

# Design for Education



## Logos

Beginning with the Graduate School in Child Development, the following Area of Focus logos are approved for use. Each offers a way to visually express their unique role as well as a connection to Erikson Institute.

### Horizontal

**Erikson Institute**

**Erikson Institute**  
Graduate School in Child Development

**Erikson Institute**  
Center for Children and Families

**Erikson Institute**  
Early Math Collaborative

**Erikson Institute**  
New Schools Project

**Erikson Institute**  
Herr Research Center

**Erikson Institute**  
Fussy Baby Network®

**Erikson Institute**  
Technology in Early Childhood Center

**Erikson Institute**  
Early Childhood Leadership Academy

**Erikson Institute**  
Edward Neisser Library

**Erikson Institute**  
President's Council

### Stacked

**Erikson  
Institute**

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Institute**  
Graduate School in  
Child Development

**Erikson  
Institute**  
Early Math  
Collaborative

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Institute**  
Fussy Baby  
Network®

**Erikson  
Institute**  
Early Childhood  
Leadership Academy

**Erikson  
Institute**  
President's  
Council

Because  
nothing  
matters more  
than a child's  
early years.

**Erikson  
Institute**

Celebrating  
**50**  
Years





As a part of Erikson Institute's 50th anniversary celebration, we designed exterior signage, including a wall of windows that displays their mission and values

**Erikson Institute**

## **50th Anniversary Year Highlights** September 2016 – June 2017



## Media Literacy in Early Childhood A Critical Conversation

Relationships are the foundation of media literacy. Children and adults can and should learn from and with one another in working toward an understanding of how digital devices can be used appropriately and intentionally to support learning.

***“When we talk about media literacy, we also need to talk about the adults in children’s lives. Each one is a potential ‘media mentor.’”***

**Chip Donohue, PhD**  
Director, Erikson Institute’s  
Technology in Early Childhood Center

Teaching media literacy to young children requires adults to embrace and value curiosity, both in children and themselves, and understand that no one is an expert. Grasping the full potential the digital world holds for early learning is a process that leads from exploration to discovery, and along the way, it is important

to never stop asking questions about the information we are reading online, what digital media can help accomplish, why it is being used, and what we can make with technology.

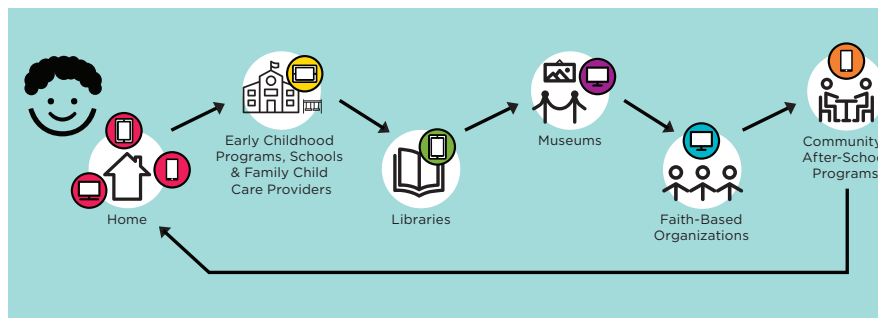
The idea of adults and children engaging in digital media together was at the heart of Media Literacy in Early Childhood: A Critical Conversation, a symposium at Erikson Institute on June 26, 2017 hosted by Erikson’s Technology in Early Childhood (TEC) Center in partnership with the National Association for Media Literacy Education (NAMLE). The symposium preceded NAMLE’s 2017 national conference, providing discussion topics throughout the week.

