



OHIO
UNIVERSITY

Office of the Provost

April 17, 2005

Cutler Hall
Athens OH 45701-2979

T: 740.593.2600
F: 740.593.9591

Eugene Geist
Human and Consumer Sciences
Grover Center W351

Dear Dr. Geist:

I am pleased to inform you that the Board of Trustees has confirmed the recommendation for your Faculty Fellowship leave for academic year 2006-2007.

The granting of a Faculty Fellowship signifies gratitude for your previous work, confidence in your future endeavors, and an appreciation of the contribution that both bring to Ohio University.

At the conclusion of your fellowship, a short report, containing information about your accomplishments during your leave, should be submitted to your department chair or school director. Copies of this report will be forwarded by your chair or director to your college dean and to the Provost's office.

If you are unable to accept this fellowship, please notify Martin Tuck, Associate Provost for Academic Affairs, at tuck@ohio.edu or at 740-593-2577.

Please accept my best wishes for a successful fellowship.

Sincerely,

Kathy Krendl
Provost

KK/al

CC: Gary Neiman
Ann Paulins
File



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February 24, 2006

Eugene Geist
Human and Consumer Sciences
Grover Center W351

Dear Dr. Geist:

It is my pleasure to inform you that Provost Krendl and President McDavis have reviewed and approved your Faculty Fellowship leave for academic year 2006 - 2007. Your leave is now subject to approval by the Ohio University Board of Trustees at their April 2006 meeting. I have every confidence that the Board will approve the leave. You will receive a letter informing you of their decision after the April meeting.

Please do not hesitate to contact me if you have questions.

Sincerely,

Martin T. Tuck
Associate Provost for Academic Affairs
740-593-2577

MT/al

cc: Gary Neiman
Ann Paulins

A Special Edition of *Perspectives*

engage

Ohio University
Undergraduate Research
& Creative Activity

The Power of Puppets

Dance major Maura Gahan surprises audiences through the art of giant puppetry





Ohio University students in the College of Health and Human Services visit classrooms to study how children can best learn math and language skills

COUNTING ON AN EDUCATION

For most children, pre-school is a time for naps, snacks, and sing-a-longs — more about R&R than the three Rs. But Eugene Geist and early childhood education students at Ohio University are trying to change that.

Two and a half years ago, Geist, an associate professor of early childhood education, was awarded a \$25,000 grant from the American Educational Research Association to conduct research and training with Head Start teachers to help them incorporate mathematics into their classrooms of 3- and 4-year olds.

"Math doesn't just start in first grade, which is when we generally begin to teach it," Geist says. "Math learning actually begins at birth."

To facilitate that learning in the Head Start classrooms, Geist used part of the grant money for additional training for the teachers — many of whom are also associate degree students at the university — and part to purchase materials that could be used for math education and logic development, such as clocks, counters, and blocks.

As a supplement to the program, Geist also enlisted the help of some of the students in his math methods class. While working toward completing their lab requirement of 30 hours, the students

can learn about teaching math to children from birth to age 7 at the Head Start sites.

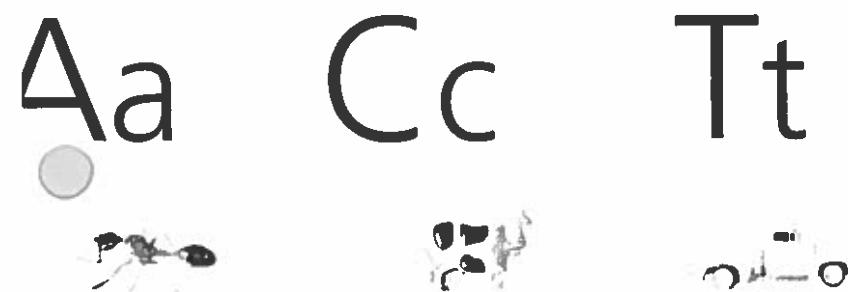
"Our job is to provide the first building blocks to expose them to these different math concepts so it's not something completely foreign to them when they come across it in kindergarten," says Laura Shaw, third-year early childhood education major in Geist's class.

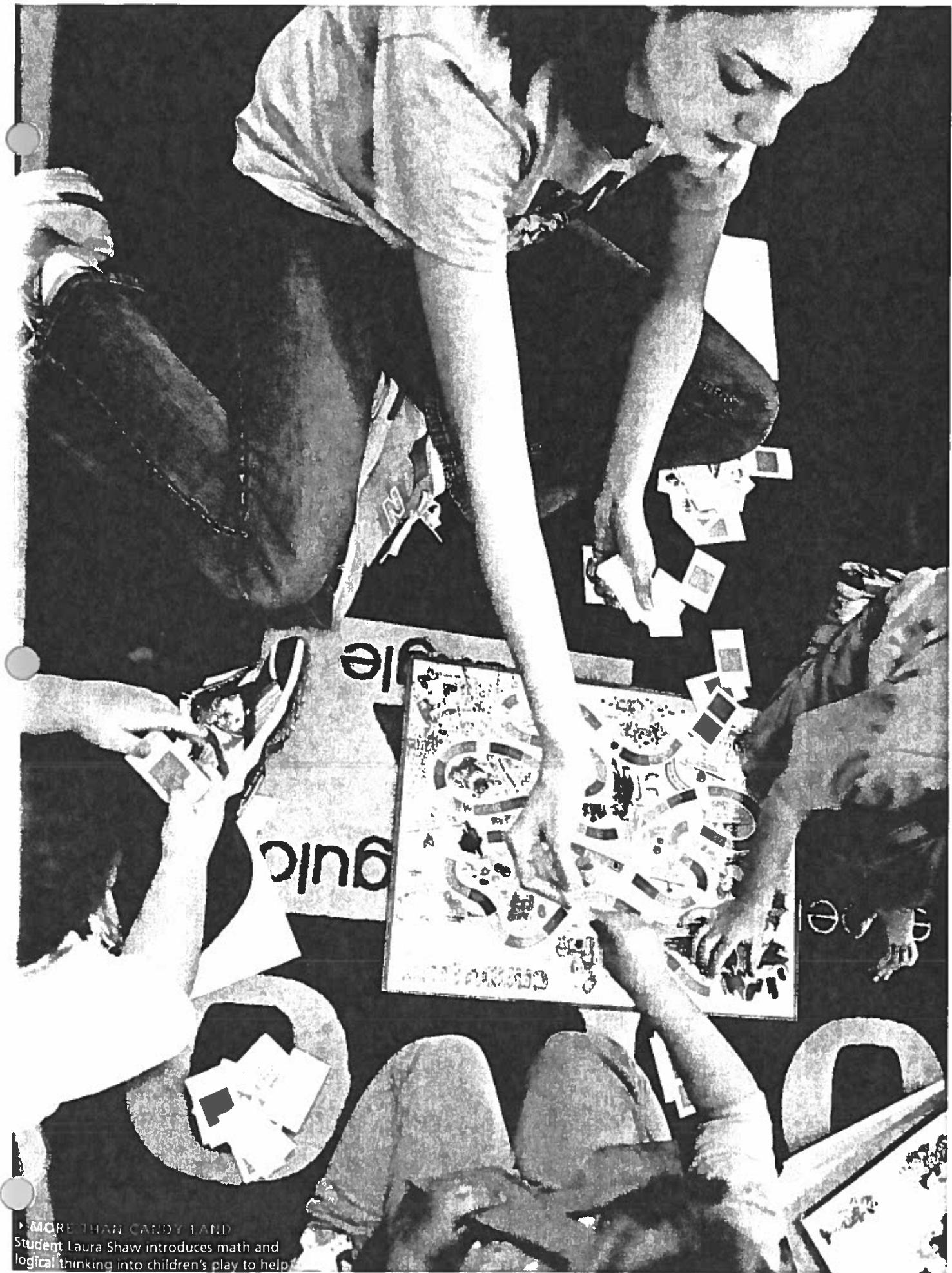
Those building blocks involve planned math-related activities, such as using a calendar to talk about the date, and working at "math table," where children are prompted to count and sort different objects. The students also learn to recognize when the children are discovering math concepts on their own.

"For instance, when they play Candy Land, that involves counting and matching colors," Shaw says. "We just try to work with whatever they're already playing and introduce math and logical thinking into it."

The partnership with Head Start allows the students to see teachers interacting with children, and also gives Geist's students an opportunity to put to use the concepts they learn in class.

"If I have ideas from class, I can bring in my lesson plans and it might be something the Head Start teachers have never tried before," Shaw says.





► MORE THAN CANDY LAND

Student Laura Shaw introduces math and logical thinking into children's play to help

LAWS OF LANGUAGE

While Geist's students focus on helping educators teach math skills to kids, other Ohio University students are focusing on another fundamental skill for children: language comprehension. Jackie Strauss, a senior hearing, speech, and language sciences major, organized a senior thesis project through her major to study what effect sentence structure has on the working memory of normal developing children. With further research, the implications of her study have the potential to change the way teachers interact with their students.

"For my study, I was trying to look at what types of sentences were more difficult for children to understand," she says. "Were sentences that were simple in nature, such as, 'The boy and the girl are not eating,' or were sentences that were about the same length but more complex harder for them to understand, such as, 'She drank milk after she ate a snack'?"

With the help of her faculty adviser, Sally Marinellie, Strauss devised a study and received a grant through the university's Provost's Undergraduate Research Fund to answer that question.

"Children hear sentences all day long from parents, teachers, and other children," says Marinellie. "Jackie wanted to look at children's comprehension of those sentences."

Marinellie put Strauss in contact with Joseph Coleman, a fourth- and fifth-grade teacher, and Principal Rick Brooks of Allensville Elementary School in Allensville, Ohio. For two days in the winter of 2005, Strauss tested several of the Allensville students.

First, she needed to test each child's working memory, which she did with two tests using nonsense words. For one, the children were asked to repeat nonsense words from a list, and for the other, she read them a sentence that ended with a nonsense word, which the children were then asked to repeat and answer a yes or no question about.

"By doing this study, I realized how variable working memory is," she says. "Learning skills — math skills, reading skills, spelling skills — are all on a range of abilities, and the same applies to working memory."

With that preliminary assessment complete, Strauss could get down to the crux of her study: the effect of sentence structure on working memory. She read each child 24 sentences — six each of which were short and simple, long and simple, short and complex, or long and complex in structure. She then presented them with a series of pictures and asked them to point to the image that was correctly described by the sentence.

"What she found," explains Marinellie, "is that complexity of sentence structure mattered, but length did not. It was more difficult for the children to comprehend complex sentences whether they were long or short, and that followed her initial prediction."

After analyzing the data and drawing conclusions from her research, Strauss returned to Allensville Elementary School to share her findings with the teachers.

"I only had 15 subjects, so this by no means supports theory, but it does have some implications you can take from it," she says. "If people are aware that complex sentences are more difficult for children to understand, then maybe that conscious awareness will help them to think of strategies to maybe make it easier for children to understand."



"I was trying to look at what types of sentences were more difficult for children to understand."

— JACKIE STRAUSS

Other researchers should investigate such strategies further, Marinellie notes.

Aside from Strauss' information about her study, the teachers also gained valuable insight as to what kind of students the school is producing, Coleman says.

"The results were shared with all the teachers, so the younger primary school teachers saw how their former students were performing, and the junior high teachers get to see what kind of students they will be getting in the coming years," he notes.

Strauss, who hopes to continue exploring this research further when she begins a master's program in speech language pathology at Ohio University this fall, also plans to earn a Ph.D. and possibly pursue a career in research.

"I'm really just grateful that I was able to get this entire experience to discover what is involved in research and learn how much I enjoy it and would like to continue doing it in the future," she says. "It's kind of given me a stepping stone to stand on for other areas of research." ▲



Geist and students such as Shaw believe that math skills should be taught to children early in life.

Strauss examined kids' language comprehension and memory.

The girl with the purple shirt, **who is laughing**, is having her picture taken.



Children are introduced to math concepts through activities such as using a calendar to talk about time, and working with a "math table," where students are prompted to count and sort different objects.

PERSPECTIVES

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY AT OHIO UNIVERSITY

Reconstructing Masculinity

The emerging field
of male studies



A CLEAR VISION

It's been a primary cause of aircraft accidents throughout the history of flight: Bad weather, darkness, or inexperience — or a combination of the three — throws a pilot off course. Unable to see the terrain below, the pilot unwittingly flies the plane into the ground or another obstacle in the flight path.

Called Controlled Flight Into Terrain, this aviation problem was to blame for 35 airline accidents with more than 2,300 fatalities from 1987 to 1996. Researchers have searched for a solution to these sorts of accidents, looking for ways to give pilots a real-time view of the terrain below regardless of the weather conditions outside. With the development of new display, positioning, and database technologies, this soon may become a reality.

In May 1999, NASA awarded grants to six research teams working on a Synthetic Vision System to give pilots a clear view of the ground below via computer and video displays. Ohio University's Avionics Engineering Center is the only American university research center selected to participate in the Synthetic Vision effort.

Researchers are charged with developing a 3-D electronic system for monitoring in real time the terrain and other obstacles below. The center was selected for the project in part because of its past work with GPS, or Global Positioning System, a network of satellites used to determine the exact location of an object on the ground.

The terrain monitoring system they're developing will improve on the existing terrain database maintained by NASA by incorporating GPS technology and radar. With this combined approach, pilots will receive a real-time position of the aircraft — and a map of surrounding terrain and other land-based obstacles — via a video display.

"The goal is to put more information in the cockpit, using GPS and better displays," says James Rankin, director of the Avionics Engineering Center.

The end result of the Synthetic Vision project will be a system of cockpit displays that would indicate hazardous terrain, air traffic, landing and approach patterns, runway surfaces, and other obstacles that could cause in-flight problems.

While the initial one-year NASA grant to the center was for \$400,000, additional funds may be available. Much depends on the progress researchers make in the coming year. Early tests of their displays indicate they're on the right track, Rankin says, and more results are expected later this year following tests of the enhanced terrain database.

— KRISTI WHITLOCK

"The goal is to put more information in the cockpit, using GPS and better displays."

— James Rankin

THE NEW MATH

As a second-grader, Eugene Geist was frustrated by the gold star-covered poster that hung on his classroom wall. Students received stars for doing well on timed math tests and Geist, who didn't do as well as his classmates on these tests, had fewer stars than his friends.

Years later, as Geist began his career in academia, this childhood memory prompted him to challenge the standard formula for early mathematics education. Standard teaching of mathematics is based on rote memorization and measured by how many problems a child can solve correctly in a short amount of time — methods Geist suggests discourages students from becoming engaged in mathematics and may even disrupt their natural construction of mathematics understanding.

Through a project involving preschool children, parents, and teachers, Geist, an assistant

professor of human and consumer sciences at Ohio University, hopes to develop new methods for mathematics education for early childhood and primary grade children that are more interactive and allow students to learn through problem-solving techniques rather than memorization.

Last year, Geist set up a video camera to observe children age 2 to 4 at the Ohio University Child Development Center. He asked the children mathematical questions about the tasks they already were performing in class — such as making measurements and counting items — hoping to study the students' understanding of mathematical concepts.

Child educators know that young children learn how to read and write by being read to and by writing even if they are just "reading the pictures" or scribbling on a page. Geist supports the theory that, like reading, mathematics may be

A WORLD AWAY

Though East Timor didn't officially declare its independence from the Indonesian government until August 1999, Ohio University anthropologist Gene Ammarell had watched the Southeast Asian islanders become increasingly hostile to outsiders throughout the last decade. Growing numbers of Bugis migrants — members of an ethnic group from South Sulawesi long renowned as intrepid seafarers and skilled traders who dominated East Timor's marketplace — closed their businesses and moved their families to new locales.

The Bugis have been searching for a home for the past few centuries, according to Ammarell, an assistant professor of anthropology who examined their seafaring practices in *Bugis Navigation*, published by the Yale University



Council on Southeast Asia Studies Monograph Series in late 1999. Since the Dutch forced them out of their homeland in the late

emergent — children can and do begin to learn math from the day they are born. Young people interact and form relationships within their environment, Geist says, which creates the basis for understanding math — and they do it with little help from adults.

"Very young children show the beginning signs of mathematics understanding not by counting or adding numbers, but by identifying items that are alike and different, sorting things into categories and making other relationships, which will lead to making relationships using numbers," Geist says.

A child's natural math ability, he adds, is not cultivated in traditional math classes that rely on methods of skill and drill. Students should be encouraged to think critically — like mathematicians — and taught that the process of getting an answer is just as important as the answer itself.

Geist, who plans to expand his study to Head Start programs and

preschools in southeastern Ohio, hopes to use his findings to help teachers develop a curriculum that promotes a child's natural math ability by using projects based in real-life and by asking children to make mathematical relationships in lessons that integrate math with science, language arts, and other courses.

"By using projects, asking questions, and encouraging a child to use their own thinking ability and prior knowledge, children can be prompted to develop an understanding of concepts related to mathematics at a very early age," Geist says. "Teachers can take on the role of facilitator of a child's development of math understanding, instead of replacing a child's own natural ability to think with the drill and memorization of traditional mathematics teaching."

— ANYA RAO



PHOTO: Rick Fatica

Doing the math: Eugene Geist's studies suggest math, like reading, may be emergent — children begin to learn math from birth.

Indonesian culture. They've established a well-known pattern: Bugis migrate and dominate the economies of their adopted communities, but often flee to new lands when conflict arises.

The East Timorese, who had struggled against the Indonesian government for almost 25 years, began to resent the prosperous Bugis, who had settled in the region shortly after the government's 1975 move to squash an independence uprising. Allied to Jakarta through their Muslim religion, the Bugis benefited from the government's stance that the traders' business success would ripple through the local economy. The East Timorese say that never happened.

"They would go to college and they'd expect to get a job in the bureaucracy or business,

and there were already Javanese and Bugis in those positions — they were hiring each other. They weren't hiring any East Timorese," Ammarell says.

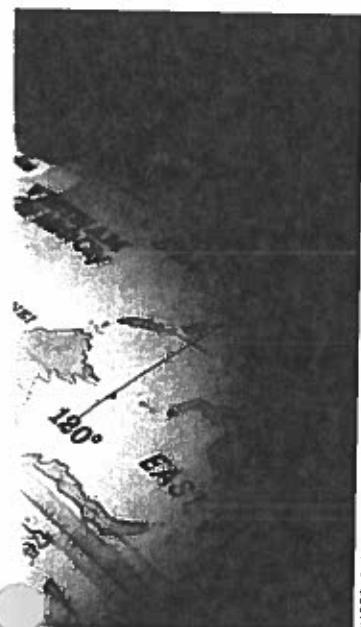
The Bugis, who also recently fled the predominantly Christian province of Ambon, are one piece of Indonesia's cultural puzzle. Stitched together by peoples of multiple ethnic backgrounds and religions, the Southeast Asian islands are no stranger to migration, foreign occupation, and upheaval.

It's a spot on the globe that also has captured the research interest of Elizabeth Collins, associate professor of philosophy and director of Ohio University's Center for Southeast Asia Studies. A political theorist, Collins is writing a book on the Indonesian democracy revolution of 1998.

The effects of the East Timor conflict on this movement generally were ignored by the international press, she says. Collins also is researching the impact of militant Islamic groups — whose appeal is likely to flourish during the current religious conflicts and economic crisis — on the democracy-building process.

Despite the region's geographic, ethnic, and religious fragmentation, many Indonesians want to retain the nation, Ammarell says. "They see their history as a single people with lots of different ethnic groups," he notes. "And the Bugis are among them. Most don't appear to have any interest in seceding because they succeed so well the way it is."

— ANDREA GIBSON



600s, the Bugis have roamed the archipelago, exploiting trade opportunities and weaving their native customs into the fabric of



**ASOCIACION MUNDIAL DE EDUCADORES INFANTILES
WORLD ASSOCIATION OF EARLY CHILDHOOD EDUCATORS
ASSOCIAÇÃO MUNDIAL DE EDUCADORES DE INFÂNCIA**

Avda. Insurgentes Sur N° 386, Desp. 5, Colonia Roma Sur, México, D.F. 06760,
México • Tel. (52) (55) 5584-0035 • Email: mexico@waece.org •
<http://www.waece.org>

Mexico City, June 28, 2006

Dr. Eugene Geist
University of Ohio
United States

Dear Friend:

We are writing from the World Association of Early Childhood Educators.

In the last few years, competencies have gained a key role in the design of educational program and curricula in many countries. In fact, in the educational reform in Mexico in all levels, from preschool, the teaching by competencies has been a dominant element.

In Mexico, our Association has played a very important role in the formation and training of educators in this field, with the publication of the first practical book on the topic that has already reached its 8th edition in less than a year and an ample offer of practical workshops and seminars for educators, trainers and educational authorities in all of the country.

To offer further training of professional educators and to facilitate their access to the best current experiences in this field, our Association has decided to organize an International Conference with the theme:

International perspectives on the educational practice in preschool education

In this conference, we expect to learn about the latest research work done through lectures, workshops, round tables and the exchange between participants, at the same time that we learn about current classroom practice for the best possible development of education and care of early childhood.

The conference will take place March 22, 23 and 24, 2007 in Morelia, Mexico, where we have already held two conferences in previous years with an audience of over 3,000 delegates.



**COMPÁNIERO DE LA PRIMERA INFANCIA Y EDUCACIÓN INCLUSIVA
EARLY CHILDHOOD AND INCLUSIVE EDUCATION PARTNER
COMPANHEIRO DA PRIMEIRA INFANCIA Y EDUCAÇÃO INCLUSIVA**





We want to bring together a highly selected group of speakers from different countries to present their latest work.

The purpose of this letter is to invite you to participate with a lecture of 60 minutes on the topic:

Exploring mathematics in early childhood education

Because we are an NGO, without any sources of external financing, our Association cannot pay speakers fees. However, we will cover all your transportation expenses from the point of origin and accommodation and meals while you are with us. To take advantage of your trip to Mexico we have prepared the following preliminary program:

Date	Activity
Saturday, March 17	Arrival in Mexico City Welcome dinner
Sunday, March 18	Panoramic tour of Mexico City Visit to the National Museum of Anthropology
Monday, March 19	Excursion to Xochimilco
Tuesday, March 20	Excursion to the Shrine of Guadalupe and the Pyramids of Teotihuacan
Wednesday, March 21	In the morning, visits to a school district After lunch, trip to Morelia
Thursday, March 22	In the morning, panoramic tour of Morelia In the afternoon, Conference Inauguration ceremony and conference activities
Friday, March 23	Conference activities
Saturday, March 24	Conference activities
Sunday, March 25	Transfer to the Mexico City airport Return flights

We sincerely hope that you will be able to accept this invitation and join us for this Conference.

Since we are quite hopeful that you will accept our invitation, we take advantage of this note to inform you that we will need the following materials and documents from you:

As soon as possible, for the edition of the promotional materials and conference section of our website:

- o Brief narrative curriculum (1 page)
- o Informal digital photo
- o Abstract of your intervention (3 paragraphs)



Before February 1st:

- Text of your intervention for the conference book.

If you have any questions, or need any additional information, please, do not hesitate to contact us.

We look forward to hearing from you and we take this opportunity to send you our

Kind regards,

A handwritten signature in black ink, appearing to read "Juan Sánchez Multerno".

JUAN SÁNCHEZ MULTERNO
President
World Association of Early Childhood Educators



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WORLD ASSOCIATION OF EARLY CHILDHOOD EDUCATORS
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Email: info@waece.org · Web: http://www.waece.org

Madrid, November 24, 2005

D. Eugene Geist
Ohio University

Dear Friend Mr. Eugene Geist,

We are writing to you from the World Association of Early Childhood Educators and upon the recommendation of our mutual friend Dr. Jose Manuel Serrano.

Our Association, with headquarters in Madrid, Spain is a not for profit movement of pedagogical renovation of early childhood and preschool education. We are Early Childhood and Inclusive Education partners of UNESCO, with whom we work regularly on various projects. There is more information on our organization and our activities in our website: www.waece.org.

As part of our training activities, besides bringing together our members so that they can exchange experiences and information we organize Conferences on the most relevant current topics for educators. This is why we have planned to hold the **INTERNATIONAL CONFERENCE ON LOGICAL MATHEMATICAL THINKING IN EARLY CHILDHOOD EDUCATION**. The conference will take place in Madrid, April 28-30, 2006.

As you can see in the attached file, the Conference has three main sections:

- Lectures (with simultaneous translation)
- Practical applications (offered only in Spanish)
- Methodological proposals (offered only in Spanish)

Our goal with this conference is that classroom teachers become familiar with the latest research work being done on logical mathematical thinking as well as with the techniques needed to apply it with their children.

We would like it very much if you could participate in this conference, as many of our members have requested. Therefore, we would like to invite you to give a lecture of 80 minutes on the topic of:

Exploring mathematics in early childhood education

We are sending with this invitation a briefing on the conference including the preliminary agenda with the lectures we have planned and the international experts we have invited to give them.



Because we are an NGO, without any sources of external financing, and considering the high cost of running this conference, our Association cannot pay speakers fees. However, we will cover all your transportation expenses from the point of origin and accommodation and meals while you are with us.

We sincerely hope that you will be able to accept this invitation and join us for this Conference. If you have any questions, or need any additional information, please, do not hesitate to contact us.

We look forward to hearing from you and we take this opportunity to send you our

Kind regards,

JUAN SÁNCHEZ MULTERNO
President
World Association of Early Childhood Educators



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WORLD ASSOCIATION OF EARLY CHILDHOOD EDUCATORS
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Madrid, April 23, 2006

Dear Friend Eugene Geist,

First of all, we would like to thank you for joining us at the

INTERNATIONAL CONFERENCE ON LOGICAL MATHEMATICAL THINKING IN EARLY CHILDHOOD EDUCATION

That our Association is holding in Madrid.

This is a very special conference for us (well, all conferences are so) and we would like you very much to enjoy the conference and your stay in Madrid. For this, we have been working hard.

We have prepared a program that combines the academic areas of the Conference and a number of visits to tourist sights in Madrid City. This last part, you may wish to change, or do something different on your own. Please, just let us know.

SUNDAY, APRIL 23. After your arrival at the hotel, there is free time until **21:00, when we will meet for dinner.** This dinner is for all speakers and guests who have arrived during the day. We will meet at the Reception.

MONDAY, TUESDAY AND WEDNSDAY. In the morning, we will visit early childhood centers schools where we will be given an overview of the educational system of Spain and the type of centers.

APRIL, 27. we will go to Segovia. This tourist visit include meals .

APRIL, 28. In the morning, we will visit Toledo. The opening ceremony will take place at 18:15 in the Main Saloon of the Hotel.

APRIL, 29 Conference sessions



COMPAÑERO DE LA PRIMERA INFANCIA DE LA UNESCO
UNESCO EARLY CHILDHOOD PARTNER
COMPANHEIRO DA PRIMEIRA INFÂNCIA DA UNESCO





APRIL, 30. The closing ceremony will end at 13:15-13:30.

On the following day, we will have the airport transfers, according to the times of departure. We will inform you in advance.

CONTACT TELEPHONE NUMBERS

The contact telephones for any emergency in Madrid are (0034) 637 86 59 06 (Elvira's Cell phone) and (0034) 91 501 87 54 (AMEI-WAECE office phone).

YOUR INTERVENTION

"Exploring Mathematics in early childhood education"

According to the general calendar, it is foreseen in the following schedule:

Day	Time	Hall
April 28	19:20 - 20:40	Merida+Alcalá

It is very important that you follow the schedule in a rigid way to avoid scheduling conflicts with the rest of activities and rooms. Keep in mind that there are many parallel activities and the schedule is vital for the good development of the Congress. The moderator of the room can cut short any intervention that goes beyond the foreseen time. If you need help to control the duration of your intervention, ask the moderator so to help you.

AUDIOVISUAL EQUIPMENT

If you have not yet forwarded your presentation in Power Point, we request that you hand it in as soon as you arrive.

For the audiovisual presentations it is not possible to use other computers that are not those that are already connected in the rooms, because the wiring and connections don't always work well when they are changed. Therefore, we have to load your presentation in the room computer. These computers will be formatted at the end of the conference. We advise you not to give your power point presentation to delegates because they can use them without your authorization.

We remind you that there is no other audiovisual means available and that we don't have the equipment to convert materials from one program to another, nor the staff to help you with the translation or preparation of your materials. We don't



1st

Mathematical Thinking

-in Early Childhood Education-

Agenda

Día 28 de Abril - April, 28

HORA-TIME	SALÓN PLENARIO
15.30-18.00	Acreditación de Congresistas - Delegate Registration
18.15-18.30	Presentación del Congreso-Opening Ceremony
18.30-19.10	El pensamiento lógico-matemático y la educación infantil en España - Logical mathematical thinking and early childhood education in Spain José Manuel Serrano (España)
19.20-20.40	Explorando las matemáticas en Educación Infantil - Exploring mathematics In early childhood education Eugene Geist (USA)

Día 29 de Abril - April, 29

HORA TIME	SALÓN PLENARIO	SALÓN A	SALÓN B
		PONENCIAS	CONCRECIONES PRÁCTICAS
10.00 11.00	El pensamiento matemático de los niños: El número y sus operaciones Mathematical thinking in children: Numbers and operations Amanda R. Johnson (USA)	Las matemáticas y el sistema numérico con niños de 3 años. Metodología experimental basada en la motivación y en la estimulación sensorial del niño. Carmen Gabaldón (ESPAÑA)	Determinación de niveles genéticos en la construcción del número para la programación de actividades en educación infantil. Rosa Mª Pons Parra José Manuel Serrano (ESPAÑA)
11.00 12.00	Estrategias para medir Measurement strategies Juanita V. Copley (USA)	El concepto de cardinal y la formación del pensamiento lógico matemático en la educación Infantil a través de un juego de cartas Jesús Hernando Pérez (ESPAÑA)	La construcción del conocimiento aritmético informal en niños de educación Infantil: Un estudio longitudinal de las cuatro operaciones aritméticas Mª Oliva Lago, Sonia Caballero, Purificación Rodríguez, Laura Jiménez, Mª Lourdes Hernández y Silvia Guerrero (ESPAÑA)
12.15 13.15	Las etnomatemáticas o la multiculturalidad de las matemáticas Etnomathematics or the multiculturality of mathematics Terezinha Nunes (UK)	Proyecto Urdinba (Proyecto Ardilla) Ikastolen elkartea Iratxe Ramírez Erramún Martíarena (ESPAÑA)	La evaluación de las matemáticas en educación Infantil. Un enfoque constructivista Margarita Blanco Pérez Vicente Bermejo Fernández (ESPAÑA)
DESCANSO COMIDA - LUNCH			
16.00 17.00	Origen del conocimiento numérico de los niños Origin of numerical Knowledge In Infants Koolen McCrink (USA)	Situaciones de aprendizaje que contribuyen al desarrollo de las competencias matemáticas en la educación Infantil Isabel Aparicio Sáez (ESPAÑA)	Diferencias en habilidades matemáticas en niños y niñas de cinco años Manuel Aguilar (ESPAÑA)
17.00 18.00	Teoría de la representación y educación matemática Theory of mathematical representation and education Gerard Vergnand (FRANCIA)	De las historias de aula a la construcción del conocimiento en educación Infantil: aprendemos matemáticas desde el proyecto los dinosaurios Isabel Mª Gallardo Fernández Vicenta Pérez Jerez (ESPAÑA)	Propuesta metodológica para abordar las matemáticas en nuestra nueva realidad multicultural y multilingüe Pedro Berjas Sepúlveda (ESPAÑA)
18.15 19.30	La formación inicial y permanente de los maestros de educación infantil en lógico matemáticas Initial and in-service training of early childhood educators Jean Brun (SUIZA)	Matemática y arte, un contexto interdisciplinar Mercè Edo Basté (ESPAÑA)	Gusto por las matemáticas, aptitudes y conocimientos en Educación Infantil Ana Maroto Sáez (ESPAÑA)
			16.00 16.30
			16.30 17.00
			17.00 17.30
			17.30 18.00
			18.15 18.45

Día 30 de Abril - April, 30

HORA TIME	SALÓN PLENARIO	SALÓN A	
		CONCRECIONES PRÁCTICAS	CONCRECIONES PRÁCTICAS
10.00 11.00	La construcción del pensamiento lógico en los niños de educación infantil Building logical thinking In very young children: From Identity to Inversion Peter E. Bryant (UK)		El mundo a través de los números Grupo Xucurruc de Educación Infantil (ESPAÑA)
11.00 12.00	Dificultades de los niños para la adquisición del conteo Difficulties In the acquisition of counting skills Richard Cowan (UK)		
12.15 13.15	Una mirada matemática a los cuentos A mathematical overview of stories Mª Dolores Saa Rojo (ESPAÑA)		
13.15 13.30	Ceremonia de clausura Closing ceremony		



have photocopying machines and we cannot distribute photocopies of materials to the conference delegates.

