**China at a Crossroads: Political, Economic and Social Change**  
Clinical Assistant Professor Carolyn Kissane  
Center for Global Affairs, SCPS  
Clinical Assistant Professor Stephen Noerper  
Center for Global Affairs, SCPS

The Center for Global Affairs requests funding to provide initial support for its first graduate overseas study program. The program, “China at a Crossroads: Political, Economic and Social Change,” will be treated as a course and will be applicable to a number of elective concentrations. The program will enable up to twenty graduate students to examine and actively engage in the tremendous transitions facing China today. This grant will allow two full time faculty to prepare the initial groundwork, and most importantly, negotiate the preparation for in-country practicums for the students. The program will feature senior academic, policy, and professional presenters and will afford participants a two-day practicum opportunity to shadow municipal, corporate, educational, and non-profit leaders who are currently shaping modern Shanghai, a global economic, finance, design and arts destination. Your support of faculty to allow them to establish the necessary contacts and confirm on site preparations will allow for the development of a challenging and productive course curriculum.

**Critical Inquiry Group Project – Supporting Emerging Elementary, Middle, and Secondary Teachers in their Quests to Foster Social Justice and Civic Engagement within their Public School Classrooms**  
Gabrielle Picower  
Department of Teaching and Learning, Steinhardt  
Diana Turk  
Department of Teaching and Learning, Steinhardt

This proposal seeks funding for the design, development, and implementation of Critical Inquiry Groups to provide on-going support to undergraduate and graduate elementary, middle, and secondary level student-teachers who share a central interest in teaching for democracy and social justice, as they face the challenges of student-teaching in urban public schools. The pressures that face urban teachers – and especially emerging teachers – are well-known. From increased standardization, accountability, and testing, to a growing number of students whose needs are not being met by schools, those who work with young people in urban public schools face a daunting task. Without space in which to critically examine their daily experiences within schools, many well-intentioned teachers unwittingly reproduce existing social inequities in their classrooms and schools. The purpose of these Critical Inquiry Groups is to create a space in which student-teachers who share a commitment to social justice can reflect on their teaching experiences and work together, with the facilitators, to develop rich, provocative, and meaningful curricular and pedagogical strategies. Using lenses of social justice and teaching for civic engagement, participants will, with the guidance of the PIs who will serve as NYU faculty facilitators, discover strategies for applying the frameworks of equity, agency, cultural relevance,
critical literacy, and teaching history for democratic purposes to their day-to-day classroom practices in order to improve the educational experiences and achievement of their public school students.

*Developing an Interactive Neurological Examination Video Tutorial*

Katherine A. Henry, M.D.
Department of Neurology, School of Medicine
Bert B. Vargas, M.D.
Department of Neurology, School of Medicine

The goal of this project is to produce a tool by which the neurological examination may better be understood and properly performed by medical students, neurology residents, and other non-neurologist physicians. The knowledge of neuroanatomy and the understanding of various physical exam findings is arguably the cornerstone of neurology and is pivotal in the diagnosis and localization of various neurological diseases and conditions. It is a reasonable expectation that medical students, neurology residents, and physicians of all specialties should understand the basic principles of the neurological examination as well as how to perform it correctly.

The project specifically aims to use an interactive CD-ROM/DVD and/or web based format to present live-action video pf physical exam techniques as well as digital animations of important anatomy and difficulty-to-understand concepts that are better demonstrated through an interactive visual medium.

*Development of Course Modules on Mental Health Recovery*

Dr. Gerald Landsberg
School of Social Work

The mental health recovery paradigm represents a current and future major direction for the delivery of services to consumers. Federal, state and local policy makers are fostering its development. Yet, a key obstacle is that the mental health workforce has not been trained to offer recovery-based services. Since social workers represent over one-half of professionals providing mental services in agencies nationwide, and since NYUSSW is a leader in clinical training in the metropolitan region and in the country, this application is being submitted to develop course modules that can be used throughout the School’s curriculum which includes Practice, Human Behavior, Social Policy and Research. Further, the School of Social Work would share these materials with other graduate programs in the university that train mental health professionals.

