CDCF 2013-2014 Funded Proposals

*Achilles’ Shield: Mapping the Ancient Cosmos*
Matthew Stanley, Associate Professor, Gallatin School of Individualized Study
Hallie Franks, Assistant Professor, Gallatin School of Individualized Study

This interdisciplinary course examines ancient techniques of understanding and representing the world and cosmos. This course will draw on both digital resources and the material culture of ancient cultures. We are developing a digital learning forum that will not only collect and make available to students the diverse literary, scientific, and visual resources necessary for this kind of study, but that will also promote active engagement with these sources by providing space for student work. This will be balanced with the hands-on exposure to using pre-modern scientific instruments, book-making processes, and mapping techniques.

*A Proposal for a New Curriculum in the Honors of Endodontics Program at New York University College of Dentistry*
Manju G. Gerber, Clinical Assistant Professor, NYU College of Dentistry

This innovative project requesting the CDCF grant involves Problem Based Learning and Case Based Learning modules that include simulated/standardized patients (SPs) and learners (L) who are fourth year student dentists at New York University College of Dentistry, as an educational strategy to assess effective learning outcomes in determining clinical competency. The main objective is to provide a variety of interactive real-life clinical case scenarios that enhance their thought processes in formulating a concrete diagnosis from history taking and physical examination findings, then subsequently, justifying a main treatment plan with other viable alternative during the sessions. When different medical issues are part of the case scenarios, the students must be prepared to manage the patient’s case. This is comprehensive patient centered care resulting from collaborations with peers, the student’s own self-assessment, and from interactions with other disciplines of dentistry which benefits the student and the patient. Through developing skills of active learning and applying theoretical knowledge to a clinical setting, this project will also benefit the student to integrate their technical competency (motor skills) with their improved confidence in their opinions and judgments in regards to managing and treating the patient’s case. This outcome, in turn, benefits to the quality of care for the patient.
Developing a Global Field Intensive for Rwanda – a Study on Justice and Reconciliation

Jennifer Trahan, Clinical Associate Professor, Center for Global Affairs, NYU-SCPS

The Center for Global Affairs runs a variety of “global field intensives” to various locations. Professor Trahan, for example, has co-led the CGA field intensive entitled “Justice in the Former Yugoslavia,” which travels to The Hague, Bosnia and Serbia. The field intensive consists of 6 class sessions in New York, and 10 days in the field, where students have the opportunity to interview judges, prosecutors, defense, press, academics, victims, NGOs and government officials. The purpose of this proposal is to permit Professor Trahan to develop a similar field intensive to Kigali, Rwanda, that would focus on justice and reconciliation. The field intensive would consist of 6 classes taught in New York, for which Professor Trahan would develop the syllabus and reading assignments, followed by an approximately 10 day trip within Rwanda, primarily in and around Kigali. During the field component, students, accompanied by Professor Trahan, would interview judges, prosecutors, defense lawyers, NGOs, academics, journalists and government officials about justice for the Rwandan genocide, and the extent of reconciliation achieved. A secondary focus would be on memorialization of the genocide. The funding would permit Professor Trahan to create the syllabus, build the itinerary, and travel to Rwanda to work out the logistics for bringing NYU students there. This would be a one-time funding need, as, once created, Professor Trahan could run the course multiple times. This unique course would strengthen the CGA’s international course offerings, particularly in the area of Africa, as to which there is much student interest. Because Rwanda is a challenging environment within which to operated, and NYU does not already have an established presence there, the funding would enable Professor Trahan to do the operational ground-work required before bringing students there.

Dialectic Team-Based Case Studies for Global Real Estate Concentration

Patrice Derrington, Clinical Associate Professor, Global Real Estate Program, NYU Schack Institute of Real Estate, SCPS

This proposal is for the development of three dialectic, team-based case studies for the Global Real Estate concentration of the M.C. Real Estate Development degree program. The requested funds will be utilized to develop the case study teaching tools and to refine the methodology for future case studies. Funding will cover the case study development costs including research assistants, printing, and electronic production. Based on these three initial cases, the NYU Schack Institute of Real Estate will attract further funding from the global real estate industry to develop a substantive body of dynamic case study material. This curriculum development project responds to the increasing need for global competence among M.S. Real Estate Development graduates, and can serve as a foundation for the expansion of course offerings through NYU’s global education initiative.
**Embodying History: Reviving the Foundations of Ballet**
Susan Koff, Music and Performing Arts Professions, Steinhardt School of Culture, Education, and Human Development