FINALLY: Once again, we are very pleased to have you with us and to be able to share these special days with you.

Best regards,

JUAN SÁNCHEZ MULTERNO
President



Elvira Sánchez Igual
Communications Manager



7º Encuentro Internacional

1er. Congreso Mundial de Educación Inicial y Preescolar
Ciencia, Conocimiento y Educación Temprana

2 al 6 de Octubre 2007 Centro Internacional de Negocios (Cintermex)
Monterrey N.L. México

Ph. D. Eugene Alan Geist
Ohio University

Present.-

The Universal Forum of Cultures was conceived in Barcelona as proposal for dialogue and exchange among citizens on some of the issues that affect the world today. The Barcelona 2004 Universal Forum of Cultures focused on three core themes - cultural diversity and the dialogue of cultures, sustainable development, and peace.

A second meeting will be held in Monterrey, Nuevo León, México from September 20th to December 8th 2007. Lectures, exhibitions and interactive installations, shows and multicultural experiences will take place during the 80-day event. The four core themes of this meeting include: peace, sustainable development, cultural diversity and knowledge.

The 7th International and the 1st World Early and Preschool Education Meeting "Science, knowledge and Education", will be held in Monterrey on October 2 - 6th 2007. This event has been conceived within the Monterrey 2007 Universal Forum of Cultures "Education, Knowledge and Science and Technology" theme.

The 7th International and the 1st World Early and Preschool Education Meeting is convened by the Nuevo Leon State Government and the Universal Forum of Cultures. The sponsoring committee is integrated by the World Bank, the Organization of American States and the Frente Popular "Tierra y Libertad" Child Development Centers.

The purpose of the meeting is to share knowledge and experiences on the role of investing in human capital during early childhood as a trigger for human, social and economic development. In that sense, the meeting aims to reach certain agreements regarding early childhood and human development including:

OBJETIVES

1. To promote economic development from early childhood.
2. To share knowledge and experiences to advance development.
3. To promote knowledge, research, quality education, and competency development.
4. To promote legal reforms, investment, and partnerships between the different sectors of the society towards the welfare of young children.
5. To work towards –and reach an agreement on- a vision where human capital development is a trigger for economic development.



CENTROS DE DESARROLLO INFANTIL
DEL FRENTE POPULAR "TIERRA Y LIBERTAD"



BANCO MUNDIAL



ORGANIZACIÓN DE LOS
ESTADOS AMERICANOS



INSTITUTO CANADIENSE
DE INVESTIGACIÓN AVANZADA



7º Encuentro Internacional

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Ciencia, Conocimiento y Educación Temprana

2 al 6 de Octubre 2007 Centro Internacional de Negocios (Cintermex)
Monterrey N.L. México

Having this purpose in mind and acknowledging your invaluable contributions and persistent interest to promote knowledge, research, and investment in early childhood, we would like to extend you an invitation to participate, on October 2, 2007, in the workshops with the topic "Teaching and learning of mathematics in early childhood". We are certain that your participation will be fundamental to achieve the objectives outlined for this world meeting.

Confident on your participation and support to this international effort on behalf of young children, we would like to extent to you our deepest consideration and respect. Looking forward to your kind reply at forumuniversal2007@cendi.org or to (81) 8 3 73 10 23 or (81) 8 3 73 06 02

Monterrey, Nuevo León, March 9, 2007

Sincerely

Dr. Reyes S. Tamez Guerra
Secretario de Educación del Estado de Nuevo León.

M.C. Mª. Guadalupe Rodríguez Martínez
Presidenta del Comité Organizador



CENTROS DE DESARROLLO INFANTIL
DEL FRENTE POPULAR "TIERRA Y LIBERTAD"



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UNIVERSAL FORUM OF CULTURES

A proposal to support the Universal Forum of Cultures was approved at the United Nations Organization for Education, Science and Culture (UNESCO) General Conference meeting on November 1997. The first Universal Forum of Cultures was held in Barcelona, Spain in 2004. The Barcelona 2004 Forum was structured around three themes: culture, education, science, and communication. The Universal Forum of Cultures Foundation headquarters were established in Barcelona. The Foundation responsibility is to encourage new capitals of the world to host and give continuity to the project. At the Barcelona 2004 Forum, important personalities, researchers and thinkers shared their experiences, proposals and projects for building a peaceful, sustainable and diverse world.

The 2007 Universal Forum of Cultures will be the second event and will be held in Monterrey, Nuevo Leon from September 20th to December 8th. The forum is structured around four central themes: peace, sustainable development, cultural diversity and knowledge. The Parque Fundidora, considered the first industrial archeology museum in Latin America, will be the center of the 2007 Forum. The Monterrey 2007 Forum will give continuity to agreements reached at the Barcelona 2004 meeting. The Monterrey 2007 Forum will be an 80-day cultural international event. The four core themes will be approached through dialogues, exhibitions, and cultural expressions. Twelve topics, determined by the Organization committee, will be addressed during the 12 weeks of exchange and celebration of world coexistence. These topics include:

- Peace and Spirituality
- Cities and Populations
- Education and Knowledge
- Environment y Natural Resources
- Culture, Economics, and Development
- Governance and Participation
- Identity and Diversity
- Science and Technology
- Human Rights and Culture
- Communications
- Health and Quality of Life
- Cultural Policies

7th International and the 1st World Preschool and Initial Education Meeting “Science, Knowledge and Early Education”

Since 2000 the Frente Popular Tierra y Libertad Child Development Centers convene national and international meetings on initial and preschool education, calling on international specialists, professionals, and early educators to promote knowledge and competencies in the delivery of services for young children. These events have become an important source for scientific, practical, and academic contributions. They have also served as a platform to promote quality education, legislation reforms, and to increase investment in this level of education. Coverage and evaluation have also been topics of these meetings.

The continuity of these events is imperative. In Latin America and the world, the welfare of young children is an area that is getting more relevance and importance in the national agendas. When poverty makes millions of children in the world vulnerable and has detrimental consequences on their development, we need to find effective solutions as a society, involving the public and private sector and the civil society towards an agreement for child welfare and societal development. The attention of young children needs to be systematically approached, requiring the involvement of the different levels of government; the design of integrated quality programs; the development of standards and measurement indicators; the development of competencies and continued training of educators; the incorporation of services that support education; and the involvement of other sectors to guarantee the success of the services for young children.

The 7th International and the 1st World Preschool and Initial Education Meeting is being organized within this framework. The meeting will take place in Monterrey from September 28 to October 2, 2007. The purpose of the meeting is to share knowledge and experiences on the role of investing in human capital during early childhood as a trigger for human, social and economic development. Human capital formation is central to economic growth and development, it enables citizens to develop critical thinking, develop the necessary skills to solve problems, to build positive socio emotional and quality relationships, and become competent citizens to compete in the global market.

The meeting is conceived in the bounds of the Monterrey 2007 Forum of Cultures, specifically to address one of the twelve topics - "Education, Knowledge and Science and Technology" topic. The 2007 Monterrey Universal Forum of Cultures is structured around four central themes - peace, sustainable development, cultural diversity and knowledge.

The 7th International and 1st World Initial and Preschool Education Meeting aims to contribute to the efforts of placing initial and preschool education at the forefront of the human development agenda. Specifically to promote quality delivery of ECD services, investment in this level of education, legal and public policy reforms, knowledge creation and to develop competencies and skills to conduct quality research and to deliver quality services.

Several researchers and thinkers have recently highlighted the importance of investing in the early education for the development of populations and countries. Amartya Sen, Economics Nobel Laureate, emphasized the importance of investing on early childhood as part of the general process for economic development. Enrique Iglesias, former IDB

president, stressed that investing in early childhood is "an investment worth on its own right, as it opens the way for a better life, for mental and physical health and productivity" and "can contribute to prevent a series of economic and social problems, from delinquency and youth violence to early motherhood and domestic and social violence".

OBJECTIVES

1. To promote economic development from early childhood.
2. To share knowledge and experiences to advance development.
3. To promote knowledge, research, quality education, and competency development.
4. To promote legal reforms, investment, and partnerships between the different sectors of the society towards the welfare of young children.
5. To work towards –and reach an agreement on- a vision where human capital development is a trigger for economic development

This meeting is being convened by the Government of the State of Nuevo Leon, by the Universal Forum of Cultures and the "DIF") of Nuevo Leon State. The sponsoring committee is integrated by the World Bank, the Organization of American Status together with the Frente Popular "Tierra y Libertad" Child Development Centers, who is responsible of the organization of the event.

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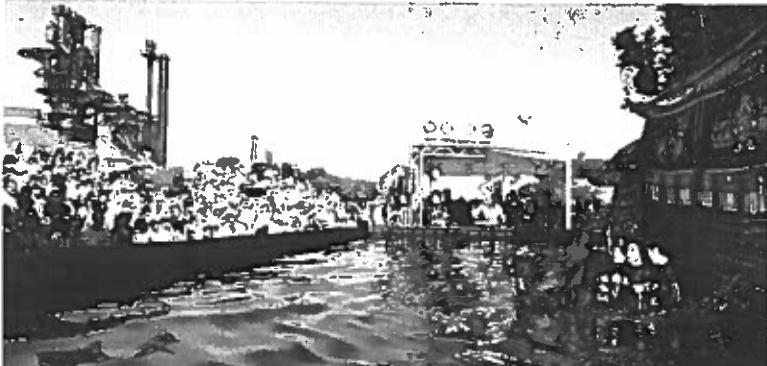
Miércoles, 3 de Octubre del 2007. vida@elnorte.com | Tel. 8150-8289 | Fax. 8150-8726 Editor: Francisco Betancourt

CULTURA AL DÍA



(1) La Feria del Libro Municipal, que se realiza desde hoy y hasta el 19 de octubre, se realizará en las plazas de Colima, Zambrano, Dr. Arroyo, Juriba, Lempira, Estanislao y Salinas Hidalgo, de 10:00 a 19:00 horas. Participan Gobernación, FZL, Comisión Educativa y la UANL.

FÓRUM MONTERREY 2007



Las marionetas de Vietnam llevaron a un estanque del Recinto Forum historias que combinaron leyendas y mitos con actividades cotidianas de ese país.

Logran que flote fiesta en el agua

► Traen alegría, misterios y tradición
Marionetas Acuáticas de Vietnam

Isabella Cota

Como un trío de magia y con una atmósfera de chispas y color, las marionetas vietnamitas hicieron su súper show, chapoteando y bañando en maromas al compás de la música sin que las visto fueran un solo bulto. El cómo se mueven quedó a los pies del espectador, como un misterio.

Y es que la técnica para que los numerosos hechizos de madera de bambú que flotan en un scereto, y salen desarmadas y armadas en el pas-a-siervo entre las Thanh Long, quien trajo su espectáculo a la Ciudad como parte del Forum Univer-

sal de las Culturas 2007.

"La puesta fue buena para la atmósfera, en algunos casos, fortalece también el carácter. El agua es la base de la cultura de este pueblo", explica a una voz en español que muestra a cada uno de los 120 artistas que se presentan.

Como una de las más famosas, se presentó en vivo a cargo de cinco artistas que cantan y tocan instrumentos típicos de Vietnam, como la flauta de bambú, el tambores y el monocordio.

Y ya para los vietnamitas son animales reales o mitos -muy exóticos-, los protagonistas de muchos de los segmentos que conforman el espectáculo. Y de dentro, el universo de la tempestad y el clima.

Con una duración de 50 minutos, la puesta se estrenó ayer con una primera función a las 10:00 horas ante estudiantes de la Secundaria Macario Pérez, la Preparatoria CITA 74 y el instituto Francisco J. Jiménez Mina, quienes se fueron con un dulce sabor de boca a pesar del intenso calor.

Al finalizar la función se calculó el salvo-día de la tarde, y se realizó una

segunda función para las próximas presentaciones preparadas contra las 18:00 horas del jueves 4 de octubre.

El espacio "B", donde se ubicaron las marionetas de Vietnam, se encuentra cerca del acceso al Parque Fundidora para Constitución, a una cuadra de la Casa de los Lirios.



• La música en vivo ambientó gratamente al espectáculo.

El público califica

Marionetas acuáticas
De la compañía Phung Long (Vietnam)

EVALUACIÓN	PERMISO	LO QUE MAS
9.3	33%	Bueno/A media

• Sondeo realizado a 80 personas que asistieron al evento. Realización de EL NORTE.



• Las figuras orientales son de una hechura delicada y colorida.

Visión experta | VIVIANA DEL RIO

Una actuación acuática

Q piezas avec despliegues al sol para admirar las Marionetas Acuáticas de Vietnam.

Espectáculo que combina el agua y la tempestad a punto de arrebatarte.

Las figuras a punto de arrebatarte.

La oportunidad de acercarse a una experiencia que te hace sentir la magia.

Habrá, sin embargo, algunos inconvenientes: la distancia de las gradas al escenario es insuficiente para apreciar el espectáculo; el calor fue insufrible para los niños, y la lluvia se tornó recurrente.

Un ejemplo, en el cuadro "El zorro que roba un pavo": una misteriosa figura evoluciona una vez en cuando, mostrando su forma de ave viva extraordinaria. Y qué paradoja: los dragones y unicornios juguetearán como animalitos domésticos.

La música en vivo creó estímulos de ánimo de lo solemne a lo risue-

ño de lo terrenal a lo mágico. Fue la oportunidad de acercarse a una experiencia que te hace sentir la magia.

Habrá, sin embargo, algunos inconvenientes: la distancia de las gradas al escenario es insuficiente para apreciar el espectáculo; el calor fue insufrible para los niños, y la lluvia se tornó recurrente.

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La música en vivo creó estímulos de ánimo de lo solemne a lo risue-

Es primordial educar a bebés para su futuro

► Resaltan especialistas el valor de la educación inicial y preescolar en la equidad social

Paula Alvarado

Una sociedad con igualdad de oportunidades comienza a gestarse desde la infancia temprana de sus nuevos habitantes, sostuvo Stalla Bustamante, inspectora nacional de educación inicial en Uruguay.

Ella dictó la conferencia "Educación Temprana: El Desafío para Prevenir la Incapacidad" dentro del Primer Congreso Mundial y Septimmo Encuentro Internacional de Educación Inicial y Preescolar "Género, Comunicación y Educación Temprana".

La experta uruguaya explicó que el crecimiento del bebé se prepara para el aprendizaje desde el tercer mes de gestación.

«Un niño que no recibe los estímulos adecuados crece en un ambiente lleno de alcances y va a estar en inferiores condiciones de aprendizaje y va a ir, posiblemente, a un fracaso escolar, y ya después lo va a marcar en su desarrollo personal y en sus relaciones laborales».

Todos los niños nacen preparados para aprender, pero si no reciben los estímulos esa potencialidad no llega a desarrollarse».

Ante cerca de 400 personas reunidas en el Teatro Universitario de la LANL, Stalla Bustamante explicó que la calidad de oportunidades se consigue además con programas culturales.



• Al encuentro acudieron expertos en educación y estudiantes.

Brins que promuevan la diversidad e inclusión de niños con capacidades especiales.

Los ejercicios que estimulan los sentidos del bebé, así desde el vientre materno, son la clave en su futuro aprendizaje, incluso para su éxito escolar», sostuvo Alba Anaya Rodríguez, coordinadora del programa prenatal de los Centros de Desarrollo Infantil en Uruguay.

En su conferencia "Educación Prenatal: La Nueva Revolución Educativa", concidió en que la capacidad para tener éxito en la vida depende del cuidado que pongan las madres en la etapa prenatal de sus hijos.

“Durante la etapa prenatal se sientan las bases de la salud física y emocional y se determina el potencial intelectual de la persona”, indicó Ana ya Rodríguez.

“La educación inicial y atención temprana intrahogar es una poderosa herramienta para combatir la pobreza y poder cambiar y revertir estos factores que limitan el desarrollo integral de los niños”.

En la etapa prenatal, el cerebro crece más, es donde se sientan las bases de la inteligencia y de la personalidad, además de la salud física y emocional.

El congreso continuará hoy con conferencias en la LANL, la DEMI y el Tec de Monterrey, con ponentes como Koyo Yamamoto, catedrática de la Facultad de Psicología y Biología para las políticas Educacionales de Japón, y Eugene Alan Gay, experto de la Universidad de Ohio en Estados Unidos.

UN SISTEMA DE TRABAJO

El Premio Internacional Asia-Pacífico de Calidad que obtuvo por tercera año consecutivo el Cenidec es un reflejo del trabajo en equipo, explicó su directora, Guadalupe Rodríguez Martínez.

“El premio no es un suceso, no es un evento, es un sistema de trabajo y esperamos seguir en la misma marcha y misma magnitud, no amar el país y aquí los grandes beneficiarios son los niños que viven en zonas desfavorables”.

LIJROS

Se ocupa Eco de cosas feas

El escritor italiano Umberto Eco presentó hoy la antología que dedica a la Historia de la fealdad.

PÁGINA 2

Fórum al día PÁGINAS 4 y 5

EL NORTE.COM

EXTRAS DE HOY

Círculo de padres

“Mi hija, de 10 meses, llora mucho. El pediatra me dijo que no tiene nada, que sólo es ‘fobia’ a los colores negros y negros”

ROSTROS FOTOGRÁFICOS

¡Un ramillete de imágenes!

Flores, hojas, mar, ladrillos, sombras y nubes surgen en la visión que los lectores comparten hoy.

PÁGINA 6



PREMIACIÓN

Galardonan a periodistas

El periodista argentino Rogelio García Lupo (der.) fue another homenajeado por Cemex y FNPI, en Marca. PÁGINA 3

TRIVIA

Este doctor receta hermosos paisajes

¿Qué sabes del Dr. Art? Este pintor mexicano nació un día como hoy, pero de 1875. PÁGINA 2

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PRECISA TU BUSQUEDA

tema de búsqueda

Lo que buscas

geist

• Haz clic en la para eliminar un criterio

Agrega otra palabra clave para afinar tu búsqueda

agregar

Entre el

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y el

dia	mes
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buscar

AGREGA FILTROS A TU BUSQUEDA

POR SECCIÓN

todas
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segundad
nacional
estados
negocios
internacional
cancha
gente
vida
ciencia
cinéfila
automotriz
interfase
de vale
salud y hogar
buenas mesas
moda
universitarios

POR PUBLICACIÓN

Le pone música a las matemáticas

Por

Jessica Meza

(03-Oct-2007).- La mejor forma de estudiar y aprender matemáticas es con música, afirmó Eugene Geist, profesor de la Universidad Estatal de Ohio, durante su participación en el 1er Congreso Mundial Ciencia, Conocimiento y Educación Temprana.

Con una charla dinámica, en la que hasta el canto y baile se hicieron presentes, Geist presentó su modelo educativo a los maestros asistentes para ayudarles a facilitar la enseñanza de la ciencia exacta.

Aunque dicho modelo fue cuestionado por el público, su autor señaló que si es factible, incluso cuando se llega al grado más avanzado en la escuela, pues la música desarrolla la mente de una forma extraordinaria.

Como ejemplo, el catedrático señaló cómo es posible recordar una canción que se aprendió desde la infancia.

OPCIONES EN TACO DEL ARTÍCULO

formato de impresión

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Derecho y Ciencias Sociales

Educación y Humanidades

Negocios

Abre UDEM sus puertas al Fórum

Maestros, alumnos y colaboradores han diseñado y organizado una serie de eventos para el Fórum Universal de las Culturas Monterrey 2007.

La Universidad de Monterrey no sólo será sede de algunos de los eventos principales del Fórum Universal de las Culturas Monterrey 2007, sino que sus maestros, alumnos y colaboradores han diseñado y organizado una serie de eventos que contribuirán a la trascendencia de este evento internacional.

El próximo lunes 1 de octubre, la Federación de Estudiantes de la UDEM (FEUDEM) llevará a cabo el encuentro "Diálogos", que contará con la participación de Rigoberta Menchú, Premio Nobel de la Paz 1992; de Virginia Sendel, presidenta de la Fundación Michou Mau; Javier Prieto, fundador de Selider; deportistas paralímpicos y diversas personalidades de los ámbitos político y académico.

El objetivo de este encuentro -que se llevará a cabo en el Teatro UDEM- es convocar a los jóvenes y ofrecerles un espacio de diálogo para crear una interacción entre conocedores, con el fin de llegar a conclusiones que impacten de manera positiva a la población.

Del 2 al 6 de octubre, las actividades continuarán con el Séptimo Encuentro Internacional de Educación Inicial y Preescolar, que reunirá a expertos de todo el mundo para abordar temas en relación con la ciencia, el conocimiento y la educación temprana.

El martes 2 de octubre, en la Sala de Eventos, la UDEM será sede de conferencias sobre metodologías de la educación para la paz, la educación para los valores, la imaginación como impulso de la expresión y la experiencia artística como metodología para el desarrollo en la educación infantil.

El miércoles 3 de octubre, el programa continúa con la presencia de los investigadores Koyo Yamamoto (Japón), Eugene Alan Geist (Estados Unidos), Rosa Ariza de Valera (República Dominicana), Rebeca Kantor y Dean Cristol (Estados Unidos).

Catedráticos de la UDEM diseñaron y llevarán a cabo el Rally de la Creatividad, que reunirá a personalidades de España, Brasil, Estados Unidos y México, entre otras naciones, para hablar sobre la creatividad en la Ciudad del Conocimiento. Este evento será efectuado el 14 de noviembre, en Cintermex.

Directivos y académicos de la Universidad de Monterrey dirigirán temas de la serie "Diálogos del Fórum", en los cuales abordarán temas de trascendencia internacional.

Fecha de publicación: 20 de septiembre de 2007

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Contacto

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The Universidad de Monterrey is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097. Telephone number 404-679-4501) to award bachelor's and master's degrees.



UANL



UDEM

Tec de
Monterrey

MIERCOLES 3

MIERCOLES 3

MIERCOLES 3

9:00 am

9:00 am

9:00 am

9:00 am

"Capacitación del Personal para Influir en el Aprendizaje de las Ciencias con Niños Menores de Tres Años"

MAGISTER PILAR FORT
Organización Zero to Three (E.U.A.)

DRA. MARIELBA GIL
Universidad Central de Venezuela (VENEZUELA)

11:00 am

11:00 am

11:00 am

11:00 am

"El Desarrollo de la Investigación y la Formación del Talento Humano para una Atención de Calidad a la Niñez"

DRA. SARA VICTORIA ALVARADO
Universidad de Manizales (COLOMBIA)

1:00 pm

1:00 pm

1:00 pm

1:00 pm

2:00 pm

2:00 pm

2:00 pm

2:00 pm

"Educación Temprana y Desarrollo Económico"

DR. BORIS TRISTA
Universidad de la Habana (Cuba)

"La Formación de los Nuevos Docentes en Educación Preescolar"

PROFR. RAFAEL ALBERTO GONZALEZ PORRAS
Escuela Miguel F. Martínez (MEXICO)

"Educación Inicial e Investigación Interdisciplinaria como Recurso para la Aplicación de la Ciencia y el Conocimiento en la Infancia"

FRANCISCO QUIAZUA
Encyclopædia para el Desarrollo Infantil Temprano (CANADA)

"Educación Temprana, Avanzada del Futuro de la Humanidad"

CENDI: Aguascalientes, Colima, Chiapas, Durango, Guanajuato, Michoacán, Nayarit (MEXICO)

9:00 am
"Educación de la Infancia Japonesa: Desarrollo de Escuelas Infantiles"
DR. KOYO YAMAMOTO
Instituto Nacional de Investigación para las Políticas Educativas (JAPÓN)

11:00 am
"Políticas y Educación Preescolar en Nigeria"
DR. MITCHELL LOUIS IDEMUDIA
Organización Women's Network Caucús (NIGERIA)

9:00 am
"La Organización Espacio-Temporal en la Escuela Infantil (Inicial y Preescolar)"
DRA. ALBA ALONSO SANTAMARIA
Universidad de Zaragoza (ESPAÑA)

11:00 am
"Conversemos sobre Evaluación"
DRA. OFELIA REVECO
Universidad Central de Chile (CHILE)

2:00 pm
"Educación Temprana en Centro Latinoamericano"
DR. EUGENE ALAN GEIST
Universidad Estatal de Ohio (E.U.A.)

2:00 pm
"Alternativa Clínico Neuropsicológica para el Tratamiento de Niños Preescolares con TDA"
DR. LUIS QUINTANAR ROJAS
Benemérita Universidad Autónoma de Puebla (MEXICO)
YULIA SOLOVIEVA
(RUSIA)

3:00 pm
"Educación Temprana en los Países"
COSTA RICA, HAITÍ, NICARAGUA, REPÚBLICA DOMINICANA

4:00 pm
"Educación Inicial e Investigación Interdisciplinaria como Recurso para la Aplicación de la Ciencia y el Conocimiento en la Infancia"
DR. REBECA VÁNTOR MARTÍN
DR. DEAN CRISTOL
Universidad Estatal de Ohio (E.U.A.)

4:00 pm
"Qué Hacer para Prevenir los Problemas de Comunicación en los Niños de Edad Preescolar"
DR. JOSE ANTONIO NUÑEZ RAMOS
Centro Latinoamericano para la Educación Especial (CUBA)

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TALLERES



MARTES 2

MARTES 2

MARTES 2

MIERCOLES 3

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MIERCOLES

	9:00 am	9:00 am	9:00 am	9:00 am
9:30 am	"Educación Preescolar: La Nueva Perspectiva Educativa" LIC. ALBA ANAYA RODRIGUEZ Programa Preescolar de Ira. CENDI FPTM. (MEXICO)	"Concepciones y Metodologías Específicas de la Educación para la Paz en la Primera Infancia" DR. FRANKLIN MARTINEZ Especialista Independiente (CUBA)	"Diversidad Cultural vs Uniformidad Funcional Cerebral? Una Pregunta desde la Educación para las Neurodivergencias" DR. JAIR ZULLIAGA MARTINEZ Organización Zero to Three (E.U.A.)	"Capacitación del Personal para influir en el Aprendizaje de las Ciencias con Niños Menores de Tres Años" MAGISTER PILAR FORT Organización Zero to Three (E.U.A.)
10:00 am	10:15 am	10:15 am	10:15 am	10:15 am
10:30 am	DRA. MARIA CRISTINA MARQUEZ Universidad Nacional Autónoma de México (MEXICO)	DRA. MARIA CRISTINA MARQUEZ Universidad Nacional de Colombia (COLOMBIA)	DRA. MARIELBA GIL Universidad Central de Venezuela (VENEZUELA)	DRA. ALBA ALONSO Universidad de Zaragoza (ESPAÑA)
11:00 am	11:15 am	11:15 am	11:15 am	11:15 am
11:30 am	11:45 am	11:45 am	11:45 am	11:45 am
12:00 pm	"Importancia de la Enseñanza de la Lectoescritura y las Matemáticas en la Primaria Infantil" DRA. MARGARITA GOMEZ PALACIO Ex Directora de Educación Espacial Sedes de Educación Pública (MÉXICO)	"Educando la Neurodiversidad del Niño y sus Dificultades: El Proceso" LIC. EULVIA SANCHEZ QUILA Asociación Municipal de Educadores Infantiles (ESPAÑA)	"Dificultades Visuales que afectan al Aprendizaje: su Detección Oportuna dentro del Aula y Alternativas de Solución" LIC. IRMA GLORIA GARCIA FLORES Directora del Centro OPTIMUS (MEXICO)	"El Desarrollo de la Investigación y la Formación del Talento Humano para una Atención de Calidad a la Niñez" DRA. SARA VICTORIA ALVARADO Universidad de Marañales (COLOMBIA)
12:30 pm	1:00 pm	1:00 pm	1:00 pm	1:00 pm
2:00 pm	2:00 pm	2:00 pm	2:00 pm	2:00 pm
2:30 pm	"Neuropedagogía" LIC. BEATRIZ PIZARRO Directora de Neurocentros de Madrid (ESPAÑA)	"La Implementación como impulso de la Experiencia y Aprendizaje" PROFRA. MA. RAQUEL BARCENA Directora de la Escuela Nacional para Maestras de Jardines de Niños de México (MEXICO)	"Importancia de la Deficiencia Temprana de Sordera en Niños de Edad Preescolar y Escolar y Métodos Actuales de Rehabilitación para su Integración Social" DR. EFRAIN ARREOLA MENDOZA DRA. ROSA MA. RODRIGUEZ DRA. MA. DEL ROSARIO MENDEZ Instituto Nacional de Rehabilitación (MEXICO)	"Educación Temprana y Desarrollo Económico" DR. BORIS TRISTA Universidad de la Habana (Cuba)
3:00 pm	3:00 pm	3:00 pm	3:00 pm	3:00 pm
3:30 pm	3:30 pm	3:30 pm	3:30 pm	3:30 pm
4:00 pm	4:00 pm	4:00 pm	4:00 pm	4:00 pm
4:30 pm	"Educación Temprana: El Desafío para Prevenir la Incapacidad" MTRA. ANA MARIA STALLA Supervisora de Educación Nacional (URUGUAY)	"La Clínica en el Jardín de Niños Infantil" DRA. MARIA CARIDAD ROSTAS DRA. LILIAN MONTEBESINOS Universidad de Monterrey (MEXICO)	"Los Experimentos Artísticos como Metodología para el Desarrollo Personas y Sociedad en la Educación Infantil" MAESTRA MA. GUADALUPE MALLAGON Y MONTES Universidad Pedagógica Veracruzana (MEXICO)	"Educación Inicial a Investigación Aplicada de la Ciencia y el Conocimiento en la Infancia" FRANCISCO QUAZIA Encapacitado para el Desarrollo Infantil (CANADA)
5:00 pm	5:00 pm	5:00 pm	5:00 pm	5:00 pm
5:30 pm	5:30 pm	5:30 pm	5:30 pm	5:30 pm
6:00 pm	6:00 pm	6:00 pm	6:00 pm	6:00 pm

