

Paulo Freire Institute Housed at UCLA'S GSE&IS

by Peter Lownds and Shaena Engle

The establishment of the Paulo Freire Institute (PFI) at the Graduate School of Education and Information Studies was announced by Education Chair, Professor Daniel Solorzano, and GSE&IS Dean, Aimée Dorr, on September 19th, 2002 at the beginning of the Third International Paulo Freire Forum. The Forum was organized by the Institute to celebrate what would have been the Brazilian pedagogue's eighty-first birthday.

The conference marked the first significant gathering of Freirean scholars and educational activists from around the world to be held in North America since Freire's death in 1997. The first two international forums were held at the Paulo Freire Institute in São Paulo, Brazil and the University of Bologna, Italy. Educators, scholars, and social activists from twenty nations including Argentina, Brazil, Canada, England, Iran, Italy, Japan, Malta, Mexico, Portugal, Puerto Rico, Peru, Romania, South Africa, South Korea, Spain, Sweden, Taiwan, Uruguay and the United States attended the four-day Forum. "Freire was considered one of the most influential thinkers about education in the late twentieth century," said Solorzano. "When I began teaching, his work had a huge impact on me and I continue to use his theories in my classes today," he added.



Education Professor Carlos Torres with participants of the Third International Paulo Freire Forum.

Although Freire's literacy method was originally developed for and among non-literate adults in Brazil, Chile, and the newly liberated republics of Portuguese-speaking Africa, it is adaptable to all educational levels and situations, formal and informal, and has been found to be particularly effective in the multicultural classrooms of the twenty-first century. "Paulo revolutionized the study of literacy. His work has influenced not only pedagogy and teaching, but also had an impact on theology, linguistics, philosophy, and social work. There are very few fields that haven't been influenced in some way by his work," said Education Professor Peter McLaren, the inaugural recipient of the Paulo Freire Social Justice Award from Chapman University and author and editor of numerous articles and books on Freire, including the highly acclaimed *Che Guevara*, *Paulo Freire*, and *the Pedagogy of Revolution*.

"We are honored to be able to house this unique institute and provide an opportunity for Freire's work to continue," said GSE&IS Dean Aimée Dorr. The Paulo Freire Institute at UCLA began as a "possible dream" Freire expressed when he visited the campus at the invitation of Professor Carlos Alberto Torres, his biographer, to give a series of seminars in the Spring of 1991. It was in the Kerckhoff patio that the creation of the first Paulo Freire Institute in São Paulo was discussed between Freire, Torres, and the Director of the Brazilian Institute Moacir Gadotti.

According to Institute Director and Education Professor Torres, "The PFI seeks to congregate scholars and critics of his pedagogy in permanent dialogue to foster the advancement of new pedagogical theories and concrete interventions in reality. Our objective is to bring together research, teaching, and technology while

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Message from the Dean

In this edition of *The Forum* we introduce two new international programs that will shape and improve the quality of educational practices around the globe, including right here in Los Angeles. The programs join a variety of other work that has a distinctly international flavor and is carried out by GSE&IS faculty in both Education and Information Studies.

What's new? The Center for International Development Education (CIDE) and the Paulo Freire Institute.

CIDE's mission is to provide quality information on a variety of issues related to international and development education. Such information will be useful to those engaged in pre-collegiate and collegiate education development efforts elsewhere in the world as well as to those here in the United States who need to understand the condition of education in other countries. CIDE is directed by Education Professor John Hawkins.

The Paulo Freire Institute is designed to study and promote the educational philosophy and approach of the renowned Latin American educator for whom the Institute is named. One of its first activities will be a program to enhance the ability of our teacher education students to use the Freirean approach in their classrooms. The establishment of the Institute was announced at the Third International Paulo Freire Forum that was hosted at UCLA this fall under the leadership of Education Professor Carlos Torres, who will direct the Freire Institute.