Under the direction of dance historian Sandra Noll Hammond, the proposed project would enable Dance Education students to learn the technique and choreography of the pre-Bournonville era of ballet—a time period critical to the development of ballet but of which little is known—during a one week immersion intensive. The realization of this project would allow the Dance Education program to more fully serve and develop its mission of fostering dance education through creative and critical thinking abilities, increasing knowledge and expertise in dance and dance education. This project will add an in-depth historical dimension to the ABT/NYU sequence of: MPADE-GE 2267 Theory and Methodology in Ballet Pedagogy, MPADE-GE 2268 Teaching Apprenticeship in Ballet Pedagogy, MPADE-GE 2269 Advanced Analysis and Teaching Apprenticeship in Ballet Pedagogy. This will also supplement the curriculum that ABT students write for MPADE-GE 2509, Seminar in Dance Education.

**Enhancing Faculty Advisement Curriculum and Furthering Field Instructor and Student Development: A Project Designed for Training on the 4R’s and 2S’s for Strengthening Families Group Model**
Roberta Solomon, Clinical Instructor, Silver School of Social Work

In 2008, the Council on Social Work Education identified field education as the signature pedagogy of the social work profession (Wayne, Raskin, and Bogo, 2010). This Curricular Development Challenge Fund (CDCF) project will introduce a curriculum enhancement to an already existing Master’s level field learning course (advisement) for advanced concentration students placed in internships serving children and families. In keeping with the CDCF goals, this project is both innovative and emphasizes team-work, cooperative learning and putting theory into practice. In collaboration with the McSilver Institute on Policy, Poverty and Research, and the Clinical Technical Assistance Center, NYU Silver School of Social Work proposes training Field Instructors and by extension, Faculty Advisors and student interns in the 4 R’s and 2 S’s Family Strengthening Group model. Field Instructors will be trained and in turn become trainers, so they can teach their students and other agency staff to implement the model. Additionally, Faculty Advisors teaching this course would also be trained in this model to further add support to their advisees. This would serve a number of valuable purposes including professional development and opportunity to develop new skills for Field Instructors and Faculty Advisors, skill development and education for students, enhanced service provision for the organization utilizing successful evidence based intervention strategy, as well as successful outcomes for families participating in the groups.
**GlobalBeat – International Reporting Fieldwork with PBS NewsHour**  
Jason Maloney, Clinical Associate Professor, College of Arts and Sciences  
Arthur L. Carter Journalism Institute

GlobalBeat will be a new recurring spring semester class for graduate students at the Arthur L. Carter Journalism Institute. The class will draw on Professor Jason Maloney’s experience as an award winning video-journalist and his long relationship with PBS *NewsHour*, the public network’s flagship news program, to bring students overseas to jointly report on important but overlooked topics, which will then be aired on this respected and widely seen national program. This class will bring the “teaching hospital” model to journalism education – taking students out of the classroom and into Africa, Asia, Europe or Latin America to master the real-word challenges of reporting on human rights, development and international affairs in tandem with a seasoned professional. The comprehensive experience will begin with story research and development, proceed to logistics and story planning, use spring break as a one-week shoot period in an overseas location and will then culminate by completing the writing and editing process back at the journalism institute in the remaining weeks. Students will receive individual credits as field producers and the report will be presented as a co-production with New York University. In addition to the main NewsHour assignment, students will be encouraged and facilitated to undertake smaller independent reporting assignments to be placed on other prominent broadcast or online outlets.

**Health in Brazil, Russia, India, China (BRIC): TEE for collaborative learning**  
Karen Grépin, Assistant Professor, Global Health Policy, Wagner School  
Victor Rodwin, Professor, Health Policy and Management, Wagner School

We seek to link our respective research on global health, health systems and megacities to the design of a technology-enhanced educational (TEE) curriculum for a new course: *Health in BRIC: challenges in a globalizing and urbanizing world*. The project will involve cooperative learning based on faculty collaboration across many schools and programs at NYU. Funding for this proposal would support research assistance to develop course content and collaborative learning strategies through TEE tools. Our long-term vision is to collaborate with other instructors and offer the course in multiple sites of NYU’s GNU, beginning with New York, Shanghai, and Paris. We propose to offer an intensive intersession course in New York, in January, 2015, and to pilot an option for students in Shanghai to participate via the internet and video transmission. Based on what we learn in developing this project, and following the first run of the class in New York, we would evaluate the pilot and propose how the class (or alternative adaptations of it) could be made self-sufficient through student enrollment in New York. We would also explore other options for student participation from Abu Dhabi, Shanghai, other GNU sites, opportunities for students to travel o GNU sites to conduct research projects, and the feasibility of offering the course at other GNU sites.
**Problem-Based Learning in Communicative Sciences and Disorders**
Christina Reutterskiöld, Associate Professor & Chair, Department of Communicative Sciences and Disorders, Steinhardt School of Culture, Education and Human Development

