NEW YORK UNIVERSITY

Curricular Development Challenge Fund

SUMMARY OUTCOMES OF PROJECTS AWARDED FUNDING 1999–2000
INTRODUCTION

We at New York University are working to achieve a category change — a transformation in the years ahead from a leading university to one that will be among a handful of “leadership universities,” those few that execute their core mission with such manifest excellence that they become the models others emulate. Our purpose, in short, is to create at NYU one of the first exemplars of what universities will be in this new century.

There are many essential factors underscoring our effort, but none is more vital than our continued nurturing of outstanding teaching and research. It is of critical importance to the University’s mission that our faculty members be able to undertake creative and productive research as well as share their ideas and methodologies. By offering grant opportunities and providing seed money, we enable our faculty to find innovative teaching and learning solutions through new courses, curricula, seminars, research projects, and new disciplinary combinations. These efforts feed directly into the classroom to positively affect our most important asset — our students.

One of the important grant programs available to faculty is the Curricular Development Challenge Fund, which was established to assist schools, departments, and individual faculty members to create new academic programs and courses, update and expand existing courses, or undertake special projects to promote curricular offerings and for attracting new audiences to the University.

Over the years, the Fund has helped develop international programs; assisted in the creation of new departments, institutes, certificate programs, and interdisciplinary projects; helped initiate computer-assisted programs; supported projects to revitalize laboratory programs; and supplied funds to rethink aspects of the undergraduate curriculum. As we move further into the 21st century, we are especially interested in using the Fund to continue its support of projects that bring faculty and students together in innovative intellectual settings.

With these summaries, we share with the University community the outcomes of the Curricular Development Challenge Fund projects completed during the spring 2001 semester. The projects ranged from the use of the computer as an extension tool for costume and set designers for stage and screen to developing new courses in cell biology; from an innovative computerized course in elementary Chinese to supporting the establishment of a master’s degree program in moving image archiving and preservation. All the projects attest to the Fund’s importance in launching a wide range of initiatives that keep academic programs throughout the University on the cutting edge.

I want to thank Vice Provost for Faculty Affairs Sharon L. Weinberg, chair of the CDCF All-University Selection Committee, for her leadership and commitment to this program; the members of the past and present committees for their generous contributions of time and energy; and Asya Berger, Director of the Humanities Council and Special Programs, and her staff, for coordinating the program.

John Sexton
President
New York University
Summary Outcomes of Projects Awarded Funding 1999–2000

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Enhancing Student Learning of Color Science and Image Processing Using Computer Technology in the Foundations of Scientific Inquiry

DCF funds were used to purchase equipment for a laboratory project in the course Natural Science I: Exploration of Light and Color, part of the Morse Academic Plan. The goal of the lab was to create color studies using Adobe Photoshop and to gain familiarity with colorimetric numerical classifications of color. The studies included Simultaneous Color Contrast, Mach Bands, Subtraction of Color, and Gray on Hue.

This course has been offered every semester since spring 1999, with the following enrollments:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 1999</td>
<td>Samuel Williamson</td>
<td>156</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>Henry Stroke</td>
<td>120</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>Andre Adler</td>
<td>251 (two sections)</td>
</tr>
<tr>
<td>Summer 2000</td>
<td>Andre Adler</td>
<td>50</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>Andrew Kent</td>
<td>125</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>Andre Adler</td>
<td>125</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>Andre Adler</td>
<td>167</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>Andre Adler</td>
<td>280</td>
</tr>
</tbody>
</table>

As indicated, this class has run many times with different instructors. Over 1,100 students have taken the course since it was first offered. Students in this class primarily come from the College of Arts and Science, but some students in The Steinhardt School of Education as well as the Leonard N. Stern School of Business have taken the course.

The fall 2000 and spring 2001 courses, with a total enrollment of 292 students, used the hardware and software purchased with this grant. The material was used in fall 2001 as well, when 280 students took the course, bringing the total number of students who used the equipment purchased with this grant to 572.

