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THE BAYLOR

impact

FROM ACTION COMES IMPACT



Dear Alumni and Friends:

When I first arrived at Baylor last year, I frequently heard the words "Welcome to the Baylor family." At first, I heard these words with an emphasis on "welcome," and people seemed genuinely pleased that I was here and wanted to help me feel as

comfortable as possible. But soon I discovered that the emphasis was on the "Baylor family" part. As most of you already know, Baylor is a unique place in the world that both prides itself on and works intentionally at providing a first-class education and a caring environment—for our students, employees, communities and, indeed, our world.

Over the past year, I have been learning about and trying to fortify some of the wonderful connections so many people have with Baylor and the School of Education. Frequently our students (and occasionally their parents) testify to the great experiences students are having at Baylor. I have met with alumni in Orlando, Houston, Austin, New Orleans, and Boston; I've had lunch with a number of retired Education faculty; and I've met with folks who are participating in various ways in one of our many program or mission partnerships. One thing is clear from such

interactions: those who know Baylor and the School of Education cherish their associations with the School and frequently wish those relationships were stronger.

Some of you desire a better connection with what's currently happening at Baylor and with others who have shared the Baylor experience. For you, we are exploring the creation of a Baylor Education Network, an informal relationship system facilitated by the Internet where participants can get and give information and can connect with others with Baylor ties around common areas of interest. Others of you desire to be part of a legacy that helps ensure there is a Baylor School of Education and future graduates to continue making a difference in the world. For you, there are abundant opportunities to establish scholarships and other gifts that "touch the future."

In this issue of *Impact*, we share with you information on some great things going on in the School of Education. We also feature a student, Lupe Zuniga, who, without someone's gift to the future, would never have become part of our Baylor family.

Jon M. Engelhardt
Dean, School of Education

impact

THE BAYLOR

FROM action COMES impact



In the F¹IRST PERSON

“Education is not the filling of a pail, but the lighting of a fire.” This quote from author William Butler Yeats is one that I learned to live by during my years at Baylor University.

Knowing the declining rate of teachers continuing in the classroom, I set out to find a college that would prepare me for the rewarding and sometimes challenging world of teaching. Although there are many schools of education to choose from, I found Baylor to possess the qualities that aligned most with my picture of a remarkable teacher. The program consists of a comprehensive approach to teaching that includes everything from learning about theories to an enormous amount of hands-on experience in the classroom.

At Baylor, I learned not only to teach students, but also to ignite a fire within them that will continue their learning experiences beyond my classroom.

Three years ago, I walked into my fourth grade classroom at Rice International Baccalaureate World School in the Tyler Independent School District. All teachers new to the district had to participate in a New Teacher Academy. During the two years of new teacher training, I realized how cutting edge Baylor’s teaching program is. I was far more prepared than other colleagues coming

into our new careers. I learned that I had received more hands-on training in my freshman and sophomore years of college than many of my colleagues.

At Baylor, I earned a Bachelor of Science in Education degree with specializations in early childhood through fourth grade and gifted education. My professors instilled in me the belief that teaching should be inquiry-based and student-centered. The Christian values imparted to me from my friends and professors at Baylor have helped prepare me to work with children. It is necessary to remember that you must attain a child’s heart before you can get into a child’s head. Without these experiences and guidance, my classroom environment would not be as productive as it is today.

Since I have been teaching, my training and knowledge base have allowed me to stand out among my peers. During the summer after my first year of teaching, I was appointed as team leader by my principal. I was also chosen as one of the few teachers to go out of the country for professional development opportunities. Another duty on my campus includes helping others differentiate their

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lessons for all students. During my second year of teaching, the director of Advanced Studies for Tyler ISD invited me to conduct professional development classes for K-8 teachers on differentiated instruction. Without my Baylor education, I believe that these opportunities would not have come to me so early in my career.

In the future, I plan on going back to Baylor to participate in the Master of Science in Educational Administration with principals certification program. I am assured that this program will fully prepare me in my future roles, just as my previous Baylor education has.

Thinking back over my Baylor experiences, I realized how blessed I am that so many individuals put their efforts into my education. I cannot thank them enough for helping mold me into a teacher so that I in turn can shape the lives of our future.