These two additions to GSE&IS become part of an intriguing mosaic of diverse approaches to integrating a global perspective into GSE&IS's work in information studies and education. Both

CIDE and the Paulo Freire Institute engage scholars and educators from around the world in interchanges designed to share good ideas and, as appropriate, adapt them for use in another culture. A much different approach is exemplified by InterPARES, which was highlighted in the Winter 2002 issue of *The Forum*. Here, computer engineers, archival scholars, national archival institutions, and private industry representatives from 20 countries and five continents collaborate to develop one common, global system for the permanent preservation of authentic records in electronic systems. Yet other approaches in both Education and Information Studies seek meaningful ways to recognize and build upon the national and cultural backgrounds of the multicultural, international population served by our schools, libraries, and information services.

In early September, I had a remarkable opportunity to discuss GSE&IS's work in these areas. I traveled to Beijing to attend an International Forum addressing globalization and its implications for the purposes and processes of public education. The three-day event was hosted by Beijing Normal University's School of Education as part of the university's centennial celebration. Leaders of university programs in education came from countries that together represent a vast array of political, economic, and social conditions. We all realized that technical advances have greatly increased the extent to which our countries can interact with and affect each other, for good and ill. The global context could not be denied, but what to do in it, or about it, was much debated. Even the meaning of globalization – identifying the most important aspects of the phenomenon – was a matter of debate. The debate, who took which position and why, was the best sort: informed,



Aimée Dorr, Dean

passionate, respectful, enlightening, provocative. We all had opportunity after opportunity to learn and ponder, to inform and persuade.

During the interchanges, I had several opportunities to describe GSE&IS's work and we discussed how it related to the issues at hand. Among the more important contributions were the scholarly work of faculty specializing in comparative and international education and the ways in which we conceptualize education and information services for U.S. residents, many of whom are immigrants, or just a generation or two removed from immigration. Also important was identifying several rather different approaches to integrating a global perspective into our work.

I brought back to GSE&IS several ideas for future work and a renewed conviction that global perspectives must continue to inform what we do. Such work is already a strong component of GSE&IS's scholarly and professional endeavors, and CIDE and the Paulo Freire Institute are welcome additions to it. Today, more than ever, the work that GSE&IS does in these areas adds a needed and hopeful note to what is sometimes otherwise a rather bleak picture.

Dean

GSE&IS Alumni Making a Difference

by Shaena Engle

For over a century UCLA has been preparing teachers to enter our nation's schools. The Department of Education attracts a variety of students interested in the theory and practice of working in urban school settings. Education alumna Melissa Sachi Arias decided to change her choice of study from speech pathology to teaching after a missionary trip with her church to Peru. "I spent a lot of time with children during the trip. It was a life-changing experience. I realized I needed to be in the classroom, developing relationships with children, rather than seeing them once a week as a speech therapist, to be able to make a difference in their lives."



Melissa Sachi Arias

Arias graduated with a Masters in Education and certification for the Teacher Credential in 2000 and currently team-teaches a bilingual class of 2nd and 3rd graders at Moffett Elementary School in Lennox. She credits GSE&IS with teaching her not only how to instruct students, but

also how to think. "Any teacher prep program can teach students how to follow lessons out of a book, but not many of them get you to look at the whole child, consider the child's socio-cultural background, fight for social justice, and ask your students to think outside of the box."

Arias uses lessons learned from the two-year Teacher Education Program (TEP) in her own classroom. "The strategy I use for teaching is drawn from what I learned in TEP. When I first joined the other two teachers with whom I currently team, I didn't want to use the behavior management system they had in place. I wanted students to be responsible for their behavior because they were integral parts of the community, but having 60 students and two other instructors made this difficult," explained Arias. "We needed a system we could keep track of and that would be consistent. We constructed one using reflective journals, where students write down their own goals for each day and at different times reflect on how they are achieving them. I feel this has a TEP influence because the contents of the journal are self-generated and self-monitored," she added.

