

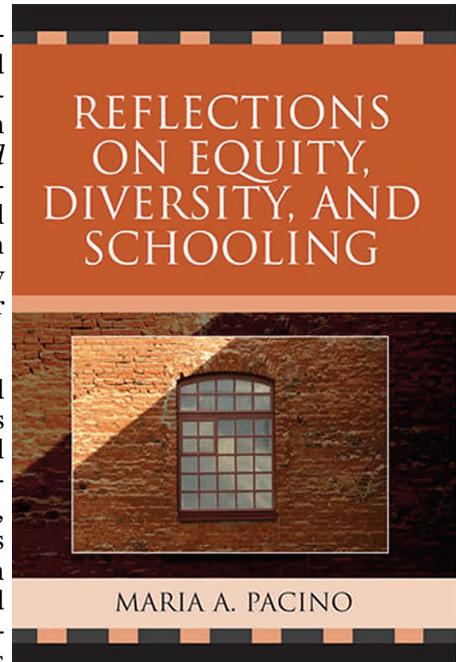


# April 2008 Research Reporter

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## *Reflections on Equity, Diversity, and Schooling* by Maria A. Pacino, Ed.D.

**Maria A. Pacino, Ed.D.**, Professor of Education and Chair of the Department of Advanced Studies in Education, combines a moving personal commentary with solid practical advice in her book, *Reflections on Equity, Diversity, and Schooling* (Hamilton Books, 2008). An example of her unique combination of thoughtful personal reflection and practical application follows in her description of teaching a highly controversial subject, affirmative action, in her online course “Current Issues in Education”:



“I was pleasantly surprised when I compared the level of interaction of my face-to-face class with that of my online class. I noticed that all online students responded to the threaded discussions and the questions/prompts provided, even if views differed among participants. This was a contrast to the face-to-face classroom experience where many students often would prefer to remain quiet rather than show disagreement with a classmate’s point of view. As the facilitator for the course, I feel that it is important for me to monitor closely the online threaded discussions and intervene as needed, not only to offer guidance, but also to ensure civility within the virtual conversations. The affirmative action debate, although a hot topic, was processed in a less emotional way in the online class....Learning online allowed the students to have time to reflect on their own perspectives and craft an articulated response for the threaded discussion....The time it took for me and my students to type our thoughts online allowed for our growth as individuals.”

The book investigates “Prejudice and Race in Schooling”, “A Commitment to Diversity in Schools”, “Defining Literacy in Global Democracies”, “Bridging the Digital Divide”, “Transformational Educational Research”, and “The Moral Undertaking of Teaching and Learning in Community”. Dr. Pacino provides helpful bibliographies with each chapter plus an Appendix of “Multicultural Resources” organized in the categories of “Children’s Books”, “Web Sources”, “Videography”, and an additional bibliography of books and journals. She also includes in Appendix B a helpful “Glossary” of key terms such as “Acculturation”, “Minority”, and “Stereotypes”, and she offers a sample “Case Study” in Appendix C.

This book is a treasure chest of encouraging, pragmatic wisdom that can indeed lead to equity and acceptance of diversity in all American schools.—  
Carole Lambert

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## “Who Is a Development Journalist? Perspectives on Media Ethics and Professionalism in Post-Colonial Societies”

by **Bala Musa, Ph.D.**, and co-author **Jerry Domatob, Ph.D.**

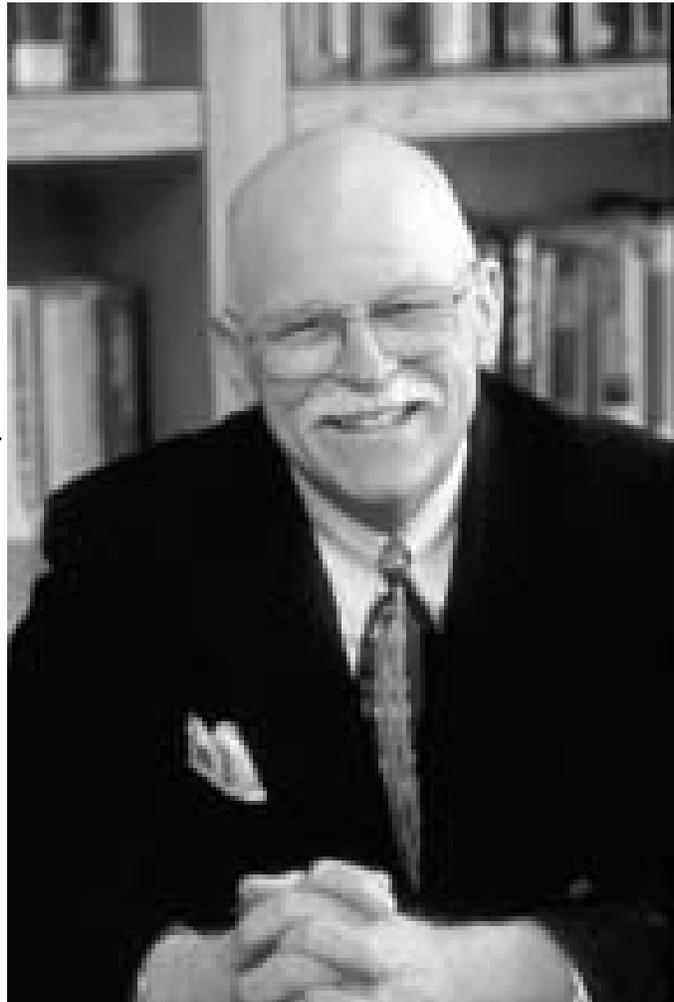
**Bala Musa, Ph.D.**, Associate Professor of Communication Studies, and co-author **Jerry Domatob, Ph.D.**, of Alcorn State University, present a comprehensive and informative overview of the role, responsibilities, and intricacies of development journalism in their article “Who Is a Development Journalist? Perspectives on Media Ethics and Professionalism in Post-Colonial Societies” (*Journal of Mass Media Ethics*, 22:4, 2007: 315-331). The journalism community, on a national, international, and global level, holds itself to certain universal standards in terms of its principles, ethics, and practices. Universal standards such as truth and advancing societal goods are embraced by all journalists; however, in the age of information explosion and a constantly changing dynamic within our global environment, journalists in the developing world face challenges with some of the “westernized” standards and practices. Musa and Domatob contend that development journalism is “both antinomian (nonconformist and non-standardized) and protonomian (becoming a model for contemporary emphasis on public journalism).” It includes the expectation that the media will reflect the development of that particular country, which in turn presents the development journalist with various ethical expectations and dilemmas. Unlike their western counterparts, the pressure of “professional philosophies, policies and practices to suit its changing roles and expectations” is placed upon the development journalists because there is an expectation that they will “partner with the government and policies in the effort to improve the quality of life of the people.” Nations that were once under the reign of imperialistic regimes and have since

