

The logo for the Center on Innovations in Learning (CIL) features the text "Center on Innovations in Learning" in a sans-serif font. "Center on" is in grey, "Innovations" is in teal, and "in Learning" is in blue. The text is set against a background of teal and blue geometric shapes, including a large L-shaped element on the left and top.

"The innovation point is the pivotal moment when talented and motivated people seek the opportunity to act on their ideas and dreams."

*W. Arthur Porter*

June 2013

Dear Colleague,

Summer greetings from the **Center on Innovations in Learning (CIL)**. We hope you have a chance to enjoy a break and a little down time over the next several weeks.

We have been updating our search engine and invite you to check out the new user-friendlier look of the **CIL Resource Data Base** <http://www.centeril.org/search/search.aspx>. We think you will find it easier than ever to be up-to-date on vetted resources on innovations that improve teaching and learning. Be sure to visit often as we are continually updating on a variety of topics, including personalized learning, data use and analytics, change and innovation, and students with disabilities. Each resource has a short summary of the content for your convenience. If you don't find what you need, please be in touch and we will work with you to find the resources you seek.

Mark your calendars to join us on **Tuesday, August 6th, 2 E.D.T.**, for a **CIL webinar** with Dr. Janet Twyman, CIL director of innovations and technology, who will be presenting ***E-learning 101: Putting the Big Picture into Focus***. This lively presentation and discussion is designed to introduce you to the rapidly changing e-learning world. Participants will leave the session with a new or enhanced understanding of the digital world of teaching and learning. You will feel less like a technology tourist and more like a digital native! Notification for registration will follow soon.

The web-based school improvement system, Indistar, continues to keep our staff on the move. Indistar shepherd Gerry Briscoe met with **Carla Wade**, digital learning, Indistar, and STEM education specialist, and other members of the **Oregon State Dept of Education** for an Indistar on-site visit. He then traveled to the **Alaska State Dept of Education** where he conferred with **Angie Love**, statewide systems of support program manager. Stephanie Benedict, Indistar client services director, was in Little Rock, Arkansas, for a training of priority and focus schools staff on the basics of Indistar, teaming, and quality planning. The group included **Arkansas Department of Education** school improvement specialists **Elbert Harvey, Bobby Lister, Jayne Green, and Rick Green**, and additional ADE support staff, principals, process managers, external providers, and district support staff.

The evaluation of the 2013 Indistar Summit is currently posted; go to [www.cenieril.org](http://www.cenieril.org) and click on summit "photos and documents" to read feedback and suggestions from this year's participants.

**Meet the CIL Staff:** This month's featured staff member is Dr. Stephen Page. Check out his story along with our spotlighted e-sources for June.

Enjoy the lovely summer days and we will be back in touch next month.

Best,  
*Marilyn Murphy*  
Director

[www.centeril.org](http://www.centeril.org)

# Meet the CIL Staff

## DR. STEPHEN PAGE

As CIL's senior communications coordinator, Dr. Stephen Page oversees the production of the center's e-resources, including its Resource Data Base, and its print products. He provides substantive editing of all text and designs graphics for the center's website and printed documents. He is now completing final editorial work on the center's upcoming volume, *Handbook on Innovations in Learning*.

Stephen has been the managing editor at Temple University Center for Innovation and Improvement since 2000. He came to Temple after 20 years of teaching English in higher education, first at Ohio State University and then at the University of Hawai'i—Mānoa. At Ohio State, he participated in that university's nationally prominent program in rhetoric and composition and taught expository writing at all levels. At the University of Hawai'i, he taught primarily medieval topics and English linguistics. His scholarly work has focused on interdisciplinary medieval studies, including the influence of medieval art on the drama, and the regional literary culture of eastern England in the 15th century. His publications have appeared in the *Chaucer Review* and *Studies in the Age of Chaucer*. Dr. Page's edition (1999) of the 15-century romance, *Amoryus and Cleopes*, from the unique medieval manuscript, has been cited as establishing that romance's "mastery of an unusually accurate Chaucerian voice and ironic tone, along with his extensive reliance, even intertextual play, on the works of Chaucer."



Stephen Page

Prior to entering academia, Stephen worked at some interesting jobs: as an archeologist in England, excavating medieval sites in York and a Romano-Celtic temple in rural Somerset; and, for a summer job during his undergraduate years, as a monorail "pilot" at Disney World.

Stephen continues his interest in medieval studies and serves on the executive committee of Delaware Valley Medieval Association. He is an avid birder, with a life list slowly approaching 600 species.



CIL's *e-source* database has hundreds of resources for leaders of change and is growing constantly. It can be searched by topic and keyword. Below are some selected items from the database.

#### **Change and Innovation**

##### ***Blended Learning, But To What End?***

*Merrow, J. (2012).*

This article discusses some of the key concerns about blended learning.

#### **Personalized Learning**

##### ***Helping Newcomer Students Succeed in Secondary Schools and Beyond***

*Short, D. J., & Boyson, B. A. (2012).*

This report describes research on newcomer (immigrant) adolescent English language learners at middle and high schools, highlighting design features and policies promoting academic rigor and preparing students for the future.

#### **Students with Disabilities**

##### ***Meeting the Needs of Diverse Learners***

*SEDL/Texas Comprehensive Center. (2012).*

Application of the principles of Universal Design for Learning and multi-tier systems of support can make curriculum and instruction both accessible and engaging for all learners, including ELLs, those with disabilities, homeless, migrant, or other risk factors.

#### **Learning Environments**

##### ***Work-Based Learning Opportunities for High School Students***

*Alfeld, C., Charner, I., Johnson, L., & Watts, E. (2013).*

This report provides a conceptual base for work-based learning, a strategy that helps students apply academic and technical skills and develop employability skills; it includes recommendations for state leaders.

#### **Data Use and Analytics**

##### ***Smart Infrastructure (pdf)***

*Center for Digital Education & Converge. (2013).*

This research report (free download after registration) looks at key trends for information technology infrastructures and offers smart solutions K-20 institutions can implement.