She also credits TEP with providing her with a background to face today's diverse learning environment. "At GSE&IS, there is more of a focus on teaching all children. The demands of teaching and preparing to teach a variety of learners are greater now than in the past. TEP helped prepare me to meet the needs of all students. What attracted me to attend GSE&IS – the desire to provide a quality education for every child – is what will ultimately keep me in the teaching profession," Arias said.



Dr. Barbara B. Tillett

Access to knowledge persuaded another alumna, Dr. Barbara B. Tillett, to choose to attend the Graduate School of Library and Information Science (which merged with the Graduate School of Education in 1994 to form GSE&IS) in 1981 to acquire her Ph.D. "I chose the GSLIS program at UCLA because it had an outstanding international reputation for excellence in cataloging teaching," she said. "It offered me an opportunity to research and think deeply about cataloging and library automation – the history of cataloging rules and concepts, the technological devices used over time for catalogs and cataloging, and to appreciate the academic process, as well as empirical and historical research," she added.

Dr. Tillett has put her education to good use. On June 5, 2001, she received the Arthur S. Flemming Award for outstanding leadership and extraordinary commitment to the acquisition and installation of a new

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John Hawkins: Exploring Education and Social Change in Asia

by Shaena Engle

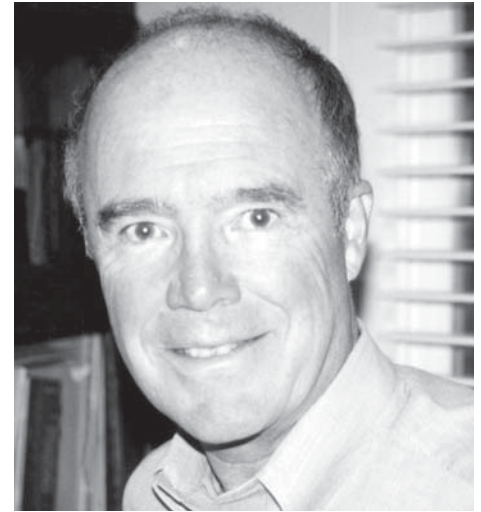
For thirty years, Comparative and International Education Professor John Hawkins has been studying the relationship between education, national development, and social change, primarily in Asia. “As an undergraduate student, I was fascinated by the extent that China viewed education as a very important tool for national development and upward mobility,” said Hawkins. He added, “In the United States we also value education but we also appreciate the individual entrepreneur who may not be highly educated.”

China is a nation with a long history of a traditional higher education system and a shorter period with a more modern one. Both the economic and the higher education systems used to be highly centralized, with education provided by the central and local governments and directly under their administration. “The Chinese developed a national civil service examination which in some respects became a model for those adopted by Western nations and which continues to influence our examination process to this day,” said Hawkins.

After the founding of the People’s Republic of China in 1949, the communist government radically reformed the educational system and in 1966 abolished the national examination system altogether. It was not re-established until the 1980s. Higher education was also limited to a very small percentage of the high school cohort. Although the government funded all costs, students were told which schools to attend and what major to pursue. With new national

policies for reform, as well as the opening up of the country to the outside world in 1978, the Chinese government began to expand higher education. The current graduate education system is somewhat of a hybrid of the old system and the American system, but it is tending to move toward the latter. “This radical transformation to globalization has been very interesting,” said Hawkins. “In recent years, Chinese higher education has been shifting from a rigid model of government control where the Ministry of Higher Education ran all the universities to a decentralized system of local control where students can increasingly choose what and where to study.”

In a recent study, published on the World Bank web site and also in the *Journal of Educational Administration*, Hawkins reported on his research on decentralization in China, and the tension that exists between the central government and the localities. The central authorities desire decentralization on the one hand but resist giving up control on the other. This has resulted in confusion on the part of educational officials. One outcome of this study is a longer term project with colleagues in Hong Kong and China which will result in new policies on higher educational reform. Hawkins has also worked in a rather unique area focused on China’s minority education. His work on Tibet and other minority regions has demonstrated China’s difficulty in managing the remote border areas and has been of interest to policy makers in both China and the United States. Very few scholars have worked in this area.



