Sharing the Benefits of Research and Creative Works

David O. McKay School of Education | Brigham Young University
Dear Alumni, Students, Faculty, Staff, and Friends,

In the past two issues of the McKay Today Magazine we featured two of our goals as a school of education: (1) preparing noble educators for the challenges of a changing world and (2) strengthening children and youth in a changing world. Our third goal is to extend the benefits of our research and creative works to a changing world.

There are three activities that will help us accomplish this third goal. First, our faculty and students must conduct rigorous research regarding issues of consequence affecting the education of children and youth and the preparation of educators to be powerful agents of change. Second, we must contribute powerful ideas and solutions to significant issues in the field of education. Third, we need to convert research of consequence into practice by creating products for educators, families, and communities worldwide.

A key strategy for achieving these goals is the use of the research and development model. The R&D model represents the cyclical process of conducting research to empirically validate concepts, interventions, policies, and practices in our field. We then disseminate research findings through peer-reviewed journals and other significant outlets. Often research stops here, and the scholars move on to the next research question. When this occurs, research results may not be implemented, even though outcomes may be of great importance.

This failure to use research to drive practice can hinder progress. Suppose, for example, that medical research revealed a prevention or cure for cancer but the findings were not implemented. The waste would be tragic. Or suppose someone discovered a clean and inexpensive alternative source of fuel but no one was willing to develop a process to mass produce this fuel? Similarly, good educational research should be made available to improve the quality of education.

Through the R&D model, good research can be developed into educational and/or professional development products, further tested for feasibility and implementation methods, and then disseminated for widespread use. McKay School faculty have developed many such products from their research—some of which are illustrated in this issue of McKay Today.

The McKay School will continue to develop and disseminate research-based products. We are making a difference and desire to do even more.

Thank you for your continued interest in the McKay School of Education.

Sincerely,

K. Richard Young

MESSAGE from the DEAN

This failure to use research to drive practice can hinder progress.
This was not the plea of someone drowning in a swimming pool or discovering a house fire. It was a call for help from a friend who had just been called to teach teenagers in Sunday School. “This group has already driven away five other teachers. What can I do?”

My friend needed practical suggestions—not a vague lecture on the worth of souls or the popular admonition to “just love them and everything will be fine.” Yes, love is important but not always sufficient. And she needed to know how to solve the problem and meet the need.

“Please HELP Me!”
President David O. McKay wrote to the teachers of the Church:

I believe that discipline in the classroom, which implies self-control, and which connotes consideration for others, is the most important part of teaching.

Disorderly conduct should not be permitted in any class in the Church.

The need of my friend, and of many others like her in the Church, was for practical methods to bring this to pass.

I thought back to another friend who had been troubled by the behavior of children and youth in classes in the Church: Brad Wilcox, a faculty member in the David O. McKay School of Education. Seeing a need for Church teachers to better understand the nature of their classroom challenges, he conducted a research study to identify and describe the problems. Later he led and supervised a graduate student, Katie Van Dyke, in researching this process of seeing needs, devoting our resources and energy.

I am not attempting to highlight a particular book but rather to make what they had learned available to others and having a desire to turn research into practice, they coauthored a book: Stop Struggling, Start Teaching.

To my mind, this is for practical methods to bring this to pass. The need of my friend, and of many others like her in the Church, was for practical methods to bring this to pass. Not too great or too small for the Savior’s loving intervention.

The greatest need of all was for redemption: for atonement that would allow humans on this earth—-with all our weaknesses, errors, suffering, and sins—-to be cleansed that we might return to the Father’s presence. Jesus Christ recognized this need when the Father’s plan was first announced to His children. Our Savior volunteered to meet this need, regardless of the intensity of the suffering that would be required (see Abraham 3:4–27). The Father and the Son perceive our needs, and They meet them—sometimes in the ways we request, sometimes in ways that, in their infinite wisdom, know are better in eternal realms and perspectives. While we may not have the faith and power to meet needs as the Savior did, we can seek divine help, and through the Holy Ghost we will be guided to meet the needs of others. We must do our part and study situations out before we ask. That allows us to ask if specific ideas are right for the individual we desire to help. Books such as Stop Struggling, Start Teaching can be great resources, but the best resource of all is found as we humbly kneel and ask for God’s assistance.

May we have the insight to recognize the Savior’s love in meeting our needs, and may we have the desire to serve the Father and the Son by meeting needs we perceive daily in others.