*Disability Curriculum for Health Professionals: Measuring the Impact on Attitudes, Knowledge and Skills*

Alex Moroz, M.D.
Department of Rehabilitation Medicine, School of Medicine
Gladys Gonzalez-Ramos, Ph. D.
School of Social Work; Department of Neurology, School of Medicine

We propose developing, piloting and evaluating a disability curriculum for health professionals. Interdisciplinary educators will collaborate with patient representatives and, using experiential
and multimodality instructional techniques, this curriculum will support more effective health care for people with disabilities by creating an opportunity for trainees to acknowledge and examine their own attitudes which may interfere with seeing a person as a whole, rather than just seeing their disability, recognize internal resources that allow people with disabilities and their caregivers to lead full and satisfying lives, be able to describe and define the facilitative rather than curative, treatment-focused role of health professionals caring for the people with disabilities, and acquire a body of basic knowledge necessary for provision of meaningful care for people with disabilities. The disability curriculum will be applicable to physicians in all medical specialties caring for people with disabilities as well as other health care professionals such as social workers, nurses, psychologists, physical and occupational therapists.

*Hip Hop Theatre Mini-Studio, Department of Drama*
Daniel Banks
Department of Undergraduate Drama, Tisch

The Hip Hop Theatre Mini-Studio will provide an intense environment for a group of 15-18 students to integrate their professional theatre training with their love of and commitment to Hip Hop culture. Contrary to mass media’s portrayal of the Rap record industry, Hip Hop is an international, youth-driven, grassroots culture of activism and self-expression. Hip Hop Theatre is the next wave of theatre production and training. For three years, the Hip Hop Theatre Initiative has been leading the way in this training. The next logical and necessary step is to provide concentrated training with internationally recognized practitioners in an advanced studio training environment. The funds from this grant would allow for the participation of such crucial guest artists.

*Implementation and Evaluation of VideoCite, a Web-based Digital Tool, for Teaching Advanced Clinical Social Work Practice Skills*
Tazuko Shibusawa, Ph.D.
School of Social Work

The purpose of the project is to implement and evaluate the use of a web-based learning tool called VideoCite in advanced clinical practice courses at the School of Social Work. VideoCite is a digital technology that enhances the learning and mastery of clinical skills by enabling students to: (1) view videotapes on the web and engage in detailed analyses of clinical material, (2) clip and copy segments of the videotapes and “cite” (post) them on the web with accompanying annotations about their ideas and theories about the clinical material, (3) store clipped videos and annotations in a “digital library” for future review, and (4) engage in interactive on-line discussions about the video materials with their classmates and instructor. Online videos will include clinical interviews conducted by master clinicians and videotaped student role-plays.
Improving the Efficiency of Didactic Medical Teaching by Means of Podcast
Joshua Young, M.D.
Department of Ophthalmology, School of Medicine

The burden of increasing information assimilation has become the defining characteristic of medical education. The traditional approach to accommodating new medical information has been to winnow out elements of the existing curriculum. This project seeks to develop a more efficient and individualized approach by incorporating lecture podcasts into the syllabus of the clinical optics section of required Basic Science Series for ophthalmology residents. Lectures will be recorded and distributed to the NYU ophthalmology residents as video podcasts. Classroom time will focus on application of the material discussed in the video podcasts, thereby providing a richer didactic experience. At the conclusion of the academic year, and outcomes analysis will be performed, comparing optics scores on the nationally administered Ophthalmology Knowledge Assessment Program between the 2006 (traditional didactic) method and the propose 2007 (podcast-enhanced) method.

Interdisciplinary Study in the Virtual Environment of Second Life
Mechthild Schmidt
Paul McGhee Division (Digital Communications and Media), SCPS
Kathleen Hulley
Paul McGhee Division (Humanities), SCPS
Anthony Pennings
Paul McGhee Division (Digital Communications and Media), SCPS

For the Fall 2007 semester we plan to conduct a “Study in Virtual Worlds” combining three different media disciplines at McGhee. This project will be an exploration of the virtual platform of Second Life as a vehicle for interdisciplinary studies of 3D design and programming, media studies and media economy, exposing our students to applied team work and world-wide exchange with other institutions of higher learning. We hope the Second Life presence will continue to give increased visibility to the SCPS McGhee Division and NYU. A long-term goal is to grow into a community platform connecting first undergraduate, graduate and non-line SCPS programs, then possibly other NYU schools and serve as a virtual meeting place for the international NYU campuses. A successful pilot has been conducted this fall.

