

[NEWS BRIEFS](#)[EVENTS](#)[NOTABLES](#)[SEARCH](#)[PRINT THIS ISSUE](#)[PRINT PAST ISSUES](#)[FEEDBACK](#)[UVM HOMEPAGE](#)

[A Teaching Role](#)



Dr. David Little, associate professor of medicine, works with Jim Court as students take notes.
(Photo: Andy Duback)

Jim Court's bare legs dangle off the side of the exam table. He adjusts the hospital gown, trying to cover his backside. Still, unlike most people in such a setting, he's at ease. In fact, he's at work.

[FULL STORY ►](#)

[PREVIOUS ISSUE](#)

[Boston's Rebound](#)[Boosting Business](#)[An Evening of One Acts](#)[University in the News in March](#)[Fire Forces Evacuation of Residence Hall, No Injuries Reported](#)[Campus Events Celebrate Earth Week](#)[A \(Benefits\) Fair to Remember](#)[MIT Speaker to Discuss the Quest to Document One of Einstein's Key Legacies](#)[Project CATalyst Offers Roundtable Sessions](#)[Instant-Messaging Goes Intellectual With New Library 'Live Reference' Service](#)

[Motivating Minds](#)

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[UVM's Natural Nine](#)

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THE WEEK IN VIEW

April 28, 7:30 p.m.
Concert: Four of the Department of Music's small jazz ensembles will perform under the direction of faculty Patricia Julien and Thomas Cleary. The groups include a seven-piece swing/bebop combo, two sextets including one with a vocalist and a ten-piece Latin ensemble. Southwick Music Complex Ballroom, Redstone Campus.
Information: 656-3040

April 28, 6 p.m.
Forum: "Women in Activism: Common Threads Around the Globe," featuring four activists who work in Kenya, Palestine, the Pacific Northwest and global climate change. Memorial Lounge, Waterman Building

April 29, 7:30 p.m.
Lane Series Concert: "Sarasa," with Michael Chance, counter-tenor, performing Bach and other composers. UVM Recital Hall.
Tickets: \$25

May 3, 6:30 p.m.
Lecture: "The Future," discussing how electric energy decisions in Vermont are made. Concludes a five-part series about the state's energy future. John Dewey Lounge, Old Mill. Information: 863-8390

May 4, 7 p.m.
Debate: "Vermont should secede from the United States,"

[Sodexo, CDAE, Farmers Unite to Get More Local Foods Onto Campus Plates](#)

[Student Engineers Win Design Award at NASA Competition](#)

[Grants Run the Gamut](#)

.....
[ARCHIVE ►](#)

featuring Political Science Professor Frank Bryan, Lawrence Debate Union Director Alfred "Tuna" Snider, and two students. Royall Tyler Theatre

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NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

PRINT PAST ISSUES

FEEDBACK

UVM HOMEPAGE

NEWS BRIEFS



Beyond hippydom: Senior Stevia Morton says looking good doesn't clash with environmental ideals. (Photo: Sally McCay)

Student Fashions Raise Environmentalism's Style Profile

Stevia Morton wanted to create a senior thesis that helped dispel the stereotypical image of environmentalists as poorly dressed hippies. For this to happen, she knew she had to attract the attention of people who might not otherwise pay attention to green issues.

The result — a fashion show with nine students modeling ecologically friendly clothes as a DJ spun discs at the Living/Learning fireplace lounge — seemed to do the trick. About 50 students and faculty attended the April 20 Earth Week event that in some ways was as culturally contradictory as Bob Dylan's appearance in a Victoria's Secret commercial.

"Sometimes I feel like people think that if you're into the environment you automatically dress like a hippy," Morton says. "I care so much about environmental studies, but I do feel like there are some stereotypes that need to be changed. If you want people to respect you, you have to present yourself a certain way. I wanted to show that you could do that wearing clothes that aren't damaging to the environment and that aren't made using child labor."