**Notes**


**ARDETH KAPP**

was born in Cardston, Alberta, Canada, and raised in Glenwood, Alberta. She graduated from the University of Utah and received a master’s degree from BYU, where she became a faculty member of the College of Education. She has served as a member of the board of trustees for BYU and a board member of the Church Educational System, as well as general Young Women president prior to accompanying her husband as he presided over the Canada Vancouver Mission. Currently Ardeth serves on the board of directors for Deseret Book Company, Southern Virginia University, and Utah Youth Village.
MEETING NEEDS—SOME RESULTS

The following pages highlight products developed by McKay School faculty and alumni to meet perceived educational needs. Although these examples describe only a small fraction of the work being done, they illustrate the scope of the McKay School efforts to extend the benefits of research and creative works to the world.

EULA MONROE

For more than 20 years Eula Monroe of the Department of Teacher Education has been concerned with the need of children to better understand processes and applications of mathematics. “I wanted to help the children learn what they need to learn—and to really learn it rather than simply memorize it,” she explains. Her broad familiarity with research and theory in the field of mathematics education, along with her personal teaching experience, have led her to understand that the language of mathematics is a major barrier to children’s understanding.

Mathematical language is by nature abstract and technical, and mathematical terms are often presented and defined only in terms of other mathematical terms. Children may parrot words and definitions, but many of them do not realize what these terms represent or how they apply to solving “real world” problems. Many children become math phobic because they are intimidated by math language.

In response to this need for children to better understand and more accurately use the language of mathematics, Monroe wrote Math Dictionary: The Easy, Simple, Fun Guide to Help Math Phobics Become Math Lovers, which was published last October. This dictionary defines more than 500 mathematical terms in language, photos, and drawings that are simple and accessible to children. Monroe has given the mathematically challenged an important tool for becoming mathematically competent.

POSITIVE BEHAVIOR SUPPORT

Positive behavior support (PBS) is a comprehensive approach designed to improve the quality of life for children, youth, and adults and to reduce problem behaviors and conflicts. PBS involves a collaborative effort among many individuals to reengineer environments to provide sufficient encouragement and commendation, instruction in life skills, and behavioral interventions to ensure the development of lifestyles that promote success and happiness in schools, families, and communities.

In practice PBS is a multifaceted approach that can and should be implemented at a basic level for all students schoolwide, at a more focused level for students who are identified as being at risk for developing future academic and social problems, and at an intense level for those who are currently displaying challenging behavior problems and academic deficiencies. When implemented well, the PBS approach creates a culture of caring, teaching, and nurturing where everyone can succeed, be safe, and feel needed; a school where civility is taught, understood, and practiced; a community where students, teachers, administrators, and parents consistently practice the Golden Rule.

The McKay School of Education sponsors the Positive Behavior Support Research Initiative, which is directed by Dr. Paul Calabresa. Three faculty members—K. Richard Young, Michelle Marchant, and Ellie Young—have developed the initiative in collaboration with administrators and teachers from Nebo and Provo school districts, as well as BYU students and staff. PBS proactively teaches social interaction skills, self-management skills, and other life skills necessary for living a quality life.

BETTY ASHBAKER
Planning Your Paraprofessional’s Path: An Administrator’s Legal Compliance and Training Guide

With the implementation of No Child Left Behind, attention in the public schools is increasingly focused on the needs of students who, for various reasons, do not learn as quickly or gain skills as easily as some of their classmates. These students need individual instruction adapted to their learning styles and requirements. Thus paraprofessionals (teacher aides) are hired to provide teacher and student support.

Paraprofessionals provide invaluable service, but they are not certified teachers. Many of them are minimally trained but assigned to work with the most vulnerable children, and lawsuits result.

Children benefit from better-trained paraprofessionals and schools need less vulnerability to legal action. In response, Professor Betty Ashbaker of the Department of Counseling Psychology and Special Education has devoted 20 years to dealing with paraprofessional issues, particularly training and supervision. Recently she collaborated with attorney R. Brent Minney of Cleveland, Ohio, on a book to address these issues: Planning Your Paraprofessional’s Path: An Administrator’s Legal Compliance and Training Guide. They conducted extensive research on laws and court cases affecting paraprofessionals. “We looked at specific cases and prepared training measures to prevent more cases,” Ashbaker explains. The book has two sections: a legal guide and a training guide.

