

Summaries Of Sabbatical Leave Projects  
Completed By Ohlone Faculty In 2004-05

Tom McMahon, Psychology (Full Year)

Tom's primary sabbatical project was to conduct research how the instances of teen pregnancies, sexually transmitted diseases, and abortions might be lowered, so he went directly to the countries that had the lowest rates: The Netherlands, Germany and France. Tom applied for and was accepted for a 17-day tour titled "European Approaches to Adolescent Sexual Behavior & Responsibility," hosted by The Center for European Studies, Advocates for Youth (Washington, D.C.) and the University of North Carolina. Tom also spent one week in Shanghai, China as the guest of Roger Kendall, who was the public information officer for Ohlone many years ago. As a former university instructor in China, Roger helped Tom obtain permission to be a guest lecturer at Shanghai International Studies University on the topic of "International Issues of Sexual Education."

Tom feels that of the developmental stages of life, the least amount of research has been on late adulthood. One of the few areas of interest to researchers during the past two decades has been cognitive decline, especially dementia. Another aspect of Tom's sabbatical centered on developing a different and more positive dimension of cognitive development that is also peaking during this age group: wisdom. Through survey research of colleagues, neighbors, relatives, etc. who were over the age of 50, Tom has found one of the most compelling themes is about friendships. It seems that most of us attended to our families and our careers, but didn't have much time left for our friends. Many respondents regretted this.

Finally, Tom visited 12 campuses in California, from San Diego State in the south to Humboldt State in the North to meet with the department chairs of the psychology departments, met with faculty members and asked students if they would recommend their psychology department to other students. The result of this project can be found at: (<http://www.ohlone.edu/instr/psychology/transferguide.html>). Students can use this site to get the latest information about the most popular psychology departments in the state.

Alex Wolpe, French/Spanish (Full Year)

After directing a summer program of 32 students in Granada and Malaga, Spain during late May and June of 2004, Alex traveled in Spain to Salamanca, Barcelona, Mallorca, and Madrid where he visited several private school venues. He then traveled to France to visit schools in Paris and Montpellier, and looked at other sites in Arles, Nimes and Avignon. At the school sites Alex was able to sit in on classes, examine facilities and classrooms, meet with teachers and directors, discuss student activities, and see student housing options- which varied from shared apartments, residence halls to family stays. In some cases he was able to take some of the program's student field trips either on his own or as a guest of the schools. Alex was also able to examine curricula and speak with many of the students studying at the sites.

After returning home for the winter, Alex set off again to Latin America, where he first spent time in Mexico City, Cuernavaca, and Acapulco. He then continued on to San Jose and Manuel Antonio in Costa Rica. Alex was able to visit several schools in these cities and become familiar enough with them and the outlying areas to determine which would be the most appropriate for our students at Ohlone. His travels in Latin America provided him with useful information regarding safety issues of the particular cities and venues. They also familiarized him with those regions, providing him with cultural information useful in selecting and directing study at our next study abroad site. By going in person, Alex was able to establish relationships with directors, negotiate reasonable packages for our students, and look at many excursion alternatives. He was also able to gain a wealth of cultural and political information as well as anecdotes that he has already been sharing in the classroom with his students. Alex expects to be proposing a trip either to Mexico or Costa Rica, as early as this coming summer.

Ilene (Sam) Katz, Mathematics (Fall 2004)

Sam completed two classes at CSU Hayward, MATH 6010, which is cross-referenced as TED 6010, Seminar in Teaching and Learning Math, and TED 6700 Advanced Education Psychology. It has been extremely fulfilling to learn more about how students learn, and how a class can be made to encourage student motivation. She is now incorporating the research in education and the current trends in math education into her teaching.

In completing her course work Sam achieved the objectives listed in her sabbatical proposal, and much more. In completing the classes, she studied the California Math Framework for teaching math k-12. Sam feels she now has a much stronger understanding of how Algebraic thinking is encouraged and developed. She also read three textbooks and many research papers on prominent pioneers in education as well as on-line reports on teaching approaches which instructors from around the world are testing out in their classrooms. Sam wrote on-line blackboard reports on synthesizing her teaching experience and the research in education, each week for one of the classes. In addition to those brief papers, she wrote four 500-800-page papers and 2 final papers. The final papers focused on motivation in the classroom. Sam feels this knowledge will benefit her students for many years to come.

Yong Gao, Computer Studies (Spring 2005)

Yong Gao visited many companies, universities, students and faculty, friends and relatives in the local areas and other cities in both USA and overseas, especially in China. He completed all of the activities stated in his proposal, and has been working on the new projects discovered from his sabbatical work. Yong Gao concludes, "Java still hot! IT industries are not dying!" Although outsourcing has been the trend and the enrollment of CS has been dropping, we can still find a way to survive and even boost our CS enrollment. During his sabbatical leave, Yong Gao contacted many professionals and engineers from many companies in both US and China and has found that Java is still the number one computer language for the Internet applications, network programming, and GUI and Web page designs, especially in China.