Morton's "eco-fashion show" was one of a number of environmentally related campus events in celebration of Earth Week (April 18-22). Other events included a bio-bus fundraiser concert; book signings and potluck dinners with authors; a fair with live music and arts and crafts; displays of academic projects; a visit from a solar-powered bus; and a soapbox speak-out at Redstone Green.

In some ways, Morton's fashion show exemplifies

Service-Learning Office Announces Awards, Grants

More than 20 faculty, students and community partners were nominated for the 2005 "Outstanding Service-Learning Awards," which were announced in an April 21 reception hosted by President Daniel Mark Fogel.

Walter Poleman of botany and the field naturalist program was named the year's outstanding service-learning faculty. Rhonda Barr of People in Partnership and Megan Camp of Shelburne Farms shared the award for outstanding service-learning community partner. The student award went to senior engineering student Alvin Chan, who was instrumental in an [effort to install a micro-hydro generator](#) on the island of Dominica.

The office also announced winners of planning and implementation grants that offer up to \$1000 for integrating service-learning pedagogy into courses. This semester's grantees are:

Garet Allen-Malley, education, who will further develop her Reading Partners Project, which matches UVM students with middle school students as mentors through the "Learners, Development and Learning" course.

Roulef Boumans and **Lisa Chase**, Rubenstein School of Environment and Natural Resources and UVM Extension, who will add service-learning to the "Tourism Issues in the Northern Forest" course. Students will use conceptual models in research and management to analyze tourism in Northern Forest communities and report findings back to those communities.

Lesley-Ann Dupigny-Giroux, geography, will use service-learning in her "Climatology and Natural Hazards" class. Students will conduct a risk assessment of one hurricanes and their mitigation in the Caribbean. Their work will be shared with an ongoing multinational effort to facilitate disaster management in the Caribbean.

Ann Greenan Naumann, physical therapy, will further enhance her service-learning course "Teaching and Learning Together: Partnerships in Health and Wellness" in which physical therapy students teach exercise and walking programs to residents at an assisted living community.

Fred Magdoff, plant and soil sciences, will be creating a service-learning component in ecological farm management as part of the new ecological agriculture major. Students in this course will help farmers to evaluate and improve their operations by providing concrete suggestions for changing practices.

the changes in culture since the inaugural Earth Day was held on April 22, 1970, and how students attempt to draw attention to environmental issues. "If you want to get things done today I think you have to try some non-traditional things," she says.

Morton says she's always been interested in fashion, but her passion for environmental issues developed when she transferred to UVM after a year at Emerson College as a dance major. She eventually started looking into the conventional clothing industry and discovered that its use of chemicals, insecticides, herbicides and toxic dyes was extremely damaging. Large amounts of runoff and byproducts are produced, which work their way into the environment and are passed through the food chain, causing adverse health affects, she says.

"'Buying local' is now a common phrase among those concerned about sustainability, but usually we think of it as applied to food," explains Morton's advisor, Stephanie Kaza, associate professor of environmental studies. "Stevia's project raises the possibility of buying local in clothing — something almost impossible in the United States. Her work is on the forefront of what I hope will be an emerging values movement in support of locally grown clothing. Offering this alternative is one way to voice concern for sweatshop labor, corporate control of production and fashion homogenization."

Morton said Burlington is fortunate to have a number of alternative clothing stores and second-hand shops where she buys most of her clothes. For her project, Morton purchased 15 pieces of clothing from local shops that were made sustainably or out of environmentally friendly materials like organic cotton, rayon, silk, linen or hemp.

Morton cut up the clothes and redesigned them based on sketches she drew herself with the guidance of local designer Wylie Garcia. "There's no reason to make new clothing when there's so much second-hand fabric out there," she says.

Now, with a potential space opening at Garcia's El Studio on Pine Street, Morton is hoping to turn her senior project into a profession.