At the end of each semester the Morse Academic Plan reviews each of its courses to get feedback on the course, instructor, text materials, laboratory experiments, and laboratory instructors. On a scale of 1 to 5, with the latter being excellent, the laboratory project using Photoshop rated a 3.61 in spring 2001. The course gets high student ratings. In spring 2001, the course received a 3.84, higher than any other Natural Science I course given that semester. In addition, 88% of the students recommended the course.
Child Development Theory and Research Worldwide — Summer Study in Senegal

This project will challenge the view that what is true of individuals growing up in Western culture is true of “mature” or “well-adjusted” individuals in all cultures. The objective is to develop an educational experience that will encourage researchers, future researchers, and educators to move beyond Western assumptions of what child development and education should be and to adopt a perspective that takes into account the cultural, economic, social, and other factors that vary from one community to another.

In July 2000 Allen and Suzanne Carothers, a professor in the Department of Teaching and Learning, visited Dakar, Senegal to develop contacts, seek appropriate teaching and student living spaces, form links with child and family support facilities, and familiarize themselves with the setting and the culture. They developed syllabi for two full-semester graduate courses.

Entitled Cross-Cultural Perspectives in Child and Adolescent Development and Cross-Cultural Research Methods: An Introduction, the courses will offer students opportunities for interaction with children, families, research colleagues, heads of community organizations, community leaders, craftpeople, artisans, and others who will enrich their understanding of how children and families live in other cultures. These experiences will further sensitize students to the limits of existing theory and research methods in child development. A final goal is that these experiences give rise to ideas for new methods and new theories that do justice to the diversity of child, family, and schooling experiences in our world.

The program in Dakar will include a week of orientation to the culture and the dominant native language, Wolof. Courses will meet four days a week, with outings to neighboring villages, government offices, and local schools. Through the West Africa Research Center (WARC) and the Council for the Development of Social Science Research in Africa (CODESRIA), Allen and Carothers have recruited guest lecturers to speak on the family, the school system, and the role of religion in family life.

Technology will be a part of the program at every stage. Both courses will be set up with Blackboard sites and access in Dakar, to provide students with background information, reading lists, group discussion, course content, travel and packing tips, chat sessions, and links to other sites.

Allen plans to begin the program next summer and encourages others to develop similar projects.
Development of the Integrated Liberal Arts Course: Food and Nutrition in a Global Society

This Curriculum Development Challenge Fund grant was used to develop an undergraduate Integrated Liberal Arts course, Food and Nutrition in a Global Society. The course, which focused on the globalization of the world food supply and its various effects on nutrition, the environment, cultures, and economies, was designed to unite the liberal arts experience with a specialization in food and nutrition.

Food and Nutrition in a Global Society was designed to focus on three areas: histories and cultures, ethics and morals, and knowledge and technologies. The objectives of the course included: (1) introducing students to new areas of knowledge not covered in their current course of study, specifically the history of food and nutrition and the wide-ranging effects of globalization on food; (2) providing innovative learning experiences and teaching methodologies — for example, food and nutrition faculty team teaching topics (globalization of the food supply, eating disorders) that must be addressed from a myriad of disciplines and perspectives; and (3) employing such emerging technologies as interactive media and the World Wide Web.

In addition to readings ranging from history and fiction to government reports and advertising materials, course materials and resources included film, guest speakers, a session with University librarians on online technologies, and a challenging research project known as Food Commodity Chain Analysis. For that project, students chose a processed food, such as Wonderbread, and uncovered the various components affecting it — from the production of its ingredients to its consumption by consumers. In their articulation and analysis of the stages involved, students assessed the various environmental, nutritional, and social costs and benefits.

The course, which was offered for the first time in spring 2001, was highly successful. The students, all juniors and seniors, felt that the course was a vital addition to their expertise in food and nutrition and that it successfully incorporated professional knowledge with a liberal arts sensibility. Food and Nutrition in a Global Society is now a required course for graduation and will be offered each year during the spring semester.

Amy Bentley
Associate Professor,
Department of Nutrition and Food Studies
The Steinhardt School of Education
Biophysical Fluorescence Investigations in the Undergraduate Physical Chemistry Laboratory

The purpose of this project was to introduce modern spectroscopic experiments dealing with topics of current biophysical interest into a physical chemistry laboratory course. Traditionally, such experiments focus on the principles of thermodynamics, quantum mechanics, and spectroscopy. However, much of today’s research in physical chemistry focuses on systems of biological importance, and the goal of this project was to expose the students in this course, most of whom plan to attend medical school, to topics of biophysical importance. The CDCF grant allowed Brenner and Schelvis to upgrade an AVIV CD Spectrometer with the necessary accessories to perform such experiments.