The purpose of this project is to introduce Problem Based Learning (PBL) as a systematic pedagogical approach in the education of future Speech Language Pathologists. PBL is a teaching approach, which aims at developing independent, self-directed problem solving skills and learning. PBL is particularly suitable for the clinical disciplines and has the potential to be a core pedagogical approach in the health departments and beyond. Funding is requested to train and support doctoral students as PBL tutors.

**The Genetics of Root Gravitropism: Converting Plant Time into Lapse Time**
Eric D. Brenner, Clinical Assistant Professor, Department of Biology

The teaching dynamic for studying plants has changed. Plants are no longer seen as static, but as intelligent organisms that make behavioral decisions in response to changing environmental conditions. I propose here a new teaching lab module for the Introductory Principles of Biology laboratory taken by 500 undergraduate students. I propose to use smart phones and/or tablets to study a well known plant behavior -- root gravitropism -- via time lapse analysis. In this teaching lab students will study the classic gravity-sensing, auxin-induced, root-bending phenomenon that occurs when a plant is turned ninety degrees. Students will hypothesize and test the affective concentration of the hormone auxin and its affects on this process, and will also test the auxin response of a number of mutants impaired in sensing the gravity field in Arabidopsis and/or maize roots. Movies will be loaded onto NYU Stream and evaluated with software that allows students to calculate the physical parameters of this response including the degree of bending and rate of growth among controls and mutants.

**The Intersection of Operations and Policy: A Multimedia Interactive Learning Experience in The New York City Family Homeless Shelter System**
Natalie Privett, Assistant Professor, Robert F. Wagner Graduate School of Public Service, Gordon J. Campbell, Professor of Practice, Robert F. Wagner Graduate School of Public Service

This curricular design initiative aims to create a series of modular, high-quality digital learning materials and supporting materials that expose students to the intersection of policy and operations while building a toolbox of specific skills that support analysis and decision making in a wide variety of contexts. This curriculum will use the case method where skills and concepts are taught and then subsequently applied and practiced in a real-life context. The focus will be New York City homeless family shelter system and will
incorporate perspectives from academic theory, city, state, and federal government, service providers, advocacy organizations, and public interest law. The Multimedia Interactive Case Study will be an online platform where students engage with both case study resources and interactive tools. Students will be presented with video documentaries, data sets, academic research, news archives, image collections, and three interactive analysis tools that provide the foundation to master the following skills: policy making in a political environment, stakeholder analysis, decision modeling, and forecasting. This initiative is a collaborative effort with NYU’s Global Technology Services, who have committed a senior instructional technologist, a videographer, and a computer programmer. Assessment will also be an integral part of this course by initially assessing students’ skills and tracking their learning throughout the semester. Though both the case study method and simulations have been used successfully for decades, this initiative is truly innovative by integrating technology, multimedia resources, skill building tools, and real-life context. While the case study resources are specific to the NYC Homeless Family Shelter System, the skills gained are highly transferable to a large variety of settings and disciplines, including public service management and policy, business, social work, health, medicine, and urban planning where an enriched understanding of the intersection of policy and operations is invaluable.

Words to Paper: Transcribing Oral Histories of Irish America
Marion R. Casey, Clinical Assistant Professor, Glucksman Ireland House
Miriam Nyhan, Adjunct Assistant Professor, Glucksman Ireland House
Linda Dowling Almeida, Adjunct Assistant Professor, Glucksman Ireland House

We propose to transcribe twenty oral history interviews selected from our Oral History of Irish America Collection (AIA030) housed in the Archives of Irish America at Bobst Library, New York University. The transcriptions will be prepared for future use in undergraduate and graduate classroom studies of Irish American neighborhoods and/or populations in the history, literature or oral history courses offered at Glucksman Ireland House New York University, as well as possible joint studies with other university departments. The interviews will be selected based on some common denominator such as residence in a particular neighborhood, generational or career commonalities such as postwar civil servants or pre-Vatican II seminarians or sisters, or the immigrant origin of the interviewee.