BOOK IN A BAG

Theodore Roosevelt said, “To educate a man in mind and not in morals is to educate a menace to society.” President Roosevelt’s comment provides a sobering reminder of the importance of arming children with a deep sense of civic and self-responsibility, which are common goals of social studies and social skills education. In response to this need and to the reality of public school systems flooded with math and literacy testing mandates that dominate most of the school day, McKay School professors Janet Young, Lynnette Erickson, and Michelle Marchant recently designed the Book in a Bag project.

Book in a Bag is a series of lessons using quality children’s literature as a common context for teaching social studies and social skills. Weekly lessons are conveniently packaged in a durable bag and used during the typical read aloud portion of the school day. Each lesson is designed around state literacy and social studies standards—an alignment that many teachers don’t have the time to make. The bag contains a featured book, lesson plans, and materials to make a connection with the child’s home through sharing what is learned and encouraging the use of that skill. The program is currently being piloted.

“We all know we read and write about something,” explains Janet Young. “In Book in a Bag we read and write about social studies and social skills.”

For more information about any of the programs and curriculum cited, please visit education.byu.edu and do a keyword search.
Joshua’s dark hair and brown eyes endear him to his student clinician, Nathan. Joshua thinks he is going to play each time he visits Nathan. In reality, Nathan is a speech-language pathologist in training at the BYU Speech and Language Clinic. Nathan is working toward—and succeeding in—teaching Joshua to take directions, take turns, and ask for what he needs. Despite high intelligence, Joshua struggles with communication skills and behaviors associated with autism.

Joshua was two years old when his parents became worried about different aspects of his development and began visiting doctors. “The concern we had was that he wasn’t speaking,” remembers his mother, Laura. “The predictable answer from doctors was, ‘Let’s see what happens.’” Waiting, however, didn’t feel right. A friend of Laura’s suggested she try the BYU Speech and Language Clinic housed in the Department of Communication Disorders in the David O. McKay School of Education. Joshua was evaluated and then put on the waiting list for treatment. Now, in 2007, Joshua is beginning his third year as a patient of the clinic. He also receives assistance from a speech-language pathologist employed by his school district.

Laura comments, “Although many speech therapists in the schools are excellent, the sad truth is that they are spread too thin. A child with autism needs to have more speech intervention. The opportunity to have from 40 to 50 minutes of one-on-one is a priceless resource to me.”
BYU Speech and Language Clinic

The BYU Speech and Language Clinic has anywhere from 20 to 25 student clinicians being treated by 20 to 25 student clinicians during most of the year. Costs include a $70 per session—a fraction of the cost of treatment at local clinics. Student clinicians also receive clinical supervision from certified speech-language pathologists Ann Dorais, Helen Flom, and Carol Moody. But these women are not the only resources available to students. “We have the advantage of excellent research professors to help us provide the best service. We believe in research informs clinical practice,” explains Robinson. “Our number-one priority is to teach students. Our number-two priority is to give the best service we can.”

The clinic is currently working near capacity—24 students. When Robinson started, she had only eight students. However, enrollment still far exceeds the number of students being prepared. According to the National Institute on Deafness and Other Communication Disorders, between 6 and 8 million Americans have some form of language impairment. But such large numbers of individuals diagnosed with communication disorders aren’t why BYU students are enrolling in the program. “Most students enter speech-language pathology because they want to help the individual,” explained Robinson. “I see communication as being the thing that makes life better for more people because it helps us maintain relationships. Communication is very much a quality-of-life issue. It is rewarding to help patients learn to interact with their family and friends.”

Communication is more than the obvious components of correct speech and physically hearing. It involves making eye contact, taking turns, reading nonverbal cues, and understanding cause and effect. “The science behind what we do is fascinating to me,” says Robinson. “In general, people don’t think about how complex communication is.”

Speech Language Pathologist Training

Speech language pathology students learn to teach communication skills through hands-on experiences. With faculty mentoring, students first assess their patients, gathering a myriad of information.

Supervisors then help their student clinicians set measurable and specific semester goals for each patient. Students are taught to develop a treatment plan—complete with observation of each session with their patient. Students interact with their supervisor constantly during the fall semester and also submit an end-of-semester report.

Clinic supervisors understand that treatment is individual, and so training also emphasizes the individual. Not every disorder appears the same in every single person,” explains Robinson. “Part of the reason we have a functioning clinic is so we can work with real people.”