"Wylie has been a tremendous resource," Morton says. "I would love to do what she does after graduation."

Bob McCullough, historic preservation, will enhance the community partnerships included in his graduate seminar on "Community Preservation Projects." Students will become advocates for historic preservation by engaging the public by developing community projects for non-profit and public sector organizations.

Rycki Maltby, nursing, will work with her "Health Promotion Across the Lifespan" students to explore partnerships in health promotion with local community organizations. They will provide resources and health information to community members, conduct family health assessments and help families address health promotion topics.

Christina Melvin, nursing, will work with a group of students to provide health care consulting services to residents in a low-income neighborhood through the Winooski Wellness Project. They will help provide early intervention and health education services through screenings and group education sessions.

Yuichi Motai, electrical and computer engineering, will add service-learning to a professional design seminar for engineering students. Participants will gain practical experience by developing assisted devices for community members with disabilities.

Information: [CUPS and Service-Learning](#)

New Group of University Scholars Announced

The University Scholars for the 2005-2006 academic year have been announced. They will be feted at an awards ceremony and reception at 4 p.m. on April 27 in Memorial Lounge, Waterman Building.

The new winners of the award, which annually recognizes distinguished faculty members for sustained excellence in research and scholarly activities, are:

- John Burke, professor of microbiology and molecular genetics
- Nicholas Gotelli, professor of biology
- Carol Miller, professor of psychology
- Robyn Warhol, professor of English

The award is sponsored by the Graduate College. Winners are selected by a panel of prominent faculty based upon nominations submitted by their UVM colleagues. Over the course of the year, each University Scholar will give a public lecture based upon their research or scholarship. *the view* will profile each winner before his or her lecture.

NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

PRINT PAST ISSUES

FEEDBACK

UVM HOMEPAGE

EVENTS

Peak (Flow) Experience Possible at May 3's 'World Asthma Day'

More than 40,000 adults and nearly 13,000 children in Vermont suffer from asthma, a disease that restricts airflow in the lung's bronchial tubes and often leaves victims gasping for breath. To recognize World Asthma Day, May 3, staff and physicians from UVM's Vermont Lung Center will offer the public asthma information and screenings.

The event will take place in two locations on May 3: from 10:30 a.m. to 2 p.m., asthma experts will be at a location outside Bailey/Howe Library. Beginning at 11 a.m., the screenings and information will also be offered on the Church Street Marketplace downtown, across from the entrance to the Burlington Town Center.

Both locations will offer asthma publications and access to medical experts; screenings including spirometry and peak-flow readings; and other asthma-related activities. Information: [Vermont Lung Center](#)

Registration Open for "Way to Go Week"

"Way to Go Week," an annual celebration of alternatives to solo commuting, runs May 2-6 and registration for the event and prizes is now open online.

To kick off the week, organizers will host a commuter challenge party on April 29 from 11:30 a.m. - 1:30 p.m. on the Burlington Town Center block of Church Street. The party will feature music and entertainment from The Buzz (99.9 FM) radio, free ice cream cones from Ben and Jerry's, the chance to win prizes, giveaways, information on alternative commuting, alternative-fuel vehicles and more.

Colloquium Will Cover Hospital Metrics

A statistics colloquium held in conjunction with the Vermont Oxford Network will feature two leading experts discussing hospital performance metrics. The event will take place on April 29 at 10 a.m. in Hall B, Given Medical Building.

Sharon-Lise Normand, professor of health care policy at Harvard Medical School, will deliver a paper titled "Statistical Methods for Profiling Hospitals: Methods and Implications." She will discuss and describe the advantages and disadvantages of various statistical approaches to assessing an institution's quality of care.

Douglas Staiger, an associate professor of economics at Dartmouth College, will speak on "Using Patient Outcomes and Hierarchical Methods to Profile Hospital Performance in the VON."