SUSAN ROBINSON
BSed '05

WEB *extra*

To read comments from some of Susan’s instructors, visit www.baylor.edu/soe/impact.

PROGRAM RESEARCH

Not Your Father's Schoolyard Fight: Global Cyber-Bullying in the 21st Century

Bullies have gone high tech and become gender equal. Research shows that cyber-bullies in Japan are predominantly females between the ages of 12 and 17 who use the Internet and cell phones to send email, text messages and digital pictures that are designed to create psychological stress for another individual.

Findings from Baylor's Tony L. Talbert and Ikuko Aoyama indicate today's cyber-bullying teen activities fit into one or more socio-cultural categories such as flaming, harassment, cyber-stalking, denigration, masquerading, outing, trickery and exclusion. Talbert, associate professor of social studies education and qualitative researcher in the Department of Curriculum and Instruction, and Aoyama, Japanese international student and educational psychology doctoral candidate, traveled to Tokyo, Japan, in May 2008 to collect ethnographic interview and observation data from middle and high school students in Japanese public schools.



IKUKO AOYAMA AND TONY TALBERT

"In Japan, Canada, Australia and Europe there seems to be some attention to cyber-bullying, but not in the United States," Talbert says. Funded through the Baylor University Research Council and a School of Education research sabbatical, the present study gathered data through an online survey and semi-structured interviews. The analysis of more than 100 responses describes the breadth and depth of cyber-bullying among public high school and middle school students in Tokyo and surrounding areas in Japan.

Talbert and Aoyama reported their preliminary findings at the Fifth International Conference on Social Justice and Teacher Education at the University of Illinois-Chicago. Additional survey and interview data from U.S. public school students will be collected and analyzed during fall 2008.

"Cyber-bullying is a growing problem internationally and while there have been many studies on traditional bullying, there have been few studies on cyber-bullying in the United States," Aoyama notes.

Combined with the Japanese student data, the present research will generate additional external grant proposals and research journal manuscripts recommending cyber-bullying prevention and intervention strategies for teachers, parents, administrators, policy-makers, and students attending public schools in Japan and the United States.



HEALTH SCIENCE STUDIES

Largest and Fastest Growing Major in HHPR

The Health Science Studies major in the Department of Health, Human Performance, and Recreation (HHPR) boasts 268 majors, growing by 202 majors since fall 2003. The program helps students identify and meet entrance criteria to medical, dental, or physical therapy school while emphasizing health, fitness, and wellness.

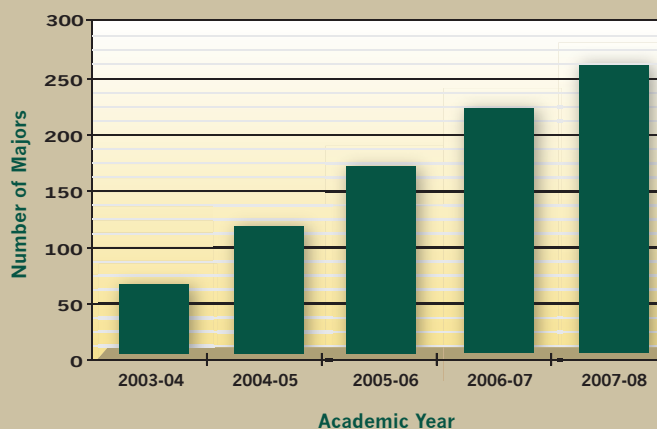
Program emphases include health science studies, pre-medicine/pre-dental, pre-physical therapy, and general allied health pre-professional preparation. Students graduating from this program also successfully enter professional graduate schools in occupational therapy, pharmacy, and physician assistant programs. A survey of recent spring 2008 graduates found that more than half were planning to attend graduate school in the fall.

Patti Leeke, a junior health science studies major, says, "My 2-year experience has been exceptional...the farther I get into it; the more I enjoy it. In addition to my class sizes being small, my professors, TA's, and advisors have been enthusiastic and

knowledgeable people who've bent over backwards to help me learn, and have helped me get incredible opportunities for hands-on experience. HSS is the perfect major for anyone who loves anatomy and physiology, I love it!"