Student clinicians are required to attend a colloquium twice each week for lectures on methods and techniques given by faculty from the Department of Communication Disorders. They also present individual case studies of their own patients. The colloquium class allows students a forum to learn and refine their methods to diagnose and assess, to discuss interactions with the parent or caregiver, and to explore the grieving processes associated with communication disorders. “As students gain more clinical experience, supervisor and faculty mentoring evolves from direction to feedback,” explains Robinson.

Communication Disorders Treated at the BYU Speech and Language Clinic

• Articulation difficulty
• Hearing impairment
• Cochlear implant
• Autism
• Aphasia
• Stuttering
• Combination of disorders
• Voice disorders
• Cleft Palate
• Prader-Willi Syndrome

Tips to Help Children Develop Good Speech and Language Skills

• Talk with the child.
• Give direct attention to a talking child.
• Allows a child to complete sentences.
• Use positive reinforcement.
• Offer empathy to a child frustrated with a word or phrase.
• Let the child participate in conversation.
• Read to children frequently.
• Encourage children to make lists.
• Display reading and writing materials.
• Do not tease about a child’s speech.
• Contact a doctor, teacher, or speech language pathologist immediately if you are concerned about a child’s speech or language skills.

BYU speech clinic supervisors are now more than ever able to offer pertinent direction and feedback. Video equipment provides supervisors real-time access to each session. They can save sessions digitally and type notes while they watch the session. Saved video allows student clinicians and supervisors to room in on a patient’s mouth during speech for assessment. Parents can privately view their child from a parent observation room. Cataract patients eliminate echo, and adjustable lighting enhances patient comfort. “I cannot say enough about how much I love the new clinic features,” beams Robinson.

The results of the remodel are second to the results of treatment for patients like Joshua and his mother, Laura. To them, the speech clinic is wonderful with new or old fixtures. Laura says she will take Joshua to the clinic as long as “they will have him, or until his speech is proficient.” She articulates the hope of the other second-year graduate students doing internships for local hospitals, clinics, or schools.

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Samuel’s Speech

Five-year-old Samuel jumps up and down with excitement each time he comes to the BYU Speech and Language Clinic. For the moment, showing expression physically is all Samuel can do. But verbalizing this emotion will someday be possible for this blond-haired boy with shining eyes. Samuel was born with Prader-Willi Syndrome, which affects many functions, including speech. He has almost reached his six-month treatment goal of five words. He can verbalize three words and sign four.

Christopher Dromey: neuropsychological and social disorders

Richard Harris: speech audiometry and hearing aids

Christopher Dromey: neuropsychological and social disorders

Anne Doan: social disabilities, stuttering, early childhood language development

Martin Fujita: social and emotional competence in children with language impairment

Christopher Dromey: neuropsychological and social disorders

Richard Harris: speech audiometry and hearing aids

Christopher Dromey: neuropsychological and social disorders

Anne Doan: social disabilities, stuttering, early childhood language development

Top Student clinician Nathan helps Joshua work on communication through writing.

Bottom Lisa is helping Samuel make eye contact and learn directions. The clinic has anywhere from 28 to 40 patients being treated by 20 to 25 student clinicians during most of the year.

Nathan’s Communication

Nathan’s reddish-brown hair reflects his eight-year-old energy level and joy in life. However, in the past this energy was channelled into everything that other people said. He also struggled with staying in a conversation that wasn’t about a subject he chose. Keeping his attention was almost impossible. Nathan struggles with behaviors associated with high-functioning autism.

A year ago Nathan mastered staying on a topic. Then last May he was able to complete a conversation without interpretting a different topic. Nathan’s mother, Aleen, credits five years with the students at BYU’s speech clinic for these accomplishments. “Nathan has had a lot of different opportunities to have treatment. But the students at BYU are so prepared. They come so energetic and so willing to do anything they can to help these kids.”

Aleen describes a road that hasn’t been easy. “The first three years I had to be in the room all the time to help with attention and staying on task. The last year and a half Nathan has been able to work with the teachers without having me there intervening. He can initiate and sustain an original conversation—where two years ago he didn’t have any functional language.”