* Programa Susceptible a Cambios

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▲ JUEVES 4 SALAE

<p>8:00 am</p> <p>CONFERENCIA "Importancia y Aportaciones Fundacionales de los Centros de Desarrollo Infantil" LIC. PORfirio MUÑOZ LEDO Ex-Secretario de Educación (MÉXICO)</p>	<p>9:30 am</p> <p>CONFERENCIA MAGISTERIAL "INC. MA. GUADALUPE RODRIGUEZ MARTINEZ Presidenta del Comité Organizador MEXICO HABILITACION LIC. JOSE NATIVIDAD GONZALEZ PARAS C. Gobernador C. Gobernador (Gobernación del Estado de Nuevo León) (MÉXICO)</p>
<p>10:00 am</p> <p>CONFERENCIA MAGISTERIAL "Educación y Atención General de la Infancia: Bases para una Sociedad del Conocimiento" LIC. JOSE NATIVIDAD GONZALEZ PARAS C. Gobernador</p>	<p>10:00 am</p> <p>CONFERENCIA MAGISTERIAL "La Importancia del Desarrollo Cognitivo en la Prueba Infantil para el Desarrollo de la Infancia y el Conocimiento" DRA. SIRIATI SHANKER Presidenta del Comité para el Desarrollo de la Infancia (CANADA)</p>
<p>11:00 am</p> <p>CONFERENCE MAGISTRAL "Invertir en la Prueba de Nivel como Instrumento para Reducir la Desigualdad Social" DRA. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (EE.UU.)</p>	<p>11:00 am</p> <p>CONFERENCE MAGISTRAL "Educación y Atención General de la Infancia: Bases para una Sociedad del Conocimiento" LIC. JOSE NATIVIDAD GONZALEZ PARAS C. Gobernador</p>
<p>11:30 am</p> <p>CONFERENCE MAGISTRAL "Invertir en la Prueba de Nivel como Instrumento para Reducir la Desigualdad Social" DRA. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (EE.UU.)</p>	<p>11:30 am</p> <p>CONFERENCE MAGISTRAL "Educación y Atención General de la Infancia: Bases para una Sociedad del Conocimiento" LIC. JOSE NATIVIDAD GONZALEZ PARAS C. Gobernador</p>
<p>12:00 pm</p> <p>CONFERENCE MAGISTRAL "Invertir en la Prueba de Nivel como Instrumento para Reducir la Desigualdad Social" DRA. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (EE.UU.)</p>	<p>12:30 pm</p> <p>CONFERENCE MAGISTRAL "Invertir en la Prueba de Nivel como Instrumento para Reducir la Desigualdad Social" DRA. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (EE.UU.)</p>
<p>1:00 pm</p> <p>CONFERENCE MAGISTRAL "Invertir en la Prueba de Nivel como Instrumento para Reducir la Desigualdad Social" DRA. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (EE.UU.)</p>	<p>1:00 pm</p> <p>CONFERENCE MAGISTRAL "Invertir en la Prueba de Nivel como Instrumento para Reducir la Desigualdad Social" DRA. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (EE.UU.)</p>
<p>1:30 pm</p> <p>CONFERENCE MAGISTRAL "Invertir en la Prueba de Nivel como Instrumento para Reducir la Desigualdad Social" DRA. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (EE.UU.)</p>	<p>1:30 pm</p> <p>CONFERENCE MAGISTRAL "Invertir en la Prueba de Nivel como Instrumento para Reducir la Desigualdad Social" DRA. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (EE.UU.)</p>
<p>2:00 pm</p> <p>CONFERENCE MAGISTRAL "Invertir en la Prueba de Nivel como Instrumento para Reducir la Desigualdad Social" DRA. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (EE.UU.)</p>	<p>2:00 pm</p> <p>CONFERENCE MAGISTRAL "Invertir en la Prueba de Nivel como Instrumento para Reducir la Desigualdad Social" DRA. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (EE.UU.)</p>
<p>3:30 pm</p> <p>CONFERENCE MAGISTRAL "La Enseñanza y Comprensión de las Matemáticas con un Enfoque Crítico en la Escuela" DRA. JOSÉ ANTONIO PELAMADEZ BRAVO Enseñanza de las Matemáticas (ESPAÑA)</p>	<p>3:30 pm</p> <p>CONFERENCE MAGISTRAL "Enseñanza y Comprensión de las Matemáticas con un Enfoque Crítico en la Escuela" DRA. JOSÉ ANTONIO PELAMADEZ BRAVO Enseñanza de las Matemáticas (ESPAÑA)</p>
<p>4:00 pm</p> <p>CONFERENCE MAGISTRAL "Habilidades y Evaluación: Una Prueba Alargada hacia el Desarrollo Humano" LIC. ANA LUCIA CHAMORRO Presidenta de la Asociación Educativa para el Desarrollo Humano (PERU)</p>	<p>4:00 pm</p> <p>CONFERENCE MAGISTRAL "Habilidades y Evaluación: Una Prueba Alargada hacia el Desarrollo Humano" LIC. ANA LUCIA CHAMORRO Presidenta de la Asociación Educativa para el Desarrollo Humano (PERU)</p>
<p>4:30 pm</p> <p>CONFERENCE MAGISTRAL "Enseñanza con la Educación Prescolar y su Contribución al Desarrollo Humano" DR. LAWRENCE SCHWEHRHART Presidente de la Fundación para la Investigación Educativa (EE.UU.)</p>	<p>4:30 pm</p> <p>CONFERENCE MAGISTRAL "Enseñanza con la Educación Prescolar y su Contribución al Desarrollo Humano" DR. LAWRENCE SCHWEHRHART Presidente de la Fundación para la Investigación Educativa (EE.UU.)</p>
<p>5:00 pm</p> <p>CONFERENCE MAGISTRAL "Cerrando la Brecha entre lo que Sabemos y lo que Hacemos" DR. FRASER MUSTARD Presidente Centro del Conocimiento para el Desarrollo de la Infancia Temprana (CANADA)</p>	<p>5:00 pm</p> <p>CONFERENCE MAGISTRAL "Cerrando la Brecha entre lo que Sabemos y lo que Hacemos" DR. FRASER MUSTARD Presidente Centro del Conocimiento para el Desarrollo de la Infancia Temprana (CANADA)</p>
<p>5:30 pm</p> <p>CONFERENCE MAGISTRAL "Cerrando la Brecha entre lo que Sabemos y lo que Hacemos" DR. FRASER MUSTARD Presidente Centro del Conocimiento para el Desarrollo de la Infancia Temprana (CANADA)</p>	<p>5:30 pm</p> <p>CONFERENCE MAGISTRAL "Cerrando la Brecha entre lo que Sabemos y lo que Hacemos" DR. FRASER MUSTARD Presidente Centro del Conocimiento para el Desarrollo de la Infancia Temprana (CANADA)</p>
<p>6:00 pm</p> <p>CONFERENCE MAGISTRAL "Cerrando la Brecha entre lo que Sabemos y lo que Hacemos" DR. FRASER MUSTARD Presidente Centro del Conocimiento para el Desarrollo de la Infancia Temprana (CANADA)</p>	<p>6:00 pm</p> <p>CONFERENCE MAGISTRAL "Cerrando la Brecha entre lo que Sabemos y lo que Hacemos" DR. FRASER MUSTARD Presidente Centro del Conocimiento para el Desarrollo de la Infancia Temprana (CANADA)</p>
<p>6:30 pm</p> <p>CONFERENCE MAGISTRAL "Cerrando la Brecha entre lo que Sabemos y lo que Hacemos" DR. FRASER MUSTARD Presidente Centro del Conocimiento para el Desarrollo de la Infancia Temprana (CANADA)</p>	<p>6:30 pm</p> <p>CONFERENCE MAGISTRAL "Cerrando la Brecha entre lo que Sabemos y lo que Hacemos" DR. FRASER MUSTARD Presidente Centro del Conocimiento para el Desarrollo de la Infancia Temprana (CANADA)</p>
<p>7:00 pm</p> <p>CONFERENCE MAGISTRAL "Cerrando la Brecha entre lo que Sabemos y lo que Hacemos" DR. FRASER MUSTARD Presidente Centro del Conocimiento para el Desarrollo de la Infancia Temprana (CANADA)</p>	<p>7:00 pm</p> <p>CONFERENCE MAGISTRAL "Cerrando la Brecha entre lo que Sabemos y lo que Hacemos" DR. FRASER MUSTARD Presidente Centro del Conocimiento para el Desarrollo de la Infancia Temprana (CANADA)</p>

▲ VIERNES 5 SALAE

<p>CONFERENCE "Nuevo Lazo hacia la Sociedad del Conocimiento" PROFRA. IRMA ADRIANA GARCIA VILLARREAL Subsecretaria de Educación Básica de Nuevo León (MÉXICO)</p>	<p>CONFERENCE "La Importancia del Desarrollo Cognitivo en la Prueba Infantil para el Desarrollo de la Infancia y el Conocimiento" DRA. SIRIATI SHANKER Presidenta del Comité para el Desarrollo de la Infancia (CANADA)</p>
<p>10:00 am</p> <p>CONFERENCE "Desarrollar la Experiencia de los Servicios Educativos de la Infancia y la Adolescencia" DRA. ELENA GIACOPINI Municipalidad REGGIO EMILIA (ITALIA)</p>	<p>10:00 am</p> <p>CONFERENCE "Los Centros Infantiles y Preescolares como Centros de Investigación La Experiencia de los Servicios Educativos de la Infancia y la Adolescencia" DRA. ELENA GIACOPINI Municipalidad REGGIO EMILIA (ITALIA)</p>
<p>11:00 am</p> <p>CONFERENCE "Transformación Educativa con Confianza en el Desarrollo" LIC. LEONARDO VÁZQUEZ LIC. LUCIA DE LA FERTE Fundación Benito Van Leeuwen (HOLANDA)</p>	<p>11:00 am</p> <p>CONFERENCE "Transformación Educativa con Confianza en el Desarrollo" LIC. LEONARDO VÁZQUEZ LIC. LUCIA DE LA FERTE Fundación Benito Van Leeuwen (HOLANDA)</p>
<p>12:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>12:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>1:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>1:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>1:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>1:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>2:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>2:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>3:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>3:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>4:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>4:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>4:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>4:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>5:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>5:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>5:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>5:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>6:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>6:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>6:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>6:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>
<p>7:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>	<p>7:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. THOMAS ALBASTRO Educarhaua (Italia - Instituciones Municipales (EE.UU.))</p>

▲ SABADO 6 SALAD

<p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>	<p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>
<p>3:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>	<p>3:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>
<p>3:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>	<p>3:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>
<p>4:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>	<p>4:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>
<p>4:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>	<p>4:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>
<p>5:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>	<p>5:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>
<p>5:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>	<p>5:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>
<p>6:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>	<p>6:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>
<p>6:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>	<p>6:30 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>
<p>7:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>	<p>7:00 pm</p> <p>CONFERENCE "Promoviendo la Infancia Antes Niña" DR. MICHELLE BACH-BELT Universidad de Chile (CHILE)</p>

▲ JUEVES 4 SALA E

<p>8:00 am</p> <p>8:30 am</p> <p>9:00 am</p> <p>9:30 am</p> <p>10:00 am</p>	<p>8:30 am</p> <p>9:00 am</p> <p>9:30 am</p> <p>10:00 am</p> <p>10:30 am</p>
<p>CONFERENCIA "Importancia y Aportaciones Fundamentales de los Centros de Desarrollo Infantil" LIC. PONFIRIO MUÑOZ LÉDO E. I. Secretaría de Educación (MÉXICO)</p>	<p>CONFERENCIA MAGISTRAL "MINIMIZAR EL RIESGO DE ALERGIA EN LA INFANCIA: Basas para una Educacion y Atencion Integral". LIC. JOSE NATIVIDAD GONZALEZ PARAS C. Gobernador Constitucional del Estado de Nuevo Leon (MÉXICO)</p>
<p>11:00 am</p>	<p>11:30 am</p>
<p>CONFERENCIA MAGISTRAL "Investigación en la Física: un medio fundamental para Recuperar la Dignidad Social". DR. JAMES J. HECHMAN Premio Nobel de Economía Año 2000 (E.U.A.)</p>	<p>CONFERENCIA MAGISTRAL "La Importancia del Desarrollo Cognitivo en la Práctica Infantil para Alentar un Alto Desempeño en la Ciencia y el Conocimiento". DR. STUART SHANKER Presidente del Comité para el Desarrollo de la Infancia Temprana (CANADA)</p>
<p>12:30 pm</p>	<p>1:00 pm</p>
<p>1:30 pm</p>	<p>2:00 pm</p>
<p>CONFERENCIA "Impacto de las Políticas de Atención Integral a la Infancia Impartida en el Sur de Brasil". DR. OSWALD TERRA Sociólogo de Rio Grande do Sul (BRASIL)</p>	<p>CONFERENCIA "Promoción al Desarrollo en cada Niño". DR. THOMAS ARMSTRONG Expresada (Inglés - Inclusión - Múltiples Intelligences) (E. U. A.)</p>

▲ VIERNES 5 SALA E

<p>3:30 pm</p> <p>4:00 pm</p> <p>4:30 pm</p> <p>5:00 pm</p> <p>5:30 pm</p>	<p>3:30 pm</p> <p>4:00 pm</p> <p>4:30 pm</p> <p>5:00 pm</p> <p>5:30 pm</p>
<p>CONFERENCIA "La Enseñanza y Aprendizamiento de las Matemáticas con un Enfoque Crítico en el Aula". DR. JOSÉ ANTONIO FERNANDEZ BRAVO Ex-Doctor en Enseñanza de las Matemáticas (ESPAÑA)</p>	<p>CONFERENCIA "Necesidades y Expectativas: Una Plataforma Única de Desarrollo Humano". DR. LAWRENCE SCHWEINHART Presidente de la Asociación Directiva para el Desarrollo Humano (CANADA)</p>
<p>COMUNICACION "La Enseñanza y Aprendizamiento de las Matemáticas con un Enfoque Crítico en el Aula". DR. JOSÉ ANTONIO FERNANDEZ BRAVO Ex-Doctor en Enseñanza de las Matemáticas (ESPAÑA)</p>	<p>COMUNICACION "La Enseñanza y Aprendizamiento de las Matemáticas con un Enfoque Crítico en el Aula". DR. JOSÉ ANTONIO FERNANDEZ BRAVO Ex-Doctor en Enseñanza de las Matemáticas (ESPAÑA)</p>
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▲ VIERNES 5 SALA D

<p>3:30 pm</p> <p>4:00 pm</p> <p>4:30 pm</p> <p>5:00 pm</p> <p>5:30 pm</p>	<p>3:30 pm</p> <p>4:00 pm</p> <p>4:30 pm</p> <p>5:00 pm</p> <p>5:30 pm</p>
<p>COMUNICACION "La Enseñanza y Aprendizamiento de las Matemáticas con un Enfoque Crítico en el Aula". DR. JOSÉ ANTONIO FERNANDEZ BRAVO Ex-Doctor en Enseñanza de las Matemáticas (ESPAÑA)</p>	<p>COMUNICACION "La Enseñanza y Aprendizamiento de las Matemáticas con un Enfoque Crítico en el Aula". DR. JOSÉ ANTONIO FERNANDEZ BRAVO Ex-Doctor en Enseñanza de las Matemáticas (ESPAÑA)</p>
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▲ SABADO 6 SALA E

<p>6:00 pm</p> <p>6:30 pm</p> <p>7:00 pm</p>	<p>6:00 pm</p> <p>6:30 pm</p> <p>7:00 pm</p>
<p>CONFERENCIA MAGISTRAL "Cultivando la Resiliencia: La Base para la Felicidad". DR. FRASER NEUSTADT Presidente Ejecutivo del Consejo para el Desarrollo de la Infancia Internacional (CANADA)</p>	<p>CONFERENCIA MAGISTRAL "La Importancia del Desarrollo Cognitivo en la Práctica Infantil para Alentar un Alto Desempeño en la Ciencia y el Conocimiento". DR. STUART SHANKER Presidente del Comité para el Desarrollo de la Infancia Temprana (CANADA)</p>

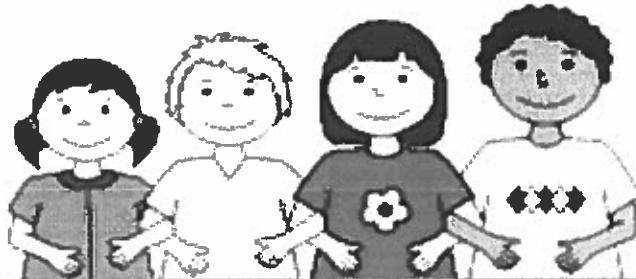
Congreso Mundial

ESTRATEGIAS Y METODOLOGÍAS EDUCATIVAS EN EL AULA

- PREESCOLAR, 1^Y 2^{DE PRIMARIA -}

Libro de ponencias

Morelia
Michoacán
México



22-24 de Marzo de 2007

Organizan:



Sedesede
de Educación

Michoacán
en proceso de cambio



PRESENTACIÓN

Se sabe que vivimos en una etapa de aceleración del ritmo de los procesos y funciones psicofisiológicos de los niños. Esta se hace evidente al lograr estos un nivel de crecimiento y desarrollo más alto, y siempre mayor de lo establecido históricamente. Si bien algunos científicos consideran que la aceleración del crecimiento y desarrollo físico y psíquico del niño y la niña siempre ha estado presente, nunca fue tan intensa como en los últimos 50 años, tanto en sus grados de manifestación como en el de generalización.

Hoy, los niños no se parecen en nada a los de otras generaciones. El análisis de los cambios en la velocidad del desarrollo indica que entre los últimos 15 y 20 años ha aumentado considerablemente el índice de estatura en los niños, llegando a situarse en el máximo para alcanzar en esta edad. Este hecho evidencia la tendencia aceleradora. De modo comparativo, puede decirse que, en la primera infancia, la velocidad de crecimiento ha aumentado aproximadamente en un 20% respecto a los pasados 40 o 50 años.

La aceleración del desarrollo físico se acompaña también de un desarrollo psíquico acelerado, que eleva la capacidad de trabajo mental de los niños. No hay dudas de que ellos, en la actualidad, presentan un desarrollo mental más rápido que en el pasado, y la razón no está solo en lo biológico: el progreso de la ciencia y la cultura, el perfeccionamiento de los medios y métodos de enseñanza, el nivel cultural más elevado de los padres, la expansión de los medios de difusión masiva hacen que el volumen de información que son capaces de asimilar, en comparación con los niños de hace 40 o 50 años, sea mucho mayor.

Esta especial circunstancia hace que los maestros tengamos que replantearnos cómo son los NIÑOS HOY, que lógicamente «no tienen las características» que los clásicos nos han descrito. Tendremos que replantearnos cómo construyen hoy su pensamiento, para poder aplicar nuevas estrategias educativas.

Para ello, se convoca este Magno Congreso: para conocer cómo el niño y la niña construyen HOY su pensamiento; para reflexionar qué tipo de educación demandan; para analizar nuevas formas de organización del Centro y, evidentemente, qué ESTRATEGIAS Y METODOLOGÍAS aplicar en el salón para llevar a cabo, de manera efectiva, los APRENDIZAJES.

Con este fin, hemos invitado a participar a las máximas personalidades del mundo educativo (34 expertos procedentes de ocho países de América y Europa) lo que hará que el Congreso se convierta en un gran referente de la educación de la infancia en el presente y en el futuro.



ASOCIACIÓN MUNDIAL DE EDUCADORES INFANTILES
WORLD ASSOCIATION OF EARLY CHILDHOOD EDUCATORS
ASSOCIAÇÃO MUNDIAL DE EDUCADORES DE INFÂNCIA
Avenidas 3, 28007 Madrid, España Tel. (34) 91 501 8754 · Fax (34) 91 501 8746
Email: Info2@waece.org Web: <http://www.waece.org>

Dear Friend Eugene:

My name is Sonia del Moral, of the World Association of Early Childhood Educators (WAECE-AMEI). I work in the main office of our Association in Madrid, Spain. From now on, I am in charge of the logistics of the Conference on Educational Strategies and Methodologies in the Classroom that will take place in Morelia, Mexico, March 22-24, 2007 for which you have kindly accepted our invitation.

Regarding this event, we would like to inform you of the following:

FIRST: As you may know, this Conference has attracted around 3,000 delegates in the previous years and we anticipate a similar number for this year. Right now, we have received 850 registrations, which we think is very good, taking into account that the conference is two months away.

SECOND: We attach a pdf file with the brochure that is being printed and distributed among the delegates of the previous years and our members, mainly in Mexico and neighboring countries.

THIRD: We will be asking our travel agent for your plane ticket.

According to what I have in my records, you would travel with your wife, from Alabama to Mexico on the 20th and return on the 25th.

The main idea is that all the international speakers arrive in Mexico City on the 20th and stay in Mexico City that night. The following day, in the afternoon, we would travel together to Morelia on a charter bus, so that you have some time to meet and get acquainted with all the international speakers and guests. We would return to Mexico City by the same means of transport.

If you us to make different travel arrangements for you, please, let me know at once, so that I can make them. Please confirm the city you would depart from and return to in the United States.

In any case, we will keep you informed of the travel arrangements.

FOURTH: In the Conference we will use only Power Point Presentations. Please, send me your presentation as soon as you have it ready, to test it and load it in the computers of the meeting rooms. These files will be deleted after the Conference. Our Association will not keep them or hand them over to anybody else because we



COMPAÑERO DE LA PRIMERA INFANCIA Y EDUCACIÓN INCLUSIVA
EARLY CHILDHOOD AND INCLUSIVE EDUCATION PARTNER
COMPANHEIRO DA PRIMEIRA INFÂNCIA E EDUCAÇÃO INCLUSIVA





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understand that Power Point Presentations are very personal tools of our guest speakers.

As 95% of the delegates are Spanish speakers, we can have your text translated into Spanish if you so wish.

FIFTH: As you may know, WAECE-AMEI is starting an on-line educational TV channel and we hope to be able to broadcast live the key lectures of the Conference. In any case, we will record all the sessions and, later, edit the videos to include them in the programs of this channel. If you do not wish to have your presentation recorded, please let me know.

I am looking forward to receiving your documents and any other suggestion you may wish to make me. From now on, I will be in constant touch with you and you can contact me at this e-mail: sonia@waece.org or by phone, at +34 91 501 8754. However, because my English is not very good, I would rather receive e-mails, if at all possible.

I take this opportunity to send you

Kind Regards,

Sonia del Moral.



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Dear Friend:

I wish to inform you of the following aspects of the Strategies and Methodologies in the Classrooms Conference, which will take place during the 22, 23rd and 24th of March:

PROGRAM OF OFFICIAL ACTIVITIES

Name: **Eugene Geist**

Lecture: **Exploring Mathematics in Child Education**

Date: **3/23/2004**

Schedule: **09:15-10:15**

Your communication will be recorded by our educative television channel, unless you express us your disagreement. Through the following link you can see your exhibition in the programming (we will inform you when it's ready):
www.waece.org/TV

In addition, we ask you to be on time (following «English» standards) due to the multitude of rooms and lectures that will be exposed.

ACTIVITY PROGRAM (OUTSIDE THE ACADEMIC AGENDA OF THE CONFERENCE)

HOTEL IN MEXICO

We booked the following hotel in Mexico City:

GALERÍA PLAZA

Hamburgó 195

Col. Juárez (better known as the pink square)

The hotel reservations have been made and include breakfast.

DAY 17: Arrival at Mexico at 22:35.

DAY 18: Panoramic tour of Mexico City at 10:00, and a visit to the National Anthropology Museum. You are free to make your own lunch arrangements, while we have arranged to have dinner altogether at the Hotel.



COMPAÑERO DE LA PRIMERA INFANCIA Y EDUCACIÓN INCLUSIVA
FAMILY CHILD CARE AND INCLUSIVE EDUCATION PARTNER





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ASSOCIAÇÃO MUNDIAL DE EDUCADORES DE INFÂNCIA
Avenidas 3, 28007 Madrid, España · Tel. (34) 91 501 8754 · Fax (34) 91 501 8746
Email: Info2@waece.org Web: <http://www.waece.org>

DAY 19: At 10:00, excursion to Xochimilco. You are free to make your own lunch arrangements, while we have arranged to have dinner altogether at the Hotel.

DAY 20: Excursion to the Pyramids of Teotihuacán. We leave the Hotel at 10:00. You are free to make your own lunch arrangements, while we have arranged to have dinner altogether at the Hotel.

DAY 21: At 13:00 we will have lunch together at the SNOBISTRO RESTAURANT; and after, we will leave for Morelia by bus, which leaves at the front of the Hotel at 15:00 hours.

HOTEL IN MORELIA

We will be lodging at the

HOTEL FIESTA INN
Av. Camelinas esq. Ventura Puente

The hotel is located at the Convention center Complex, which facilitates our stay since it allows coming and going as we please. It is a comfortable five star hotel, with most of its rooms recently remodeled.

The hotel reservations have been made and include breakfast.

SCHEDULE FOR MEALS and SUPPERS IN MORELIA

Day 21: That night, already at Morelia, we will have dinner at the beautiful MIRASOL RESTAURANT. We leave by bus from the Hotel.

Day 22: The morning is free for you to discover the town, which we recommend by walking through its streets, enjoying the details of its impressive architecture.

We will have lunch that same day at the salon of the Convention Center of Morelia, specially arranged for the occasion. Previously, we will have a guided tour through the Convention Center, and we therefore ask you to please be present the Hotel lobby on time at 13:00 hours.

After the Conference sessions we will have dinner at the same Hotel at 20:30.

Day 23: Independently of the Conference sessions (lunch included at the specially arranged salon) we will go altogether for dinner at the curious and elegant SAN MIGUELITO RESTAURANT, located just a few blocks away from the Hotel. We shall leave the Hotel lobby at 20:30.



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Day 24: Departure by cab towards Mexico City, in order to reach the 14:35 flight
I will give you more details further on.

Please contact me regarding any doubts or questions you may have about the
Schedule of our trip. I will be more than happy to be of any assistance.

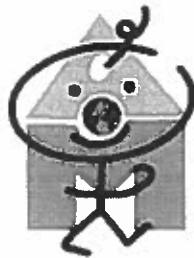
Greetings see you at Morelia!

Sonia del Moral.



COMPÁÑERO DE LA PRIMERA INFANCIA Y EDUCACIÓN INCLUSIVA
EARLY CHILDHOOD AND INCLUSIVE EDUCATION PARTNER





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Avda. Insurgentes Sur N° 386, Desp. 5, Colonia Roma Sur, México, D.F. 06760,

México · Tel. (52) (55) 5584-0035 · Email: mexico@waece.org ·

<http://www.waece.org>

Mexico City, June 28, 2006

Dr. Eugene Geist
University of Ohio
United States

Dear Friend:

We are writing from the World Association of Early Childhood Educators.

In the last few years, competencies have gained a key role in the design of educational program and curricula in many countries. In fact, in the educational reform in Mexico in all levels, from preschool, the teaching by competencies has been a dominant element.

In Mexico, our Association has played a very important role in the formation and training of educators in this field, with the publication of the first practical book on the topic that has already reached its 8th edition in less than a year and an ample offer of practical workshops and seminars for educators, trainers and educational authorities in all of the country.

To offer further training of professional educators and to facilitate their access to the best current experiences in this field, our Association has decided to organize an International Conference with the theme:

International perspectives on the educational practice in preschool education

In this conference, we expect to learn about the latest research work done through lectures, workshops, round tables and the exchange between participants, at the same time that we learn about current classroom practice for the best possible development of education and care of early childhood.

The conference will take place March 22, 23 and 24, 2007 in Morelia, Mexico, where we have already held two conferences in previous years with an audience of over 3,000 delegates.



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COMPANHEIRO DA PRIMEIRA INFANCIA Y EDUCAÇÃO INCLUSIVA**





We want to bring together a highly selected group of speakers from different countries to present their latest work.

The purpose of this letter is to invite you to participate with a lecture of 60 minutes on the topic:

Exploring mathematics in early childhood education

Because we are an NGO, without any sources of external financing, our Association cannot pay speakers fees. However, we will cover all your transportation expenses from the point of origin and accommodation and meals while you are with us. To take advantage of your trip to Mexico we have prepared the following preliminary program:

Date	Activity
Saturday, March 17	Arrival in Mexico City Welcome dinner
Sunday, March 18	Panoramic tour of Mexico City Visit to the National Museum of Anthropology
Monday, March 19	Excursion to Xochimilco
Tuesday, March 20	Excursion to the Shrine of Guadalupe and the Pyramids of Teotihuacan
Wednesday, March 21	In the morning, visits to a school district After lunch, trip to Morelia
Thursday, March 22	In the morning, panoramic tour of Morelia In the afternoon, Conference Inauguration ceremony and conference activities
Friday, March 23	Conference activities
Saturday, March 24	Conference activities
Sunday, March 25	Transfer to the Mexico City airport Return flights

We sincerely hope that you will be able to accept this invitation and join us for this Conference.

Since we are quite hopeful that you will accept our invitation, we take advantage of this note to inform you that we will need the following materials and documents from you:

As soon as possible, for the edition of the promotional materials and conference section of our website:

- Brief narrative curriculum (1 page)
- Informal digital photo
- Abstract of your intervention (3 paragraphs)



Before February 1st:

- Text of your intervention for the conference book.

If you have any questions, or need any additional information, please, do not hesitate to contact us.

We look forward to hearing from you and we take this opportunity to send you our

Kind regards,

A handwritten signature in black ink, appearing to read "Juan Sánchez Multerno".

JUAN SÁNCHEZ MULTERNO
President
World Association of Early Childhood Educators



WORLD ASSOCIATION OF EARLY CHILDHOOD EDUCATORS (AMEI-WAECE)
ASOCIACIÓN MUNDIAL DE EDUCADORES INFANTILES (AMEI-WAECE)
ASSOCIAÇÃO MUNDIAL DE EDUCADORES DE INFÂNCIA (AMEI-WAECE)

ASSOCIATED WITH THE DEPARTMENT OF PUBLIC INFORMATION OF THE UNITED NATIONS (UN)
UNESCO EARLY CHILDHOOD PARTNER
REGISTERED ORGANIZATION WITHIN THE ORGANIZATION OF AMERICAN STATES (OAS)

Dear Friend Eugene Geist,

We are writing to you from the World Association of Early Childhood Educators (AMEI-WAECE). Our Association, with headquarters in Madrid, Spain is a not for profit movement of pedagogical renovation of early childhood and preschool education. We are Early Childhood and Inclusive Education partners of UNESCO, with whom we work regularly on various projects.

As part of our training activities, besides bringing together our members so that they can exchange experiences and information we organize Conferences on the most relevant current topics for educators. This is why we have planned to hold the **INTERNATIONAL CONFERENCE ON EARLY CHILDHOOD EDUCATION (the first years of life).** **The conference will take place in Guanajuato (México), March 27-29, 2009.**

Our goal with this conference is that classroom teachers become familiar with the latest research work being done on early childhood as well as with the techniques needed to apply it with their children.

We would like it very much if you could participate in this conference, as many of our members have requested. Therefore, we would like to invite you to give a lecture of 90 minutes on the topic of:

"Developing Children's Logical Thinking"

Your lecture is initially scheduled in March, 29th, from 10:30 to 12:00.

Because we are an NGO, without any sources of external financing, and considering the high cost of running this conference, our Association cannot pay speakers fees. However, we will cover all your transportation expenses from the point of origin and accommodation and meals while you are with us.

We sincerely hope that you will be able to accept this invitation and join us for this Conference. If you have any questions, or need any additional information, please, do not hesitate to contact us.