Comparative and International Education Professor John Hawkins

Hawkins has shared his extensive research on international education and policy in numerous books and over sixty articles and book chapters. In addition to serving as a professor and then chair for the Department of Education, Hawkins held the position of Dean of UCLA’s International Studies & Overseas Programs for thirteen years, where he oversaw all of the international and overseas programs including regional study centers on Africa, China, Japan, Korea, the Pacific Rim, Latin America, the Near and Middle East, Western Europe and Russia, and East Asia, and over forty exchange and overseas programs.

In 2000, Hawkins returned to teaching and began a seminar on Asian Education and Development for GSE&IS doctoral students. “Each quarter is full of students from different areas. They come from the Peace Corps and technical assistance agencies or they are on a path to teach at universities. Half of my students are from abroad and everyone has a different and interesting perspective,” said Hawkins. “We discuss all areas of education and national development.”

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Dean's Scholars Dinner

by Shaena Engle

The 13th Annual Dean's Scholars Dinner, held on November 7, 2002 at the Doubletree Hotel in Westwood, was attended by more than 100 GSE&IS students, benefactors, friends, and faculty. The event brings students together with the generous benefactors who have provided the funding for their fellowships. It is an inspiring and memorable evening.

Established in 1990, the Dean's Scholars Program has provided financial support for hundreds of students pursuing their studies in the education and information studies fields, with an emphasis placed on students in the Teacher Education Program. 92 students were awarded Dean's Scholars fellowships and scholarships this academic year, and GSE&IS plans to continue to expand this very worthy program.



Information Studies Associate Professor Virginia Walter, donor Kenneth Karmiole, Dean Aimée Dorr, and GSE&IS student Kathleen Svetlik

New gifts included a \$100,000 donation from Kenneth Karmiole to help advance leadership in the field of library and information studies with an emphasis on rare books and manuscripts and a \$5,000 donation from Judy Levin in support of the Teacher Education Program.

If you are interested in lending your support or if you have any other questions regarding named fellowships or scholarships, please contact Racheal M. Rodriguez, Associate Director of Development, at (310) 825-4299 or rrodriguez@gseis.ucla.edu or Joy Svenson, Director of Development, at (310) 825-5106 or svenson@gseis.ucla.edu.

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commercial Integrated Library System (ILS) for the Library of Congress. Implementing the Library system was the largest single automation project in the Library's history. It involved migrating 12 million bibliographic records, 5 million authority records, 20,000 patron records, 30,000 vendor records, and over 20 million holdings and item records from the Library's "legacy" stand-alone systems. The Library trained over 3,000 staff members, including 800 catalogers, and replaced over 2,000 workstations with new Pentium computers. In addition to the prestigious Flemming Award, Dr. Tillett

also received the Library's highest honor, the Distinguished Service Award for her role as Director of the Integrated Library System program.

In her 32 years as a librarian, Dr. Tillett has held many positions as professor and consultant on library automation, cataloging, authority control, and library technical operations. Currently she is Chief of the Cataloging Policy and Support Office at the Library of Congress. "Since my GSLIS experience was at the Ph.D. level, the background and broad range of knowledge that I acquired doing my

research and preparing for the various exams while at UCLA certainly gave me a wide perspective that I use almost daily," said Dr. Tillett.

GSE&IS's graduates make a difference in the professional and scholarly worlds of education and information studies. In future issues of *The Forum* we will feature other former students who, like Melissa Sachi Arias and Barbara B. Tillett, forward the school's mission and contribute to the high regard in which GSE&IS is held.

GSE&IS Welcomes New Director of Development

by Shaena Engle

In September 2002, Joy Svenson joined GSE&IS's development staff as its new director. For the past sixteen years, Joy served as the Director of Development at Harvard-Westlake School. "I am very happy to join the development staff of one of the best graduate schools in the country," said Svenson. She added, "I am looking forward to planning future opportunities for donors to assist in the school's growth."