At first Aleen thought that Nathan’s excellent student clinicians were the luck of the draw, but now she says, “After five years you decide it’s not luck. They have such a great program that it attracts quality people.”
BE AN EDUCATOR: BE COURAGEOUS
David L. McPherson
Convocation Address, August 18, 2006
David O. McKay School of Education, Brigham Young University

Mortimer J. Adler, a philosopher of considerable influence who also served as chairman of the board of editors for the Encyclopedia Britannica, put forth what is considered Six Great Ideas: Three of these, Truth, Goodness, and Beauty, are ideas we judge by; Liberty, Equality, and Justice are ideas we act on. I bring this up for two reasons. First, as teachers we impart subject matter: mathematics, English, literature, science, the arts, etc. However, as educators we bring our students down a path that broadens perspective, stretches imagination, formulates ideas, evaluates the environment, and brings a moral dimension not just to their lives but to society and culture as a whole. The second reason: Because, as a professor, I can’t give a lecture without also giving a homework assignment. Read Six Great Ideas. It is available from Amazon.com.

The most exciting time in our lives is when we are moving forward, traveling into the unknown or the great abyss, losing sight of the coastline as we cross the horizon or cross a canyon we have never before explored. It is the adrenaline that makes us lightheaded—our heart beats at a faster rate and forces the rush of air from our lungs as we simultaneously try to quickly pull in more oxygen. Wow! What a feeling! What a thrill! What a sensation!

So here you are now sitting on the edge of that abyss: What to do now?

In the novel 2001: A Space Odyssey by Arthur C. Clarke, at the very beginning an ape is depicted as finding a long stick and using it as a tool for the first time. Of course it represents newfound knowledge. The ape becomes erect and curiously looks at the stick. Clarke then wrote: “He was not quite sure what to do next. But he would think of something.” At the end of the novel, when David returns to earth and steps out of the space vehicle, we read the same lines: “He was not quite sure what to do next. But he would think of something.” So I ask again: What do you do now as you sit on the edge of the abyss?

“Building a new society” “Enlightening the minds of the young” “Preparing the way for the Savior’s return”

No other profession has the ability to shape and influence the future of mankind like that of an educator. If you, if we, accept that responsibility and dedicate our lives to that ideology, coupled with the knowledge and understanding of the gospel of Jesus Christ, we will make a difference—maybe one person, one student at a time, but we will make a difference.

Above all, be courageous. Keep a true course embedded in the gospel of Jesus Christ.

So here you are sitting on the edge of the abyss. Go ahead. Jump in. Your presence will bring light to the darkness.

Notes
Changing Technology, Changing Classrooms

The National Education Association reports that almost every school in the United States has some level of Internet access. In 1994 only 35 percent of classrooms had access.

Technology has changed the tools the teacher uses in the classroom. Individual circumstances in a teacher’s life change the way the teacher applies his or her professional tools, skills, and learning throughout his or her life.

Education and classrooms adjust with the times. Round-robin reading and simple math practice activities have evolved into comprehensive approaches to literacy and math instruction. In the past, radio and television distracted youth from reading and homework, but today distractions include video games, iPods, computers, DVDs, and cell phones that send messages and take pictures.

Although technology has caused changes in the classroom, teachers still prepare lessons and engage their students in the learning process. As part of their preparation, prospective educators establish a strong foundation of skills that serve them well in varied circumstances. They learn to organize, plan, access knowledge, nurture, spark creativity, think on their feet, speak clearly, assess, evaluate, and be flexible. These skills apply not only in the classroom but in various professions and personal activities the individual is engaged in throughout his or her life.

Kristin Bowman
CLASS OF 1970

Kristin Bowman graduated from the McKay School of Education with a major in special education. She taught in schools for only a brief time, but she says her positive experiences at the McKay School of Education directly affect her life, as she is constantly teaching in one setting or another.

One of the most striking examples of her out-of-school teaching involves coaching softball. When Bowman’s daughter was in second grade she wanted to play softball, and since Bowman wanted to participate with her daughter, she volunteered to coach. “[My team members] were very young and had no clue about the game,” recalls Bowman. “I decided right away I had to do something different to be successful.”

Kristin Bowman employed three main educational strategies in teaching her team. First, before going out on the field she conducted a “chalk talk” to explain the game of softball in detail. She broke the game into easy-to-learn parts, explaining things such as what was expected for each position and how to make an out. “As a result, I didn’t have to yell new instructions when they were in the field,” she notes.