In particular, there is a great deal of research activity surrounding the protein-folding problem. A protein is essentially a chain of individual amino acids, linked together by peptide bonds. For proper functioning, a protein must have the correct three-dimensional structure. Misfolded proteins have been implicated in such disorders as “mad cow” and Alzheimer’s. The problem, simply stated, is how can one predict the 3D structure, given only the linear sequence of amino acids? If one were to use a computer to explore all the conformations of a protein and find the most stable structure, it would take $10^{27}$ years to carry out this search.

During spring 2002, students studied the fluorescence of the protein myoglobin as affected by the addition of a denaturant, which causes unfolding. Myoglobin is very well suited to studies of protein folding. It contains a tryptophan amino acid (Trp) whose fluorescence is attenuated by energy transfer to a nearby heme group in the native protein. When the denaturant is added, the protein unfolds and the fluorescence is greatly enhanced, since the heme-Trp distance is now much greater. By studying the fluorescence intensity as a function of denaturant concentration, one may determine the energy difference between the folded and unfolded state and obtain data about the existence of intermediate states in the unfolding process.

Brenner and Schelvis prepared lecture notes and a write-up for this experiment and offered it as an option to another fluorescence experiment already part of the course. Two groups of students chose to do the experiment, one of which presented its findings as one of the two required oral presentations. The results were quite satisfactory and showed impressive agreement with the literature. The students appreciated the opportunity to learn about a problem of current biological interest, and the professors received valuable feedback on how to clarify and improve the procedure the next time the course is given.
Culture to Culture: Creating the Travel Diary

In keeping with the Tisch School of the Arts Department of Art and Public Policy’s goals and objectives to “investigate issues which give our artists and scholars an understanding of their potential social role and provide them with opportunities to enter into a dialectic with real-world issues,” this new course offered the students strategies for engaging diversity — on how to become more clear about their own perspectives of other people.

This was done in different ways, all interrelated, during the course of the semester: (1) readings, presentations, and screenings; (2) guest speakers from diverse ethnic backgrounds; and (3) field trips into various neighborhoods to directly engage the multiplicity of New York life styles. All of these activities were geared toward the students’ successful completion of seminar reports and a final group collaborative project at a community-based site.

While the student reaction to this new course was acceptable overall, their preferences varied widely. Some found the guest speakers highly informative and engaging. Others found that getting out into different ethnic communities — part of the course work — was unique and intriguing. Still others felt that working on a seminar report and a project was too much of a demand. The integration of the readings into the course, however, proved less than satisfying — an issue which will be addressed in the second round.

Culture to Culture: Creating the Travel Diary will be offered again. This will give de Jesus an opportunity to fine-tune the course, which is close to his heart. More confidence on his part that the content of this course is relevant, better preparation in linking various parts, better pacing of class time, a firmer hold on the reins regarding assignment due dates, and an earlier start in considering community-based sites for the final project will go a long way towards improving the course.

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Computerized Elementary Chinese

The study of Chinese is famous for being arduous, and traditional learning methods often place too much emphasis on calligraphy too early in the process. The purpose of this project was to employ computer technology to largely replace handwriting Chinese characters by Pinyin — the phonetic symbol system — thus creating a connection between the written character and its phonetics. The computer serves as a learning tool, not just a word processor. Without the obstacle of handwriting Chinese characters, students were able to significantly accelerate the learning process.

After students learned Pinyin, they were trained in Chinese word processing with Pinyin input and learned to use a Chinese word processing program, NJSTAR. The students were provided with three types of computer resources: (1) additional computer exercises which contain word recognition training, additional reading, and digital pictures for students to practice writing; (2) CD ROMs, “Easy Chinese—Listening and Speaking” and “Practical Chinese Conversation,” which are used in the computer lab as additional teaching materials for speaking and word recognition training; and (3) Internet. Students learned how to explore and use the Internet Chinese resources and select free reading from the Internet and other resources.

With computer technology, students learned faster and better than their counterparts in regular classes. While students in regular classes complain that there are too many new words in the book (the same textbook the experimenting class uses), the students in this computer class were able to take on extra work and learn additional new words. A comparative study shows that students trained with this method did better in learning characters, in reading, and in writing than those trained in the traditional ways.

