

# Monthly Update Report College of Education

January 2017

Submitted by Mike Trevisan, Dean

## Grant Activity

Awards Received: None for January 2017

Unit	# of Proposals	Total Budget	Credit Share
College of Education - Primary:			
Pullman	1	\$34,933	\$34,933
Other Colleges - Primary:			
COE - Pullman	4	\$2,098,478	\$315,131
COE – Tri-cities	1	\$2,000,000	\$200,000
Total	6	\$4,133,411	\$550,064

## Development Update

- The COE fund raising goal for FY17 is \$1,750,000.00
- Total year-to-date commitments = \$2,515,248.00
- Alumni participation rate to date is 8.7% compared to 8.7% this time last year

## In the News

- **Sola Adesope**, associate professor of educational psychology, has been invited to serve a second term on the editorial board of the Review of Educational Research (RER), which has ranked as the No. 1 education research journal by the Social Science Citation Index for a number of years <https://news.wsu.edu/2017/01/30/adesope-top-education-journal/>
- **Kristin Lesseig** and **Anne Marie Guerrettaz** both received WSU International Travel Research Awards. These two faculty received two of the five that were awarded university-wide. <https://ip.wsu.edu/2017/01/17/2017-international-travel-research-award-winners/>
- In January, the Sport Management program faculty began a semester-long public lecture series in the area of Sports Research. **Scott Jedlicka** kicked off the series with a presentation titled, "Sport Governance as Global Governance: Theoretical Perspectives on Sport in the International System" where he argued that understanding sport's political impacts requires us to think about international sport not just as a series of competitions, but as a legitimate political institution <https://news.wsu.edu/2017/01/17/jan-18-sports-research-series-begins/>

## Innovative Teaching/Student Success

In Kira Carbonneau's EdPsy 502 class (Learning Theories), students used a case-based approach to learning where they examined scenarios of learning both inside and outside of the classroom which were taken from current media outlets (e.g., NPR, newspapers, CNN) and discussed from different learning theories perspectives. Students did not know what learning theory they would be assigned until class so they developed a strong understanding of all, and really noted the intersections and commonalities from all approaches to learning. Students commented that they felt challenged but prepared to engage in classroom discussions and made strong connections to their current work.