One of Svenson's main priorities is to design and implement a comprehensive development program to optimize philanthropic goals and objectives for the school consistent with Dean Aimée Dorr's priorities and with UCLA's overall development policies.

Current goals for the office include selecting a GSE&IS Dean's Advisory Board, planning a future Capital Campaign to address serious space needs for the school's growing programs and staff, creation of a



Director of Development Joy Svenson with Associate Directors of Development Peter Golio and Racheal Rodriguez.

stewardship plan, and meeting the UCLA Foundation Campaign goal of raising \$65 million for GSE&IS by June 30, 2005.

Additionally, the development team seeks to establish several new endowed chairs that will enable the school to continue to add some of the nation's most distinguished scholars to the faculty. They will also work to seek gifts for graduate student fellowships to attract the brightest individuals to the fields of education and information studies. Another goal is the creation of more centers, enabling faculty to continue to conduct research that addresses critical problems in education and information seeking behavior.

In addition to Joy Svenson, the development staff includes Associate

Directors of Development Racheal Rodriguez and Peter Golio. Racheal's primary responsibility is working with individual donors to raise major gifts (beginning at \$10,000) for GSE&IS. Peter conducts the fundraising activities at Seeds University Elementary School (UES), including the UES Annual Fund. On January 2, 2003, Joanna Maurer joined the staff as the new Development Assistant.

"GSE&IS is a good example of what private support can accomplish in a public institution," said Dean Dorr. "I am very happy that we now have a strong, experienced development staff in place to continue our efforts in advancing the quality of GSE&IS's work in both information studies and education." ~

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concentrating on four major areas: Teacher Education; Latin American Education in Comparative Perspective; the Politics of Education, Class, Race, Gender and the State; and Paulo Freire's Political Philosophy and Critical Pedagogy."

The Paulo Freire Institute is housed in the Graduate School of Education and Information Studies. Professor Torres, author of more than a dozen books on Freire, including his most recent work co-authored with Raymond Morrow, *Reading Freire and Habermas*, and PFI staff will be teaching courses on Freirean theory and

methodology during the 2002-2003 academic year to faculty and interns of the GSE&IS Teacher Education Program and at the César E. Chavez Center for Chicana and Chicano Studies. For more information on the Paulo Freire Institute, log on to their website at www.paulofreire-institute.org. ~

In Brief

FACULTY HONORS AND ACHIEVEMENTS

CRESST Co-Director and Education Professor **Eva Baker** was recently selected as the incoming chair of the American Educational Research Association's Government Relations Committee.

Education and Information Studies Senior Lecturer **Stuart Biegel** received the award for "Best Information Science Book of the Year" for 2002 from the American Society for Information Science & Technology (ASIST) for his book, *Beyond Our Control: Confronting the Limits of Our Legal System in the Age of Cyberspace*.

Education Professor **James Catterall** received a \$100,000 grant from the Ford Foundation for Arts Education and the Worldviews of Inner City Children.

Education Professor Emeritus **Burton Clark** presented a plenary address, "Sustaining Change in Universities: Continuities in Cases and Concepts," at the 24th Annual Forum of the European Association for Institutional Research in Prague in September 2002. Additionally, he delivered an address on alternative paths of development for Scottish universities at the University of Strathclyde.

Visiting Information Studies Professor **Elizabeth Cohen** consulted on a music libraries project at the Fraunhofer Institute in Illmenau, Germany in November. Professor Cohen also served as a delegate to the Sound Preservation Committee Library of Congress. In early December she spoke at the Cognitive Neuroscience and Music Processing in Human Function Conference in New York and presented her

paper "Archiving of Networked Based Performances" in Cancun at the first Pan-American/Iberian Meeting on Acoustics.

Education Professor and GSE&IS Dean **Aimée Dorr** was named guest professor (2002-2007) at Beijing Normal University in September 2002.

