duty. All the students on this particular field trip were so thoroughly affected that they vowed never to allow themselves or their loved ones to ever be incarcerated. One older student in particular was so concerned that he talked to his children and family members about what lies ahead for those who break the law.

Finally, all of the students have singularly expressed in class and to me personally that they could never have comprehended the depth and devotion that each job entailed by mere theoretical knowledge alone, and that the field trip was a worthwhile experience.

What Happens...
WHEN A GOOD DEED GOES TO TOWN
A Service Project that Works
by Edwin G. Sapp
(Adjunct Faculty, English)

Last fall, Dr. Zdravkovich challenged faculty to develop service projects that involved students on the campus or within their communities. As a member of the Writing faculty (English and Humanities), I took on that challenge and some 300 students later I have seen a simple project touch nearly 600 lives, bringing this college and its business neighbors closer in the process.

The project was simple; students were instructed:
✓ Carefully select an individual at your place of work or at some establishment with which you do business.
✓ Consider any significant act of kindness or “above and beyond the call of duty” that this person has performed in your behalf or for another person.
✓ Determine the name of the individual’s supervisor.
✓ Write a short note to the supervisor, describing the action that merited your appreciation. Be certain to include FACT, QUANTITY, and IMPACT (that is, substantive details) of the service performed.
✓ Deliver the note to the supervisor.
✓ Write me a note describing precisely what happened as a result of your note.
✓ Verbally report the project and its results to the members of your class.

Students in each of my classes at the college, and also in my classes at University of Maryland University College, participated — motivated in part by the note on the assignment that this would weigh heavily on their “participation” grade for the semester.

Among the results: a new employee at Wal-Mart was given permanent status and a salary raise as a direct result of a student note to the supervisor reporting her effectiveness, three employees were given cash awards, and a dozen or so received recognition ranging from free parking or lunch, to a letter of commendation for their promotion files.

Student reaction was overwhelmingly favorable and included universal surprise that a simple note could have such an effect. Several of my business writing students have since told me that this practice has become a way of life for them. I printed the assignment on gray parchment paper and explained the impact they should expect. Consequently, all took the assignment seriously, performed a service that otherwise would not have occurred, and cemented the relationships between this campus and the surrounding business community in a lasting manner through a simple note and an act of kindness.

Isn’t it simply amazing when a really good deed goes to town?

REMINDER: The deadline for the Spring 2001 Issue #4 of the Instructional Forum is April 17, 2001

HIGH SCHOOL COUNSELORS VISIT PGCC
by Barbara Sanders
(Counselor)

On October 26, John Wiley and his recruitment staff hosted over 100 participants at our annual High School Counselors’ Orientation program. After a welcome from President Ronald Williams, fifteen PGCC representatives briefly informed the attendees about new and continuing procedures and programs at the college.

To clarify and confirm the transferability of PGCC courses, I introduced a panel of transfer admissions staff members from American University, Bowie State University, Catholic University, Howard University, Morgan State University, and Trinity College. This panel of experts explained that they actively recruit community college students because of their great track record of success after transfer. Michele Petro-Siraj from Catholic University specifically mentioned Brendan Spear, an outstanding PGCC student and son of our own Mary Helen and Bob, who earned an academic scholarship at CU.
Seth Kamen, assistant director of articulation for the University System of Maryland, explained several initiatives coordinated by his office that are intended to improve cooperation among and accuracy of information available to advisors and students transferring from state community colleges to upper level studies programs in the University System. Seth introduced ARTSYS (http://artweb.ums.edu), an Internet system that helps make community college transfer as seamless as possible. ARTSYS provides course equivalencies, recommended transfer programs, availability of majors, and other valuable information about all state institutions and selected other regional colleges and universities.

This very successful program concluded with a luncheon and informal discussions among the high school, college, and university participants.

In November, a similar program with the PGCC presenters was a part of an open house aimed at prospective students and their parents. The attendees had opportunities to meet with representatives from many diverse programs here at PGCC following the presentations. Hopefully they all left with a better understanding of what our college has to offer.

If any of you have questions concerning ARTSYS or transferability of PGCC courses and programs, please do not hesitate to contact me on extension 0833 or Warren Ferguson on extension 0834 or Dan Jones on extension 0173.

Angie Anderson, Associate Professor in the Radiography Program, has been selected to be a participant in the Coalition for Allied Health Leadership Project. This is the fourth year that funding from the Bureau of Health Professions has been made available for this event. This project is a joint effort by the National Network of Health Career Programs in Two-Year Colleges (NN2), the Association of Schools of Allied Health Professions, and the Health Professions Network. Each participant is funded by the NN2, with matching funds to be given by their institution, and is required to attend two conferences in the Washington, DC area; April 25-28, 2001 and September 11-15, 2001.

The **goals set forth** for each participant through the leadership project include:

1. Provide experiences designed to offer a national perspective on allied health leadership, including two week-long workshops, the first dealing with the role of the federal government related to health care and the allied health professions. The second week will focus on leadership development including leadership styles, team building, etc.

2. Mentor prospective leaders in the areas of government and leadership.

3. Facilitate collaborative project development resulting in a deliverable product for presentation at selected meetings.

Angie was selected out of 8 faculty members across the country through a competitive essay on how her participation could benefit the NN2 and this particular project. Sixteen people are appointed to attend representing professional organizations; four individuals are selected from 4-year institutions, and 2 appointees from private business. In addition she had to have the endorsement of our administration.
The National Network (NN2) is dedicated to: promoting and encouraging innovation, collaboration, and communication among two-year colleges sponsoring health career programs; expressing and advocating the interests of health career programs in two year colleges; and, participating in the development and implementation of policies and programs to address National Network concerns.

This is the second consecutive year that our facility has been represented at this conference. Last year, Linda Smith, Respiratory Therapy program director and Allied Health department chair, was appointed to represent her national professional society at the same event.

**Dates to Remember**

**April**

1-4 RETROSPECTIVE ART SHOW
Gerald King
*Marlboro Gallery*

This exhibition will include a number of works that were exhibited over the years in the Marlboro Gallery. Some of the art will be familiar to you, while others will be a surprise. All have been exhibited in special solo shows or annual faculty exhibits on the college campus.

2-6 SPRING DANCE CONCERT
Thomas Pullen Performing Arts
Call 301-808-8168 for information

5-15 SPRING BREAK

19-22 6TH ANNUAL PLAY FESTIVAL
All performances are free of charge. Call 301-322-0444 for information.

19 Writer’s Group
2:30pm - A219

24-May 14 SPRING 2001 JURIED STUDENT ART EXHIBITION
This competitive student exhibition is among the metropolitan area's best, and will select only a portion of the field. Drawings, paintings, photographs, and other traditional art forms plus the newest computer imagery will be on display.

30 ARTICULATION SIGNING
*Marlboro Gallery*
Honors Academy: PGCC and Howard University Articulation Signing

**May**

3 Writer’s Group
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<td>ART EXHIBITION RECEPTION</td>
<td>Marlboro Gallery 6:00-9:00pm</td>
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<td>SPUNK</td>
<td>Metropolitan Ebony Theatre (MET) Call 301-322-0621 for information.</td>
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<td>BROADWAY CLASSICS</td>
<td>Prince George’s Philharmonic call 301-454-1462 for information.</td>
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<td>MUSIC STUDENTS CONCERT CHOIR PERFORMANCE</td>
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