Next, Bowman applied the educational concept of centers. She divided the team into three groups to rotate and practice different skills. And, finally, she taught her young athletes self-correction. Ms. Bowman explains, “I believe strongly in preserving self-esteem. Being criticized in front of people causes unnecessary embarrassment. Learning shuts down when children are embarrassed.” When a player made a mistake, Bowman would ask what the child would do differently the next time. It became a habit for the players to analyze and correct their mistakes.

The teaching tactics were successful. Four out of the five years that Bowman coached, her team won the league championship. They played in the championship game all five years.

Bowman has applied her teaching skills to many areas, including Church callings and family. She concludes, “I know that I use teaching skills every day. It’s exciting to have a favorable impact on children as they learn new things and develop a positive self-concept. I feel successful as a coach, parent, and grandparent because I was first a teacher.”
Consulting can be terrifying, because it is not a regular job with the predictability and stability of both responsibilities and remuneration. This fact is one reason I’ve migrated back and forth between consulting and employment. Whether on my own or employed by a company, I have been asked to consult. Recently an institution needed a program to teach employees how to use a new tool to manage computers remotely. There was anxiety over the cost and whether the new program would solve the problem. As the consultant, I was asked to help figure out a way to make the tool useful to the company. As the teacher, I created instruction and taught trainers. In time, the discipline of evaluation—by which problems and the quality of solutions could be measured and described—learned research methods, including earning what amounted to almost a minor in statistics (32 credits), which taught me to study instructional psychology by inviting me to teach an elementary student for a few minutes every other day. I felt like I helped her solve her learning problem, and I wanted to do more of that. Thirty years have passed, and my projects today are a lot like the experience with the fourth grade student: solving learning problems. I’m trying to figure out how health professionals in rural Nevada can learn new techniques when they are hundreds of miles away from the medical school. I’m working with a team on the development of an early childhood literacy program; I’m assisting in the creation of an installation guide for a learning management system; I’ve been asked to help create a Web site to communicate best practices for parents. These consulting jobs with various clients are all teaching. The principles of teaching and learning play a role in everyone’s experience. I appreciate the education I received in the McKay School of Education that helped me become a consultant—a teacher.
TIM CRANDALL
CLASS OF 1980

I am a schoolteacher and a farmer. For 27 years I have taught fifth-grade students at Hillcrest Elementary in Orem, Utah. I have an orchard in Orem of about 15 acres. Our family grows apples, pears, peaches, and cherries. We sell most of what we grow at a roadside stand located on our farm.

I’ve always enjoyed teaching. Like many teachers I have to have a second job. I feel very blessed to have an additional occupation that I enjoy as much as teaching. Teaching and farming mesh well together. When teaching, I work with faculty and staff. Farming is an opportunity to work as a family.

In many ways, teaching a class and tending an orchard are very different. In teaching, I work with students and their families. In farming, I work with nature. But constant support is necessary for each to succeed. The orchard is a great place for me to reflect on how to improve both the students and the crops.

I enjoy being a businessman and a teacher in the same community. Often parents of students in my class will bring their families to our fruit stand, and because of those interactions, we develop a relationship that lasts long after the students graduate from Hillcrest Elementary.

Professor David Williams had his career path dramatically changed by his research involvement with emeritus instructional psychology and technology professors Dr. Adrian Van Mondfrans and Dr. Grant Von Harrison. Williams was a premed student who was given the opportunity to do work study with Harrison translating tutoring materials and curriculum into Spanish. But there was a catch to getting the job. “In order to be hired by Harrison, I had to take Adrian Van Mondfrans’ class on research methods,” recalls Williams.

At first Williams was bored. Then Van Mondfrans started talking about specific studies. He reviewed research that involved weighing people before and after they died—looking for evidence of what is lost. Van Mondfrans took his students to the MTC building, which was then being constructed. He asked his students to think about what building such a huge complex revealed about the role of missionaries in the Church. “Professor Van Mondfrans taught my imagination,” says Williams. “Through that program I became interested in the field of instructional psychology.”

Interested” is an understatement. Now, many years later, Williams is a professor of instructional psychology, teaching the same research methods class that changed his life. The name of the program currently involving undergraduate students in educational research is Mentored Undergraduate Research (MUR). Williams assures that “the spirit of the program is the same” as the one that engaged him long ago. The importance of undergraduate research is evident in the fact that the university has dedicated research funding to it since 1972.