Computerized Elementary Chinese will now be offered regularly in the East Asian Studies Department, and the experimental class will continue with this approach at the intermediate level. Professor He is now working with professors at Beijing Language and Culture University on a textbook using this new computer approach.

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Virtual Hindi Classroom

The project involved the design and development of a Hindi language learning Web site as a supplement to traditional forms of language instruction. This site is geared to beginning and intermediate students from different ethnic and cultural backgrounds, with emphasis on the learning needs and goals of South Asian students — a decision based on the lack of language materials tailored to their needs.

The Web site includes popular stories in audio and script, some of them illustrated, as well as a glossary and a list of questions for oral practice. The stories are designed to be approached selectively, based on students’ needs, goals, and skills, and feature listening, reading, and speaking activities. The Web site also provides links to Hindi language sites useful for special Internet-based learning tasks.

Story work involves several learning strategies. Most importantly, the development of memory strategies provides opportunities for students to place relatively new words in specific contexts and to use memory-assisting images that are often overlooked in favor of verbal and analytical skills. The Web site trains such cognitive strategies as predicting upcoming information through visual clues, making inferences by using information to guess the meanings of new items, making personal analogies, and the elaboration of prior knowledge by relating what is new to what is already known. Site work also requires such metacognitive strategies as selective listening, identifying the purpose of a language task, setting goals and objectives, and repeating and practicing sounds and script. The audio files contain a large variety of native speakers to provide exposure to rhythmic and intonational variations.

The Web site promotes Hindi language learning as well as South Asian culture learning and understanding. It expands the cultural foci in the existing Hindi language program through the Internet by providing interaction with the popular narratives of the South Asian community in the tri-state area. Students are immersed in a learning environment that extends beyond the walls of the traditional classroom. They have access to work with multiple modalities through text, sound, and visuals out of the classroom as well, which promotes independent learning and boosts motivation. In addition, the Web site transports them from the linear mode of learning to the relational and the creative mode, which trains important skills transferable to other learning and professional areas.
Undergraduate Teaching Fellows in the Foundations of Scientific Inquiry Laboratories

In this project four undergraduate students were trained as Teaching Fellows in the educational laboratories of the Foundations of Scientific Inquiry (FSI) program. These laboratories are used in science courses taken by non-science majors as part of their general education requirements in the Morse Academic Plan. The objectives of the project were twofold. First, the Teaching Fellows would collaborate with graduate student instructors to provide educational assistance to students in the laboratory sessions. This additional assistance is especially important for non-science students, who often have difficulties in performing and understanding the experiments. Second, the Teaching Fellows themselves would benefit from a unique educational experience in communicating science to non-specialists, an experience valuable to undergraduates who are science majors and to those in education who are studying to be science teachers.

Each Teaching Fellow assisted with two laboratory sections, each of which had 15-22 students. In total, the four Fellows worked closely with 144 students during the project. They also attended weekly course meetings, tutored students outside the laboratory, and helped grade laboratory quizzes.

The project accomplished both of its primary goals. Based on observation of the laboratory sessions, it was clear that students benefited from the additional assistance provided by the Teaching Fellows. Working as a team, the course professor, graduate instructors, and Teaching Fellows promoted inquiry in the laboratory and encouraged students to think critically about the results and foundational principles of the experiments. The reports by the Fellows attest to how they benefited from the teaching assignment. In the future, however, it would be valuable to conduct a more formal evaluation in collaboration with an expert on assessment.

This project will be used as the basis for seeking external funding to continue and expand the Teaching Fellows initiative. In addition, since the experience proved so valuable to everyone involved, the participating faculty will explore the possibility of students receiving independent study or education course credit for their service in the FSI laboratories.
Developing International Linkages Between the Ehrenkranz School of Social Work and the University of Central Lancashire (and the University of Hull)

Through this project NYU’s Shirley M. Ehrenkranz School of Social Work is developing linkages with two universities in the United Kingdom — the University of Central Lancashire (UCLAN) and the University of Hull. Student exchange programs are in the development process. In working with both of those universities as well as with New York University’s Office of Global Affairs, the principals involved recognized that it would not be possible to develop such a program until 2002. Establishing a student exchange program requires a written agreement between the participating universities. The agreement that is now being drafted between NYU and the University of Hull has taken five months to date to draft and redraft. Once that agreement is completed and signed, it will serve as a model for a similar agreement with the University of Central Lancashire.