We look forward to hearing from you and we take this opportunity to send you our

Kind regards,



Juan Sánchez Muliterno, *Presidente AMEI-WAECE*

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Tel (01-443) 340.6460/61- Fax: (01-443) 314.0193
E-mail: mexico@waecemail.org. Web: www.waece.org

Organiza:



AMEI
WAECE

Auspicia:



gto

Guanajuato
Gobierno
del Estado

Contigo Vamos
Secretaría
de Educación



Familia
CONTIGO

DIF Estatal Guanajuato

CONGRESO Mundial LA EDUCACIÓN INICIAL DEL NUEVO SIGLO

GUANAJUATO, MÉXICO, 27, 28 Y 29 DE MARZO DE 2009

Organiza:



AMEI
WAECE

Auspicia:



gto

Guanajuato
Gobierno
del Estado

Contigo Vamos

Patrocina:



Patrocina:



SECRETARÍA GENERAL

ASOCIACIÓN MUNDIAL DE EDUCADORES INFANTILES
WORLD ASSOCIATION OF EARLY CHILDHOOD EDUCATORS
ASSOCIACIÓN MUNDIAL DE EDUCADORES DE INFANCIA

MÉJICO

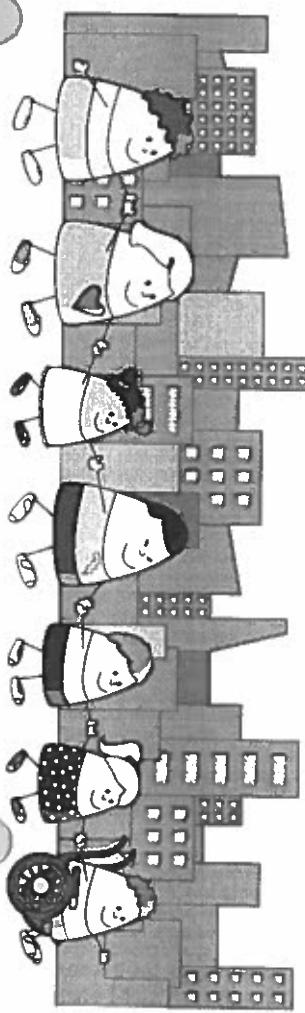
AV. AVERROES 3, 28007 MADRID ESPAÑA

Tel.: (34) 91 501 8754

Fax: (34) 91 501 8746

Email: info@waececnmali.org

Web: <http://www.waece.org>



COMITÉ DE HONOR

Bajo la Presidencia de

Honor de:

XXXXXX
XXXXXXX
XXXXXXX
XXXXXXXXXXXX XXXXX

XXXXXXX XXXXXXXX
XXXXXXX XXXXXXXX XXXXX

Fue el centro minero más importante de la Nueva España. También fue capital del país durante el mandato de Benito Juárez. Es famosa por su historia, arquitectura, sus momias, charangas y dulces típicos, el Festival Internacional Cervantino en octubre, entre otros atractivos. Es originario de esta ciudad uno de los actores y cantantes más famosos del llamado cine de oro mexicano, Jorge Negrete, también uno de los artistas plásticos más importantes en la historia moderna de México, Diego Rivera.

La ciudad de Guanajuato también es una ciudad universitaria con una intensa vida cultural cuya culminación es el Festival Internacional Cervantino, la reunión artística más importante de México.

MARCO DEL CONGRESO



El municipio de Guanajuato es la capital del estado mexicano homónimo. Está en el centro de México. De acuerdo con cifras del año 2005 su población asciende a 157 965 habitantes, los cuales se dedican principalmente a la minería y a la industria del turismo. Es sede del gobierno estatal. Se le reconoce como una ciudad de tipo colonial y origen minero que prosperó con el descubrimiento de ricas vetas de oro y plata en el siglo XVII.

AGENDA

Jueves 27

SALON PLENARIO	
15.00-15.30	Solemne Inauguración
15.30-16.30	La educación Inicial hoy
16.45-17.45	La educación Inicial y los currículos oficiales
17.45-19.15	Métodos y Estrategias educativas en el centro de Educación Inicial

Viernes 28

SALON A	SALON B	SALON C	SALON D	SALON E
09.00-11.00 Estimulación de los hábitos de autonomía personal	El desarrollo de competencias lingüísticas	El acercamiento a la familia en los programas no formales	Videoteca educativa	Ponencia Libre
11.30-13.30 El nacimiento y la relación del niño de 0 a 3 años	La interrelación Centro-familia	Evaluación de la eficacia de los programas no formales	Videoteca educativa	Ponencia Libre
13.30-14.30	Box Lunch		Videoteca educativa	Ponencia Libre
14.30-16.30 El lenguaje musical en la Primera Infancia	El despertar sensorial artística	Experiencias exitosas en Educación no formal: El programa xxxxxx	Videoteca educativa	Ponencia Libre
13.30-14.30	Cambio de actividad			
16.40-18.40 Organización metodológica de centros por zonas de actividad	Educando los valores desde la Primera Infancia	Experiencias exitosas en Educación no formal: El programa yyyy	Videoteca educativa	Ponencia Libre
19.00-20.00	El acercamiento al proceso lectoescritor			

Sábado 29

SALON PLENARIO	
09.00-10.30	La detención temprana de anomalías del desarrollo neurológico y su intervención
10.30-12.00	El desarrollo de la lógica en Educación Inicial
12.30-13.30	El despertar sensorial
13.30-14.00	Acto de clausura

PRESENTACIONES



Toda la comunidad educativa está de acuerdo en que en la primera infancia se forma la personalidad del futuro adulto, que la generalización de la educación de la Primera Infancia favorece la igualdad de oportunidades de los niños, así como que evita problemas de deserción en la educación primaria. A pesar de ello, a la Educación de la Primera Infancia le queda un largo camino por recorrer.

Existen muchas razones para generalizar y regular la educación de la Primera Infancia, entre las que si duda destacamos:

■ Los primeros años de la vida del niño, desde el nacimiento hasta los seis/siete años de edad, ponen los cimientos para un crecimiento saludable y armónico del niño.

■ Las investigaciones demuestran que los déficit intelectuales o físicos se convierten en acumulativos.

■ El cuidado y educación de los niños pequeños mediante una acción integrada adecuada, proporciona un medio para remediar el problema evidente de la desigualdad de oportunidades.

■ La educación de la primera infancia complementa al hogar proporcionando la asistencia y educación adecuadas para la promoción del desarrollo total del niño.

■ La igualdad de oportunidades para las mujeres que tienen que acompañarse en las necesidades y derechos de los niños.

■ La educación de la primera infancia proporciona una valiosa experiencia y preparación para la transición a la escolarización a nivel primario.

Y los avances de la neurociencia, nos demuestran que el sistema nervioso, base y soporte de la personalidad del adulto, se forma en los primeros años.

■ No hay segunda oportunidad para la infancia. Por tanto con todos los conocimientos basados en las investigaciones sobre la importancia de esos primeros años de la vida, es fundamental hacer todo lo que sea posible por el bien de cada niño, su salud y nutrición, su crecimiento, aprendizaje y desarrollo, su felicidad.

De acuerdo con lo anterior, existen multitud de pronunciamientos Internacionales abogando por la generalización de la misma. Desde la Cumbre de Jomtien en marzo de 1990 que proclama de manera inequívoca que "la educación empieza con el nacimiento" hasta la reciente declaración de los Ministros de Educación de toda América (Reunión de Ministros en Cartagena de Indias-Colombia el pasado mes de noviembre).

A pesar de ello a la Educación De la Primera Infancia le queda un largo trecho para su normalización. Por una parte, la extensión de su cobertura,

que en estos momentos es realmente muy baja, como su definición en cuanto a los contenidos educativos de la misma, dejando a un lado su viejo lastre de "guardería", lo que a su vez implica una más amplia y mejor formación de los profesionales que trabajan en la misma.

Todas estas circunstancias, hace que sea preciso que los expertos en el tema se reunían en el marco de un Magno Congreso y debatan sobre la misma, a la vez que diseminan sus conocimientos en aras a la generalización de programas realmente atractivos y útiles para los niños.

ESTRUCTURA

La agenda se ha estructurado de acuerdo al siguiente criterio:

PONENCIAS MAGISTRALES: Destacados especialistas analizarán los temas propuestos para ser debatidos tras su exposición.

EXPERIENCIAS PEDAGÓGICAS: De dos horas de duración, en tocadas bajo tres visiones distintas:

- Educación formal: "bebés"
- Educación formal: "mayoritos"
- Educación No formal

VIDEOTECA: Con una selección de videos de nuestra Televisión Educativa.

PONENCIAS LIBRES: A presentar por los propios congresistas, las cuales serán seleccionadas por un Comité de Expertos. Los interesados deberán estar inscritos en el Congreso y remitir a la Asociación Mundial de Educadores Infantiles antes del 20 de Abril de 2009 el texto íntegro del trabajo.

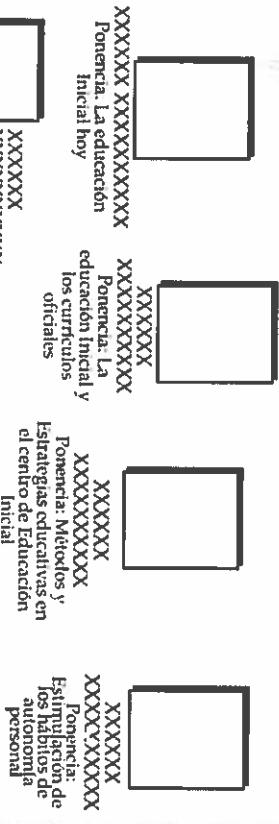
Para ver los requisitos técnicos completos que deben cumplir las propuestas, se ruega acudir al sitio web de AMEI:

WWW.waace.org/guanajuato

LIBRO DE MEMORIAS: Los textos de las Ponencias, Experiencias Pedagógicas y Ponencias Libres se recogerán en un CD que se entregará al final del evento.

IDIOMA: El idioma oficial del Congreso es el español. Todas las PONENCIAS MAGISTRALES se presentarán en el idioma original del ponente, con traducción simultánea. Las EXPERIENCIAS PEDAGÓGICAS se expondrán en español. Las PONENCIAS LIBRES se expondrán en el idioma original del autor.

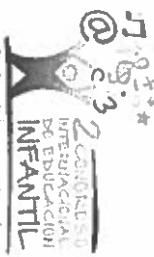
EXPERTOS



XXXXXX XXXXXX
Ponencia: El programa de Juts de inicio en el Salón



II CONGRESO INTERNACIONAL DE EDUCACIÓN INFANTIL
"Retos del Nuevo Educador"
 Cartagena de Indias, Octubre 12 y 13



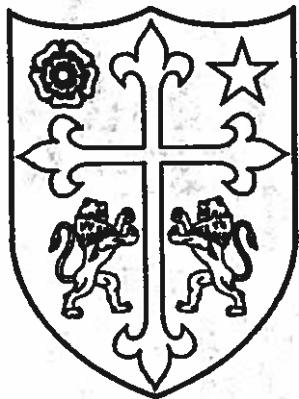
Octubre 12

HORA	TEMA	RESPONSABLE
7:30 - 8:00	Recepción de los Participantes	
8:00 - 8:30	Acto inaugural - Muestra Folclórica	
8:30 - 9:00	Instalación del Congreso	
9:00 - 10:15	Cómo educar niños felices	Cristian Conen (Argentina)
10:15 - 10:30	Coffee Break	
10:30 - 11:30	Nuevas Estrategias para promover el desarrollo del pensamiento matemático temprano.	Eugene Geist (USA)
11:30 - 12:30	La música como apoyo en el Aprendizaje	Kamile Geist (USA)
12:30 - 2:00	Tiempo Libre -Almuero-	
2:00 - 2:15	Recepción de los Participantes	
2:15 - 3:15	El Maltrato Infantil y su Impacto en la Sociedad	
3:15 - 4:15	La Gestación: Punto de partida del desarrollo.	Carmen Eugenia Centeno (Colombia)
4:15 - 5:15	Desarrollo Humano y Emocional: Pilar de la Educación Contemporánea.	Noy Cardozo (Venezuela)
5:15 - 6:30	Cocktail de Bienvenida - Tarde Típica Cartagenera. Lugar: La Iguana-Club Naval	

Octubre 13

HORA	TEMA	RESPONSABLE
7:30 - 8:00	Recepción de los participantes	
8:00 - 9:00	La Educación inicial hoy: perspectivas de cara al nuevo milenio.	Patricia Sarlé (Argentina)
9:00 - 10:00	La Diferenciación en el Aula	Carmen Eugenia Centeno (Colombia)
10:00 - 10:30	Coffee Break	
10:30 - 11:30	Implicaciones de la Alfabetización en el desarrollo de los niños y las niñas.	Rosa Julia Guzmán (Colombia)
11:30 - 12:30	Panel de Expertos -Sesión de Preguntas y Respuestas con los expositores	
12:30 - 2:00	Tiempo Libre -Almuero-	
2:00 - 2:15	Recepción de los participantes	
2:15 - 3:30	Ritmo y Música: Fundamentos en el aprendizaje matemático.	Kamile y Eugene Geist (USA)
3:30 - 4:30	Educación de Óptimos: Una educación para la vida	Alvaro Sierra (Colombia)
4:30 - 5:00	Firma del Compromiso con la Infancia Y Cierre	

Oxford Round Table



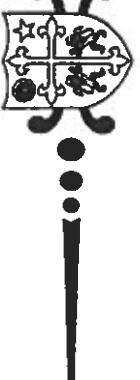
Addressing the Education Needs of
At Risk Children

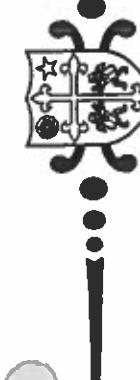
Pembroke College
in the University of Oxford
Oxford, England

March 21 - March 26, 2004


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Professor, Pan American Studies
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Fax: N/A
E-Mail: james.h.bracy@csun.edu


Mrs. Sonya Brown
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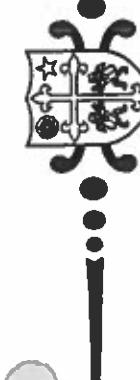

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E-Mail: bwrig@wilmcoll.edu


Dr. Jacqueline Collier
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Oxford Round Table

at Harris Manchester College, Oxford, England

November 20, 2007

Ms. Gene Geist

Ohio State University

W324 Grover Center Ohio University

Athens, OH 45701

Advisory Committee:

Don Aikin
President Emeritus
University of Canberra
Canberra, Australia

S.K. Alexander III
Solicitor and Senior Research Fellow, Judge Institute
Cambridge University

Kurt Ballouche
Jesus Lincoln College
University of Oxford
Oxford, England

Hugh Benjamin
Deputy Director
Stanford University
Milton Keynes
United Kingdom

Andy Boyle
Somerville College
University of Oxford
Oxford, England

Maria Elena Gomez
Rector, Universidad
Nacional Experimental
Francisco de Miranda
Lacasa, Venezuela

John Hurni
John Christian Smith
University of Oxford
Oxford, England

J.M. Ironside
Former Vice-Chancellor
University of Birmingham
United Kingdom

Rosine Malherbe
Professor of Public Policy
Rand Afrikaans University
Johannesburg, South Africa

Charles Meldell
Former Secretary of the
Doddington Library
Oxford University

Gerd Harder Ruppert
Rektor
University of Paderborn
Bielefeld, Germany

Ronald Eder-Hämmerle
Rector
AGH University of Science
and Technology
Krakow, Poland

Mamuka Tskhadze
Rector
Georgia Technical University
Tbilisi, Georgia

Jill Underwood
Dean, School of Education
University of Wisconsin
Madison

Chris Watkins, M.D.
Senior Health Care
Lexington, Kentucky

Steve Woods
President
Rhodes University
Grahamstown, South Africa

Dear Ms. Geist:

The general recognition of the transcending importance of **early childhood education** to mental development is a relatively recent phenomenon. As a result of research findings and the advocacy of educators and parents, formal education has been dramatically expanded to provide for the educational needs of the young child. However, the expansion of quality programs has not been uniform among states and school districts.

Because early education is of such paramount public importance, the Oxford Round Table will devote a seventh annual session to the consideration of the matter involved. This session will be titled:

Early Childhood Education: Ensuring Opportunity and Quality

We are pleased to invite you to attend this session that will be held at Harris Manchester College in the University of Oxford, Oxford, England from **Sunday, March 9 to Friday, March 14, 2008**. Should you accept this invitation, you will join a small interdisciplinary group of approximately thirty-five (35) participants who have a special interest in early childhood education.

The agenda for the Round Table will include, but not be limited to, the following topics:

1. Strategies for ensuring program quality
2. Research findings in emergent reading
3. Connecting the curriculum with evaluation
4. Alternative methods of assessment and standards for learning
5. Literacy, fine arts and mathematics in childhood, making the connections

You are invited and encouraged to make a presentation and to provide a paper on a relevant aspect of the topic, however, your participation as a member of the Round Table is not contingent thereon. The paper may be submitted for publication in the *Forum on Public Policy*, a journal of the Oxford Round Table. The *Forum* is published in both hard copy and on-line formats. Papers considered for publication in the *Forum* are evaluated by peer reviewers as to technical and substantive quality and for potential to make a significant contribution to the literature in the field.

U.K. Office: Harris Manchester College, Mansfield Road, Oxford OX2 3JD, United Kingdom

Please direct all inquiries to our U.S. office in care of: Shenette McCandless, Coordinator, 5150 East Pacific Coast Highway, Suite 200, Long Beach, CA 90804
Phone: (562) 346-3246; Fax: (562) 346-3215; Email: shenette@oxfordroundtable.com; web site: www.oxfordroundtable.co.uk

You will have living accommodations in Harris Manchester College. Breakfast, lunch and dinner, along with nightly receptions, will be provided by the college, except for a free night on Wednesday. A closing formal banquet will be held on Thursday evening at which time certificates will be awarded.

Time will be reserved in the afternoons for guided orientation of Oxford including visits to colleges, museums, gardens and chapels. A special visitation to Blenheim Palace, Churchill's birthplace, will be provided by the Round Table. Personal free-time will be set aside for study, contemplation, or for tours of nearby Cotswold villages, Stratford-upon-Avon, Stonehenge or other locations of historic or literary interest.

Cost of participation in the Round Table, including room and meals, is borne by the invitee or the invitee's institution or organization. The fee of \$2940 (US Dollars) covers registration, lodging for five nights, breakfast, lunch, and dinner each day (except for a free evening on Wednesday) plus visits and tours. The only additional expenses not covered in the registration fee are airfare and transportation between Oxford and the airport. Guests of participants are welcome, however, a fee is charged for their attendance.

The deadline for completing the response form is December 20, 2007. In order to ensure that we receive your response form in a timely and accurate manner, we recommend responding on our web site at www.oxfordroundtable.co.uk. Alternatively, a response form is enclosed for your convenience.

Sincerely yours,

Elizabeth Alexander
Elizabeth B. Alexander, M.D.
Facilitator
Oxford Round Table
at Harris Manchester College,
Oxford, England

Judith McConnell
Judith McConnell-Farmer, Ph.D.
Professor, Early Childhood Education
Wasburn University
and Facilitator, Oxford Round Table
at Harris Manchester College
Oxford, England



AMERICAN DIETETIC ASSOCIATION
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995

November 12, 2003

Eugene Geist
Ohio University
W351 Grover Center
Athens, OH 45701

Dear Dr. Geist:

Thank you for making the 2003 FNCE a dynamic and unforgettable event. On behalf of the American Dietetic Association, thank you for participation as a Presenter in our Food & Nutrition Conference & Expo in the session listed below. Because of the time and effort devoted by all participants, this meeting was a tremendous success!

Session Title: Utilizing Food as a Tool to Teach 4th and 5th Graders Math and Science Concepts

In an ongoing effort to continue the quality and organization of FNCE, we would appreciate your comments and suggestions as a session participant. Please complete the enclosed Participant Survey and return it today by fax to 312/899-0008.

Thank you, again, for your contribution to ADA and its members. It was a pleasure working with such knowledgeable food and nutrition experts and we hope to see you in Anaheim in 2004!

Cordially,

Tracy L. Petrillo

Tracy Petrillo, MS, RD
Director, Professional Development



AMERICAN DIETETIC ASSOCIATION
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995

June 9, 2003

Eugene A. Geist PhD
Ohio University
W351 Grover Center
Athens, OH 45701

Dear Dr. Geist:

Congratulations! Your abstract was peer reviewed for the 2003 Food & Nutrition Conference & Expo (FNCE) and was selected for a Poster Session in San Antonio, Texas. Your presentation information is as follows:

Session: Poster Sessions: Professional Skills/Business and Management/Education, Training and Counseling

Presentation Title: Utilizing Food as a Tool to Teach 4th and 5th Graders Math and Science Concepts

Date: 10/27/03 **Time:** 11:00AM - 12:00PM

Session ID: 105. **Display #:** 49.

Posters present content utilizing charts, graphs, illustrations, and/or photographs during a 60-minute session in the Expo Hall. Materials are mounted on corkboard or are displayed on the table in front of the corkboard. The presentation style is an informal one-on-one or small group discussion with the author, who should remain at the display to explain information and answer questions. Audiovisual equipment is not considered necessary during a poster presentation. Please note that the session information listed above is subject to change and presenting authors are notified promptly.

This year information for Poster Session presenters can be found in the 2003 FNCE Participant Handbook online at http://www.webdietitians.org/Public/ConferencesAndEvents/96_13330.cfm as a PDF document. Enclosed is a Disclosure Statement Form and an Abstract Change/Cancellation Form. Please read all information carefully and return all forms before June 30, 2003. You will receive correspondence in September with additional on-site information and instructions.

All presenters must register and pay for attendance at FNCE 2003. All presenters' and coauthors' names are printed in the Abstract Book that will be sent as a supplement to the September *Journal of the American Dietetic Association* and the on-site FNCE Program Book. It is imperative that we know of any changes immediately in order to adjust programming.

If you have questions regarding your participation or the items enclosed, please call the Professional Development team at 312/899-4867, e-mail to apatterson@eatright.org, or fax to 312/899-0008. We look forward to "Exploring New Frontiers" and new research with you at FNCE, October 25-28, in San Antonio!

Cordially,

A handwritten signature in black ink that reads "Andrea Patterson".

Andrea Patterson
Coordinator, Professional Development

Enclosures



OHIO
UNIVERSITY

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Human Services

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School of Health Sciences
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School of Hearing, Speech
and Language Sciences
Grover Center W218
T: 740.593.1407

School of Human and
Consumer Sciences
Grover Center W324
T: 740.593.2880

School of Nursing
Grover Center E365
T: 740.593.4494

hool of Physical Therapy
over Center W290
T: 740.593.1224

School of Recreation and
Sport Sciences
Grover Center E160
T: 740.593.4656

Division of Campus Recreation
Ping Center
T: 740.597.CREC

WellWorks
Grover Center E124
T: 740.593.2093

DATE: April 7, 2003

TO: Eugene Geist, Assistant Professor, Human and Consumer Sciences

FROM: Gary S. Neiman, Dean

RE: Research Poster Showcase

Congratulations, your poster, "Mathematics in Children Under 6", has been accepted for presentation at the College's Annual Research Poster Showcase to be held on Friday, May 2, 2003 from 12:00 – 2:00 PM. The posters will be displayed on the bridges of Grover Center's second and third floors. Eleven posters have been accepted for presentation.

Lee Cibrowski or Linda Lockhart will be in contact with you to verify the size of the board you need (i.e., 4 ft., 6 ft. or 8 ft), as well as any other requirements you might have for your display. They will also provide you information regarding on which floor your poster will be displayed, in addition to when you can set up your poster, as we get nearer the date.

Again, I congratulate you on your work and I look forward to seeing it myself. I hope you can join your colleagues after the poster session for a presentation and panel discussion regarding building a research career.



Gary S. Neiman, Dean

From: "Mark Ginsberg and Barbara McGeehan" <conference@naeyc.org>
Subject: Your NAEYC 2007 Annual Conference Proposal Status
Date: May 18, 2007 11:20:08 AM EDT
To: "National Association for the Education of Young Children Submitter"
<geist@ohio.edu>

Mark Ginsberg an...
Not In Address Book

May 2007

Proposal ID: 102836

From: Jerlean Daniel, Ph.D., NAEYC Deputy Executive Director
and Barbara McGeehan, NAEYC Senior Director of Meetings & Conferences

To: Eugene Geist
Kamile Geist

Thank you for submitting your proposal:

The rhythm of the math: Supporting emergent mathematics with infants, toddlers and preschoolers using interactive musical activities that stimulate early mathematical concept development

to present at the 2007 NAEYC Annual Conference in Chicago November 7 through 10. As a result of limited meeting room space at McCormick Place Convention Center, we're not able to include your proposal as a regular 1-hour, 1-1/2 hour, or Wednesday session. Instead, we invite you to participate in our brand new Learning Galleria where you can interact one-on-one with Annual Conference attendees!

THE LEARNING GALLERIA

You will have the opportunity to meet with attendees to discuss your topic in an interactive, informal, and intimate way. The Learning Galleria will be open for 1-1/2 hours at different times throughout the Conference. For each 1-1/2-hour time slot, there will be approximately 35-45 presenters giving informal presentations and showcasing their topics in the special events area inside NAEYC's Exhibit Halls. A later communication from us will confirm your day and time slot.

Come prepared with handouts and materials and don't be afraid to use your creative side! Visuals and displays are encouraged. NAEYC will provide you with a round table and chairs for group discussion. If you require a bulletin board for displays and/or an electrical outlet, please submit your request to conference@naeyc.org along with your proposal ID and title. Because this setup promotes informal and small group discussion, please remember to adapt your presentation accordingly.

IMPORTANT-If you are NOT able to participate in the Learning Galleria, please let us know by sending an e-mail to conference@naeyc.org as soon as possible.

PRESENTER CHANGES

Presenter contact information or presenter listings that will appear in the Conference Final Program can be changed by accessing NAEYC's online Proposal Database by Friday, June 8. Log onto

<http://precis.preciscentral.com/User/UserLogin.asp?EventID=eae27d77>

Note: Changes to titles and descriptions can only be made by NAEYC staff.

REGISTRATION

As a presenter in our Learning Galleria, you will be able to register for the Annual Conference at a reduced rate.

We'll send you an e-mail in mid-June when Registration opens and it will include a special password for you to use when registering. Housing will also open at this time so be sure to visit www.annualconference.naeyc.org for official Conference hotels with special rates, descriptions, and instructions.

We're looking forward to your participation.

••••• The Center for the Study and Development
of Literacy and Language, Ohio University •••••

Presents:

Preventing Reading Difficulties in Young Children
Elizabeth Sulzby, University of Michigan

Commentary provided by: Helen Ezell, Hearing and Speech,
Eugene Geist, Human and Consumer Sciences, and
William Smith, Teacher Education

Wednesday, February 17, 1999

4 p.m. Scripps Hall Auditorium

CONCURRENT SESSIONS • SUNDAY, OCTOBER 10, 1999

3:15PM - 5:00PM

MCKINNEY □

25. Creating Safer and More Supportive Learning Environments: Training Parents, Educators, and Preschool Children in Conflict Management Skills

The session describes an innovative conflict management project being implemented in Ohio's early childhood programs. The goal of the project is to create safer and supportive learning environments for preschool children. The project is a collaborative effort between the Ohio Commission on Dispute Resolution and its program partners, which include the Ohio Head Start Association Inc., the Ohio Department of Education, Division of Early Childhood Education, and community action agencies. The workshop will include a discussion of strategies and techniques on how to respond to and avoid conflict in healthy and constructive ways. The conflict management strategies discussed will include: training adults in conflict management; providing basic mediation training; designing dispute systems for adults; providing early childhood programs and parents with materials and training designed to teach children conflict management; and providing continuing consultation to early childhood programs.

Randy Fisher, Terrance Wheeler, Madeline Trichel, Jo Dee Davis, Columbus, Ohio; Anita Whiteley, Pepper Pike, Ohio

HARDING ▲

26. School Age: The Cool Age

This hands-on, interactive workshop will give attendees a better understanding of the developmental needs of children 5-12, will clarify the role which staff play in developing & maintaining a quality school age program and will give many game and activity ideas.

Jane Pernicone, Highland Heights, Ohio

C 215 □

27. Emphasizing Math in Early Childhood Using the Project Approach

Children's emerging understanding and construction of math knowledge should be encouraged and promoted in the preschool years. This workshop will discuss developmentally appropriate ways to develop and carry out math activities from within a project approach framework.

Barbara Landis, Athens, Ohio

Monday evening will host a variety of receptions sponsored by individual organizations. Come enjoy networking with your colleagues in a relaxing atmosphere.

3:15PM - 5:00PM

C 220 □

28. Engaging Young Children in Learning Math: Successful Lessons From Chinese Early Childhood Programs

How do young children learn math in other cultures? Examples of math teaching and learning in Chinese early childhood programs can provide us some food for thought. This workshop will broaden views and expand strategies in teaching math to young children.

Quping Cao, Lancaster, Ohio

GARFIELD □

29. Teachable Moments With Infants/Toddlers

Much of the time caregivers spend with infants and toddlers is devoted to carrying out caregiving routines. We'll take a look at how to turn these routine times, and other times throughout the day, into teachable moments.

Becky Coffey, Dorothy Bays, Cincinnati, Ohio

C 216 □

30. Science is Simple

Explore practical ideas and approaches to enrich your science curriculum including children from infancy to kindergarten. Discover strategies in creating a relaxing environment that allows for in-depth concentration by children.

Beth Murphy, Kathleen Salisbury, Athens, Ohio

C 214 □

31. They Call it Quiet Math!

This hands-on workshop will demonstrate an approach to play and cognitive development that we "discovered" a few years ago. Children work independently using math manipulatives while listening to soft music. The results are amazing!

Barbara Landis, Pepper Pike, Ohio; Susan Pollack, Beachwood, Ohio

Friends of Reggio
Reception

Monday, October 11, 1999

5:00pm - 7:00pm

Delaware B

Making
a World
of Difference
for Youth 9-15



7th Annual
**National Older
Kids Conference**

Sponsored by
**Ohio Professionals for
School-Age Care**

August 3-5, 2000
Cincinnati, Ohio

Your most comprehensive source
for State of the Art multi-
disciplinary knowledge and
networking opportunities for
professionals working with
children, adults and families...



OHIO DEPARTMENT OF EDUCATION,
DIVISION OF EARLY CHILDHOOD EDUCATION'S
ANNUAL CONFERENCE

FINAL PROGRAM

October 10-12, 1999
Greater Columbus
Convention Center,
Columbus, Ohio

Ohio Association for the Education of Young Children 1999 State Conference

March 26, 1999

Dear Conference Presenter,

Thank you for agreeing to participate as a presenter at the 1999 OAEYC Conference. As the dates rapidly approach there are some additional details that will assist you in planning your presentation. Please note that you need to check in at the Presenter's table at Registration upon your arrival. You will receive a Presenter's Packet and a map of the conference to assist you in locating your room.

Below is additional information regarding your presentation. Please contact Barb Palumbo at (216) 991-3449 immediately if there are any special circumstances. We look forward to seeing you in Cleveland. Cleveland Rocks!!!