As part of MUR, David Williams currently teaches Instructional Psychology and Technology 470. In this two-semester course, Williams continues with the spirit of the instruction of Van Mondfrans. “I ask students, ‘How are you using the different ways of knowing in your projects?’” He explains, “I teach them to think with inquiring minds.” He defines inquiry as the formalization of what a person does as a learner. Mentor professors design the students’ projects to support their own research. “I try to show [students] the bigger picture as compared to the [specific] tasks they may be doing,” says Williams.

Mentoring undergraduate research positively affects McKay School faculty in several ways, according to Williams. Having a student come in each week motivates faculty to complete research that might otherwise be delayed. The responsibility for mentoring encourages them to examine their mentoring skills. Additionally, many publications originate with MUR projects. Williams explained that his latest MUR project produced two conference presentations and a journal article.

But perhaps the greatest benefit is for McKay School students. “A student graduates and becomes not just a teacher but a researching teacher,” says Williams. He adds that the program also promotes lifelong learning for participants. Not least on the list of benefits is the development of potential faculty researchers. Williams suggests that many students discover hidden talents and passions for research through MUR. Perhaps many, like him, may wake up one morning and say, “Maybe I could go to graduate school.”
Learning precedes teaching.

Learning precedes teaching. I’ve read more and applied more of my studies as a mother than I did as a student. Now when problems arise, they are my problems rather than some textbook situation. I must find the right solution, and because of my education I know how to access information. Motherhood may be part intuition, but it’s nice to know you can back up your decisions with proven methods. I know that whereas a semester of school introduces a subject, experience helps me become what I need to be, whether in teaching or motherhood, because parents are teachers. I am very grateful for what I learned at BYU and the McKay School of Education.

McKay Today Magazine was created to inform you of the latest college happenings, apprise you of faculty research, and strengthen your ties to BYU and the McKay School. BYU education graduates become part of an army of educators throughout the world. Below are updates on some of our graduates.
Alan Jensen, Class of 1995
Alan Jensen has learned the importance of developing a peer support and reference base. His recommendation to educators is to join and participate in professional organizations, ask questions, and listen to people. Jensen earned his EdD in educational leadership and currently serves as superintendent of schools in the Palo Verde Unified School District in California. He has also been a teacher, assistant principal, principal, and superintendent in Idaho, Minnesota, and California. He advises, “Continue to learn every day. Stay excited about our profession. Stay active outside of work and keep fit through exercising your mind, body, and faith. Have fun every day.” Alan and his wife, Ann, are the parents of four children.

Gary E. Seastrand, Class of 1976
Gary Seastrand, assistant superintendent of educational services and schools in the Alpine (Utah) School District since 1996, comments, “Public education is the great source of civility and training requisite to a strong democratic foundation. Through public schools students not only learn important content but acquire an appreciation for other people and a respect for their value in society.” Seastrand taught elementary school before earning his doctorate. He became an elementary principal in 1986 and moved to the Alpine District office in 1994. “Through my years of experience I have come to admire and appreciate the extremely dedicated educators who work hard to make a difference in students’ lives,” adds Seastrand. Gary and his wife, Denise, are the parents of five sons.

Janeli Knighton Watson, Class of 1973
At a time of life when many are retiring from the teaching profession, Janeli is just beginning. When asked to think about an influential teacher, she says one was more important than another; she had different styles and taught me different things. They were both English teachers. “I view of it as a kind of craft and art. I still say one was more important than another; they had different styles and taught me different things.” They were both English teachers.

When asked about what relationship elements actually lead to positive outcomes, Korth explains that little is known about how these elements are affected once new teachers enter their field. Korth’s research will also identify how preferred relationship patterns—retired teachers—who have reduced that steep first-year learning curve. She enjoys sharing the wonder of discovery and bonding with each child. Her goals are to help her students enjoy school and develop social skills. Each day is an adventure as she celebrates this new season.

For more alumni spotlights, visit education.byu.edu/news.
SCHOOL NOTES

McKay School faculty and students have received various honors and awards since the fall issue of McKay Today. A few of these are highlighted below.

- Counseling psychology student Katie Dyson has earned the National Association of School Psychologists Minority Student Scholarship for 2007. Katie is the second MSE student to earn this $5,000 award.

- R. D. Boardman, a doctoral student in the Department of Counseling Psychology and Special Education, was awarded a scholarship from Indian Health Services (IHS). This scholarship will help him prepare to work as a clinical psychologist (IHS). This scholarship will help him prepare to work as a clinical psychologist.