Students See a 'Green' Aiken

Students will present their visions and research on the feasibility of a "green" retrofit, redesign and expansion of the George D. Aiken Center on May 4 from 2:30-5:30 p.m. in 104 Aiken.

Presentations will include posters on the recycling and reuse of building materials, alternatives to conventional construction materials, building design and more.

The public event is a warm-up to the Rubenstein School of Environment and Natural Resources annual Community Celebration for graduates, students, staff, faculty. The celebration will take place on May 4 at 6 p.m. at the ECHO Science Center. Event tickets are \$15 and include admission to the science center exhibits and a buffet dinner. They are available in advance from Marcia Caldwell in 330 Aiken.

During last year's week, 5,019 participants saved 224,841 miles of driving alone, 9,993 gallons of gas worth \$18,487, avoided \$29,055 in total driving and maintenance costs, prevented 195,862 pounds of carbon dioxide emissions and a total of 202,427 pounds of air pollutants.

Information, registration: [Way to Go Vermont](#)

Time to Saddle Up for Green Up

Vermont Green Up Day is Saturday, May 7 and groups are organizing to clean up the campus area. Staff, faculty, students and the general public are welcome to pitch in for this 35-year tradition. Gloves and trash bags will be provided.

Sign up or receive details by sending an e-mail to [Deb Perry](#).

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[NEWS BRIEFS](#)[EVENTS](#)[NOTABLES](#)[SEARCH](#)[PRINT THIS ISSUE](#)[PRINT PAST ISSUES](#)[FEEDBACK](#)[UVM HOMEPAGE](#)

NOTABLES

April 27, 2005

Awards and Honors

Declan Connolly, associate professor of education, has been appointed chair of the National Strategic Health Initiatives Committee, a joint effort of the Centers for Disease Control and the American College of Sports Medicine. The committee is responsible for providing guidelines for the national health objectives and works to produce documents such as "Healthy People 2010" and, shortly, "Healthy People 2020."

Jane Kolodinsky, professor and chair of community development and applied economics, was named this year's recipient of the Hubert Vogelmann Outstanding Research Award given in the College of Agriculture and Life Sciences. Kolodinsky is currently pursuing work on nutritional labeling and obesity and rural development.

Kathleen Manning, associate professor education, received a "pillar of the profession" award from the National Association of Student Personnel Administrators. The award was presented at the association's 2005 national conference in Tampa, Florida.

Second-year medical student **Gulnar Pothiawala** has been accepted by the National Institutes of Health to participate in the Howard Hughes Medical Institute/NIH Research Scholars Program for 2005-06. Also known as the Cloister Program, the effort is designed to give outstanding students at U.S. medical schools the opportunity to receive research training at the NIH. Scholars spend a year working as part of a research team in a laboratory at the NIH's main campus in Bethesda.

Publications and Presentations

Declan Connolly and **Brian Reed**, associate dean of the College of Nursing and Health Sciences, published a paper in the *Journal of Sports Medicine and Physical Fitness* evaluating the role of anti-oxidant supplements in the prevention of muscle damage.

Undergraduate students **Richard Balouskus** and Jaclyn O'Riley, together with postdoctoral associate **Kristian Omland**, who supervised their independent study, presented a poster titled "Correlation Between Mercury Concentrations in Brook Trout and Two Species of Avian Fish Predators in Northern New England" at the 10th annual spring symposium of the Center for Biodiversity and Conservation at the American Museum of Natural History. The event took place April 7-8 in New York; the presenters there represented at least 13 countries from six continents.

April 20, 2005

Awards and Honors

Student **Laura Douglas** won the undergraduate student paper prize for the best student paper at the Northeastern Anthropological Association annual meeting held April 3-6. Her paper, "Mzunguism: How Visions of Whiteness Control Our Developing World," draws on Douglas's experience as a volunteer in Africa to explore the multiple dimensions of racism in the developing world and how race and power influences the outcomes of development projects.