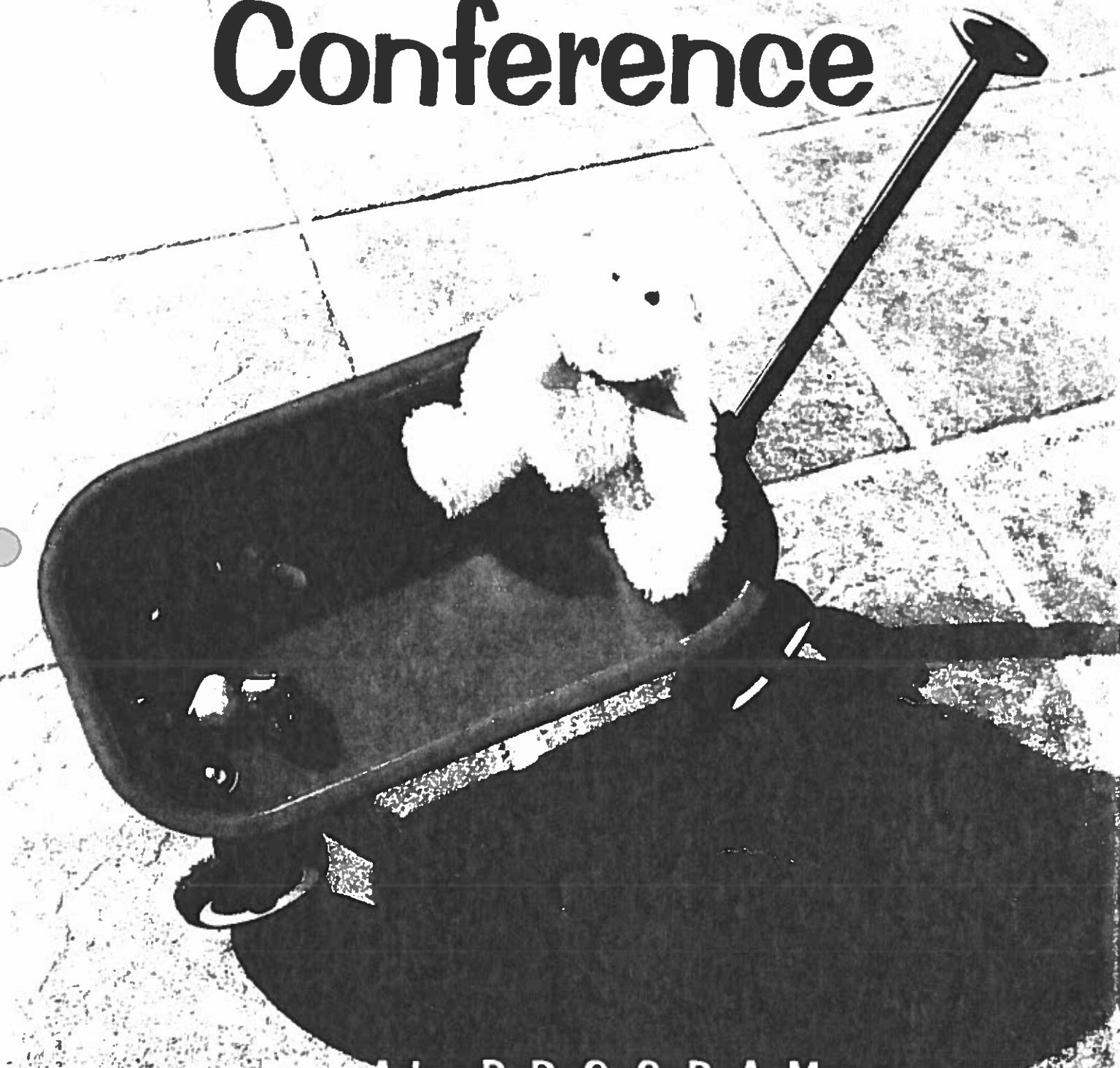
The 1999 OAEYC Program Committee

Eugene Geist
Workshop #: 75
Title: Emphasizing Math in Early Childhood...
Day/Time: Fri. 2:30 - 3:45
Room #: Marriott Salon A
Forms/Seating: 85

Tips For Presenters at Ohio's AEYC's Annual Conference

- Plan your time carefully. Allow an appropriate amount of time for your presentation, questions, and discussion.
-
- Workshop Sessions run for 1 1/4 hours. Check the confirmation letter for the length of your presentation if other than a workshop.
-
- Get into the subject matter immediately. An introduction about yourself and your co-presenters should take no longer than two minutes.
-
- Avoid "reading your paper" to conferees; also avoid lecturing and jargon.
-
- Handouts are not required and many times without your guidance can be misinterpreted. However, if you choose to supply handouts to conferees, please check the capacity of your room on your confirmation letter. Be sure to provide sufficient quantities.
-
- There will be at two other sessions presented in your meeting room on the day of your presentation. In consideration of the next speaker and group of conferees please leave the

1999 OAEYC Conference



CONFERENCE PROGRAM

ED BY



OHIO

APRIL 15-17, 1999

Friday, April 16, 1999

Parents and Families

70 Family Literacy Workshops

Sheraton / Newman



Susan Rausch, Ilene Meyer, Kim Morris, Christie Westfall, Marilyn Dewees, Beth Chokan, and Beth Basalla
Lakewood City Schools



Level of Content: All

This presentation will focus on ideas and activities that can be used when planning literacy activities for parents and their children. These activities are all based on a developmentally appropriate approach to reading and writing.

Philosophical Approaches

71 Beyond Redecorating: Inspirations from Reggio Emilia



Cleveland Convention Center / Room 210



Maureen A. Tarulli, Orange School District



Level of Content: All

Examine the transformation of a classroom environment through the exploration of educational values with a high level of collegial support, using infant/toddler and pre-primary schools of Reggio Emilia, Italy as a reference point.

72 Introduction to Waldorf Early Childhood Education



Cleveland Convention Center / Room 206



Rebecah Freeling, Briar Rose Children's Center



Level of Content: All

Waldorf Education emphasizes direct experience, oral language, and imaginative play. Come to this workshop to see this applied in circle time and free play.

Professional Development

73 ECED Trends: From Caregiver to Professional Educator, the Path Towards a Living Wage



Cleveland Convention Center / Room 201



Sandra L. Redmond, PhD, Cuyahoga Community College



Level of Content: Practiced and Seasoned

The progress the early childhood field is making in defining standards, ethics, credentialing, and career ladders will be identified for infant/toddler, preschool, school age, home based and center based programs. The role of training and advocacy efforts in establishing a living wage will be discussed.

74 Teacher Education and Licensure Standards - "The New Standards"



Cleveland Convention Center / Room 202



Grace Essex, Ohio Department of Education, ECED

Level of Content: All

The Ohio Department of Education Teacher Education and Licensure Standards, effective January 1st, 1998, has implications for early childhood educators. An overview will be discussed of the changes, new expectations, and the impact upon the field of early childhood education.

Science, Math and Nature

75 Emphasizing Math in Early Childhood Using the Project Approach



Marriott / Salon A



Eugene Gaist, Assistant Professor, Ohio University
Terry Swank, Ohio University Child Development Center

Level of Content: Beginning and Practiced

Children's emerging understanding and construction of math knowledge should be encouraged and promoted in the preschool years. This workshop will discuss developmentally appropriate ways to develop and carry out math activities from within a project approach framework.

76 Science is Simple



Marriott / Salon B



Beth Murphy and Kathleen Salisbury
Ohio University Child Development Center

Level of Content: All

Explore practical ideas and approaches to enrich your science curriculum including children from infancy to kindergarten. Discover strategies in creating a relaxing environment that allows for in-depth concentration by children.





**Ohio Department of Education,
Center for Students, Families, Communities
Office of Early Childhood Education**



**November 5-7, 2000
Greater Columbus Convention Center
Columbus, Ohio**



Children's Creative Art Exhibit

A special feature of the Ohio Department of Education, Office of Early Childhood Education's Annual Conference is the Children's Creative Art Exhibit. Creative work of children one through eight will be presented in Exhibit Hall C November 5 - 7, 2000

"I used to draw like Raphael, but it has taken me my whole life to learn to draw like a child."

Pablo Picasso

Monday, November 6, 2000

12:00pm - 1:30pm Concurrent Sessions

- M-30 Curriculum Themes and Ideas for School Age Child Care Programs

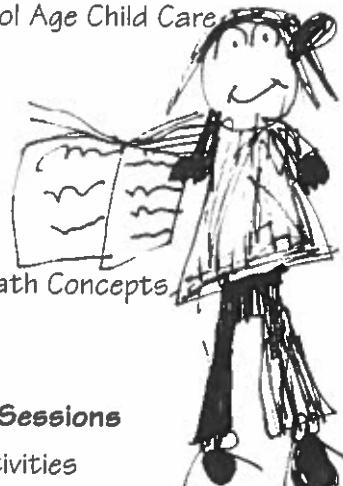
Rebecca Head and Nancy Rybak

- M-31 Hands On Science for Everyone

Sheri Bidwell and Mary DeCenzo

- M-32 Fun With Math: Games for Learning Math Concepts

Tina Spaulding



1:45pm - 3:15pm Concurrent Sessions

- M-33 Using Family Connections...Literacy Activities

Robert Childers

- M-34 Supporting and Guiding Children With Extreme Temperaments

Roberta Newman

- M-35 Preparing Young Children for Health Care

Shannon Alford and Monica Gabriel Powell

- M-36 Even Start Quality Indicators: Why This? Why Now?

Diane D'Angelo

- M-37 ODE Data Driven Monitoring

Kim Carlson

- M-38 All in Favor of Good Eye Vision, Say "Eye!"

Carol Weinel

- M-39 Swimming in Software

Chelsea Behanna and Denise Lutz

- M-40 Establishing Secure Emotional Foundations for Infants and Toddlers

Rolf Schmitz

- M-41 Aligning Visions and Goals: An Update on the Ohio Family Literacy Statewide Initiative

Jeanne Lance

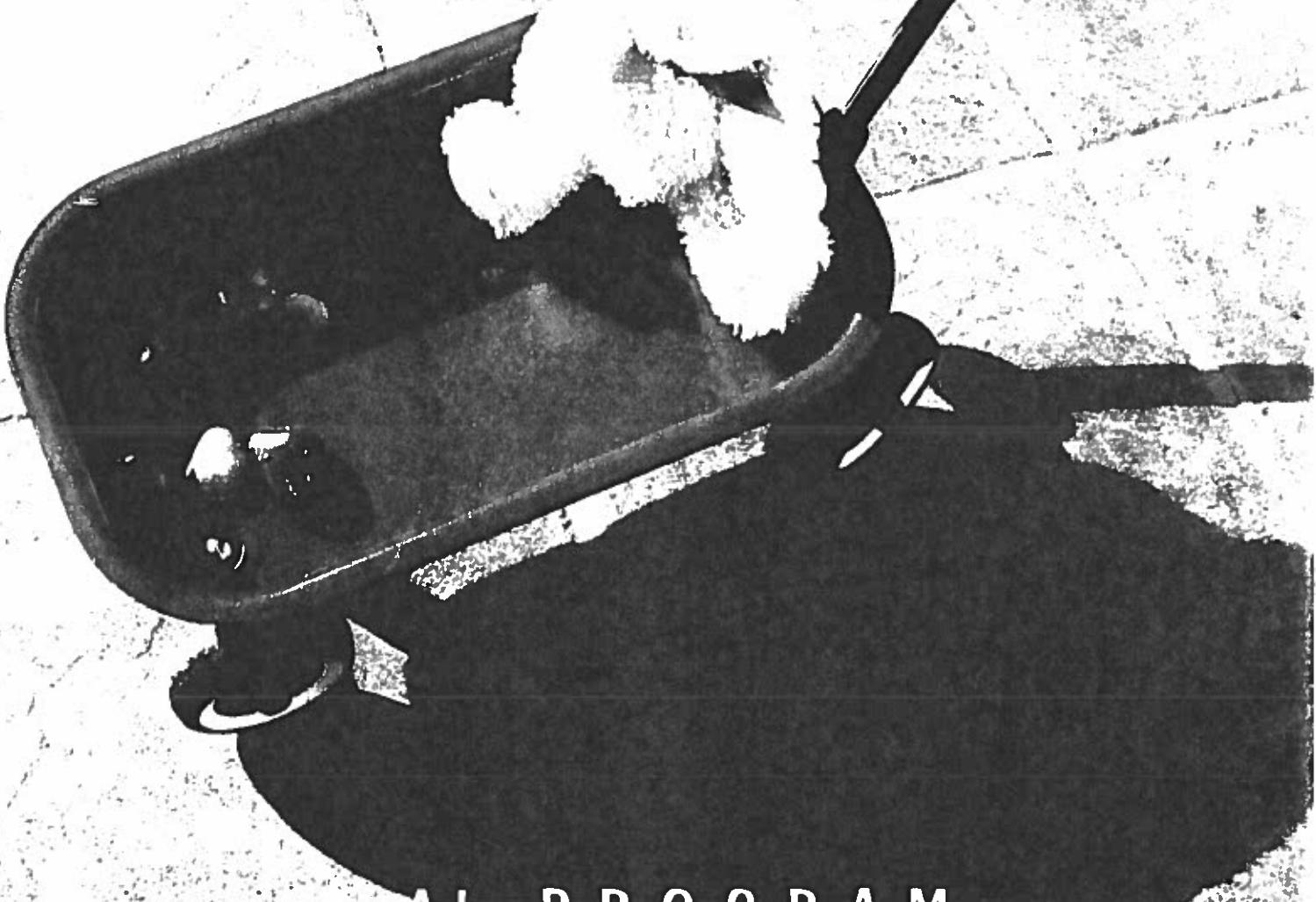
- M-42 ODE Ohio Literacy Initiative

Stephanie Gerber and Nicole Luthy

- M-43 Emphasizing Math and Reading at School and at Home

Eugene Geist

2000 OAEYC Conference



ANNUAL PROGRAM

ED BY



MAY 11-14, 2000

Saturday May 13, 2000

Session VIII – 3:15p.m. – 4:30p.m.

Developing the Resilient Child: Appropriate Prevention Strategies for Young Children.

*Dr. Peg Elgis; Dr. Don Wagner;
Ms. Becky Brehm*

Explore appropriate ways to develop resilient children who are able to withstand the societal risks they are confronted with as they age. An overview of risk, protective factors and asset development will be discussed, followed by classroom suggestions.

Room C210-212

*OAEYC Annual meeting
Room C115*

Administration

105.Using the Model Child Care Work Standards to Retain Staff.

JACET Jean Dodson, Administrator; Becky Wilkins, Administrator
Level of Content: All

Do you want to improve the quality of work life for staff? You can start this process with little additional work using the Model Work Standards as a tool.

Room D232

106.“When is your day off?” Alternative Staffing Schedules.

JACET Melissa Milnor Lane, Administrator; Connie Fairchild,
Teacher

Level of Content: All

This presentation will describe the use of four 10 hour days to schedule full time staff in a child care center utilizing team schedules so teachers (and administrators!) have one day off per week. Discussion will include benefits, mechanics, and potential roadblocks to this creative plan.

Room D231

Curriculum

107.Connections: An Early Childhood Education Curriculum Framework for Educational Continuity. Teaching and Learning for Ohio’s Children Age 3 through Grade 3.

Susan Miller, Early Childhood Services Coordinator, North Central Ohio SERRC; Elizabeth N. Lord, Early Childhood Services Coordinator, Northern Ohio SERRC
Target Age Group: Toddler, Preschool, Kindergarten, Primary

Level of Content: All

Participants will receive information about the Curriculum Framework developed by the Division of Early Childhood Education. The framework guides local educators through the process to link the requirements of Ohio's Curriculum Process and appropriate teaching and learning for Ohio's young children.

Room D230

108.Making Memorable Keepsakes.

JACET Dorothy Bays, Early Intervention Specialist, Lead Infant Toddler Teacher

Target Age Group: Infant, Toddler, Preschool

Level of Content: All

Documenting observations about development can become so routine and the individual child can lose some of his/her individuality. Ideas on how to bring back individuality to documenting/journaling will be shared, as well as gift ideas celebrating the child for special days.

Room C111/112

109.Sing, Chant, & Play With Music.

JACET Jan Wolf, Music Teacher – Public School, Part-Time Faculty Early Childhood Education

Target Age Group: Kindergarten, Primary

Level of Content: All

Go beyond traditional music activities and renew the joy in your learning environment by broadening your repertoire of songs, rhymes, chants, and singing games. Share the joy with children as you expand their play with new musical activities. Enhance their learning by tapping into the kinesthetic art of musical play. Increase your repertoire, broaden your musical horizons and catch the joy that only music can bring!

Room C113/114

110.Emphasizing Math in Early Childhood Using the Project Approach.

JACET Eugene Geist, Assistant Professor Early Childhood Education, Area Coordinator for Child and Family Services; Cathleen B. Waller, Administrator, Adjunct Faculty, Human and Consumer Sciences

Target Age Group: Toddler, Preschool

Level of Content: Beginning and Practiced

Children's emerging understanding and construction of math knowledge should be encouraged and promoted in the toddler and preschool years. This workshop will discuss and show examples of how young children construct basic number concepts and developmentally appropriate materials and methods to promote math in toddlers and preschoolers.

Room C211

111.When TV is Very, Very Good!

JACET Kathleen Smith, Director of Early Learning and Outreach; Heather S. Gaskins, Early Learning Educator

Target Age Group: Preschool, Kindergarten

Level of Content: All

This workshop is designed to demonstrate to participants how to use television, in conjunction with books and sensory learning activities, as a means to help young children get ready to learn.

Room C212





OHIO ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

OHIO AEYC CONFERENCE

February 9, 2000

Dear Eugene Geist,

On behalf of the Ohio Association for the Education of Young Children, we are delighted to inform you that your proposal, listed below, has been accepted for presentation at the 2000 Annual conference. (We reserve the right to edit title or program description of the proposal submitted.) We are looking forward to your participation.

**Emphasizing Math in Early Childhood Using the Project Approach.
Saturday, May 13, 2000 - Session VIII – 3:15pm-4:30pm**

This year the conference will be held May 11-13, 2000 in Columbus, Ohio at the Greater Columbus Convention Center. Hotel reservations are available at your own expense and must be reserved by calling the hotel. The Hyatt Regency has been designated as the conference headquarters hotel. It is wise to make hotel reservations as soon as possible (614-463-1234).

Since your name appeared first on the proposal you are being sent this notification. It is your responsibility to contact your colleagues, if any, who are presenting with you. Two (2) presenters per workshop will receive free conference registration. The first two (2) names on your proposal will be submitted for free registration. For your workshop the names being submitted for free registration are: **Eugene Geist and Cathleen B. Waller**.

If your group has more than two presenters, you and your co-presenters must work out any differences in registration fees among yourselves. Everyone who is presenting must register for the conference. There is a place on the registration form for presenters. If you have not received a Preliminary Brochure by March 15, 2000 please contact Lea Ann Hall, OAEYC Conference Coordinator.

Enclosed you will find several forms. You should make copies of each for your records. Please read carefully so that you will know when and to whom to mail each form.

Statement of Intent to Present

Child Day Care Inservice Training Form (ODHS). (If you do not meet the trainer requirements specified, a co-presenter may.)

Return these 2 forms to Gerry Weller, 2000 OAEYC Conference Speaker Coordinator (address below) by February 29, 2000.

Verification of Trainer Credential/Experience

Audio Visual Request Form (There is no charge for microphones or overhead projectors. The walls of the rooms can be used as a screen.).

Presenter's Marketplace Reservation Form

Return these 3 forms following the directions on the form.

Approximately 3 weeks before the conference you will receive notification of your room assignment and the seating capacity.

Thank you for contributing to the success of the conference. Please contact us with any questions or concerns you might have.

Thank you,

Lea Ann Hall, OAEYC Conference Coordinator
phone: 614-237-4742
email: testel0976@aol.com

Gerry Weller, 2000 Speaker Coordinator
6142 Oakhaven Dr; Cincinnati, OH 45233
513-922-5835 (h) welleg@yahoo.com (email)



National
Science
Teachers
Association

0 Wilson Boulevard
Arlington, VA 22201-3000
703-243-7100 Phone
703-243-7177 Fax

Gerald F. Wheeler, Executive Director

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Baraboo, WI

Michele Sparrow, NESTA

Akron, OH

Brooke M. Friedman, SCST

Dunwoody, GA

June, 2000

Dear Colleague:

We are pleased to inform you that your proposed session (shown on the enclosed confirmation) has been selected for the **NSTA Area Convention in Milwaukee, Wisconsin, October 19–21, 2000**. As a reminder, your presentation may not promote a product, service, or organization in which you have a financial interest or are representing a company that has a financial interest. We are excited about the quality and quantity of presentations for the Milwaukee meeting. Your contribution is most appreciated!

We need to confirm your intent to participate in the session. So as to avoid any misunderstanding later, please note that **convention registration and payment of registration fees are required of presenters and presiders**. We are hopeful that your school system or institution will recognize this important contribution that you are making at the convention and that they will provide you with some support to attend. If NSTA may assist you by sending a letter documenting your participation, please indicate your supervisor's name and mailing address on the enclosed confirmation form. After the convention, all presenters and presiders who have not registered will be billed accordingly. Enclosed are:

1. **A Session Confirmation Form** for you to review, update if needed, and return to NSTA by the date indicated on the bottom of the form. This information will be used to develop the convention program; therefore, please check the form for accuracy. If you wish to name the presider or preside yourself, indicate the individual's name and work address on the form. If not, we may assign a presider for your session. Please note that August 7 is the deadline to inform NSTA of any changes to be reflected in the final program.
2. **A copy of the "Minimum Safety Guidelines for NSTA Presenters and Workshop Leaders."** Please note that all presenters must agree to comply with these guidelines during session presentations. **NSTA requires your signature on the enclosed session confirmation form in order for your name to be included in the final convention program (even if there are no special safety considerations applicable to your session).**

NSTA will provide the audiovisual equipment that you requested on the proposal form **IF** it is one of the choices offered. All session rooms are equipped with an overhead projector and screen. It is the presenter's responsibility to arrange for any additional equipment. You may rent equipment from **AVHQ Meeting Services**; contact: Charles Wicker; direct line: 214-210-8028; toll free: 800-966-4498, ext. 8028; or e-mail: cwicker@avhq.com.



NATIONAL SCIENCE TEACHERS ASSOCIATION
1840 Wilson Boulevard • Arlington, VA 22201-3000
703-243-7100 • Fax. 703-243-7177 • www.nsta.org

July, 2000

Dear Colleague:

We are pleased to inform you that your proposed session (shown on the enclosed confirmation) has been selected for the **NSTA Area Convention in Baltimore, Maryland, November 16–18, 2000**. As a reminder, your presentation may not promote a product, service, or organization in which you have a financial interest or are representing a company that has a financial interest. We are excited about the quality and quantity of presentations for the Baltimore meeting. Your contribution is most appreciated!

We need to confirm your intent to participate in the session. So as to avoid any misunderstanding later, please note that **convention registration and payment of registration fees are required of presenters and presiders**. We are hopeful that your school system or institution will recognize this important contribution that you are making at the convention and that they will provide you with some support to attend. If NSTA may assist you by sending a letter documenting your participation, please indicate your supervisor's name and mailing address on the enclosed confirmation form. After the convention, all presenters and presiders who have not registered will be billed accordingly. Enclosed are:

1. **A Session Confirmation Form** for you to review, update if needed, and return to NSTA by the date indicated on the bottom of the form. This information will be used to develop the convention program; therefore, please check the form for accuracy. If you wish to name the presider or preside yourself, indicate the individual's name and work address on the form. If not, we may assign a presider for your session. Please note that August 7 is the deadline to inform NSTA of any changes to be reflected in the final program.
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NSTA will provide the audiovisual equipment that you requested on the proposal form **IF** it is one of the choices offered. All session rooms are equipped with an overhead projector and screen. It is the presenter's responsibility to arrange for any additional equipment. You may rent equipment from **Presentation Technology**; contact: Derek John or Craig Lyons; phone: 410-659-5785.

THE OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION

DISSEMINATION
PROJECT

April 10, 2000

Mr. Eugene Geist
Ohio University
108 Tupper Hall
Athens OH 45701

Dear Mr. Geist:

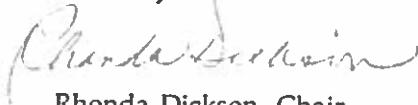
Congratulations! Your proposal has been selected for inclusion in the Ohio Department of Education, Center for Students, Families, Communities - Office of Early Childhood Education's Annual Conference. This year the Conference will be held November 5-7, 2000 in Columbus, Ohio at the Greater Columbus Convention Center. Your proposal, *Emphasizing Math and Reading at School and Home*, has been scheduled for Monday November 6, 2000 from 10:15am - 11:45am in D131.

Presenters are to provide their own materials/handouts, please prepare for 128. Each room will be equipped with a microphone. You will have the following choices: overhead; screen; and/or slide projector. Due to the large number of presentations during this Conference, it will be your responsibility for any additional equipment. Enclosed please find a brochure for your audio visual needs.

The Ohio Family Literacy Committee has paid your registration fee. Enclosed is a Presenter Confirmation Form, Guidelines and Information for Presenters. Please complete the confirmation form and return to the address listed below by May 1, 2000. You will receive your name tag/badge and program prior to the Conference.

Please check in at the registration area if you need directions to your room or have any questions. At the beginning of your session, please introduce yourself and the title of your presentation. Thank you for contributing to the success of our Conference. If you have any questions or concerns you can reach me by telephone 614.262.4545 Ex 41 or e-mail rhonda_dickson@coserrc.esu.k12.oh.us.

Sincerely,



Rhonda Dickson, Chair
Ohio Department of Education,
Office of Early Childhood Education's
Annual Conference

RD/kr
enc

<http://schoolimprovement.ode.ohio.gov/ecc/infodisse>

470 Glenmont Avenue Columbus, Ohio 43214-3292
614•262•4545 (fax)614•262•1070

Funded through the Ohio Department of Education, Division of Early Childhood Education Fiscal Agent Franklin County Educational Service Center

**Ohio Department of Education,
Center for Students, Families, Communities
Office of Early Childhood Education's
Annual Conference**

2000 Presenter Confirmation Form

Presenter Address:

Eugene Geist
Ohio University
108 Tupper Hall
Athens OH 45701

Title of Presentation:

Emphasizing Math and Reading at School
and Home

Date :

4 CIC

Monday November
1:45pm-3:15pm

Please check all that apply : Overhead Screen Slide Projector Flip chart

Room arrangement please check: Theater Classroom

Social Security #_____

 I have enclosed an additional \$10.00 for CDA/CEU's (if applicable).

 I have enclosed an additional \$5.00 for a Certificate of Attendance to file with my Local Professional Development Committee (LPDC).

 I have enclosed an additional \$30.00 for the Irene Bandy-Hedden Awards & Appreciation Dinner scheduled for Sunday, November 5, 2000.

 I have enclosed an additional \$30.00 for the James Comer Luncheon scheduled for Monday, November 6, 2000.
(Please note this luncheon is tentative)

 I would like to attend the Family Literacy luncheon scheduled for Tuesday, November 7, 2000.

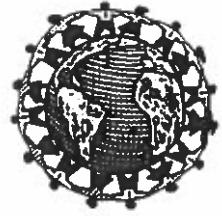
Please make checks/purchase orders payable to Franklin County Educational Service Center and return with this form by May 1, 2000 to the following address:

Ohio Department of Education
Center for Students, Families, Communities
Office of Early Childhood Education's
Annual Conference
470 Glenmont Avenue
Columbus, OH 43214-3292

Family Literacy Speaker



Ohio Professionals for School-Age Care



7th National Older Kids Conference 2000 "Making a World of Difference"

August 4 & 5th, 2000
Cincinnati, Ohio

October 2, 2000

Dear Conference Presenter,

It is hard to believe that the Older Kids Conference was only two months away - it seems like a life time. I wanted to take this opportunity to thank you on behalf of the Older Kids Conference "Making a World of Difference" conference committee for presenting at the conference. It would not have been the success that it was without you.

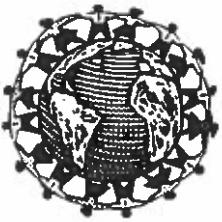
It is wonderful to know that in the field of School-Age Child Care we have so many wonderful people who can share their experiences with others to create wonderful trainings. We are still receiving conference evaluations and the overall rating of workshops was excellent! We owe our success to you!

Thank you again for taking time out of your busy schedule to present in Ohio. We look forward to working with you again in the future and seeing your faces at future NSACA and Older Kids Conferences.

Sincerely,

Alycia Orcena
Presenter Committee Chair

Line. Thanks for
your session!
Great!



Ohio Professionals for School-Age Care



7th National Older Kids Conference 2000 "Making a World of Difference"

Gene Geist
Ohio University
108 Tupper Hall
Athens, OH 45701

Dear Gene,

Congratulations! You have been selected as a presenter for the 7th Annual National Older Kids Conference 2000 at the Hyatt Regency Hotel in Cincinnati, Ohio on August 4 & 5 (pre-conference August 3rd). As a thank you for presenting, you will receive a free registration to the conference for the main presenter.

Workshop Assignment

The workshop listed below has been accepted for the day and time indicated. *Please note that due to space limitations, not all accepted proposals are listed in the preconference publicity materials.* The final conference brochure distributed at the conference will include all workshops.

Confirmation

While co-presenters will be listed in the conference brochure, presenter information will only be sent to the main presenter for each workshop. Please share all information with your co-presenters. To accept or decline this offer, please make any changes or corrections and sign the enclosed contract. Confirmations should be faxed to (419) 468-5764 or mailed to Alycia Orcena, Conference Presenters Committee, Child Care Choices, PO Box 246, Galion, Ohio 44833 by May 1st.

You will need to register for the conference, and write presenter on the fee line. Hotel reservations can be made by calling the Hyatt Regency Hotel directly at 513-579-1234 or 800 233-1234, ask for the 7th Annual National Older Kids Conference room block. If you need assistance with air travel, please contact us. There is a Kinko's near the Hyatt, and we will have a runner for you to use, if you would like to ship any materials prior to the conference, please mark your needs on the contract.

Thank you again for participating in the 7th Annual National Older Kids Conference, with your help, the conference will be a great success!

Sincerely,

A handwritten signature in black ink.

Alycia Orcena
Conference Presenters Committee Chair
OPSC President





ATTENTION

Date: 30 August 1999 Please notify your co-presenters

Dear Martie,

We are pleased to inform you that your proposal for the twenty-seventh annual meeting of the Research Council on Mathematics Learning has been accepted. RCML will meet in Las Vegas, Nevada, March 9-11, 2000. Please notify your co-presenters. Our records indicate the title of your presentation will be:

Constructivist vs. Traditional Methods of Teaching Young Children Mathematics

The conference will be held at the Holiday Inn Boardwalk, near the south-end of the Strip. A block of rooms has been set aside for conference attendees. Room rates are \$59 for Thursday night and \$89 dollars each for Friday and Saturday night. The conference will begin about 4 p.m. on Thursday with a cash-bar reception and keynote speaker and end about 1 p.m. Saturday afternoon. Please make hotel reservations directly with the Boardwalk at 1-800-635-4581. Be sure to indicate you are attending the Research Council on Mathematics Learning conference (use full name rather than acronym).

As you are probably aware, RCML does not pay an honorarium to speakers nor can we offer reimbursement for your travel or subsistence. Speakers are, however, allowed to register at a reduced rate (\$90.00). Co-presenters may take advantage of this reduced rate. Conference registration includes two breakfasts, Friday's lunch, three breaks, and two cash-bar receptions.

Each conference meeting room will be equipped with an overhead projector and screen. If you will need a TV, VCR, or slide projector, please notify us by October 1 so we can plan the program accordingly. Speakers are asked to supply any other needed technology.

Please complete and return the enclosed registration form by November 15, 1999. Extra copies are enclosed for your co-presenters. Registrations received by October 1, 1999 will be eligible for a drawing for a free Saturday night at the hotel. Those received by October 15, 1999 will be eligible for a free Thursday night.

We look forward to seeing you in Las Vegas.

Sincerely,

A handwritten signature in black ink that reads "William R. Speer".

Bill Speer
Conference Co-chair

A handwritten signature in black ink that reads "Ginny Usnick".
Ginny Usnick
Conference Co-chair

The RCML seeks to stimulate, generate, coordinate, and disseminate research efforts designed to understand and/or overcome factors that inhibit maximal mathematics learning.

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Membership News, page 7

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Conference Registration (insert)

PRESIDENT'S COLUMN

Melfried Olson, President

PACKING FOR VEGAS

Pack your bags, prepare your presentation, collect your friends, stash a few extra dollars, and prepare to take off for Las Vegas for the annual RCML Meeting. The annual meeting this year looks wonderful with an exceptionally long list of excellent presentations. We look forward to seeing you there. Please make sure to register and make your room reservations as soon as you can. While you are at it, start thinking about the presentation that you can make next year and which colleagues you need to remind to join RCML.