The Role of the Dental Professional in the Identification and Referral of Domestic Violence: An Interactive Web-Based Tutorial
Dr. Maureen McAndrew, D.D.S., MS.Ed.
Department of Cariology and Comprehensive Care, College of Dentistry
Dr. Jan Marc Levy, D.M.D., J.D.
Department of Cariology and Comprehensive Care, College of Dentistry

Domestic violence is a serious national problem affecting Americans regardless of their age, race, social or economic status or educational background. According to statistics from the Nationals Coalition Against Domestic Violence, one in four women will experience domestic violence in her lifetime. When victims are identified and referred to appropriate resources, they can receive necessary care and counseling thereby protecting them from further violence and
helping break the cycle of violence from generation to generation. 95% of all domestic violence injuries occur in the head and neck area. Dentists are uniquely qualified to identify victims. However, despite this advantage, dentists are the least likely of all health care professionals to report instances of domestic violence. Most of this failure to report cases of domestic violence may be attributed to a lack of knowledge on the part of the dentists. The Department of Cariology and Comprehensive Care at NYU College of Dentistry recognizes the need to educate dental students and faculty members in the recognition of domestic violence. In an attempt to best deliver domestic violence recognition and intervention training, the Department plans to create an innovative web-based training program on domestic violence awareness and intervention. This training program is to be designed to help train dental students and faculty, thereby educating both practitioners as well as future practitioners. As a result of this training, it is expected that there will be a significant increase in the frequency of screening, reporting and referral of domestic violence by dentists.

Project, Program and Policy Evaluation in Developing Countries Summer Course at NYU in Ghana
Rema Hanna
Public Policy and Economics, Wagner

In recent years, the development sector has begun to demand more rigorous program evaluation. However, traditional program evaluation techniques do not perfectly transfer to the conditions and culture of developing countries. I am requesting funding for help in designing a program evaluation course at NYU in Ghana. This course will provide student with an opportunity to develop program evaluation skills specific to developing countries through an innovative use of traditional classroom methods and an applied field project with NGOs in Ghana. For students who wish to further develop their skills after the course, we will help students locate a 3-month internship in Ghana.

Teaching à la MODIYA: Jews, Media, Religion
Barbara Kirshenblatt-Gimblett
Department of Performance Studies, Tisch
Jeffrey Shandler
Department of Jewish Studies, Rutgers

MODIYA (http://modiya.nyu.edu) (“messenger” in Hebrew) is a prize-winning online resource for scholars, teachers, and students. MODIYA is a project of the Working Group on Jews, Media, and Religion at NYU’s Center for Religion and Media. We are seeking support for Teaching à la MODIYA, our new initiative for creative an “open source” course suitable for both undergraduate and graduate students. Inspired by the model of Teaching the Journal of American History (http://www.indiana.edu/~jah/teaching/), we propose to work collaboratively with authors to develop strategies and multi-media primary sources for teaching selected publications. Consistent with our research-centered pedagogy, we propose to “reverse engineer” a given reading so as to bring students into direct contact with the primary sources upon which it is based, inspire and prepare student to undertake primary research of their own, and help them to read and write more analytically and confidently, and in ways that take advantage of new media
technologies. Support is requested for the development of new installments on key issues and their integration into the main MODIYA site.

Water Sourcing and Climate Change: Case-Based Pedagogy and Learning-in-Action
Natasha Iskander
Department of Public Policy, Wagner

In the coming decades, water will be the central issue in global economic development and health. However, with the world’s population projected to double over the next fifty years, and with rapidly dwindling water supplies becoming both more scarce and more volatile as a result of global warming, we are likely to face a water crisis so severe it will reshape everything from our governance structures to our modes of economic and agricultural production to our patterns of social interaction. This proposal is for a course of water sourcing and distribution under these changing conditions. The course will use a participatory case-based method to support creative inquiry into this question. Small teams of students will be assigned to four real-life cases of innovative approaches to water sourcing and distribution. Over the course of the semester, they will explore the issues addressed in the course through their cases, conducting in-depth research (including on-site fieldwork) on their cases and presenting their findings to the class for discussion. The learning-in-action approach that the cases allow will be complemented with additional pedagogical modalities, including guest speakers, in-class discussion exercises, and lectures.