Charles Irvin, professor of medicine and director of the Vermont Lung Center, has been selected to serve on the molecular medicine faculty and

NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

PRINT PAST ISSUES

FEEDBACK

UVM HOMEPAGE

A Teaching Role

When standardized patients portray illness, they mold the performance of future physicians

By Jeffery Lindholm

Article published Apr 27, 2005



Dr. David Little, associate professor of medicine, works with Jim Court as students take notes.
(Photo: Andy Duback)

Jim Court's bare legs dangle off the side of the exam table. He adjusts the hospital gown, trying to cover his backside. Still, unlike most people in such a setting, he's at ease. In fact, he's at work.

Court, a part-time university employee, is preparing for his exam at the College of Medicine's Professional Learning and Assessment Center in the Given Building, a collection of a dozen

exam rooms, a life-sized patient simulation robot, a bank of video monitors and a patient waiting area. He is one of a group of about 70 "standardized patients" who have been trained to teach medical students what can't be learned from a textbook — physical exam and communication skills — or to portray a variety of patient roles targeted to curricular objectives.

A group of medical students and an instructor gather around, and the "exam" begins, with Court showing a student how to locate a brachial artery, helping her get the cuff adjusted and wincing when she pumps it too tight. When she's looking into his ear, he shows her how to pull a lobe back to get a straight-on view to the eardrum.

"I like to see lights go on for the students," says Cate Nicholas, director of the medical college's standardized patient program. "It's great when they see the ear canal and the eardrum through an otoscope for the first time, and the standardized patient's feedback lets them know that they know how to do it."

A patient family

Jim Court first learned about the program from his wife, Angele, who picked it up from a friend. When the program needed a mother-daughter team for a continuing education session in psychiatric medicine for doctors, Angele recruited her high-school-age daughter, Hannah, for a scenario portraying a pushy mother who was stressing out her daughter in a quest for excellence.

In other sessions, Angele has played an alcoholic patient as well as an abused woman. In the latter case, her character comes in with a headache, which she has because "my husband winds me around the house a lot," Angele explains. "I've had broken bones and there are clues there, but if the students don't ask the right questions, they're not going to get it."

Being a standardized patient involves much more than acting, however: considerable study is also required. Nicholas and other faculty members work with them to help them learn both the exam skills in which they will train students and the background that will let them convincingly portray various patients and their illnesses.

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Motivating Minds

Thirty students, all in white shirts and blue pants or skirts, sit in rows intently listening to a teacher explain plant growth in a Chicago public school. A UVM student is looking on, pursuing independent study on what structures and styles best motivate urban students to learn.

UVM's Natural Nine

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"I'm an adult learner," says Angele Court. "Having to study the textbook and know certain systems is really energizing. Sometimes I think the last thing I need after a long day is to read 100 pages of text, but you know, it is great to learn new things. It keeps your mind going and sharp."

For portrayals, standardized patients get a written "script" that includes background on their roles and what symptoms they'll be presenting with. They also get readings about the conditions. Before they see students, they rehearse their roles with relevant faculty. Once they've got it down, they meet students in the assessment center for a dry run before their debut. The preparation is necessary so that the sessions yield useful data for medical instructors. For evaluation purposes, each student needs to see the same patient problem presented in the same format (that is, "standardized"). This guarantees fair assessment and also allows students and faculty to compare and contrast student competence. As an added benefit, all along the way their acting is honed.

"The SPs do an incredible job of acting out the situations," says second-year student Justin Sanders. "They'll get to the end and everyone's thinking, 'Wow, that was really an excellent performance.' It's an important part of our learning for them to get it right."

To help the actors get it right, after every session they fill out detailed evaluation checklists developed by medical faculty and give students verbal feedback. Every student and standardized patient uses the same checklist, and the lists receive regular statistical scrutiny to detect and then correct patterns: a group of students missing a particular skill, a particular standardized patient not presenting a condition adequately.