As you can see by the membership information, we have a few new members. We extend a hearty welcome to each of them. With mathematics education in the news on a daily basis, the membership of RCML can be a strong force in maintaining quality programs in mathematics education, K - College. Our membership can and should represent members from all teaching levels who are interested in the mission of RCML.

On behalf of the organization, we offer congratulations to the new officers:

Ginny Usnick, President-Elect
Judy Olson, Vice-President - Conferences
Lynae Sakshaug, Treasurer
Diana Steele, Conference Committee
Claudia Pagliaro, Conference Committee

Please take time to congratulate these members who have been elected to serve the organization. Also, we offer our thanks to those who ran for office and who were not elected. We appreciate these members -- Jim Olsen, Robin Ward, Jayne Fleener, Alan Zollman, and Margaret Scott -- who were willing to stand for election.

As the annual conference nears, be prepared to volunteer to run for office or to suggest a colleague to do so. As you well know, this organization depends upon the assistance the membership provides. Please consider saying "yes" when approached to serve. If you have not had a chance to do so, check out the RCML website. We look forward to seeing you in Las Vegas.

CONFERENCE 2000 INFORMATION

The 27th Annual meeting of the Research Council on Mathematics Learning will be held at the Holiday Inn Boardwalk Hotel on the famous strip in Las Vegas on 9-11 March 2000. This year's meeting offers a number of unique and informative opportunities for professional sharing and growth. There will be over 70 sessions dealing with topics of interest to both researchers and practitioners. For additional information on the proposed session titles and speakers, please refer to the abbreviated program published in this issue of the RCML Newsletter, Intersection Points.

Southwest Airlines is the partner airline for the RCML 2000 meeting. Southwest, with the most arrivals (149) and departures at Las Vegas McCarran Airport -- nonstop from 34 cities and connections from 16 others, offers RCML attendees discounts on their already affordable fares. Attendees must call the special toll-free number [1-800-433-5368] and provide the unique identifier code [F9410] to receive the discounted rate.

For room reservations, please call direct to the Holiday Inn Boardwalk at (1-800-635-4581). This hotel, a short taxi ride from the airport, is right in the heart of the famous strip, but offers a quiet retreat for meetings such as ours. The property is between the Monte Carlo and the new Bellagio and across the street from the new Aladdin, Paris, and MGM. Rates are \$59 for Thursday night and \$89 each for Friday and Saturday. Be sure to indicate that you are attending the conference for the Research Council on Mathematics Learning (use full organization name, not just initials). A block of rooms is being held for RCML and we need to guarantee a certain number of room nights. You will be asked to leave a credit card deposit that WILL NOT be charged to your card if the room is canceled up to 48 hours prior to the meeting. Since March is a particularly busy time in Las Vegas and we've negotiated great rates, **please make your room reservations soon**.

**TENTATIVE PROGRAM FOR THE 27th ANNUAL MEETING OF THE
RESEARCH COUNCIL ON MATHEMATICS LEARNING
HOLIDAY INN BOARDWALK
LAS VEGAS, NEVADA
9-11 MARCH 2000**

THURSDAY

- | | |
|--------------|--|
| 8:00 - 12:00 | RCML Executive Board meeting -- Board Room |
| 12:00 - 5:30 | Conference Registration -- Hallway of second floor |
| 4:00 - 5:00 | Cash Bar Reception w/appetizers -- Coney Island B |
| 5:00 - 6:00 | Keynote -- Understanding How Gaming Technology Works or "OK, What Machine Should I Play?"
(Dr. Pearl Brewer, Professor and Associate Dean for Academic Affairs at UNLV) -- Coney Island B |
| 6:00 - ?? | "Behind the scenes" group tour of the new UNLV Gaming School facility and a casino on the "strip" |



**TENTATIVE PROGRAM FOR THE 28th ANNUAL
MEETING OF THE
RESEARCH COUNCIL ON MATHEMATICS
LEARNING**

HOLIDAY INN BOARDWALK

LAS VEGAS, NEVADA

**RCML 2001
Dealing with Factors Which Affect Mathematics Learning**

THURSDAY

1:00 p.m.-4:00 p.m.
RCML Executive Board Meeting

12:00 - 5:00 p.m.
Registration

4:30-6:00 p.m.
Reception and Cash Bar

5:15 -- 6:00 p.m.
RCML "Kick-off" Keynote "Making the Giant Leap from Standards to Student Outcomes"
Dr. Gene Hall
Dean, College of Education
University of Nevada, Las Vegas

7:30 p.m.
Possible group activity -- still be planned

FRIDAY

8:00-9:00 a.m.
1. KEYNOTE: Manaster. Diagnosis: Where Are We? Where Are We Going? (tentative title)

9:10-10:00 a.m.

2. Barrett and Klanderman. A Multi-grade-level Study of Students' Understanding of Perimeter and Length.
3. Metheny and Harpold. Using Cognitively Guided Instruction in a Primary Math Tutoring Program.
4. Fleener, Reeder, Young, and Reynolds. History of Mathematics: Building Relationships for Learning.
5. Pourdavood, Tuttle, Devine, and Farmer. Teachers as Action Researchers in Their Classroom.
6. Maxwell. Nets to Knowledge: Enhancing K-8 Teacher Candidates' Geometrical Terminology Through Technology.
7. Hwang and Vrongistinos. Young Children's Metacognitive Self-Regulated Learning.
8. Menon. Algebra: The Elementary Teacher's Undervalued Teaching Aid!
9. Naylor. Conceptual Roadblocks to $.999\dots=1$.

10. Taube and Arp. The Effects of a Full-year Math Intervention Program on At-risk Sixth-grade Students.

10:00-10:15

BREAK

10:15-11:05

11. Larson. Analyzing and Assessing the Measure Subconstruct of Rational Numbers.
12. Bucci. Teachers' Reactions to CGI.
13. Pinchback. Elementary and Secondary Education Students' Conceptual Understanding of Fractions.
14. Johnson, A. Assessing Adolescents' Knowledge of Similarity and Area.
15. Van Voorst. Discovering Geometry: Technology in Mathematics Teacher Education.
16. Rhine. The Role of Research Regarding Students' Mathematical Thinking in Teacher Education.
17. Orey and Rosa. Ethnomathematics as Pedagogical Action (Part 1).
18. Craig. How Effective are Preservice Elementary Teachers at Posing Problems?
19. Ahmadi. Impact of Culture Circles on Minority High School Students in Mathematics.

11:10-12 noon

20. Cowen, Pourdavood, and Svec. Equitable Mathematics Assessment: Reflection on Ohio's Fourth Grade Mathematics Proficiency Test.
21. Babbitt. The Performance of Students with Disabilities in Problem-centered Learning Environments.
22. Sakshaug. Electronic Links Between Field Experience and College Classroom: Can We Break the

"Teach Math as I Was Taught" Mold?

- 23. Wohlhuter. Student Teachers' Views on the Teaching and Learning of Mathematics.
- 24. Rosa. Ethnomathematics as Pedagogical Action (Part 2).
- 25. Mallam. Why Write in Math? Pre-service Educators and Sixth Grade Students Exchange Ideas.
- 26. Boliver. Establishing Embedded Assessment Items for Both Liberal Arts and Pre-Service Elementary Education Major Mathematics Programs.

12 Noon-1:15

LUNCH...ALL REGISTERED ATTENDEES AND REGISTERED GUESTS WELCOME

1:15-1:45

ANNUAL MEETING

2:00-3:15 p.m.

- 27a. Glickman and Usnick. Affecting Mathematics Learning Through Movement.
- 27b. Ford and Usnick. Connections Between Mathematics Achievement and Movement Development of First-grade Students.
- 28. Enderson, Jiang, Manouchehri, and Pagnucco. PANEL: Using Technology to Support Teacher Change.
- 29. Schmidt, et al. PANEL: Mathematics Anxiety and Pre-service Teachers.
- 30. Barta, Galindo, and Barkley. PANEL: Cultural Influences in the Teaching and Learning of Mathematics with Native American Students.

2:25-3:15 p.m.

- 31. Davison and Metheny. Project PRIME: A Model for Preparing Elementary Math Specialists.

- 32. Swarthout. Concept Maps and Preservice Teachers: A Positive Impact?

- 33. Krussel. Students' Use of Manipulatives and Diagrams in a College Level Quantitative Skills Math Class.

3:25-4:15 p.m.

- 34. Zollman and Rhiel. Integrated, Conceptual Units for Elementary Education Mathematics Content Courses.
- 35. Ward. Polygons: Mathematical Definition vs. Concept Image.
- 36. Sparks and Olson, Jo. Systemic Reform Through Staff Development.
- 37. Dixon. Color Tiles or Connecting Cubes? A Look at Why Preservice Teachers Choose Particular Tools.
- 38. Bucci and Wachtel. Math and Math Methods: Working Together.

39. Gehrman. Factors that Affect the Geometry Strand of Instruction in Preparation Courses for Elementary School Teachers.

40. Johnson, S. S. TE-PLUS Teacher Education Program at the University of Oklahoma.

41. Wiest. The Impact of a Leadership-in-Mathematics-Education Course on K-12 Teachers.

42. Edgell and Edgell. Applications of Algebraic Modulo Structures at the Fifth and Sixth Grade Levels--A Formative, Field Research Study.

4:15-4:30 p.m.

BREAK

4:30-5:30 p.m.

43. KEYNOTE: Schaffer. Developing Mathematical Concepts through Dance.

SATURDAY

8:15-9:30 a.m.

44. Strutchens and Martin. WORKSHOP: What are U.S. Students Learning About Geometry? Insights from the 1996 NAEP.

45. Lamm and Littleton. PANEL: Infusing Inquiry into the Mathematics Classroom.

46. Lipka, Addington, Wildreuer, and Shockey. PANEL: Mathematics Curriculum Development: Adapting Yup'ik Elders' Knowledge.

8:40-9:30 a.m.

47. Olson, Judith. Are We Integrating Technology Into the Mathematics Classroom in Equitable Ways?

48. Brahier. Study Groups as a Professional Development Model.

49. Keen. Enhancing Teacher Preparation Through Integration of Children's Literature.

50. Biagetti. Using Student Work to Bolster Algebra Teachers' Learning.

51. Foley. Preservice Secondary Teachers' Nontraditional Paths ThroughCollege Mathematics.

9:30-9:45

BREAK

9:45-10:35 a.m.

52. Bright, Bowman, and Vacc. Instructional Planning in the Context of Cognitively Guided Instruction.

53. Cassel, Reynolds, and Lillard. Problem-centered Classroom, Learning Styles, and Brain Research.

54. Johnson, S. S. How Can We Help Prospective Elementary Teachers Know Mathematics?

55. Gibson and Geist. Problem Solving and the MTV Generation.

56. Lott. Writing Mathematics for Families of Middle School Students.
57. Shih. The Influence of Representation on Preservice Teachers' Knowledge of Fractions.
58. Perdue. Using Adventure Education in the Mathematics Classroom.
59. Watson. Cooperative Learning: Making Math Meaningful and Correct Recurring Errors.

10:45-11:35

60. McCoy and Alvarez. Using Art Activities to Reduce Math Anxiety in Hispanic Elementary Students.
61. Brown. The Effect of Questioning and Answering Techniques in a Cooperative Group Environment.
62. Olson, Melfried. How Preservice Elementary Teachers With an Emphasis in Mathematics Model and Solve Division of Fractions Problems.
63. Jordan. One District's Gifted and Talented Program.
64. Harrington and Pourdavood. Understanding Preservice Teachers' Beliefs and Practices.
65. Tarr. Confounding Effects of "50-50 Chance" in Making Conditional Probability Judgments.

11:45-1:15

66. KEYNOTE AND LUNCH: Ackerman. Magical Mathematics (tentative title).

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[FOCUS--On Learning Problems In Mathematics](#) [FOCUS Tables of Contents](#)
[Musings](#) [Wilson Memorial Lecture](#)



March 26, 2001

Dear Martie,

Thank you for your participation in the 28th annual meeting of the Research Council on Mathematics Learning held in Las Vegas, March 8-10, 2001. Your willingness to share your expertise and perspectives with our attendees is greatly appreciated. We hope that you will consider joining us next year in Memphis.

Proposal forms for next year's conference will soon be accessible at the RCML web site (www.unlv.edu/RCML). Please feel free to share the form with colleagues. If you prefer to submit via more traditional methods, please contact Sheryl Maxwell (smaxwell@memphis.edu) for a paper copy of the form.

Again, thank you! It was truly a pleasure to have you join us.

Sincerely,

A handwritten signature consisting of two parts. The first part is a stylized "Sh" followed by a short vertical line. The second part is a cursive "Speer" with a small "and" and "Marilyn Sue Ford" written below it.

William R. Speer
Marilyn Sue Ford

Virginia Usnick
Jeffrey Shih

Proposal Form
RCML 2001: Dealing with Factors Affecting Mathematics Learning
Las Vegas, NV
March 2001

Name: Dr. Martie Gibson

Position/Title Associate Prof. of Educ.

Preferred Address C/o NWOSU
1929 E. Randolph
Enid, OK 73701

Telephone (work) (580) 213-3195 Telephone (home) (405) 413-8262

Email address m1gibson @ nwosu.edu

Title of Presentation (Limited to 75 characters): Problem Solving and the MTV Generation

Type of Presentation: Single Paper Panel Other _____

Length of Session: 60 minutes 90 minutes Other: _____

Theme Area(s) Diagnosis/Assessment Instructional Tools & Strategies
 Special Education Teacher Education Other: Research Applications

How will the presentation address the mission of RCML?

(Mission: Stimulate, generate, coordinate, and disseminate research efforts designed to identify, understand, and affect factors which influence mathematics learning.)

Disseminate data from research done to understand factors that influence learning.

Abstract of the proposal: *The presentation will show the results of a study that examined the effect of television programs on children's 1) ability to attend to a task, 2) children's time on task, and 3) engagement in rough and tumble play. 62 children were randomly assigned to one of three groups. One group watched a Public TV program, one watched a network TV program, and one group watched no TV and instead played with instructional materials. The study looked for significant differences on attention variables and abilities to problem solve. Implications for environmental influences on attention are discussed.*

Co-presenter(s): Dr. Eugene Geist

Address: 5 York Drive, Athens, Ohio 45701 geist@ohio.edu

Send proposals by June 9, 2000 to

Marilyn Sue Ford, Program Co-chair
C&I, COE, UNLV
PO Box 453005
Las Vegas, NV 89154-3005

OR Virginia Usnick, Program Co-Chair
C&I, COE, UNLV
PO Box 453005
Las Vegas, NV 89154-3005

Phone: (702) 895-3367
Fax: (702) 895-4898
email: fordm@nevada.edu

Phone: (702) 895-4219
Fax: (702) 895-4898
email: vusnick@nevada.edu

The effects of network and Public Television

2

Abstract

This study examined the effect of network and public television programs on children's 1) ability to attend to a task, 2) children's time on task, and 3) engagement in rough and tumble play. 62 children were randomly assigned to one of three groups. One group watched Mister Rodgers Neighborhood, a Public television program, one group watched The Mighty Morphin Power Rangers, a network television program, and one group watched no television for the treatment period and instead played with instructional materials. Results show that there was no significant difference on the attention variables between the Public television group and the instructional activities group. However, the network television program showed a significant difference with both the other groups. No differences were found on the rough and tumble variable. Implications for children's programming and environmental influences on attention are discussed.

Early Childhood Training Coalition

H.C.T.C.
December, 1998



Dear Presenter,

Congratulations! Your selection as a presenter for the 1999 OAEYC Conference is important to the professional development of your colleagues in the field of Early Childhood Education. As you know, there are many conference attendees who will be interested in receiving Continuing Education Credit (CEU's) for their attendance at your workshop session. You are probably aware that the Ohio Department of Education is no longer issuing CEU's. This year, Early Childhood CEU's for the OAEYC Conference will be issued by the Early Childhood Training Coalition. ECTC is an IACET-Authorized CEU Provider which was created specifically to meet the needs of Early Childhood practitioners.

Some of the procedures for qualifying workshops for CEU credit through ECTC are different from those used in prior years for the conference. The most significant one for the Workshop Presenters is that the CEU Committee Must have documentation of the credentials and Early Childhood experience of the Lead Presenter (the person who will sign off on the ODHS Training form for your session). Please complete the attached form and return it, along with the other information requested in this packet, no later than January 10, 1999. If you have questions, please contact us at 216-520-3411 or e-mail TESSMANLEY@prodigy.net.

Sincerely,
Theresa Manley
Theresa Manley
CEU Committee, 1999 OAEYC Conference

encl.



OHIO ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

OHIO AEYC CONFERENCE

TO: Eugene Geist
FROM: ReJean Schulte, Conference Workshops Co-Chairperson
RE: 1999 OAEYC Conference in Cleveland, Ohio

On behalf of the Ohio Association for the Education of Young Children, I am delighted to inform you that your proposal(s), listed below, has been accepted for presentation at the 1999 Annual Conference. (We do reserve the right to edit title or program description of proposal submitted.) The Conference Committee is looking forward to your participation and is pleased to have you on the conference faculty.

You will be presenting:

Emphasizing Math in Early Childhood Using the Project Approach
Friday, April 16, 1999
Session #3: 2:30- 3:45pm

This year the conference will be held on April 15-17 in Cleveland, OH at the Cleveland Convention Center, Cleveland Marriott Downtown, and the Sheraton Cleveland City Center. Hotel reservations are available at your own expense and must be reserved by calling the hotel. We suggest you make arrangement with hotels as soon as possible. We have enclosed a list in this packet.

Since your name appeared first on the proposal you are being sent this notification. It is your responsibility to contact your colleagues, if any, who are presenting with you. Two (2) presenters per workshop will receive free conference registration. The first two (2) names on your proposal will be submitted for free registration. If your group has more than two presenters, you and your co-presenters must work out any differences in registration fee amongst yourselves. Everyone who is presenting must register for the conference. There is a place on the registration form for presenters.

Enclosed you will find several forms. There is a Statement of Intent to Present, an Audio Visual Request Form (there is no charge for microphones), an Inservice Training Form, and CEU Information and Form. Please return them to me by January 10th, keeping copies for your records.

Thank you for contributing to the success of our conference. Please feel free to contact me with any questions or concerns you might have. I may be reached at (216) 987-5058.

Thank you.
ReJean Schulte, Conference Workshops Co-Chairperson

Mail to: ReJean Schulte
Cuyahoga Community College
ECED Department
11000 Pleasant Valley Road
Parma, OH 44130

75
YEARS

Promoting excellence in early childhood education

1926-2001

naeyc

Mark R. Ginsberg, Ph.D.
Executive Director

Barbara A. Willer, Ph.D.
Deputy Executive Director

National Association for the Education of Young Children

1509 16th Street, N.W., Washington, DC 20036-1426

202-232-8777 800-424-2460

Fax 202-328-1846

www.naeyc.org

September 30, 2002

Dear NAEYC Annual Conference Presenter:

We at NAEYC are busy making final preparations for the NAEYC Annual Conference in New York City on November 20 – 23, but I wanted to take the time to thank you for contributing to our conference – and the field of early childhood education – through your presentation.

Meeting in New York will have special meaning for all of us, but I'm sure you appreciate that New York is a complicated and expensive city in which to arrange a conference of this size. We have worked very hard to arrange this year's meeting in the most cost efficient manner, and anticipate another successful event. We know that registrants attend our meeting because of the high quality sessions. You, and other colleagues who serve as presenters, make the conference a meaningful educational experience for attendees.

As you know, this year we included a discounted registration fee for presenters, which is equivalent to 50% of our least expensive registration fee. We included this presenter registration fee after careful consideration of the economic trends of our conference, a review of a number of fee-related options identified from other large conferences, and discussion with our Governing Board. Our goal is to continue to offer low fees for early childhood educators, while the conference continues to support other non-revenue generating NAEYC activities such as our policy advocacy work. We are very appreciative of your support of NAEYC and our annual conference, and your understanding about the inclusion of a modest, discounted registration fee for presenters.

If you have not, as yet, registered for the conference, please go to the following web link and register on-line accessing the special presenter registration form and the specially discounted registration fee. The password to access this form is 2002presenter. At this web link, you also can access other important information pertinent to arrangements for presentations at this year's NAEYC Annual Conference. The web link is:

www.naeyc.org/conferences/annual/2002/inst_presenter.htm

Page Two

By the end of September, you also can visit the conference section of our web site:

www.naeyc.org/conferences/annual/2002/inst_annConf.htm

to identify when and where your session will be held. Conference sessions will be held at the Jacob Javits Convention Center, and both the New York Hilton and the Marriott Marquis hotels. Early in November, you will receive a copy of the Final Conference Program, which also will include locations and times/dates of all conference sessions. The Final Program also is sent to all registrants.

In addition, if you have not, as yet, made travel plans or hotel reservations, please log onto our web site to access information about discounted travel and hotels:

www.naeyc.org/conferences/annual/2002/inst_travel.htm

www.naeyc.org/conferences/annual/2002/inst_hotels.htm

Again, I want to express to you my gratitude for presenting at this year's NAEYC Annual Conference. Please feel free to contact us at conf@naeyc.org or call (800) 424-2460, ext.11211 if you have questions.

Thanks again, and I look forward to seeing you in November in the "Big Apple."

Sincerely,



Mark R. Ginsberg, Ph.D.
Executive Director

2B1
Date produced: May 1998



**19th Southeast
International Reading
Association
Regional Conference**

**December 3-5, 1998
Hyatt Regency
New Orleans, Louisiana**

Thursday, December 3, 1998 9:00-10 a.m.

SESSION 13--Dauphin, Fourth Floor

Eugene Geist & Martie Rockenbach
Northwestern Oklahoma State University
Alva, Oklahoma

Literacy and the MTV Generation

Research on the effect of TV and video games on the literacy development of children. Can these factors lead children to exhibit ADHD behaviors? Can reading counteract the effect?

Audience: Early Childhood, Elementary, Classroom Teachers, Parents, Reading Teachers, Special Education

SESSION 14--Kenilworth, Fourth Floor

Ann McClintock, Barry University
Miami Shores, Florida

Susan Rivers & Beth Ann Smith, Silver Burdette Ginn
Ft. Lauderdale, Florida

Early Intervention With Patterns Across The Curriculum

This session will focus on the value of language patterns as a strategy to build success for all students across the curriculum.

Audience: Early Childhood, Classroom Teachers, Reading Teachers, Special Education

Facilitator: Brenda Prejean

SESSION 15--Versailles, Fourth Floor

Judith Wish & Peter Wish
University of North Carolina at Pembroke
Pembroke, North Carolina

Encouraging Emergent Literacy Through Play and Experiences in a Multi-aged Developmentally Appropriate Environment

Handouts, demonstrations and a slide presentation of early childhood play materials.

Audience: Early Childhood, Administrators, Parents

Facilitator: Gail Nettles

SESSION 16--Magnolia, Fourth Floor

Jeane Copenhaver, University of Florida, Ocala, FL

Inclusive Reading Communities: Cultural Diversity and the Young Child

Presents the findings of a study of literature response in a culturally diverse, multi-age classroom and discusses possible implications for classroom teachers creating inclusive reading communities.

Audience: Elementary Classroom Teachers, Teacher Educators

SESSION 17--Elmwood, Fourth Floor

Melissa Mathis, Curriculum Specialist
Naomi Elementary School, Rock Spring, Georgia

Writing For All - A Schoolwide, Integrated Approach to Promote Literacy

This session will provide a detailed look at one school's implementation of a schoolwide writing program that is uniquely its own. The writing program serves to develop literacy within the personal, social, and intellectual contexts of the learner. Integration of content area standards of learning and the Language Arts has produced this unique model.

Audience: Early Childhood, Elementary, Library/Media, Classroom Teachers, Reading Teachers

POSTER SESSION--9:00-10:00 a.m..

Thursday, December 3, 1998

POSTER SESSION 1--Rosedown, Fourth Floor

Pamela Baucom, Eisenhower Elementary School
New Orleans, Louisiana

Read To Me

Read To Me is a book loaning project which gives students access to quality books and encourages parents to set aside time each day to read to their children.

Audience: Early Childhood, Elementary Classroom Teachers, Parents, Reading Teachers



19th Southeast IRA Regional Conference New Orleans, Louisiana

December 3-5, 1998

September 2, 1998

Chairperson
Bernie Hambrice
P.O. Box 1111
Chalmette, LA 70044

Program
Paula Nunez

Finance
Ruth Catlett

Program Support
Carrice Cummins

Meal Functions
Kathleen Bordelon

Special Services
Sandra Chass Morris

Registration
Bernice Carkum

Promotion
Janet Langlois

Mr. Eugene Geist
Director of Early Childhood Program
Northwestern Oklahoma State University
709 Oklahoma Boulevard
Alva, OK 73717

Dear Mr. Geist:

The schedule for the 19th Southeast IRA Conference has been completed and room and time assignments are now being set. Your presentation will be in the **Dauphine Room (capacity—90)** on **Thursday, December 3, 1998, at 9:00–10:00 a.m.** The committee has worked diligently trying to meet the preferences of all presenters.

Overheads and screens will be furnished, but any additional equipment needed will be the responsibility of the presenter and must be handled with the Hyatt Regency Hotel's audio visual rental group, Royal Audio/Video Service. The Royal A/V rental price summary is enclosed. Please notify us also so we can have a checklist to make sure everything runs smoothly.

Again, we appreciate you taking the time to submit your proposal and helping us make this conference one of the most successful ever. We look forward to meeting you in New Orleans. Please remember to register for the conference before the deadline. The pre-registration form is enclosed.

Sincerely,

Conference Committee

JCL:kl

Enclosures: Royal A-V Rental Price Summary
IRA Regional Conference Pre-Registration Form

are influential communication is critical environments matter

Monday, November 15, 2004

1:45 p.m. - 5:00 p.m. (Continued)

M-41 C113

Working With Children and Families Who Live in Poverty - Part II (Continuation from Sunday session)
Cathy Hamilton

This session will highlight the research and observations of Dr. Ruby Payne in her book entitled, *A Framework for Understanding Poverty*. *A Framework for Understanding Poverty* is a powerful tool for educators to use when dealing with children from poverty. Throughout this 1 1/2 day training, Cathy Hamilton will discuss the hidden rules that govern how each of us behaves in our social class. Those rules, because they are hidden and only known to those within the group, prove to be a major stumbling block for individuals trying to move to a new social class. Students from poverty often languish in classrooms run by members of middle class because those are the rules that govern. Insights to help you better understand their needs will be highlighted.

M-42 C120

Linking Emergent Literacy with Social and Emotional Skills
Michael Moretsky

In this session the presenter will highlight the correlation between emergent literacy, social-emotional development and school success. Teachers don't have to sacrifice one area for the other. By focusing on emergent literacy and social-emotional development together, teachers are able to highlight overlapping areas critical to the school-related success of children – promote more powerful learning in children.

M-43 C121-122

Love to Read, Addressing the Achievement Gap
Barbara Bowman

Drawing on the National Black Child Development book, *Love to Read*, this session focuses on what teachers can do to prepare young children to learn to read and write well. It will consider the precursors to formal instruction as well as the cultural contexts that can facilitate and impede learning.

M-44 C124

Preschool Special Education Updates
Kim Carlson, Jane Renner, Ellen Gow,
Barbara Weinberg

The latest information from the Ohio Department of Education, Office of Early Childhood Education will be presented to preschool special education personnel. The last part of the session will be devoted to answering questions from new administrators.

M-45 C125

The Third Teacher: The Future of Learning Environments
Eugene Geist

When thinking of the environment as the "third" teacher, and by discussing how technology can be transparent and ambient in a classroom, but still dramatically influence teaching and learning in the classroom, participants will gain an understanding of the importance of environments and of looking to the future for ideas to improve teaching and learning.

M-46 c211

Building Blocks Put Into Practice
Kelly Wilson

This session will focus on the use of evidence-based practices both in the context of general classroom practice and individualized instruction. Barriers to effective instruction will be addressed through strategies involving teaming, classroom organization, classroom management, adaptations and modifications. Participants will gain additional tools and guidance in effective use of environmental strategies that greatly reduce challenging behavior as well as provide many learning opportunities.

M-47 C215

Issues Regarding Transition
Robert Pianta

This session will present research highlights on children's transition to kindergarten, including results from national surveys of teachers, interviews with parents and results from intervention studies. The speaker will present strategies for building effective transition programs in school districts and individual schools. The session will focus on how to form transition teams, create transition timelines and plans, implement and evaluate those plans. The session will also involve interactions among participants in relation to forming effective transition programs in their practice settings.

January 30, 2003

Eugene A. Geist Ph.D.
Ohio University
W324 Grover Center
Athens Ohio 45701

Dear Eugene,

Welcome to 2003, one year closer to the Art Institutes *Chicago Architecture: issues for the New Millennium Exhibit*. We would like to invite you to the next Future Learning Environments Team meeting. This past fall, the Curriculum Team has been busy developing the content and curriculum to be used in demonstrating the benefits of Customized Global Learning within the Future Learning Environment. This curriculum will become the foundation used for the Technology team to build upon and inform, as well as further develop with the Curriculum Team, as we create the activities and interactive tools within the environment. The meeting will open up the collaboration between both teams as start in the development of the user interface we will use to deliver the new curriculum. The meeting is scheduled for 10:00am on Tuesday February 25th, 2003. It will take place at our offices in the IBM Building, 330 North Wabash Avenue, Suite 3600.

330 North Wabash Avenue Suite 3600
Chicago Illinois 60611 USA
312 670.0092 Fax 312 670.2624
www.evamaddox.com

Atlanta Boston Charlotte RTP Dallas
Los Angeles Miami Minneapolis New York

Proposed Itinerary:

- **Introductions**
- **Curriculum Development**
Ohio University Online Studio Projects
Presentation and Discussion of the OU Semester Projects
Development of the Curriculum Web:
Discuss the Curriculum Web brainstorming process and its application within the Exhibit
Next steps...
- **Project Development**
Architecture
Presentation of the Flow Chart
Project Team Collaboration

Next Steps...

We look forward to speaking with you again and appreciate your participation in helping this project continue to develop. Please feel free to contact us if you have any questions or concerns.

Sincerely,


Burke Greenwood

Designer, Perkins & Will / Eva Maddox Branded Environments

Maron Demissie

Research Analyst, Perkins & Will / Eva Maddox Branded Environments



Assessment/
Evaluation
Services

May 21, 2004

Assistive
Technology
Services

Mr. Eugene Geist
Ohio University
W 324 Grover Center
Athens OH 45701

Information/
Resource
Services

Dear Mr. Geist:

Congratulations! Your proposal has been selected for inclusion in the Ohio Department of Education, Office of Early Childhood Education's Annual Conference. This year the Conference will be held November 14-16, 2004 in Columbus, Ohio at the Greater Columbus Convention Center. Your proposal, *The Third Teacher: The Future of Learning Environments*, has been scheduled for Monday, November 15, 2004 from 1:45pm - 5:00pm in the C125 Room.

Presenters are to provide their own materials/handouts, please prepare for 48. Each room will be equipped with a microphone. You will have the following choices: overhead; screen; and/or slide projector. Due to the large number of presentations during this Conference, it will be your responsibility for any additional equipment. Enclosed please find a brochure for your audio visual needs.

School
Improvement
Services

Family
Services

Professional
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Services

Presenters who are selected and attending the Conference are required to pay a \$20.00 fee in lieu of registration (unless advised otherwise). Enclosed is a Presenter Confirmation Form and Guidelines and Information for Presenters. Please complete the confirmation form and return to the address listed below as soon as possible. In order to issue credit from the Ohio Head Start Association they have asked us to supply them with a copy of each speaker's vita, please include a copy of your vita with your confirmation form. You will receive your name tag/badge and program prior to the Conference.