- Pam Hallam, an associate professor in the Department of Educational Leadership and Foundations, received the 2006 Education by itself can be one of the most selfish endeavors undertaken by an individual,” said Elder Hales. But he explained that education once obtained comes with an obligation to share, help, and lift others. The gospel of Jesus Christ teaches that everyone is given gifts that are meant to come together to benefit all—such as in the creation of the whiteboard. He said, “When we obtain an education, we are in the world, or the ‘getting place.’ When we share acquired knowledge, we are in the kingdom, or the ‘giving place.’”

- Dr. Andrew Gibbons, chair of the Department of Instructional Psychology and Technology, is a new member of the advisory panel for the Cooperative Program for Operational Meteorology Education and Training (COMET). During this three-year appointment Gibbons will review COMET’s training and development plans for meteorology and atmospheric sciences.

- Christopher Dromey, associate professor in the Department of Communication Disorders, presented at the Fifth International Conference on Speech Motor Control in Nijmegen, the Netherlands.

- Melissa Waite, an elementary education major, received an honorable mention in the George H. Brimhall Memorial Essay Contest. Her essay compared her life experiences to those of Alice Louise Reynolds, the first female professor at Brigham Young Academy.

- The USTA (Utah Science Teachers Association) recently honored Marvin N. Tolman with a lifetime achievement award. As an additional honor, the USTA named the award the Dr. Marvin N. Tolman Lifetime Achievement Award. It will now be awarded annually to other science educators in Utah who have demonstrated a lifetime of service to the science profession.

BY THE NUMBERS

In connection with the fall 2006 issue of McKay Today, a survey was sent to a random sample of readers located throughout the U.S. and Canada. We thank you for your participation in the survey. Your responses will help us better serve your needs. Here is a portion of what you told us:

- 80% read the magazine
- 29% clipped, copied, or saved at least one article
- 37% shared articles or information with family members
- 75% approved of the editorial content and design
- 82% said the information was relevant
- 44% are employed full-time or part-time in education
- 33% are not employed in education
- 22% volunteer in educational settings
- 69% prefer the magazine in print format

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ELDER HALES AND THE WHITEBOARD

Come Together and Share

When Elder Robert D. Hales stood to talk to the BYU administration, he turned to write on the whiteboard with dry-erase markers and mused about his being part of a company and an industry that made possible the change from traditional blackboards and white chalk to the whiteboards and dry-erase markers in use today.

It took creative research scientists, manufacturers, and marketing men and women from a number of companies to produce and market the new concept to potential users in business, government, schools, and homes and to bring about this creative innovation.

In a recent interview Elder Hales shared insights on this innovation and the process he was involved with while serving as president of Papermate Company, a division of Gillette. The process was as interesting as the final product. “A large organization is a group of small divisions and similar to a living organism,” said Elder Hales. “Each person needs to get a feel of where they fit in the organization and in the cycle. Each individual needs to determine how he or she can best contribute.”

Chemists first produced the felt pen and permanent marker. Next came the washable marker, and those in marketing at Papermate began to focus on ways to increase their use. Elder Hales explained foundational precepts of this process: “We can’t become possessive of our thoughts. Creative people know they don’t own an idea and that ideas multiply when they are shared. With cooperation, all benefit.” Because of the creative, collaborative climate at Papermate, several individuals came up with the idea of the whiteboard at the same time, with an objective to expand the market for the new product development. The idea was passed to those who could produce the board. The results are evident in the success of the product.

“Education by itself can be one of the most selfish endeavors undertaken by an individual,” said Elder Hales. But he explained that education once obtained comes with an obligation to share, help, and lift others. The gospel of Jesus Christ teaches that everyone is given gifts that are meant to come together to benefit all—such as in the creation of the whiteboard. He said, “When we obtain an education, we are in the world, or the ‘getting place.’ When we share acquired knowledge, we are in the kingdom, or the ‘giving place.’”

“In the business world or in education, individuals should never hold back their best,” urged Elder Hales. “Don’t take ownership for a concept. Come together and share.”
President David O. McKay believed in education and in sharing the benefits of research throughout his life. Under President McKay’s direction Weber Academy dramatically increased its enrollment of women. He also led the effort to develop classes in domestic arts and sciences. As prophet and head of the Church, President McKay constantly counseled the youth to become educated and to improve themselves and the world around them.