The projected program with the University of Hull envisions M.S.W. and B.S.W. students from that institution coming to New York University for 10-week summer field placements in 2002, and NYU social work students taking courses at Hull in May/June 2002. The project programs with the University of Central Lancashire are for NYU social work students to take specially designed seminars and visit agencies in two distinct areas — child welfare and forensic mental health. At New York University, UCLAN students would focus on taking forensic mental health seminars and visiting agencies. Work on the NYU-UCLAN program is ongoing.

With respect to faculty exchanges, Landsberg has already lectured at UCLAN on forensic mental health, and Dr. Corinne Wattem from UCLAN will be coming to New York University to lecture on child welfare. Landsberg and Wattem are currently writing an article on comparing child abuse in the United States and the United Kingdom.
MA Degree in Moving Image Archiving and Preservation

CDF funds for this project were used to purchase equipment, books, and a DVD, materials which made possible the teaching of a course entitled The Collection, the Archive, the Museum. This graduate course, first offered in 2001, was the pilot for a new MA Degree in Moving Image Archiving and Preservation, an innovative collaboration with the George Eastman House in Rochester. (The same materials will also support another course, The Archive in the Digital Age, which will also become an annual feature of the degree program.)

The program, one of the first of its kind in the USA, will address the critical state of America's cultural library of moving images. It will also play a crucial role in accrediting and organizing the field of moving image archiving and preservation as a profession. Graduates will be qualified to meet the employment needs and archival challenges in the public and private sectors, both in the US and abroad.

The degree program will equip students in every aspect of working in a moving-image archive: acquisition, cataloguing and documentation, collection management, budgeting, print-preparation, moving image inspection, image reconstruction, laboratory work, vault and storage management, programming and exhibition, public and scholarly access. This education will be set in the context of an understanding of the past and future of moving image history, including the history of the archive movement and its philosophies of collecting and organizing.

Students in the pilot course hailed from India, Korea, Japan, and Finland as well as the United States. With the equipment made possible through the CDCF grant, students in the pilot course used the World Wide Web, allowing them to access a relatively new site, “The Internet Library,” which includes a library of downloadable films from Prelinger Archives. They also studied the use of the Internet by museums of the moving image and examined how archives can encourage increasing amounts and different forms of access through their use of new technologies. Students were also able to refer to Web sites and display them during their in-class presentations.

The pilot course was well received by students. It aimed to introduce students to theories of collecting and to the question of how films and moving images have been assembled and cared for.

Lant has been able to refer to the support of the CDCF in subsequent fund-raising activities, among them a successful application in collaboration with Bobst Library to the Mellon Foundation.
Cuba: Revolution, Transformation, and the Genius Loci

The Gallatin School for Individualized Study developed an integrated, interdisciplinary, and innovative course, Cuba: Revolution, Transformation, and the Genius Loci, intended to enhance student opportunities for foreign study and to integrate travel into a semester-long academic class.

In spring 2001, six faculty members taught the class, sharing responsibilities and working closely with four students each. This format allowed students to receive individual attention and to encounter ideas discussed from different points of view. The class revolved around themes that emerged from student projects and experiences in such areas as race and racism in Cuba, the experience of women, the contrasting notions of freedom within socialist and capitalist countries, and the role of religion in the socialist state. Lectures and readings provided background for individual projects focusing on the following areas: anthropology, theater and Afro-Cuban identity, art and cultural policy, dance, music, education, sustainable agriculture, health care, foreign policy, law, tourism, theories of freedom, comparative religion, and race.

In Cuba, the Ludwig Foundation planned the program and helped students pursue individual research. One student, a professional dancer, took lessons with well-known rumba specialists and interviewed musicologists and performers. Two students interested in sustainable agriculture toured organic farms and gardens with a Cuban ecologist. Students worked on historical and political topics with a professor at the University of Havana. Students of art, cultural policy, and architecture interviewed an architect of the Instituto Superior del Arte (ISA), the national art school. Students researching education discussed Cuba’s literacy campaign with a former Minister of Culture.

The students found the class intensive, demanding, and fun. They recognized its experimental nature and made many useful suggestions. When the class is offered again, two professors will lead the course. The New York and Cuba components will be more closely integrated. Before the trip, students will correspond via e-mail with teachers in Cuba and shape their projects more specifically.