CRESST Co-Director **Joan Herman** was a Distinguished Lecturer at the Los Angeles County Office of Education in October 2002. Her lecture focused on encouraging school districts to seize the challenge of the federal No Child Left Behind act and improve student learning.

Education Professor **Jeannie Oakes** has received the "Jose Vasconcelos" World Award of Education for 2002. She was awarded a diploma, a commemorative medal, and a cash award during a ceremony at Trinity College in Dublin in November 2002.

Information Studies Associate Professor **Virginia Walter** was selected to the American Library Association's 2004 Newbery Committee. The committee is responsible for selecting the most distinguished work of literature for children written by an American author and published in 2003.

FACULTY PUBLICATIONS

Education Professor Emeritus **Alexander Astin**, Visiting Assistant Professor **Jennifer Lindholm**, and Associate Professor **Linda Sax** published the fifth triennial report "The American College Teacher: National Norms for the 2001-2002 HERI Faculty Survey," in November 2002.

Education Professor **James Catterall** published *Critical Links: Learning in the Arts and Student Academic and Social Development* (National Endowment for the Arts, 2002).

CRESST Co-Director and Education Professor **Eva Baker**, CRESST Co-Director and Professor **Robert Linn** (University of Colorado at Boulder) and CRESST Research Associate **Damian Betebenner** (University of Colorado at Boulder) co-authored "Accountability Systems: Implications of Requirements of the No Child Left Behind Act of 2001," in the August/September 2002 issue of *Educational Researcher*.

STUDENT ACHIEVEMENTS

Carl A. Lager, who just completed his Ph.D. in Education (Urban Schooling Division) has accepted a joint appointment with the University of Vermont and the Vermont Department of Education.

CENTER GRANTS AND AWARDS

CRESST received additional funding of \$250,000 from the Center for Assessment and Evaluation of Student Learning to develop and test a framework for science assessment systems to support teaching, learning, and accountability.

The Creating a Thinking Curriculum Institute sponsored by UES, LAUSD, the Pacific Bell Initiative and the Los Angeles County Office of Education recently won the \$10,000 grand prize award from the SBC Foundation and National Association of Partners in Education. ~

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Hawkins developed the new Center for International Development Education (CIDE) in July 2001. CIDE houses research projects related to issues of education and development and is currently working on a project to map higher education reform internationally. “We are creating a clearinghouse for higher education,” said Hawkins. Initially the center is only servicing the UC system, but future plans include expansion to provide information to a broader audience. CIDE has teamed with the University of California Office of the President’s Office of International Academic Activities and Education Abroad Program to focus on the dynamics of change and strategic direction in higher education. “I was searching for a place to find information on international higher education institutes – what they excel in, how secure they are, what are their housing options, what are tuition fees – but none

existed. We decided to create our own information resource,” said Hawkins.

Additionally, CIDE is teaming with agencies to form action research partnerships. In fall 2001, CIDE developed a partnership with a California based nongovernmental organization (NGO), Relief International, to assist in the restructuring of higher education in Afghanistan. In October 2002, the center received a \$400,000 sub-contract from the United States Agency for International Development (USAID) to assist in higher education reform and management in Ethiopia. “CIDE and its faculty have a real opportunity to engage with Ethiopian colleagues to restructure their higher educational management and leadership systems, particularly as they relate to teacher education,” said Hawkins. The project will continue for five years and will

be launched in July with a nationwide conference on higher education management to be held in Addis Ababa.

The future poses challenges for education worldwide. As rapid economic, scientific, technological, and social development sets higher demands for personnel, higher education will play a more prominent role as the base for teaching populations, both here and abroad. Through the Center for International Development Education, the classroom, periodicals, books, and lectures, and as an international advisor, Professor Hawkins continues to share his research findings on higher education and national development and provide insight to help deepen the reform of instructional pedagogy and improve the quality of education throughout the world.~



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