Please check in at the registration area in Hall C - Greater Columbus Convention Center if you need directions to your room or have any questions. At the beginning of your session, please introduce yourself and the title of your presentation. Thank you for contributing to the success of our Conference. If you have any questions or concerns you can reach me by telephone 614.262.4545 ext 1575 or e-mail rhonda_dickson@coserrc.org.

Sincerely,

Rhonda Dickson, Chair
Ohio Department of Education,
Office of Early Childhood Education's
Annual Conference

RD/kr
enc

**Ohio Department of Education,
Office of Early Childhood Education's
Annual Conference**

2004 Presenter Confirmation Form

Eugene Geist
Ohio University
W 324 Grover Center
Athens OH 45701

Title of Presentation:
The Third Teacher: The Future of
Learning Environments

Date and Time of Presentation:

Monday, November 15, 2004
1:45pm-5:00pm

Please check all that apply : Overhead Screen Slide Projector

Social Security #_____

I have enclosed an additional \$10.00 for CDA/CEU's (if applicable).

I have enclosed an additional \$5.00 for a Certificate of Attendance to file with my Local Professional Development Committee (LPDC).

I would like to attend the IBH Early Childhood Leadership Award and Celebration Dinner scheduled for Sunday, November 14, 2004 (cost \$35.00).

I would like to attend the Accreditation Luncheon scheduled for Monday, November 15, 2004 (cost \$15.00).

I would like to attend the Family Literacy luncheon scheduled for Tuesday, November 16, 2004 (cost \$15.00).

Please make checks/purchase orders payable to Franklin County Educational Service Center and return with this form **as soon as possible** to the following address:

Central Ohio Special Education Regional Resource Center
Early Childhood Services
470 Glenmont Avenue
Columbus, OH 43214-3292

PSAV

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PRESENTATION SERVICES

Hyatt Regency @ Greater Columbus Convention Center
500 North High Street
Columbus, Ohio 43215

Ph: (614) 461-8444
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Prices are subject to change

Ohio Department of Education, Center for Students, Families, Communities – Office of Early Childhood Education Annual Conference

GUIDELINES AND INFORMATION FOR PRESENTERS

- Reinforce the need for ongoing cross-program collaboration and coordination in addressing the comprehensive learning needs of young children and their families. We are hoping the conference will continue to foster new kinds of creative and collaborative relationships/partnerships among/across all sectors of the educational community.
- Draw a connection between theory and practice.
- Plan a highly interactive format with strong audience participation. We will be placing great emphasis on active engagement in all of our conference activities. We hope that participants will be challenged to think critically and express themselves freely.
- Avoid “talking heads.”
- Plan for flexibility. Take into consideration that we will not be able to accurately predict who or how many people will attend your session. There are numerous other sessions occurring at the same time as your session and attendance is self-selected and voluntary.
- Plan to have enough handouts based on your room size. Refer to your confirmation letter for the number.
- Don't use your session to promote your business. If you are interested in sharing a product or products, please see the Exhibit Coordinator in purchasing a booth.
- There will be tables in the Exhibit Hall next to the registration area for you to place extra handouts from your session if you choose to do so.
- If you run out of handouts, bring the original along with participant names and addresses and we will take care of the mailing for you.

Attached is your passport to the Ohio Department of Education, Office of Early Learning and School Readiness Annual Conference, November 14-16, 2004.

The name badge (on the left side of your passport) is your official ODE Conference name badge and should be worn at all times. Also included on your passport are any special event tickets. **If you signed up for an event your name will be printed on the ticket itself.** If you have pre-registered for one of the Sunday preconference sessions there will be an "X" indicated in one of the boxes below. The bottom portion of this form serves as your receipt.

- Working With Children and Families Who Live in Poverty - Cathy Hamilton (\$25.00)
- Assessment: Understanding, Doing, Using - Oralie McAfee (\$25.00)
- Making Arts Learning Work - Silagh White (\$25.00)
- Get It, Got It, Go! - Jennie Merna/Susan Miller
- Assessing Resiliency and Social Emotional Development - Marla Himmeger
- Language and Literacy Thru Movin' Music - Debbie Clement

- Irene Bandy-Hedden Early Childhood Education Leadership Award Dinner
- Accreditation Luncheon
- Family Literacy Luncheon

RECEIPT

Check Number

Purchase Order Number

Invoice Date

Total Amount Rec

- November 14, 2004
- November 15, 2004
- November 16, 2004

COA

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

CDA/CEU's

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Comments:

See Packet for
Program

Wednesday sessions

Curriculum—Creative Expression and Appreciation for the Arts

#15 A child in every artist, an artist in every child: Stories of love, laughter, and media
8:30–11:30 a.m.

■ Anaheim Convention Center, Room 211A

The properties and creative potential of multiple and mixed media will be highlighted in stories of extended preschool projects. Explore the reciprocal influence an artist and children have on each other, the role of mixed media in children's representations of ideas and narratives, the creation of group culture through shared experience, the use of documentation, and lots more.

Jeanne Goldhaber, University of Vermont; Dee Smith, Amanda Terreri, and Adam Deyo, University of Vermont Campus Children's School.

Preschoolers

#16 Living like a child: Music, movement, questions, and improvisation for engaging hearts and minds

12:00 noon–4:00 p.m.

■ Anaheim Convention Center, Room 210A/B

Learn to use the arts and creative expression to improve how you guide young children. This session will demonstrate how improving children's academic and social development can be a natural by-product in a play-based environment that uses both teacher- and children-initiated ideas.

Enrique C. Feldman and Carroll Rinehart, Fostering Arts-Mind Education Foundation; Mimi Brodsky Chenfeld, Redleaf Press author.

Curriculum—Language and Literacy

#17 Nurturing the young child's love of words, language, and books

8:30–11:30 a.m.

■ Anaheim Convention Center, Ballroom E

A panel of six authors and illustrators will share their unique styles and perspectives and the ways in which they engage and captivate children. Highlighted will be the importance of rhyme, rhythm, repetition, and reading aloud.

Donna Knoell, educational consultant, author, and book reviewer; Anna Dewdney, Penguin Young Readers Group; Denise Fleming, Henry Holt Books for Young Readers; Jean Reidy, Walker and Company; Amy Kraus Rosenthal, Bloomsbury/Walker and Company; Rosemary Wells, Hyperion Books for Children.

#19 Whose line is it anyway? A study exploring the concept of line with preschoolers

1:00–4:00 p.m.

■ Anaheim Convention Center, Room 202B

This session will highlight an ongoing action research project that fosters the development of a mathematical and linguistic language of line, the foundation for writing, reading, and mathematical reasoning. The conferees will see how children build on their knowledge in relation to others and what the role the teacher's role of assessment in this process.

Christine Richard, The Growing Place.
Preschoolers

Curriculum—Mathematics

#20 Math, science, and sensory play: Engaging active learners

8:30–11:30 a.m.

■ Anaheim Convention Center, Room 213C

Opportunities for learning math and science are all around us, in everyday situations and experiences. Presenters will offer developmentally appropriate math sequences for preschoolers, explain how to investigate common phenomena, and show how to set up a hands-on science center.

Sari Abrams, Rabbi Jacob Pressman Academy; Anna Reyner, Discount School Supply.
Preschoolers

#21 Hitting the right note: How music in the home can create a stimulating math environment for children under the age of 5

9:00 a.m.–12:00 noon

■ Anaheim Convention Center, Room 213B

Examine the research and evidence of music's effect on the brain and learning and learn to apply these ideas to practical applications in the home and classroom. Discuss the importance of parent (especially fathers') involvement and impact on creating a stimulating mathematical environment.

Eugene Geist, Kamile Geist, and Margaret King, Ohio University.



Indicates session planned by NAEYC staff and/or the NAEYC Governing Board. *

Indicates session selected or planned by NBCDI.



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- Session Summary
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Submission

ID: 218490
You are logged in as: middletonr@ohio.edu

Message:

Confirmation: Your submission confirmation number is: 218490. It is unique to this submission. If you submit multiple proposals each one will have its own number. Please retain a copy of your confirmation number or print this page, otherwise you will not know your confirmation number and we will have difficulty responding to any inquiry you make concerning the status of your submission. **SAVE YOUR CONFIRMATION NUMBER!** It will serve as your identification number for any corrections and notifications pertaining to this submission.

Meeting Information

Key:

- = Section Complete
- X = Section Incomplete

Organization: American Association of Colleges for Teacher Education

Event: AACTE 64th Annual Meeting & Exhibits

Call for Proposals

64th AACTE Annual Meeting & Exhibits

THEME

Imagine the Impact: Providing a Learning Journey for All

You may say that I'm a dreamer, but I'm not the only one.

- John Lennon

The theme for the 64th AACTE Annual Meeting & Exhibits is inspired by John Lennon's song "Imagine." Teachers and teacher educators can be dreamers. Imagine schools, classrooms, and practices that help all students learn. Imagine teacher education programs that are student driven and data informed. Imagine collaborative partnerships where teachers, school leaders, and teacher educators are learning. Imagine a system that is a model for others. Imagine having support from all

parents. Imagine what can be done with plentiful resources. Imagination is boundless, but for it to have power, it must be coupled with actions that lead to outcomes.

The education profession is faced with an increasing number of challenges in preparing educators to ensure the performance success of all learners. The public demands results, and the profession must provide evidence that our teachers are not only highly qualified, but highly effective. In order to journey into the imaginable, all stakeholders must be integrally involved—not only PK-12 learners and their families, but also teachers, teacher educators, principals, and deans. Understanding that education is both a moral and economic imperative with outcomes that affect our country's viability, productivity, and ability to compete in the global society, we must examine the nature of teaching and journey forward to achieve academic success at all levels.

An ever-growing body of research supports the proposition that schools must provide learning opportunities for all members of the school community. The conference aims to provide all of our stakeholders learning opportunities that help lead to the desired pedagogical outcomes for our educators and academic outcomes for learners.

Join the journey as we examine our profession and its impact through inclusive and multiple lenses across the strands of teacher preparation and pedagogy, student achievement and accountability, partnerships, and the future of learning.

Strand I: Teacher Preparation and Pedagogy

Numerous educational studies conducted over the past decade have described and analyzed concerns regarding teachers' impact on student outcomes and the field of teacher preparation. Questions concerning both traditional and alternative teacher education programs, in terms of course work, curriculum, and program structure, have been raised in both the popular press and professional arenas. In addition, PK-12 student achievement is often considered in measuring teachers' instructional quality, which is, in turn, increasingly tied to the measure of the quality of teachers' preparation programs. In light of research and practice-based concerns regarding PK-12 student learning outcomes, their relationship to the nature of teachers' instructional quality, and connections to teacher education programs' effectiveness and success, proposals in this strand are encouraged to address the following questions:

- What evidence shows that "traditional," university-based educator preparation programs are effective?
- What evidence shows that alternative educator preparation programs are effective?
- Are there effective ways to integrate traditional and alternative teacher education programs to prepare effective instructors and increase student learning?
- What are effective ways to assess teacher education programs (traditional, alternative, hybrid) in terms of student outcomes?
- What is the next chapter in educator preparation programs and curricula in terms of teacher quality and student outcomes?
- How can educator preparation programs address issues of limited resources?
- How can educator preparation programs lead the way in describing issues, concerns, and successes to the public, in a manner that elicits understanding and positive actions?

- in carrying out partnerships between schools of education and other organizations?
- What roles can partnering institutions play in PK-12 schools and schools of education? What evidence could show that they have been successful in carrying out these roles?
- Which existing partnerships have been identified by the research as achieving success in improving student outcomes? What are the best partnership practices?

Strand IV: Future of Learning

At the 2012 AACTE Annual Meeting & Exhibits, our professional context will include the upcoming presidential election along with state and local elections. Other contextual factors to consider include increasing internationalization, the growing global economy, and various emerging domestic challenges. As teacher educators, we need to not only look back at where we have been, but explore the future of teaching and learning.

As AACTE President/CEO Sharon P. Robinson recently observed:

The second decade of the 21st century is upon us, and both popular and professional literature is replete with trends and predictions regarding new conventions for accomplishing agreed-upon goals. Business practices will continue to become more collaborative and entrepreneurial. Our global economy will become a maker rather than a consumer economy. Small groups and individuals will create value by designing products and solutions that will attract commerce. Product diversification will become more prevalent, and niche markets more powerful. Consumers will have more choices and will be responsible for informed decisions about how best to satisfy and protect their interests.

These broader predictions have very real implications for education – across the entire industry, pre-K through 20.

Proposals in this strand might address some of the following questions:

- What has been discovered about online learning, and what is in its future?
- How can educator preparation programs deal with the challenge of "doing more with less?"
- What innovative approaches have been implemented that deal with policies, programs, and developments that require our immediate attention?
- What innovations and implemented practices have shown promise for increasing achievement for all learners?
- What particular education practices have worked throughout the world that could be successfully transferred to institutions dealing with PK-20 education?

The Final Date for Submission entry is May 16, 2011. Acceptance notifications will be sent out in August 2011.

[Click here for a printable version of the Call for Proposals.](#)

Instructions

Section II: Outcomes and Methods

- A. Learner/participant outcomes: Describe what you intend the participants to learn during the session.
B. Methods: Describe how you will design the session so that the learner/participant outcomes are achieved.

EVALUATION CRITERIA:

Those submitting proposals are encouraged to review the scoring rubric that will be used to evaluate proposals. Immediately following the submission deadline, all proposals will undergo peer review using a blind review process. Proposals will be evaluated on the following criteria:

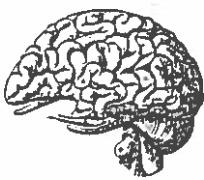
1. Format: follows the format described in the Call for Proposals.
2. Theme: addresses the conference theme and selected strand.
3. Organization: provides a clear description of conference presentation.
4. Timeliness/Significance: addresses a critical issue in the profession and draws conclusions about focus of the work and the issue in broader context.
5. Knowledge base: advances the knowledge base of the profession.
6. Scholarship: provides a clear conceptualization of scholarship.
7. Analysis: includes an appropriate level of critical reflection and analysis.
8. Action: describes concrete steps in policy, practice, or research that can result from work.
9. Participant outcomes: includes a clear description of participant outcomes and how achieved.
10. Audience interaction: describes plans for an appropriate level of audience interaction for the session type.

The Professional Development Committee makes the final selection of sessions, taking into account reviewers' comments and the overall balance of the program.

NOTIFICATION AND COMMUNICATION:

Please note that all communications from AACTE concerning proposal submissions will be with both the session organizer and any additional presenters listed in the proposal. **The session organizer must provide ALL presenter names and email addresses at the time of proposal submission in order to guarantee proper credit and communication to all parties involved. Only presenter names provided to AACTE through the submission process will be included in the official program book.**

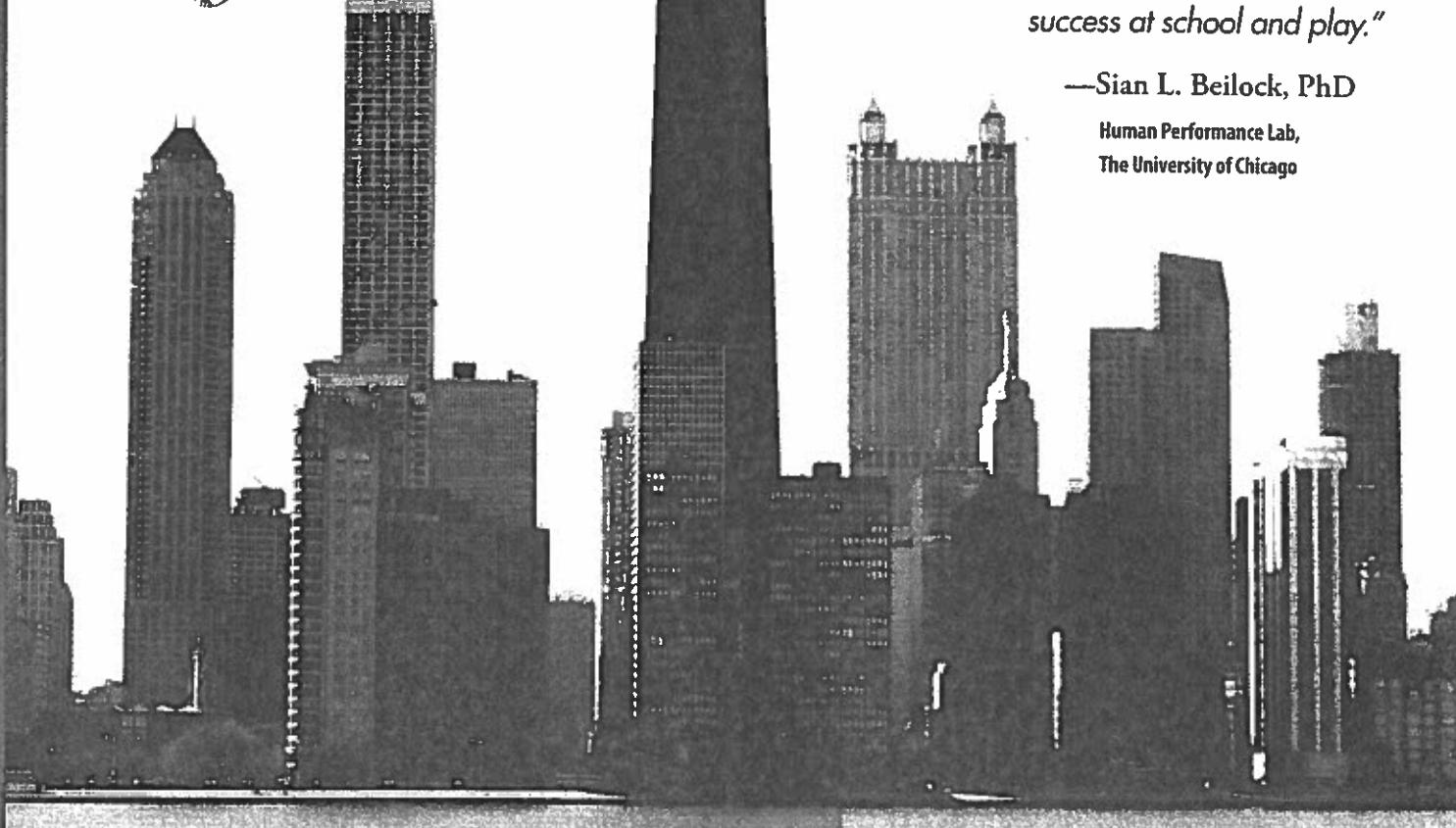
Applicants will be notified by the end of August 2011 whether their proposal was accepted or declined. All decisions reached through the blind review and committee selection are final.



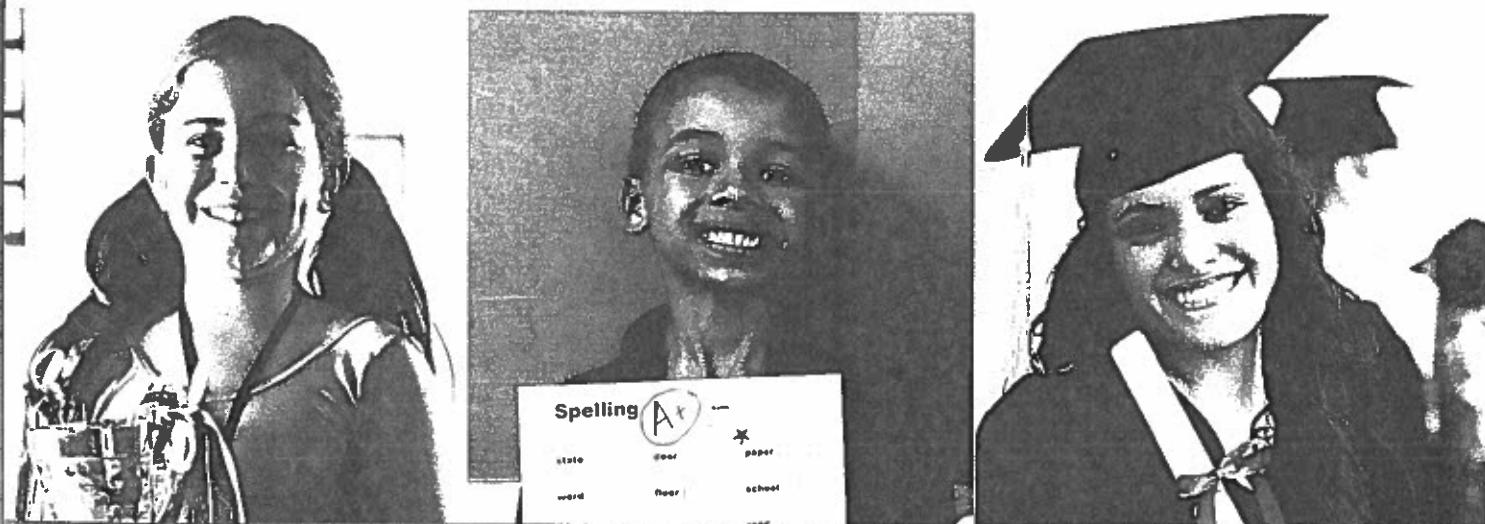
"Neuroscience is revealing the secrets of the brain and how it supports achievement and success at school and play."

—Sian L. Beilock, PhD

Human Performance Lab,
The University of Chicago



THE SCIENCE OF STUDENT SUCCESS: OPTIMIZING ACHIEVEMENT AND REDUCING FAILURE



LEARNING & *the* BRAIN

29TH CONFERENCE • WESTIN MICHIGAN AVENUE • CHICAGO, IL • MAY 5-7, 2011

PRESENTED BY PUBLIC INFORMATION RESOURCES, INC.

Friday, May 6 – Conference Day 2

Morning Concurrent Sessions 'B' (Breaks: Various times, 9:45 AM – 10:45 AM)					
8:30 AM – 12:15 PM	Focusing Minds: Attention (RP, PreK-16)	Promoting Music & Skill Practice (RP, PreK-12)	Achieving Resilience (RP, K-16)	Fearing Math Failure: Anxiety (RP, PreK-12)	Reducing Stress for Success (RP, K-16)
8:30 AM–9:45 AM	8:30 AM–9:45 AM	8:30 AM–9:45 AM	8:30 AM–10:00 AM	8:30 AM–10:00 AM	8:30 AM–10:30 AM
Part I – Mitigating the Undermining Effects of Grade Motivation Kennon M. Sheldon, PhD	Part I – Attention, Memory and Skill: Paying Attention & How to Do It Right Thomas Carr, PhD	Part I – Under-pinnings of Skilled Performance Elizabeth J. Meinz, PhD David Z. Hambrick, PhD	Part I – Child Development Mindsets, Motivation and Resilience Fay E. Brown, PhD	Part I – The Anti-Anxiety Curriculum: Combating Math Anxiety in the Classroom Eugene A. Geist, PhD	Part I – Reducing Stress to Improve Performance in the Classroom and on the Field Ben Bernstein, PhD
10:00 AM–11:15 AM	10:00 AM–11:00 AM	10:00 AM–11:00 AM	10:15 AM–12:15 PM	10:15 AM–11:45 AM	10:45 AM–11:45 AM
Part II – See It, Say It, Do It: Successful and Confident Students Through Visualization Lynn F. Hellerstein, OD, FCOVD, FAAO	Part II – Teaching Students to Pay Attention and Develop Brains That Can Focus Lucy Jo Palladino, PhD	Part II – How Making Music Shapes Our Children's Brains Nina Kraus, PhD, and Dana Strait, PhD Candidate	Part II – The Power of Resilience: Helping Children Achieve Balance, Confidence and Success Sam Goldstein, PhD	Part II – Disorders of 'Mathematical Brain': Developmental Dyscalculia and Mathematics Anxiety Daniel Ansari, PhD	Part II – Motivational Climate, Stress, and Motivation in Youth Sports: Research and Interventions Ronald E. Smith, PhD
11:15 AM–12:15 PM	11:00 AM–12:15 PM	11:00 AM–12:15 PM		11:45 AM–12:15 PM	11:45 AM–12:15 PM
Part III – Building Cognitive Capacity for Success in Disadvantaged Students Sara Sawtelle, PhD, Betsy Hill, MBA	Part III – School Readiness, Attention Skills and Later Achievement Amy E. Claessens, PhD	Part III – Using Rhythm to Activate Brain Processes For Learning with Preschool Children Kamile Geist, MA, MT-BC		Part III – Panel Discussion: What Strategies Can Educators Use to Reduce Math Anxiety and Improve Math Performance in Students?	Part III – Panel Discussion: What Strategies Can Teachers, Parents and Coaches Use to Reduce Stress and Increase Performance and Motivation in Children, Teens and Young Adults?
Room: Wellington Ballroom 2	Room: Wellington Ballroom 1	Room: Consulate 1	Room: Mayfair (3rd floor)	Room: Consulate 2-3	Room: Ontario (3rd floor)
12:15 PM – 1:30 PM Lunch Break (on your own)					

1:30 PM – 5:15 PM Afternoon Keynote Addresses: Promoting Abilities: Brain Plasticity, Practice & Differences

1:30 PM	Welcome: Fay E. Brown, PhD, Director, Child and Adolescent Development, Yale University
1:30 PM – 2:30 PM	Keynote Address I – The Neurology of Excellence: Two Habits to Improve Student Performance Daniel Coyle, MA Room: Wellington Ballroom
2:30 PM – 3:00 PM Networking Coffee Break, Poster Sessions and Book Signing (see page 24)	
3:00 PM – 4:00 PM	Keynote Address II – Pink Brain, Blue Brain: Plasticity, Sex Differences and Abilities Lise S. Eliot, PhD Room: Wellington Ballroom
4:00 PM – 5:00 PM	Keynote III – The Brain Goes to School: Facing the Promise and Challenges of Educational Neuroscience Daniel Ansari, PhD Room: Wellington Ballroom
5:00 PM – 5:15 PM	Panel Discussion: How Do We Use Abilities and Gender/Brain Differences to Improve Student Achievement? Room: Wellington Ballroom

Saturday, May 7 – Conference Day 3

8:30 AM – 12:30 PM Morning Keynote Addresses: Focusing the Mind: Motivation, Flow and Focus

8:30 AM	Final Remarks: Mary Helen Immordino-Yang, EdD, Assistant Professor, University of Southern California
9:30 AM – 10:30 AM	Keynote Address I – Flow and Learning Mihaly Csikszentmihalyi, PhD Room: Wellington Ballroom
9:30 AM – 10:30 AM	Keynote Address II – The Winner's Brain: How Great Minds Achieve Focus for Success Mark J. Fenske, PhD Room: Wellington Ballroom
10:30 AM – 10:45 AM	Networking Coffee Break and Book Signing (see page 24)
10:45 AM – 11:30 AM	Keynote Address III – Goals and Achievement: Student Self-Talk, Mindsets and Achievement Motivation Dolores Albarracin, PhD Room: Wellington Ballroom
11:30 AM – 12:30 PM	Keynote Address IV – Neurobiology of Social Emotions: How Culture Shapes Focused Awareness, Motivation and Learning Mary Helen Immordino-Yang, EdD Room: Wellington Ballroom
12:30 PM – 1:00 PM	Lunch Break (see page 23)

WORKSHOPS

Wednesday, May 4 • Pre-Conference Workshops

10:00 AM – 5:00 PM Pre-Conference Workshops (see pages 20-21)

Breaks:	10:00 AM – 5:00 PM	10:00 AM – 5:00 PM	1:00 PM – 5:00 PM	1:00 PM – 5:00 PM	1:00 PM – 3:00 PM
12:00 PM to 1:00 PM and 3:00 PM to 3:30 PM	(P, K-16) Best Practices in Brain Compatible Classrooms Robin Fogarty, PhD, Brian Pete, MA Candidate	(RP, K-16) Brain Research and Strategies to Increase Focus, Motivation, Memory & Test Success Judy Willis, MD, EdM	(RP, K-12) The Myth of Talent and What it Means for K-12 Classroom Practice Willy Wood, MA	(R, All Ages) Understanding the Brain and Learning for Beginners Jeanette J. Norden, PhD	(RP, 7-12) Using Experiential Learning for Successful, Lasting Change in Teenagers Jeb Schenck, PhD, Jessica Cruickshank, EdM Candidate
Location: Westin Michigan Avenue (2nd floor)	Room: Ontario (3rd floor)	Room: Governor's (3rd floor)	Room: Consulate 1	Room: Consulate 2	Room: Consulate 3

Saturday, May 7 • Post-Conference Workshops

1:00 PM – 4:30 PM Post-Conference Workshops (see page 22)

Break: 2:30 PM to 2:45 PM	(P, K-16) Teaching Students of Poverty and Diversity Donna Walker Tileston, EdD	(RP, K-16) Risk and Resilience: Changing the Lives of Children with ADHD Sam Goldstein, PhD	(P, PreK-6) The Neuropsychology of Math Disorders: Intervention and Assessment Steven G. Feifer, EdD, NCSP
	Room: Consulate 3	Room: Consulate 2	Room: Consulate 1

CONCURRENT SESSIONS GUIDE:

(RP) = Brain Research & Practical Strategies/Interventions
(R) = Mostly Brain/Child Development Research

(P) = Mostly Brain-Based Practical Strategies and Interventions
(PreK-16) = Applicable Grade Levels

LEARNING & THE BRAIN CONFERENCE • SCHEDULE AT-A-GLANCE

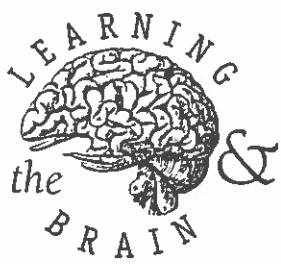
Thursday, May 5 – Conference Day 1

8:30 AM – 12:15 PM Opening Addresses: *Achieving Success: Mindsets, Failure and Resilience*

8:30 AM	Welcome: Daniel A. LaGattuta, PhD, President, Public Information Resources, Inc. Opening Remarks: Kenneth S. Kosik, MD, Neuroscience Research Institute, UC Santa Barbara
8:30 AM – 9:45 AM	Keynote Address I – CHOKE: The Science Behind Academic Stress and Student Performance Sian L. Beilock, PhD Room: Wellington Ballroom
9:45 AM – 10:15 AM	Networking Coffee Break, Poster Sessions and Book Signing (<i>see page 24</i>)
10:15 AM – 11:15 AM	Keynote Address II – Mindsets, Motivation and Rebounding from Failure Jennifer A. Mangels, PhD Room: Wellington Ballroom
11:15 AM – 12:15 PM	Keynote Address III – Mindsights and the New R's of Education: Reflection, Relationships and Resilience Daniel J. Siegel, MD Room: Wellington Ballroom

12:15 PM – 1:30 PM **Lunch Break** (*see page 23 for local food locations*) and Book Signing

1:30 PM – 5:15 PM Afternoon Concurrent Sessions 'A' (<i>Breaks: Various times, 2:45 PM – 3:45 PM</i>)					
Motivating Student Minds (P, K-16)	Focusing Minds: Fitness (RP, K-16, adults)	Promoting Test & Reading Practice (RP, PreK-6)	Achieving Student Success (P, K-16)	Fearing Failure: Girls & Stereotypes (RP, K-12)	Improving Test Success (P, K-16)
1:30 PM – 3:30 PM	1:30 PM – 2:45 PM Part I – Changing Minds, Motivation and Resilience Judy Willis, MD, EdM	1:30 PM – 2:45 PM Part I – Fit Minds: Effects of Physical Activity on Minds and Brain Arthur F. Kramer, PhD	1:30 PM – 5:15 PM Part I & II – Factors That Drive and Prevent Nonconscious Learning Beverly A. Wright, PhD	1:30 PM – 2:45 PM Part I & II – Scaffolding Success: The Role of Assessment and Feedback in Motivation and Achievement Willy Wood, MA	1:30 PM – 5:15 PM Part I & II – Cues, Contingencies and Belonging in Academic Settings Mary C. Murphy, PhD
3:45 PM – 5:15 PM	3:00 PM – 4:15 PM Part II – What Every Educator Should Know About Student Motivation Donna Walker Tileston, EdD	3:00 PM – 4:15 PM Part II – Why Practice Tests Improve Learning and Memory Katherine A. Rawson, PhD		3:00 PM – 4:00 PM Part II – Learning Math and Spatial Skills: Attitudes, Anxieties and Stereotypes Susan C. Levine, PhD	Part I & II – Test Success in the Brain Compatible Classroom Carolyn M. Chapman, MA
	4:15 PM – 5:15 PM Part III – Using Physical Experiences to Create Teen Memory Jeb Schenck, PhD, Jessica Cruickshank, EdM Candidate	4:15 PM – 5:15 PM Part III – Test Expectancies Influence Metacognition Accuracy Jennifer Wiley, PhD		4:00 PM – 5:15 PM Part III – Effects of Negative Stereotypes on Women's Ability to Learn Robert J. Rydell, PhD	
Room: Wellington Ballroom 1	Room: Wellington Ballroom 2	Room: Consulate 2-3	Room: Governor's (3rd floor)	Room: Consulate 1	Room: Ontario (3rd floor)
5:15 PM – 6:15 PM	"Meeting of the Minds" Wine & Cheese Reception (Wellington Foyer)				



WELCOME TO THE 29TH LEARNING & *the* BRAIN CONFERENCE

Twenty-ninth in a series of conferences exploring the potential for applying brain research to achievement

Neuroscience and psychological research on people who excel in academics, athletics, abilities and achievement are showing how their brain's are maximized for success, as well as why others seem to fail. These new studies offer insights on how to enhance motivation and focus in our students and create more "winning" brains.