The course is slated to become a regular feature of the Gallatin School curriculum. As an outgrowth of this year’s program, Gallatin is developing an internship program on community development for possible implementation in Las Terrazas, an eco-tourist site and UNESCO-designated biosphere.
Modeling Real-World Technology Development and Integrating Instructional Technology in NYU’s Teacher Program

The purpose of this grant was to reconfigure instructional approaches in the Cognitive Science and Educational Technology course, mostly in the area of creating development teams. Many Educational Communication and Technology (ECT) students seldom experience a team-development effort as part of their academic training. The plan called for each team to develop a program that contained information about the following instructional technologies: (1) the Internet; (2) such teacher tools as word-processing, databases, grade books, and test-generators; (3) simulations and problem-solving software; and (4) such knowledge construction tools as Power Point, HTML, and the HyperStudio authoring language. In addition, the program included explanations and demonstrations of the uses of the instructional technologies in the four major content areas — English/language arts, science, social studies, and mathematics. These programs will be used in the Teacher Education methods courses.

A major component of the project involved formative and summative evaluation. The formative evaluation involved transcriptions of meetings with team members and the content specialist during the development stage. The summative evaluation stage was planned for the following fall semester. Besides giving ECT students real-world experience in team-development, the project provided instructional technology materials for use in another program. In the case of the Teacher Education Program, this integration effort will benefit a large number of NYU students, the K-12 schools where they student-teach, and, ultimately, the schools where they become faculty members.

This project provides a prototype in which ECT students can be matched with other School of Education faculty, as well as other faculty groups at NYU, to develop instructional technology materials for specific NYU courses.

The ECT students felt the course and this particular approach were very valuable. As in any group work, people and their personalities and working habits will clash, and this effort was no different. But they also viewed that in a positive light. Experiencing a semblance of the dynamics of such an effort was an eye-opener for them. This team-development approach and development of instructional technology products for specific programs and departments at NYU will continue whenever the course is taught. The instructional technology products will be available for use this coming academic year.

Michael Reed
Professor of Educational Communication and Technology
Department of Administration, Leadership, and Technology
The Steinhardt School of Education
Beyond Just a Tool: Use of the Computer as an Extension of Endless Artistic Possibilities for Designers of Costume and Set on Stage and Screen

This single-semester course, for second- and third-year design students in the Tisch School of the Arts Department of Design for Stage and Film, was created to help students unfamiliar with computer drawing programs to learn the rudiments of Photoshop, Painter, and Illustrator, each of which is targeted to specific needs of set, costume, and lighting designers. The goal was to help students conquer any fears they might have of these technologies, to help them see the artistry that is possible with them, and to have students use these tools to become more flexible in their design ideas.

At the beginning of each class Robbins demonstrated sections of Photoshop, Painter, and Illustrator that are relevant to the needs of theatrical designers, and displayed samples of work produced on the computer by Robbins and other designers. Each week, students shared their work with the class. Any technique that was confusing was revisited immediately. Where a student's design could be heightened with the addition of a few more clicks, Robbins preserved the student's initial work and quickly created the changes (or other options) so the group could see the before-and-after results immediately. This kind of dramatic demonstration proved extremely effective in illustrating the flexibility and excitement the computer can provide.

The classes proved quite successful: Lighting students, who do not traditionally draw sets or figures, were able to produce both environments and people. Set designers, who spend only limited time drawing figures, created freehand portraits. Costume designers, who are not trained in perspective, were able to create rooms they had never attempted before. All of the students, who were generally untrained in graphic design, were able to heighten their awareness of pure design principles and produce elegant, sophisticated graphics which they were then able to apply to their own portfolios and résumés. Overall response to the course was very positive, with many students noting that the skills they learned would be useful in their future design work.

Robbins taught the course again in 2001-2002, and hopes that it becomes a permanent offering in the Department of Design.
New Technologies for Linking International and Local Perspectives in Wagner’s Health Curriculum

This project sought to introduce an international dimension to the Wagner School’s Program in Health Policy and Management. In addition, it aimed to combine a wide-lens global view with local concerns. The project effectively introduced some simple new technologies — interactive software systems for accessing international and local health data from multiple sources — to one section of one of the Health Program’s core courses: Community Health and Medical Care. Students completed exercises, based on either of two large databases, for exploring propositions discussed in class on the nature of inequalities in health care services. International data on 29 countries belonging to the Organization for Economic Cooperation and Development (OECD) were obtained from a CD-Rom. Local data from the 1980 and 1990 census of population and income, as well as data on births, deaths, and hospital admissions were obtained from INFOSHARE.