Yong Gao also contacted many faculty who are currently teaching Java or Java-related courses at many colleges and universities in both US and China, and found that in the US we are all facing the same problems and challenges in terms of declining the enrollment due to the outsourcing. However, the situation is just the opposite in China. Most of faculty here agreed that to create online courses so that foreign students can register and access is the way to solve the problem, although there are many issues need to be probed and solved. Yong Gao is currently working on other projects to rebuild Java and Java-related curriculum in order to challenge the enrollment problem in our CS programs at Ohlone.

Nina Genera, Counseling (Spring 2005)

Nina feels her sabbatical work was educationally inspiring and personally rewarding. Her main interest was to survey the Latino community in Newark in order to better understand their needs and to find ways of increasing the number of Latino students pursuing higher education by collaborating with existing Ohlone programs or creating new ones. Some recommendations she makes include: Outreach to junior high school students through a series of workshops; Engage junior high school students in our LAB Project; Utilize Ohlone Latinos to present their stories to junior high and high school students; Provide financial aid workshops to parents/students bilingually; Collaborate with AVID at NMHS to develop a pipeline to Ohlone; Continue learning communities like Puente and Chicano Studies; Hire more faculty and staff to more accurately reflect the Latino population in our communities; Joint program with Newark and our AJ Program to produce more Spanish speaking police officers; Joint program with Kaiser to develop multilingual medical translation/interpreters program; Teach an Orientation to College course to parents of Latino students.

Additionally, Nina upgraded the Introduction to Education course to a 4 unit course, researched the possibility of developing another lower division Education class on Diversity in the Classroom and

attended workshops on upgrading her knowledge on the newly established teacher preparation requirements by the State Department of Teacher Preparation.

During her leave, Nina became involved in the conference planning committee of a statewide organization, Chicano/Latino Intersegmental Convocation. This academic year, she will continue to sit on their Board to plan a Statewide Policy Institute, collaborating with legislators to revisit the California Master Plan of Higher Education and adjust it to meet the needs of today's California students. Additionally, she became involved in the Latina Leadership Network and was elected to their Executive Board as Region I Representative. She will also work with the Newark community to improve high school completion rates of Latino students and assist them and their parents in transitioning to college.

#### Mark Lieu, ESL (Spring 2005)

Through the HTML Writers Guild, Mark successfully completed HTML Level II, a course that focused on writing code for web pages that focused on following strict standards to permit improved accessibility and interactivity with accessibility equipment such as text-readers. The eight-week course encompassed the following elements: Validation, Accessibility, Planning and CSS; META Elements and Extensions; Complex Tables and Lists, Forms; Image Maps; Multimedia and Phrase Elements; Inline Javascript; XHTML and XML; Domain Names, and Search Engines. Specific information about the course can be accessed at <http://www.hwg.org/>.

Using the knowledge from the HTML Level II course, Mark retrofitted the existing units on adjective clauses and passive voice on his grammar website (<http://online.ohlone.cc.ca.us/~mlieu/>). The pages were then validated using Bobby and Watchfire (Bobby is no longer available; Watchfire is accessible at <http://webxact.watchfire.com/>).

Mark added two more units to his grammar website, one on noun clauses and one on comparatives. These new units were also validated for accessibility with Watchfire.

#### Jeff O'Connell, Mathematics (Spring 2005)

During his sabbatical, Jeff wrote a list of button-by-button calculator instructions for our Ohlone College math students to use. This list contains all of the basic computations that our students need for our courses. He learned how to write web pages in Dreamweaver. He also collected all relevant computer files written by members of the Math department into one place on the web. Jeff's calculator website can be explored at: <http://www2.ohlone.edu/people2/joconnell/ti/>

Jeff maintained involvement in the Mobile Computing Learning Community. As a result, he has designed a process of recording his solution reviews on Excel spreadsheets for his statistics classes that allows students to look at them again from his website outside of class. He has noticed increased class attendance and retention and student success. He has also incorporated the use of online student surveys as an assessment strategy in his classes.

Jeff also took two courses at Ohlone, ASL 101A and Music 352. He enjoyed these courses immensely and it renewed his understanding of the dynamics of being a college student.

#### Kenn Waters, Counseling (Spring 2005)

Kenn completed the following project during his sabbatical: 1) Developed an athletic matrix or flow chart that would express the steps necessary for qualifiers and non-qualifiers alike (students out of high school) to transfer from the community college and attend one of the Division I or II schools; 2) Developed a new course designed to encourage student enthusiasm while engaging them in adult and self-directed learning techniques. The adult and self-directed approach compliments and supports the direction the college is

headed with respect to collaborative learning and matters of affective domain (attitude and value) and cognitive domain (knowledge and content) research skills; and 3) Visited a number of colleges and universities in and out of state. This first-hand experience will help one-to-one counseling with students.

Since his sabbatical, Kenn has been assigned as full-time counselor for Athletes. Nearly all students listed on the form 3 or the form that identifies student athletes eligible to participate in a sport have been seen or are scheduled to meet with Kenn before the end of November. He is happy about having the necessary time to see student athletes without the adverse condition of trying to meet with them as a drop-in appointment (brief) instead of a regular appointment. Kenn projects that December 2005, he will have sufficiently developed an athletic cohort model, or a course grouping for designed to further assist student athletes in groups.