The *Learning & the Brain* Conference creates an interdisciplinary forum — a meeting place for researchers, clinicians and educators — to examine new research for the classroom and clinical practice.

We hope you will come away with new and useful information.

LEARNING & *the* BRAIN CO-SPONSORS WELCOME YOU

Human Performance Laboratory, **The University of Chicago**

Auditory Neuroscience Laboratory, **Northwestern University**

Athinoula A. Martinos Imaging Center, **Massachusetts Institute of Technology**

Mind, Brain & Education Program, **Harvard Graduate School of Education**

School of Education, **Johns Hopkins University**

Comer School Development Program, **Yale University School of Medicine**

The Dana Alliance for Brain Initiatives, **The Dana Foundation**

National Association of Secondary School Principals (**NASSP**)

National Association of Elementary School Principals (**NAESP**)

Department of Speech, Language & Hearing Sciences, **Boston University**

From: Beri Tiffany-Smith <projects@oaeyc.org>
Subject: Geist - Proposal Accepted for Presentation
Date: December 2, 2009 10:44:40 AM EST
To: "geist@ohio.edu" <geist@ohio.edu>
► 1 Attachment, 75.0 KB

Beri Tiffany-Smith
Not in Address Book

Dear Eugene,

Thank you for submitting your proposal for the 2010 Ohio Early Care & Education Conference presented by the Ohio Association for Education of Young Children and the Ohio Department of Education. This will be an event to remember with thousands of early childhood colleagues and experts sharing their experience and expertise, networking and celebrating the work that we do.

We are pleased to notify you that we have accepted your proposal for presentation as follows:

Title: The Patterns of Music - Supporting Patterning & Algebra in Infants & Toddlers
Date/Time: Thursday, April 29, 2010 2:00 PM-4:00 PM, 2 hrs

**Please be advised that most workshops result in a minimum registration of 50 attendees.
If you cannot accommodate 50 attendees, please advise if you feel this is a problem for you.*

Workshop sessions are scheduled from Thursday, April 29th through Saturday, May 1st, 2010. Please note that all of our sessions are a minimum of 2 hours in length and that 3 hour sessions may only be presented in the afternoon. Due to the large number of workshops offered, we are unable to accommodate schedule changes.

In recognition of your contribution to our conference, you will receive free conference registration which includes admission to keynotes, other conference workshops and the exhibit hall. Co-presenters and panelists must register and pay to attend the conference workshops, keynotes and the exhibit hall. A co-presenter/panelist may request a workshop pass for admission to their workshop session only. Please send workshop pass requests to projects@oaeyc.org.

This letter of acceptance is sent only to the primary presenter email address as submitted on the proposal. If applicable, please share this letter with your co-presenter/panelists. Please confirm your acceptance to present as scheduled by emailed to Beri Tiffany-Smith at projects@oaeyc.org by Monday, December 7th, 2009.

You will receive instructions soon about submitting your handouts and PowerPoint presentation using our online submission. This process is very easy, very "green" and is greatly appreciated by our attendees. There is a limit of six pages of materials per workshop. Just create your materials in Word or PowerPoint and we will convert them to printer friendly PDF with PowerPoint presentations six slides per page. If you choose not to submit online, you will be given the number of attendees registered for your workshops so that you can provide your own handouts at your expense.

Please complete the attached AV Agreement and return no later than February 28, 2010.

If you have any questions regarding your presentation or schedule, please contact Beri Tiffany-Smith, Ohio AEYC Projects Coordinator, at 740-397-3098 or by email at projects@oaeyc.org. Please refer to our website, www.oaeyc.org, for exhibiting, advertising and hotel accommodations or contact Amy Eldridge, Ohio AEYC Events Director, at 419-756-1226 or by email at events@oaeyc.org.

Thank you for joining us for the
Ohio Early Care and Education Conference
Thursday, April 29th - Saturday, May 1st, 2010
Greater Columbus Convention Center
400 North High Street
Columbus, Ohio

From: DO_NOT_REPLY@allacademic.com
Subject: NCTM Proposal Confirmation: New Orleans Regional Conference
Date: September 21, 2009 2:28:54 PM EDT
To: geist@ohio.edu
Reply-To: DO_NOT_REPLY@allacademic.com

DO_NOT_REPLY@all...
Not In Address Book ▾

Dear Eugene Geist

Thank you for submitting your proposal for participation in the 2010 Regional Conferences and Expositions in New Orleans, LA on October 27-29, 2010. Please keep this e-mail, as it provides valuable tracking information for your submission.

The title of your proposal is: Patterning and Algebra with Infants and Toddlers? It's as Easy as a Song.

Your proposal number is: 100691

This e-mail is an acknowledgment of receipt of your New Orleans 2010 proposal and not confirmation of acceptance of your proposal.

The Program Committee will review your proposal and notification of acceptance or rejection will be sent to you via e-mail in January of 2010. Please keep a copy of this confirmation for your records.

Thank you for your submission.

Sincerely,

New Orleans Program Committee

Playing the Numbers: Music beats math anxiety, studies find

(PhysOrg.com) -- A mother walks her fussy baby around the house, singing and patting his back in time to the lullaby. She might not know it, but her rhythmic patting is her baby's first experience of patterning, a mathematical concept linked to more advanced math such as algebra. Can a child so young really respond to a lesson about math? Yes, say Ohio University professors Gene and Kamile Geist. The two have spent the last few years collaborating on research that shows that music can help children to interact with their world mathematically from a very early age.

"Music stimulates the brain in ways that nothing else can," says Kamile Geist, an assistant professor of music therapy. "Creating and reacting to a steady beat is innate. The patterns within different rhythms and melody lines enhance an infants' level of awareness and promote active engagement immediately."

Most teaching aids for patterns are visual, says Gene Geist, an associate professor of early childhood education. "But the early patterning experiences for babies are auditory," he says. "Auditory patterning is easier for young children to grasp."

Despite this early affinity for patterning, he says, many young children do not have a stimulating math environment at home, especially if parents have only a high-school level of education or less and/or are struggling financially. "Children who come from economically disadvantaged homes tend to struggle in a lot of academic areas in school, but especially in math," he says.

This might be because their overworked parents have little time to spend on enrichment activities, Kamile Geist says, adding, "Music can bridge the gap between the parent and the child. Our hope is that we can develop a music protocol that would be easy for parents to do with their children in the home. This way, a preschool child will have a more stimulating environment."

In 2007, the Geists conducted a pilot study at the Ohio University Child Development Center in which songs were used to teach 3- and 4-year-old children about color patterns. The children liked the song and were heard to spontaneously sing it days later. When they were asked about it, the children were able to explain the patterning concepts that the song taught.

In other studies, the Geists have found that, due to the way schools have for many years taught math—repetition of tables, timed tests—many Americans see math as boring, anxiety-inducing, and unconnected to real life. The Geists hope to change these perceptions when they begin to assess "math anxiety" in the parents and teachers of children attending Head Start schools. The study will include training meant to counteract many teachers' reluctance to teach math. The Geists expect that the teacher training would help keep children from inheriting negative attitudes about math from their teachers and parents.

The two-year study will focus on teachers in Head Start schools in the Athens area. "Head Start is a really nice place to go because they also have outreach to the community and to the home," Kamile Geist says. In a previous study, in collaboration with students in the Ohio University Early Childhood Education program, the teachers helped develop math activities for children 3 to 5 years old. The teachers and university students discovered that the children liked best the activities that included music, and the teachers became more eager to teach math in the classroom.

The results of this study led the Geists to begin developing a program called MathSTAAR, which would provide empowering training to teachers in Head Start schools. The teachers would learn to use music to

teach math to pre-school children. Parents would also learn about the importance of supporting math at home and would be shown ways to do just that, say the researchers, who are now seeking funding for the project.

The end goal of all of the Geists' studies is to help American parents realize the importance of math. "Thirty years ago, there was a similar problem with reading," Gene Geist says. "That became a big national concern. Now there are programs that teach parents to read to their kids. We are hoping math will go the same way—that people will say that math is important and that there will start to be an emphasis on it."

Provided by Ohio University

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October 24, 2002

Curriculum Team

We are looking forward to working with you through the development of the curriculum for the CGL. The development of the curriculum is paramount to the exhibit and will be the backbone of the possibilities available by integrating CGL into future learning techniques. With a strong curriculum, the development of the supporting technology will only strengthen the ideas found in the curriculum. The successful marriage between technology and curriculum will depend upon the influence and collaboration between the teams as the idea of the FLE grows.

We hope to schedule the next team meeting for January at which point we would present the development of the curriculum and begin collaboration with the Technology Team throughout the final development, as indicated on the Project Timeline included. This packet also contains Team Objectives, Architectural Development, and Contact List for your information as we begin to move forward.

The following is a list of objectives that needs to be determined by the Curriculum Team:

- Identify and develop a larger curricular topic for K-6 learners that can support at least four different learning activities based upon the mission & goals of FLE.
- Define the four learning activities and identify how they support the mission of FLE by:
 - Identifying intelligences utilized during the activity
 - Establishing a method of feedback for the user.
- Identify key concepts or supporting documentation that would support the curriculum through incorporation in the exhibit display.
- Define the Curriculum Boundaries of the exhibit
 - There are levels of information to access starting with the inside of the exhibit, to inside the museum, to inside the American culture, to inside the known world.
- Determine the depth of how far do we take the participant in order for them to understand the benefits of Customized Global Learning.

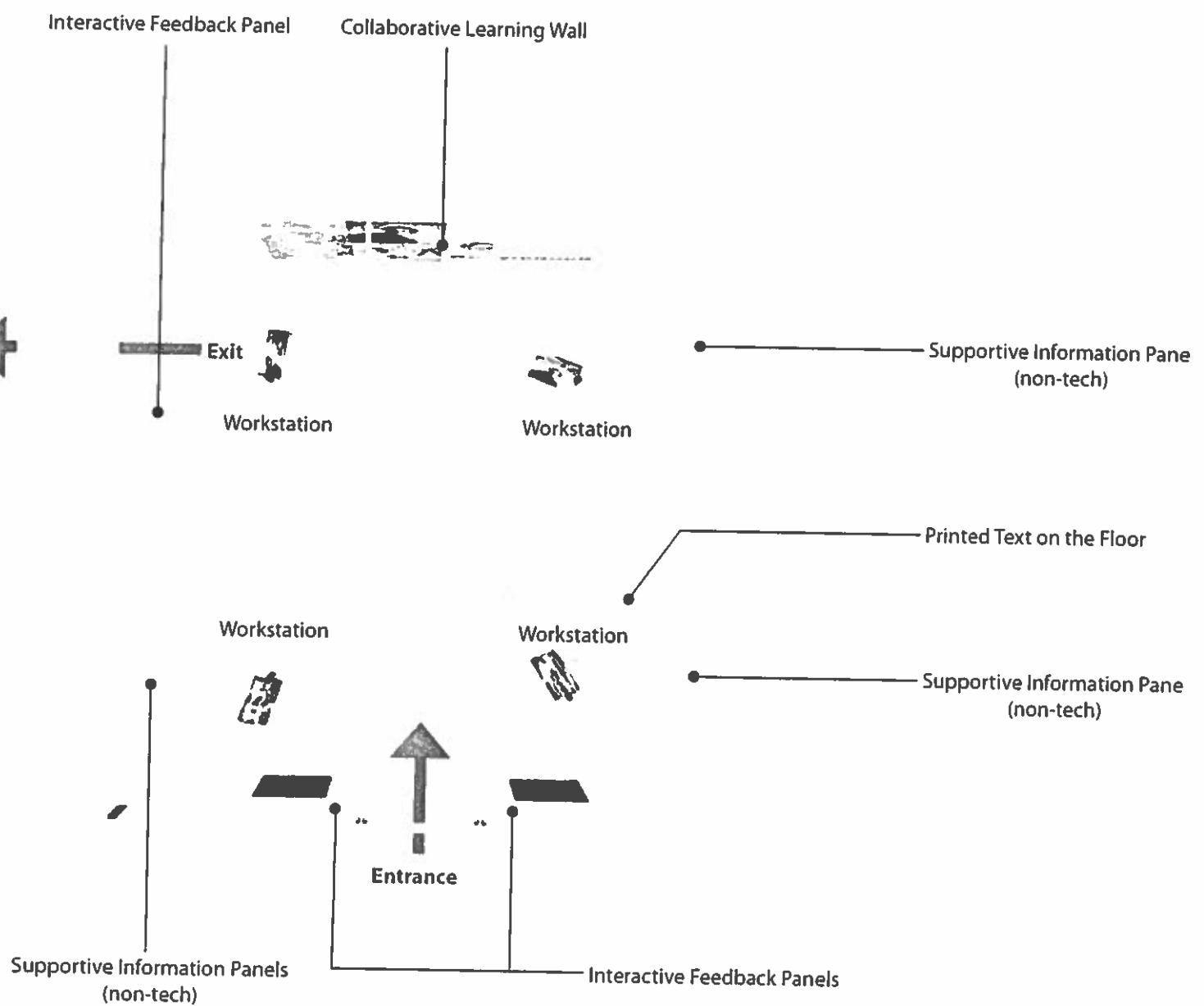
- Determine the adaptability of the workspace to the participant and/or the intelligence type. Support the need for this personalization in how it will increase the participant's interaction or understanding of the exhibit.
- Define the benefits technology can bring to the curriculum and possible areas it can be incorporated into the curriculum.

For a kick-off, we would like to schedule a conference call for **Friday, November 1st at 4:00PM Central Time**. It will be held with all members of the Curriculum Team to discuss any initial ideas as we start the small team collaboration. We would like to emphasize that we, Perkins & Will/Eva Maddox Branded Environments will act as an equal team member and will look to the rest of the Curriculum Team to make the decisions about the direction of the content and curriculum.

We look forward to speaking with you on Friday.

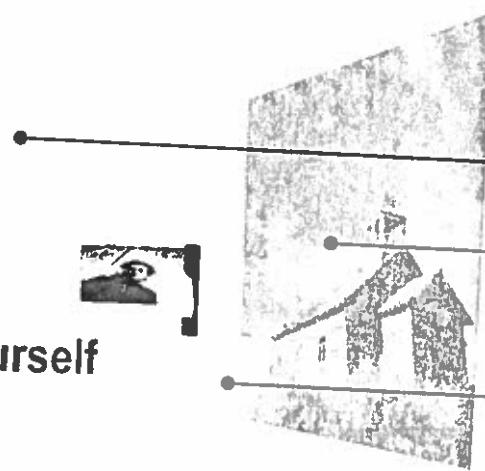
Sincerely,

Perkins & Will/Eva Maddox Branded Environment Team





Be yourself



Collaborative Learning Wall

Supportive Information Panel
(non-tech)

Workstation

→ Printed Text on the Floor

Interior Perspective



CUSTOMIZED
GLOBAL
LEARNING

October 1, 2002

Eugene Geist
W324 Grove Center
Ohio University
Athens, Oh 45701

Dear Eugene,

As we confirmed on the phone, our next team meeting is scheduled from 2-4 PM on October 14th. It will take place at our offices in the IBM Building, 330 North Wabash Avenue Suite 3600. The main focus will be centered on the influence of technology within the educational process. Our discussion will revolve around the benefits and pitfalls of both how technology is being used today and how it can be better used in the future of education. We will examine how it has and will, continue to: redefine the existing roles of students and teachers, address problems within the current education system, and promote individual, collaborative, and interactive learning.

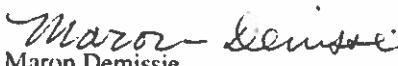
Proposed Itinerary:

- **Introductions**
- **In-house Development**
Architecture
Images of virtual model and navigation of the website
- Solidifying the idea of FLE and CGL*
Discuss the Mission Statement and paramount qualities of the Future Learning Environment
- Project Development*
Discuss important contacts we are making as we move the project forward
- Discuss the development of teams
- Discuss the timeline of important developmental dates in the upcoming year
- **Speaker: Corey Glickman**
- **Discussion**

We look forward to speaking with you again and appreciate your participation in helping this project continue to develop. Please feel free to contact us if you have any questions or concerns.

Sincerely,


Burke Greenwood
Designer, Eva Maddox Branded Environments


Maron Demissie
Research Analyst, Eva Maddox Branded Environments



January 30, 2002

Dr. Eugene Geist, Assistant Professor
Ohio University
Director of Child and Family Studies Areas
Athens, OH

Dear Gene,

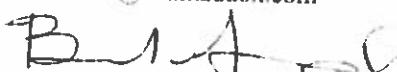
We would like to thank you for speaking at our Future Learning Environments team meeting on Friday January 25th. Your insight regarding the roles and responsibilities of the student and teacher within the classroom will help us focus our approach in the development of the content to be displayed. It was very helpful and informative to have an expert in the field to direct our discussion around the subject. It is our hope that this display will have a large impact on the public's perception of education now and in the future.

This impact will rely on the integrity of the content being displayed and its integration into the physical environment. Friday's discussion will help us determine the role technology will play in regards to the content and interactive displays. This combination, developed in the proper sequence, will create our desired statement. It was the first of our curriculum development discussions and we hope we can use your guidance and knowledge as a resource to guide us throughout the rest of development.

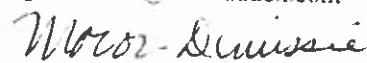
We are very excited about what this project has to offer and have thoroughly enjoyed the education we are receiving as we dig deeper into the subject. You are a valuable resource for the team as someone who has the practical experience along with the understanding of what steps are needed to push forward the boundaries of education. Thank you again for joining us and we look forward to future collaboration.

Sincerely,

Eva Maddox
Principal and Creative Strategist
Emaddox@evamaddox.com



Burke Greenwood
Architect
bgreenwood@evamaddox.com



Maron Demissie
Research Analyst
Mdemissie@evamaddox.com





CHICAGO ARCHITECTURE **TEN** VISIONS

Mark Berndt
Michael Sorkin
John Ronan
Peter Eisenman
John Pawson
Paul Rudolph
Kerry Healey
David Adjaye
Daniel Libeskind

Through April 3, 2005



Eva Maddox



Chicago Public Education:

Future Learning Environment

Current educational theory suggests that everyone learns differently.

The traditional educational system has negated this idea, presenting standardized information in a unidirectional flow from teacher to student. This installation presents an alternate vision—the Future Learning Environment—based on flexible architectural arrangements, adjustable and movable modular building systems, and technology-driven tools that customize content and adapt to students' individual learning styles.

The new curriculum and architectural environment reflect the shift from the historical one-way delivery of information to a fully immersive, interactive environment in which students are able to tailor their own environment while mining information from it. Teachers would facilitate and curate the learning process as the architecture adapts to each child's learning style.

The architecture of the Future Learning Environment will be nimble and transparent to support the continual integration of new technology and equipment and provide our children with the inspiration, skills, and means to succeed in a knowledge-based, global economy.

Thank you

Ron

Beth

Dan

Herbst Interiors Team

Team

Ohio University: Dr. Matthew Geist, Sam Girton

University: John Weigand

Sponsors: Alko Lighting Inc.,

Architects: Ageos Enterprises,

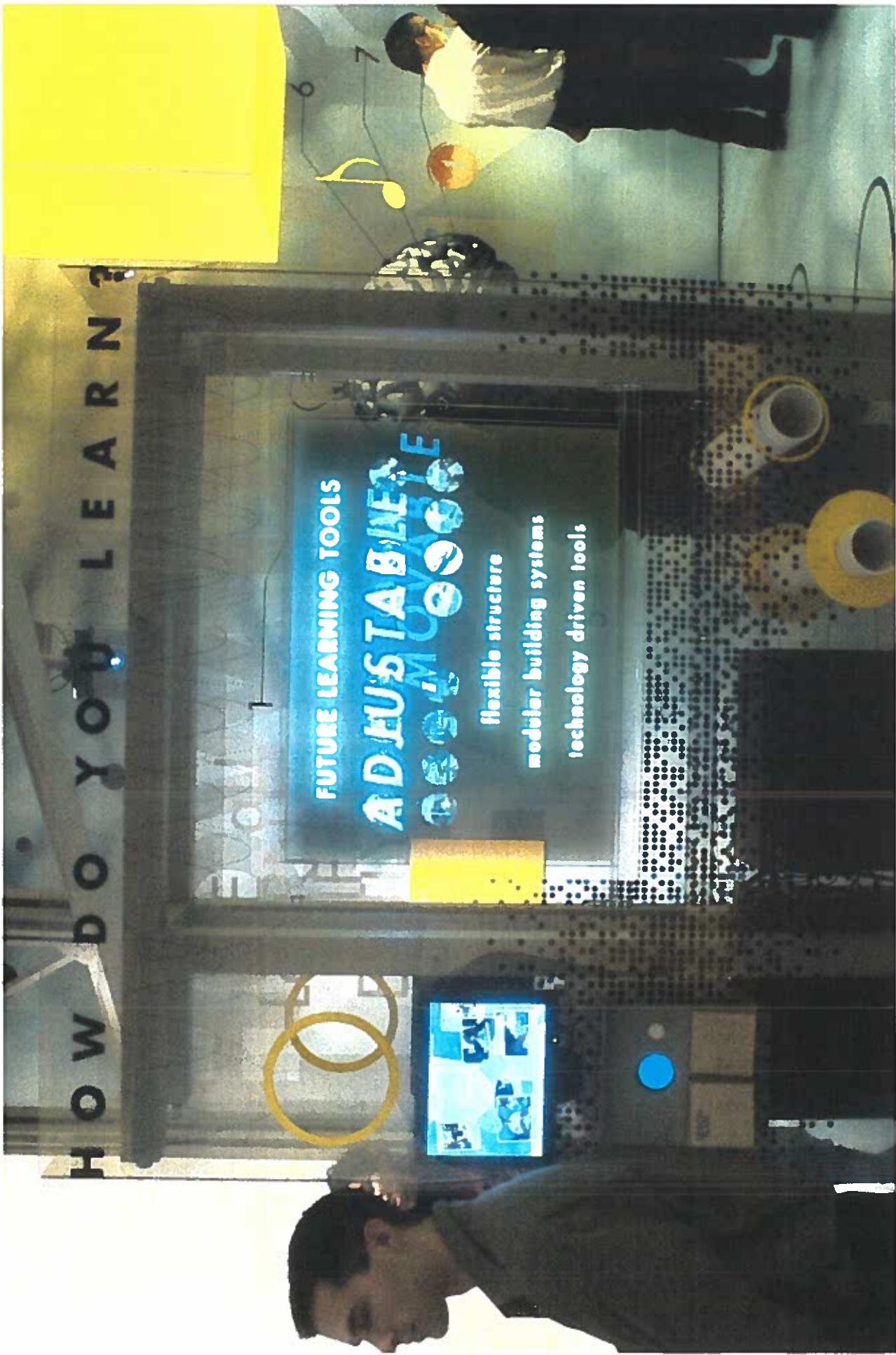
Lighting: Cooper Lighting

Sound: Gary Gluckman, Holopro by Audio

Visual Resources: SMART Technologies

Star Farm Productions, Osram Sylvania,

Pilipuk-Ginst & Associates



January 30, 2003

David Matthews
Ohio University
Tupper Hall, Suite #108
Athens, OH 45701

Dear David,

Welcome to 2003, one year closer to the Art Institutes *Chicago Architecture: Issues for the New Millennium Exhibit*. We would like to invite you to the next Future Learning Environments Team meeting. This past fall, the Curriculum Team has been busy developing the content and curriculum to be used in demonstrating the benefits of Customized Global Learning within the Future Learning Environment. This curriculum will become the foundation used for the Technology team to build upon and inform, as well as further develop with the Curriculum Team, as we create the activities and interactive tools within the environment. The meeting will open up the collaboration between both teams as start in the development of the user interface we will use to deliver the new curriculum. The meeting is scheduled for 10:00am on Tuesday February 25th, 2003. It will take place at our offices in the IBM Building, 330 North Wabash Avenue, Suite 3600.

330 North Wabash Avenue, Suite 3600
Chicago, Illinois 60611 USA
312 670 0092 Fax 312 670 2624
www.evamaddox.com

Atlanta, Boston, Charlotte, RTP, Dallas,
Los Angeles, Miami, Minneapolis, New York

Proposed Itinerary:

- **Introductions**
- **Curriculum Development**
Ohio University Online Studio Projects
Presentation and Discussion of the OU Semester Projects
Development of the Curriculum Web:
Discuss the Curriculum Web brainstorming process and its application within the Exhibit
Next steps...
- **Project Development**
Architecture
Presentation of the Flow Chart
Project Team Collaboration

Next Steps...

We look forward to speaking with you again and appreciate your participation in helping this project continue to develop. Please feel free to contact us if you have any questions or concerns.

Sincerely,


Burke Greenwood

Designer, Perkins & Will / Eva Maddox Branded Environments

Maron Demissie

Research Analyst, Perkins & Will / Eva Maddox Branded Environments



May 28, 2003

Art Institute of Chicago –
Chicago Architecture: Issues for the New Millennium

Team Meeting (April 21, 2003) Recap

Participants

330 North Wabash Avenue, Suite 3600
Chicago Illinois 60611 USA
312 670 0092 Fax 312 670 2624
www.evamaddox.com

Atlanta Boston Charlotte RTP Dallas
Los Angeles Miami Minneapolis New York

Marian Cook	Ray Bordwell
Mark Dziersk	Mark Jolicoeur
Eugene Geist	Deidre Noll
Corey Glickman	Steve Turkes
Ken Krayer	Beth Engelma
David Matthews	Maron Demissie
Eva Maddox	Aaron Dibner-Dunlap
Burke Greenwood	

Purpose

To establish the curriculum content and the future direction for project development.

Process

The Curriculum Team presented a slideshow that captured all of their work to date. The presentation began with a review of the work completed by students in the Ohio University Future Learning Environment Fall 2002 Semester Project. After reviewing the student work, different methods of curriculum development were discussed, along with steps taken by the Curriculum Team to solidify the CGL curriculum. All activities and proposed solutions were reviewed, which then led to a roundtable discussion of possible opportunities.

Content

Discussion

- Selection of a topic (area of study) to investigate should be chosen for its encompassing nature and possible subjects exercised within.
- The process of investigation will be very influential in the projects development and how the physical space will function
- The investigation of the same topic through different subjects and Intelligence Types should occur through hands on interactive activities.

Direction

- Demonstrate how investigation of the same topic through different activities will strengthen the understanding of the Intelligence Types and how they inform each other
- We need to be careful that Art as the topic of our FLE is not read as a political statement about the lack of art in current education

- Demonstrate it is not the selected topic, but the act of investigating and enhanced learning that is the focus of the exhibit

Environment

Discussion

- Multi-modal environments support the use of different Intelligence Types so students encouraged to step outside their predominant Intelligence
- Emphasize the importance and need for collaboration and constructivist knowledge in the education process
- We need to determine how to demonstrate their role of the teacher as a mediator and social regulator in the students acquisition of knowledge

Direction

- FLE's message is complex so we will need to determine the paramount elements and how to emphasize their presence within the space
- Our messages will need to be strong, brief, and effective

Workstation

Discussion

- end result of the participant's interactions reflected within the environment
- showcase of individual studies that demonstrate the collaborative effort

Direction

- The workstations need to stable, simple, and easily manipulated
- The tools will need to address different knowledge levels of the participants and demonstrate their ability to adapt
- The technologies within the exhibit do not have to represent the technologies envisioned for the future classroom
- The technologies will have to demonstrate ease of access to information, global connectivity, and strategic curriculum delivery indicative to CGL

Social Impact

Discussion

- How will CGL influence the intrinsic hierarchy of today's social structure?
- The exhibit will demonstrate to the participant how to take individual learning styles/multiple intelligences into different realms of life

Direction

- It is important to think about the economic impact to the education systems by integrating this new curriculum and environment into traditional infrastructures or mindsets on facility management
- FLE might have a higher up front cost but a life cost analysis might project a lower yearly expenditure on supplies related to conventional curriculums due to its customized curriculum and adaptable environment

May 28, 2003

**Art Institute of Chicago –
Chicago Architecture: Issues for the New Millennium**

Future Learning Environments Team

330 North Wabash Avenue, Suite 3600
Chicago, Illinois 60611 USA
312 670 0092 Fax 312 670 2624
www.evamaddox.com

Atlanta Boston Charlotte RTP Dallas
Los Angeles Miami Minneapolis New York

We are very excited about the progress that has been made on the project with much help from David Matthews and Eugene Geist from Ohio University. Their experiences and knowledge in the educational field has brought much insight to the project. The last presentation demonstrated the amount of research and understanding required for the creation of our Customized Global Learning (CGL) curriculum. Once finalized, this curriculum will become the base that we will build upon in the development of the curricular activities and how they will be delivered within the physical environment.

This summer we hope to enter prototype phase of the project and start putting physical shape to all of this content. The development of the curricular activities will be prototyped, tested, and brought into reality through interactive technology and physical shape as we begin to create the Future Learning Environment (FLE).

To begin this new phase, we have put together a few items of importance that we hope to resolve through brainstorming sessions and team collaboration over the next few months:

- Determine how the exhibit will best deliver the messages and concepts found within CGL.
- Determine what curricular activities and corresponding technologies will best deliver and demonstrate the benefits of CGL.
- Determine the physical pieces of the environment that will engage and inform the participant of the depth and complexity of the developed curriculum.
- Determine the adaptability of the physical environment and interface to the participants Intelligence Type.
- Demonstrate how the customization of curriculum and environment will increase the participant's interaction and understanding of the exhibit's educational concepts.

We would like to thank everyone once again for their time and effort as this complex project marches forward. We will contact you soon to start organizing our ideas and continue development through conference calls and brainstorming sessions

Sincerely,

Perkins & Will/Eva Maddox Branded Environment Team