Putting it together

While the College of Medicine has been using standardized patients since the 1990's, the 2003 implementation of the Vermont Integrated Curriculum, which involves continuous assessment and tight integration of scientific and clinical skills, increased the emphasis on the technique and made encounters with standardized patients part of all four years of medical school. The patients are catching on nationally as well; the National Board of Medical Examiners recently required students to undergo a national exam which uses standardized patients as part of the process of receiving state licensure.

"Our standardized patients turn the theory into practice," says Dr. Lewis First, senior associate dean for educational and curricular affairs and leader of an advisory committee that helped national board design, implement and evaluate the national SP licensing exam. "You can read about baseball, but you need to pick up a bat and ball to really understand how the game is played. This is a good analogy as to why we are using SPs so frequently in our new curriculum. The SPs allow the students themselves to actively step up to bat and practice the clinical skills and knowledge they've learned in the classroom and then be given direct feedback through observation by SPs and faculty that they've successfully mastered these learning objectives."

This story was adapted with permission from the current issue of *Vermont Medicine*, the magazine of the University of Vermont College of Medicine. Read the longer version [here](#) (warning: large-download PDF, scroll to page 8).

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NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

PRINT PAST ISSUES

FEEDBACK

UVM HOMEPAGE

Motivating Minds

By Jon Reidel

Article published Apr 27, 2005

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 Text Size: [Sm](#) | [Md](#) | [Lg](#)


Rachel Shusterman, a senior education major, intends to use what she learned researching three Chicago schools when she starts teaching professionally this fall. (Photo: Bill DiLillo)

Thirty students, all in white shirts and blue pants or skirts, sit in rows intently listening to a teacher explain plant growth. The science classroom of this Chicago public middle school is silent except for the sounds of pencils and the instructor's voice. The desks are in straight rows, lining up to face the blackboard.

In another science class, the scene is free-flowing. The room is buzzing with activity while students scramble to get ready to present

the models they made of plant and animal cells for a class project. With a cue from their teacher, they quickly settle down and prepare to speak. The room is arranged in a U shape with large tables where the students sit in groups of eight.

The two classrooms, described first-hand in a research paper by senior education majors Tristan Kennedy, Rachel Shusterman and Andrew Chase, and graduate student Kathleen Brinegar, illustrate the differences between traditional and progressive educational settings, and how both, or some combination thereof, can be effective in motivating students to learn depending on the makeup of the class.

This was the general theme of "Finding the Middle Ground in Urban Middle Schools," a paper written by the students for an independent study course under the guidance of Penny Bishop, assistant professor of education, and Brinegar, who is Bishop's doctoral student. The paper was based on a week-long trip designed by the students to five inner-city Chicago middle schools, a journey inspired by an earlier trip to middle schools in Dorchester and Boston designed to study what motivates students to learn in urban settings.

Setting the scene

Kennedy, a native Vermonter who is finishing up her student teaching at Shelburne Middle School with Shusterman, visited two schools in Chicago with predominantly Latino populations and another that was mostly African-American. Although her experience in Shelburne is vastly different from what she observed in Chicago, she came away with a number of strategies she believes are applicable to the Vermont schools where she hopes to spend her teaching career.

"We were really interested in seeing what it was like in an urban setting and the different challenges they face," Kennedy says. "After seeing how mixtures of both traditional and progressive structures worked at different schools, we saw how important it is for a school to find its own balance, whether in Chicago or Vermont."

Bishop says that the goal of the project, although multi-faceted, was focused on student motivation and how teachers create settings that inspire it. The

A Teaching Role

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students focused their project on overall school structure and administration, classroom structure and curriculum and teaching styles. They determined that strong structures, like the ones established by the 600-school Chicago public school system establishing common expectations, must be in place for an urban school to thrive. Many of the areas addressed by the Chicago code, such as scheduling, class transitions and hall monitoring, were designed with safety in mind. The code is successful in that sense, say the UVM analysts, creating a general feeling of security that lets students focus on learning.

