

SUMMER-2010 FACULTY SCHOLARSHIP GRANTS

Timothy Doherty, Ph.D.

and

Elizabethada A. Wright, Ph.D.

Faculty Development Committee, Faculty Senate, Rivier College

Dr. Timothy Doherty, Associate Professor and Department Coordinator, Department of English and Communications, Division of Liberal Arts

Project title: Guide to Using Dialogue Inside the Classroom

Project Abstract:

The Summer-2010 Grant will be used to support a collaborative book project with Joni Doherty, Director of the New England Center for Civic Life (NECCL) at Franklin Pierce University, and Zan Goncalves, Coordinator of College Writing at Franklin Pierce University. The book will consider the various uses of dialogue-based discussion and writing, answering the call by the American Association of Colleges and Universities to promote civic literacy and deliberative dialogue in higher education.

Dr. Susan Gately, Associate Professor, and **Dr. Naomi Schoenfeld**, Assistant Professor, Division of Education

Project title: Bug in the Ear Technology to Coach Student Teachers

Project Abstract:

This project is designed to develop a response to intervention (RTI) for pre-service teachers at various levels of expertise. First, the program (tier 1) will pilot coaching programs for on-site cooperating teachers to aid in the development of skill in student teachers through the use of Bug in the Ear (BIE) technology within the classroom. Students, who are identified as needing more intensive training (tier 2), will receive additional coaching using BIE technology with college supervisors when they visit in classrooms. Finally, student teachers, who require more extensive intervention (tier 3), will use cyber-BIE technology to coach and monitor student progress in specific area of need.

Dr. Jerome L. Rekart, Assistant Professor of Psychology, Divisions of Education and Sciences

Project title: A Survey of the Beliefs and Knowledge of K-12 School Teachers Concerning Education, Neuroscience and Cognition

Project Abstract:

Despite the fact that evidence-based neuroscientific and cognitive research may hold much promise for enhancing pedagogy, there is a dearth of applications of germane findings in educational settings. The paucity of transformative research may be attributed to a lack of bidirectional research collaborations whereby both educators and academic researchers interact as co-equal partners. In addition, misconceptions about cognition and the brain are perpetuated by pervasive and popular pedagogical methods that claim to be "brain-based" without empirical support. In order to facilitate effective, bidirectional collaborations, this study seeks to identify beliefs about the mind, brain and education by surveying (online) New Hampshire K-12 school teachers. It is hoped that the results of this research will help to bridge the aforementioned gap by providing "up front" identification of differences in perspective, beliefs and knowledge.

Dr. Martin Menke, Professor of History and Department Coordinator, Division of Liberal Arts

Project title: German Political Catholicism, 1917-1933

Project Abstract:

During the past few years, I have been concretizing research for a monograph on the role of Catholic values in the decision making of the German Center Party, 1917-1933. From the mid-nineteenth century until the party's dissolution in the wake of the Nazi seizure of power, the Center Party represented the broad spectrum of German political Catholicism. During the years of the Weimar Republic, 1919-1933, the Center participated in all but two of the eighteen cabinets and furnished the chancellor (equivalent to a prime minister) for six of them.

While much of the research for this work has been conducted in the Prussian State Library at Berlin, the Federal Archives at Berlin and Koblenz, the Political Archives of the German Foreign Office, Berlin State Library, the Library of the Free University, the Library of the Otto-Suhr-Institute of the Free University, the Historical Archives of the City of Cologne, the Diocesan Archives in Trier, and elsewhere, some of the most valuable records are located on this side of the Atlantic, in the faculty archives of Harvard University. The first technocratic, not democratically elected Chancellor of the Weimar Republic, Dr. Heinrich Brüning, served from March 1930 until May 1932. In March 1933, he was one of the most vehement opponents of the Enabling Act that established the constitutionally legal foundation for the actions of the National Socialist regime. Only at the last minute did Brüning submit to party discipline and vote for the Enabling Act in the final parliamentary vote. Shortly thereafter, Brüning fled Berlin and eventually came to the United States, where eventually he assumed a professorship at Harvard University. After World War II, several attempts to return to Germany failed because the government of the Federal Republic of Germany did not provide the adulating welcome he expected. Brüning returned to the U.S. and lived in Norwich, Vermont, where he wrote his memoirs. While Brüning lost most his personal papers from before 1933 when the Gestapo seized his papers, he maintained an active correspondence with colleagues and friends in Germany and elsewhere throughout the rest of his life. This correspondence and his notes on past events furnished the documentary basis for the memoirs. Unfortunately, historians have discovered that Brüning's aging memory and his desire to reshape his public image undermined the reliability of his memoirs, so that use of the Harvard Archives collection is imperative to a clear understanding of the party's activities during the last months of its existence. It will also contribute to a more complete understanding of Brüning and his time in preparation for the sabbatical awarded for spring 2011, which should lead to a completed manuscript by September 2011.

Harvard's records show that 16.5 cubic feet of Brüning's records are kept in 49 containers, which is about average for a statesman's papers. It should be possible to review all relevant records during a six-week period, given that the reading room is open only 11:00am to 4:00pm. The faculty development grant would help defray daily travel mileage (thirty days at eighty miles round trip/day at fifty cents/mile), parking (five – ten dollars/day), and reproduction costs of some of the documents (thirty to sixty cents per page, depending on the size and fragility of the document paper).

Dr. Joel Stake, Assistant Professor, Department of Biology, Division of Sciences

Project title: A Microstructural Approach to the Systematic Relationships within the Genus *Agaricia*.

Project Abstract:

Dr. Stake's research focuses on species boundaries and the evolutionary relationships of scleractinian corals, specifically those found in the Caribbean and western Atlantic Ocean. His 2010 Scholarship Grant is research being conducted in collaboration with Dr. Francesca Benzoni, Reef Team Coordinator for the Tara Expeditions, and Dr. Fabrizio Stefani, researcher at University of Milan-Bicocca. The ultimate goal of the project is to understand the evolutionary relationships of all of the species in the family Agariciidae. Specifically, he will be studying the microstructural aspects of the coral skeleton with the purpose of combining the new morphological data with the genetic data generated from his previous Scholarship Grant. ■