In preparing these new and simple technologies for students, a shared part-time TA position provided funds for a doctoral student and a second-year master’s student to compile two study guides — one on the OECD Database, the other on the INFOSHARE database. Insufficient personnel and computer resources in the school’s labs made it difficult, logistically, to make these databases available to students in a timely fashion; so their use in the class was discontinued until such time as these problems can be resolved. In the meantime, these resources are available for student consultation at the computer labs. In addition, many of these resources are available on the Blackboard Learning System used in teaching Community Health and Medical Care.

The experience of introducing these materials allowed Rodwin to introduce an international focus and more effectively link local and global concerns in one of Wagner’s core classes in the Health Program. This, along with other initiatives, has contributed to developing international perspectives within the Wagner School’s Health Program. Student evaluations conducted were largely positive and the class now draws undergraduates and graduate students from the Steinhardt School of Education as well.
The Digital Archives of Irish America

Lewis and Loretta Brennan Glucksman Ireland House planned and implemented the initial stages of an Irish American digital archives Web site (http://www.nyu.edu/irelandhouse/archives), the first of its kind in the field of Irish Studies in the United States.

The site consists of basic information about the physical Archives of Irish America (part of Bobst Library), plus sections for exhibits, primary documents, and new research that constitute a digital Archives of Irish America. This includes two virtual exhibitions, The Spin on Ireland: Irish Music Record Cover Art Since 1950 and The 1981 Hunger Strikes: America Reacts; one Quick-Time movie, New York Stories; three oral history audio clips; nine primary documents; and one undergraduate research paper (John Schaefer’s Irish American Athletic Club: Redefining Americanism at the 1908 Olympic Games). Altogether there are approximately 70 pages with more than 75 images and 21 links to other related Web sites.

Assistant Professor Casey selected all of the content. The entire design and actual Web construction is by Katie Senft, a Master of Arts candidate in the Department of History and the Program in Archival Management. She used Adobe Photoshop, Macromedia Dreamweaver, and Macromedia Fireworks for all the image creation and Web programming.

The results achieved by the Archives of Irish America under the CDCF grant complement European digitalization projects currently underway at the Ulster-American Folk Park in Omagh, County Tyrone, Northern Ireland; at Linen Hall Library, Belfast, Northern Ireland; and at the University of Bradford, United Kingdom.

Future plans include direct links to the Archives of Irish America site off the Glucksman Ireland House site (http://www.nyu.edu/pages/irelandhouse) and off the Bobst Library site (http://www.nyu.edu/library/bobst/collect.htm), as well as a direct online exhibit link from Bobst for The 1981 Hunger Strikes: America Reacts. A 10-minute video documentary introduction to Irish American Studies at NYU and to the Archives of Irish America is nearing completion and will be compressed for Web viewing on the site.
In this project, the CDCF funds were used to develop a new course that introduced undergraduates to various topics in cell biology via a research-based learning experience. The research performed by the students was structured around a set of objectives defined and discussed in class. These discussions introduced the students to the procedure and helped form the hypothesis that the students proposed. The topics covered in the class were dependent on the students’ experimental designs and their results. As each student worked on an independent but related project, this required that students actively engage every member in the class for information on their experiments. They also sought out published literature, so that they could use critical scientific thinking when interpreting and discussing their own data. This active learning process reinforced materials they had previously studied in a more formal classroom setting.

In this type of classroom it is the students who present and use current articles to discuss the various topics, and in this type of course it is the students who become the principal investigators, with all the responsibilities of presenting the background information and defending their results before other students in the class. This process develops their analytical skills in that they must critically think about and interpret real data. This investigative approach to teaching a laboratory course can be applied to other science courses as well as non-science courses. The pedagogical laboratory procedures developed for this course have already been applied to other courses and have proved successful in promoting an active learning experience for the students. This course will serve as the basis to attract external support to expand the type of projects that students can perform in the class.
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