"On the Boston trip, I think (the UVM students) were surprised to see students march in line by gender to the lunch room," Bishop says. "These are structures that need to be in place for safety and other reasons that we don't have to deal with here. After spending time at the schools, they understood why these structures were in place and that they weren't meant to be dehumanizing."

Teaching skills

The UVM group, appropriately enough for future teachers, spent a lot of time looking at teaching styles. These varied, but elements of praise, student recognition, and humor seemed to motivate students everywhere. Other strong motivators included persistence, physical and emotional stamina, admitting mistakes, inclusion and organization.

The students saw that these factors worked best when teachers clearly defined expectations and consequences, and were consistent and clear in enforcing them. This was not the case in all classrooms the UVM students visited; in some, teachers seemed overwhelmed by the students.

"I think the experience gave them a bit more confidence in becoming teachers," Brinegar says. "It was a good chance for them to test out and see in a real situation what they learned in their courses over the past four years. They definitely learned the importance of adjusting lessons to specific students."

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NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

PRINT PAST ISSUES

FEEDBACK

UVM HOMEPAGE

UVM's Natural Nine

By Kevin Foley

Article published Apr 27, 2005

In anticipation of late spring and summer outings, however soggy the recent weather, *the view* spoke with Rick Paradis, a lecturer in the Environmental Program and manager of UVM's natural areas, about the diversity and delights of the university's lands.

From bogs to wild forests to urban parks, from Shelburne's impressive pond to Mt. Mansfield's summit, university-owned natural areas run the gamut. Paradis says of the collection, "If I had to hand pick sites to represent the full diversity of landscapes of habitats in Vermont, I'd come up with a list very much like our nine natural areas. But our system was not so much by design, most of these areas came to us by accident at various points."

As manager of the system, Paradis raises funds, takes phone calls from faculty and the general public interested in using the various areas for research or recreation, helps organize trail maintenance and speaks at Act 250 hearings. The work is informed by his abiding passion for the land.

Asked about his favorite UVM natural area, Paradis demurs, saying, "It depends on the day of the week." And then he describes a recent late-winter business trip to Mansfield's university-owned summit, Vermont's highest peak.

"A couple of weeks ago, the mountain was still locked in the throes of winter. Icy. But it was great to be there on a late winter, late afternoon, with the sun setting and slanting and the alpenglow glowing everywhere."

Brief profiles of the nine areas follow, occasionally with comments from Paradis. The descriptions are adapted from fuller versions online at [UVM Natural Areas](#).

The nifty nine

Centennial Woods: The university's most popular preserve is this hundred acre patch of mature conifer strands, mixed hardwoods, old fields, streams and wetlands tucked into an easily accessible corner of Burlington. "I'll often take my classes through the woods, and on a nice fall weekday it's not unusual for us to pass five or six other class groups," says Paradis. "You see all the ones you'd expect — biology, environmental studies, geology — and some you wouldn't, like literature."

Location: Parking located off East Avenue (off Main Street)

Mt. Mansfield: Consisting of over 400 acres along the ridgeline of Vermont's highest mountain, the area is located in the towns of Underhill and Stowe and harbors the largest expanse of alpine tundra in the state. This community, along with the adjacent subalpine heath krummholz and several alpine bogs, contains some of the rarest plants in Vermont. More than 45,000 visitors a year hit the summit, via toll road, gondola and trail.

Location: The toll road and gondola are located at Stowe Mountain Resort. Numerous hiking trails maintained by the Green Mountain Club also climb to the ridge from both the Stowe and Underhill sides of the mountain.