gained their independence (such as those in Africa, Asia, and Latin America) have capitalized on the use of the media to pursue the development and building of their countries.

Development journalists deviate from “western” standards in certain respects as they fulfill the role of a truth teller, civic advocate, investigative watchdog, and economic booster and liberator. Musa’s and Domatob’s lucid explanations of these roles provide us with a deeper understanding of the ethical dilemmas that these journalists encounter (ethical in the sense of competing with universal journalism ethics). Third World leaders and citizens expect truth to be reported, but prudence must prevail regarding the extent of this exercise so that they only “print all the truth that is fit to print.” Truth that causes “personal harm, or social or religious disharmony” is to be left untold. Development journalists take on the role of civic advocates for the people, becoming “the voice of the voiceless.” Adversarial press is too costly, and “the interest of the nation overrides any other interest.” As investigative watchdogs, especially in democratizing societies, development journalists feel a social obligation to “hold their leaders accountable” to the principles of democracy. Again, this further purports the allegiance to putting the community first. Finally, in the role of an economic booster and liberator, these journalists share the responsibility to bring hope to the people that their nation will in fact prosper. This thorough and engaging scholarly article not only enhances our appreciation of the diverse and at times complex role journalists have to play in the developing world, but also reminds us that there is a world beyond our western borders that exists and the development journalist’s role is crucial in more ways than we could possibly know.—Abbylin Sellers

## “When the Pastor’s Away” by Gordon Coulter, Ed.D.

**Gordon Coulter**, Ed.D., Associate Professor of Graduate Ministry, provides a one-page article packed with proven ways for a pastor to continue to lead his or her congregation while absent from them because of illness, sabbatical leave, family problems, or other reasons. His “When the Pastor’s Away” (*REV*; Mar.-Apr., 2008, 29) is replete with creative solutions to what could be a very challenging situation. Pastor Coulter and his church members “empowered a ministry team” composed of staff and lay ministers to join him in service over a two year hiatus when serious illness limited his presence with them. He writes, “Everyone agreed that this was a wonderful opportunity to test people’s spiritual gifts and that there would be no status quo in this congregation.”



Clearly identified were administrators, pastoral caregivers, team leaders, advisors, prayer warriors, and preachers (some of whom were retired pastors). Yet the pastor himself remained connected to his flock through Sunday morning phone calls, prayer over the PA system, articles in the monthly newsletter, a dial-in message on the church phone, phone conversations with key leaders, and occasional visits to the worship services. Specific outcomes of these efforts were ongoing development of the church’s vision, a vibrant spirit in the church, increases in membership, finances, and services to others, and expanded communication among all. In addition to this growth in so many areas, Pastor and Professor Coulter courageously confesses, “My level of trust and partnership with church leaders has expanded greatly because I released power and responsibility to them.” This church and its pastor did not surrender to pessimism but rather chose to move forward with God in a way that inspires Coulter’s readers on many levels.—Carole Lambert



**“Be still and know**

**that I Am God.”**

**Psalm 46:10**

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## Office of Research Mission Statement:

Our purpose is to assist faculty and doctoral students with their research and dissemination endeavors and to promote an academic climate that celebrates and strengthens the Azusa Pacific University community of Christian scholars and researchers.



## Research of TESOL Graduate Students

The Office of Research has funded five of Professors Mary Wong's and Richard Robison's TESOL graduate students to present their research at the 8<sup>th</sup> Annual Graduate Student Forum at the 42<sup>nd</sup> Annual TESOL Convention in New York this month. Chein-Ya Kao and Ami Osawa spoke about "Designing a Course for Refugees in Thailand" where they have experienced teaching English under very challenging circumstances. They provide advice for how to cope with noisy classrooms (because of multiple classes occurring in the same room), no textbooks or photocopy machines available, and no electronic devices such as CD players and tape recorders. Hye-Jin Park and Yvonne Tsai provided ways to help Korean and Taiwanese language learners overcome typical grammatical and pronunciation errors such as differentiating between the usage of "he" and "she" since Korean and Taiwanese do not have these gender designations. Apsorn Suwannasing presented the design of two English courses for students with specific needs: international wives and low level learners. These students have worked hard to master many of the principles which they now teach. Their professors have taught them well how to design courses to help others and even how to present these designs as pragmatic, but also compassionate, research to ease the English language learning of many in the future.—Carole Lambert



## Office of Sponsored Research & Grants Mission Statement:

Our purpose is to support Azusa Pacific University's mission in the pursuit of academic excellence and the advancement of knowledge by striving to consistently meet or exceed expectations in services provided to faculty, project directors, the University community, and external funding sponsors, and by providing consistency in administrative systems and processes.