Seth Koster, class of 2008, says, "I believe the health science studies major is a hidden gem at Baylor University. [It] is an alternative to the biology or chemistry major; unfortunately students who would probably fit perfectly often overlook it. For anyone looking for a medically practical education, I doubt there is a better major at our university."

Health Science Studies Majors



TRANSFORMATIONAL GIVING

When a Heritage and a Dream Become One



LUPE ZUNIGA

"I want to work with immigrants and people here in the community who can't help themselves," said Lupe Zuniga, a secondary education major from Waco. As a child, Lupe's father moved from Mexico to the United States. The family, especially her father, never gave up the pursuit to live successfully in America.

"I get my 'Don't give up! You can do it!' attitude from my dad." He worked hard in school and supported himself through college to earn an engineering degree. Lupe's mother arrived in the United States after growing up in Mexico and learned to provide for her children what she was unable to get in Mexico—a proper education.

Because of her parents' life experiences, Lupe has a great respect for those who decide to immigrate to the United States and has learned that children who move from another country are in great need of help. She feels called to serve these children. With that realization, Lupe's heritage and her desire to pass on the gift of education come together.

"By attending Baylor, I learn to work with immigrant children and impact this special group of people through teaching," she said.

Lupe's desire to teach led her to Baylor University's School of Education. After she was accepted, Lupe spent countless hours trying to find a way she could afford to attend Baylor and gain this experience. Lupe received several scholarships, including the Sharon Daly Mansfield Endowed Scholarship in Education. Ted

and Sue Getterman of Waco, Texas, established this scholarship in honor of Waco ISD teacher Sharon Daly Mansfield (BA '53), who served as a role model for their two sons. The Gettermans hoped the scholarship would assist and encourage students like Lupe who share Sharon's calling to teach.

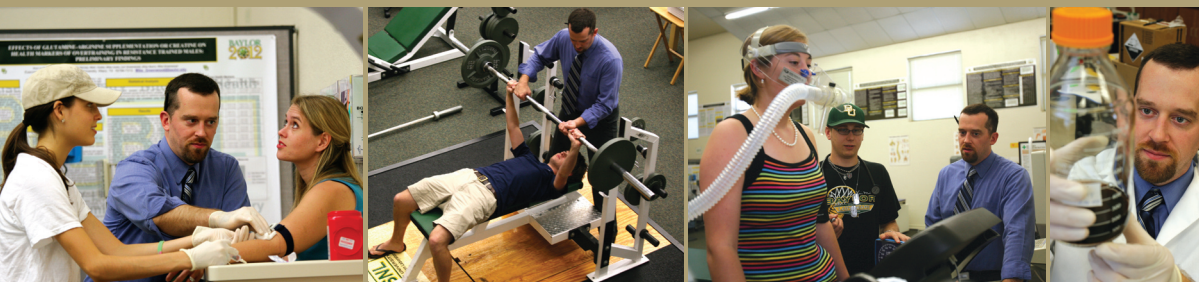
In her first semester, Lupe worked with a student who spoke very little English and had moved from Mexico only a week before school began. Slowly, syllable-by-syllable, Lupe inspired confidence and helped the student build a better attitude. "When we were done she couldn't believe how far she had come, and for me to experience that kind of transformation showed me that I can teach." Lupe acknowledges that if it were not for the gracious Baylor family she would not be able to fulfill her dream. She finds herself in awe of the blessed gift she received.

"Thanks to you, I am here!" Lupe said. "Just knowing that there are people out there willing to donate, willing to say 'we believe in this,' in itself is awesome!" It is inspirational. And it is transformational.

If you, too, would like to support endowed scholarships for the School of Education, please contact Carole Menefee at 254-710-2561 or at Carole_Menefee@baylor.edu.

The Baylor Impact is published four times a year by the School of Education at Baylor University to inform alumni and friends of the ongoing work and contributions of the School, its programs, faculty, staff, students, and graduates.

Our cover story was a result of feedback from readers like you. If you know of a story connected to Baylor's School of Education that needs to be told, please let us know about it. Your story might be our next feature. Send your ideas and comments to Doug Rogers, editor, BaylorImpact@baylor.edu.



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work under the
direction of
Paul LaBounty,
preprofessional
advisor.