Shelburne Pond: The H. Laurence Achilles Natural Area at the pond consists of nearly 1,000 acres of uplands and wetlands along the shores of the largest undeveloped body of water remaining in the Champlain Valley. The land was gradually acquired through the efforts of the Nature Conservancy and the generosity of H. Laurence Achilles. Rocky shores and limestone cliffs form the border around the pond; neighboring wetlands are rich in wildlife and include swamp forests, sedge meadows, cattail marshes, and bogs.

Location: East of Spear Street on Irish Hill Road/Pond Road. Follow signs to state fishing access off the dirt road.

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Motivating Minds

Thirty students, all in white shirts and blue pants or skirts, sit in rows intently listening to a teacher explain plant growth in a Chicago public school. A UVM student is looking on, pursuing independent study on what structures and styles best motivate urban students to learn.

Pease Mountain: This low (800 ft.) but prominent hill in Charlotte is a twin of sorts to the better known Mt. Philo. After walking across a manicured soccer field, a rough dirt trail winds first through a rich forest of hardwoods up into a drier, sparser summit dotted with hickories separated by meadows. "It's a chance to see the kinds of forest communities you don't see at Centennial Woods and East Woods," says Paradis. UVM students regularly spend stints at the Charlotte Central School as visiting naturalists teaching children about their neighboring forest.

Location: From Route 7 south, turn left at Ferry Road and turn right at the stop sign onto Hinesburg Road. The school is on the right after about three-quarters of a mile. Park next to the Quonset hut and look for the trailhead across the athletic field.

Colchester Bog: Located along the shore of Lake Champlain, this 175 acre natural area consists of open peatland, shrub and tree dominated swamps, open water areas called lags, sand dunes and upland sites. The bog began forming about 9,000 years ago, and the accumulated peat now averages three meters in depth with some areas exceeding six meters. A boardwalk and floating deck lets visitors explore the bog without getting soaked or damaging the fragile wetland moss and sedge.

Location: From Burlington, take Route 127 north for 5 miles. Bear left onto Porters Point Road near the drive-in theater. After 1.2 miles turn left on to Airport Road (towards Colchester Point). After a short drive, turn right into Colchester Airport Park. Park in the gravel lot. Walk across the ball field towards the cedar posts and the old runway. Follow the runway to a short trail into the woods and the beginning of the boardwalk. Cyclists and pedestrians can take the Burlington bikepath north to reach the bog.

Concord Woods: UVM's least-visited natural area is also one of its most rewarding to visitors. "When I send people there, they come back really surprised," Paradis. It's not that the woods — 100 acres on a Northeast Kingdom hillside that haven't been logged or managed in a century — are unusual, but they stand out in the area. "When you get in there deep enough, the forest has this sense of being a place that hasn't been touched for a while. There's a primeval quality," Paradis adds. That sensation is heightened by the difficulty of getting there.

Location: Take Route 2 out of St. Johnsbury to North Concord. Take the road leading up to Miles Mountain opposite the general store, and look for the woods and a place to pull over and park safely. There are no trails in the woods.

East Woods: This 40-acre mixed hardwood-conifer forest is convenient to town and campus and offers a self-guided interpretive trail designed and built by UVM students. A small stream, Potash Brook, flows through the property.

Location: Take Spear Street south from Burlington and turn right at Swift Street. The woods are about half a mile on the right with a small pull-off parking area.

Molly Bog: This classic Northeastern kettlehole bog in Morristown offers open water tucked into an evergreen forest. The 35-acre natural area includes a spruce-fir swamp and an adjacent hardwood forest. A number of university scientists have studied the area.

Location: Because of Molly Bog's lack of trails and ecological sensitivity, it is closed for use by the general public.

Redstone Quarry: This three-acre retired quarry nestled in a South End neighborhood provided much of the redstone that built Burlington in the 19th century. The university has owned the area since 1958, and it is primarily used for geology classes. But the quarry is a reasonably diverse ecosystem, with wildflowers, plants and a wide variety of birds and amphibians.

Location: East of Route 7 at the end of Hoover Street, with a small parking area on the right.