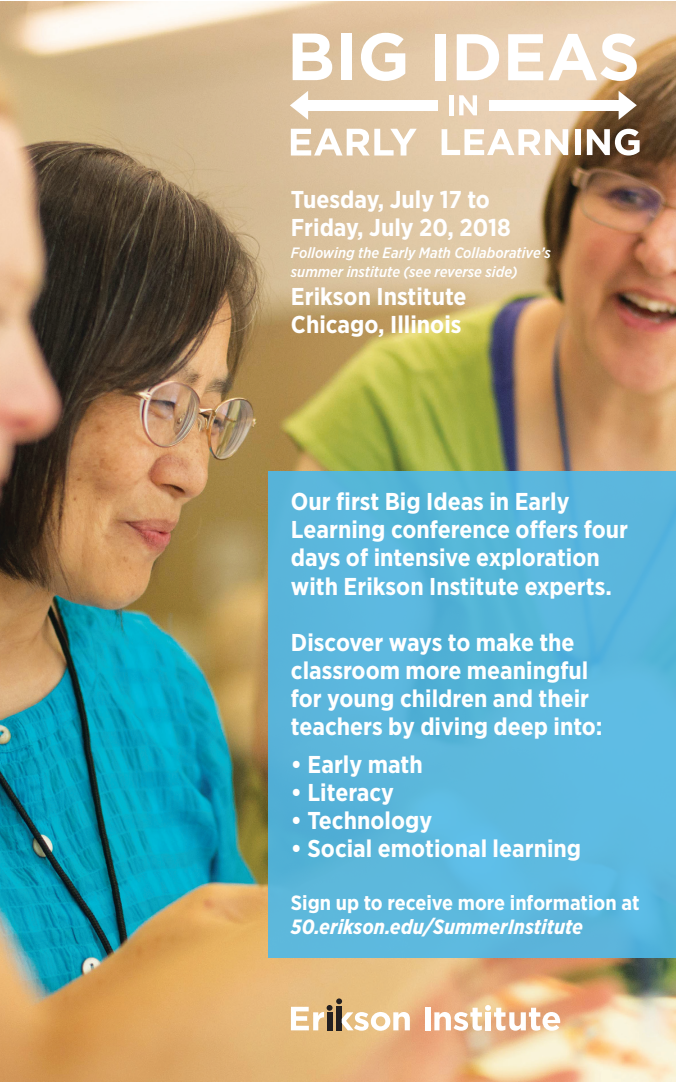
***“Media literacy is power in the digital age.”***

**Faith Rogow, PhD**  
Media Literacy Education Strategist,  
Insighters Educational Consulting

### The Ecosystem of Media Literacy in Early Childhood

Throughout the day, a child encounters digital media in many places. It’s important that adults in all these settings are educated in media literacy to help meaningfully integrate technology into the child’s experience.





# BIG IDEAS ← IN → EARLY LEARNING

Tuesday, July 17 to  
Friday, July 20, 2018

*Following the Early Math Collaborative's  
summer institute (see reverse side)*

Erikson Institute  
Chicago, Illinois

Our first Big Ideas in Early Learning conference offers four days of intensive exploration with Erikson Institute experts.

Discover ways to make the classroom more meaningful for young children and their teachers by diving deep into:

- Early math
- Literacy
- Technology
- Social emotional learning

Sign up to receive more information at  
[50.erikson.edu/SummerInstitute](http://50.erikson.edu/SummerInstitute)

**Erikson Institute**



**MEME** MEANING-MAKING IN EARLY  
MATHEMATICS EDUCATION

# EARLY MATH SUMMER INSTITUTE

Tuesday, July 10 to Friday, July 13, 2018  
Erikson Institute, Chicago, Illinois

Work and learn with colleagues during four days of intensive, exciting early math exploration.

- Learn from Erikson Institute's Early Math Collaborative experts.
- Get hands-on professional development.
- Improve your foundational math instruction.
- Discover ways to make math meaningful for you and young children.

Sign up to receive more information at  
[50.erikson.edu/SummerInstitute](http://50.erikson.edu/SummerInstitute)

**Erikson Institute**



**Time To Grow**  
by Rodrigo López Sobreviela  
Bachelor in Architecture  
PFG - Final Project 2019

iearchdesign • Following ...

iearchdesign #IEStudentProjects: Time To Grow - Mimicking the natural, developing the existing and creating unique experiences by @rodrigo.lopez.sobreviela, Final Project 2019, Bachelor in Architecture student

Time To Grow is a project that acts as a nexus between humans and nature. It is a network that connects the village with the shore and creates ideal spaces and atmospheres to enjoy, appreciate and contemplate the unique landscape like never before. The network varies in density to integrate the program that Orellana La Vieja needs in order to

iearchdesign @ieArchDesign · Jul 17

Our dean @martha\_thorne congratulating the #ClassOf2020 at this year's virtual #IEGraduation! #WeAreIE

**As you look to the future and then remember your connections with the past, please keep IE in your heart and mind."**  
Martha Thorne

ie UNIVERSITY

3 6

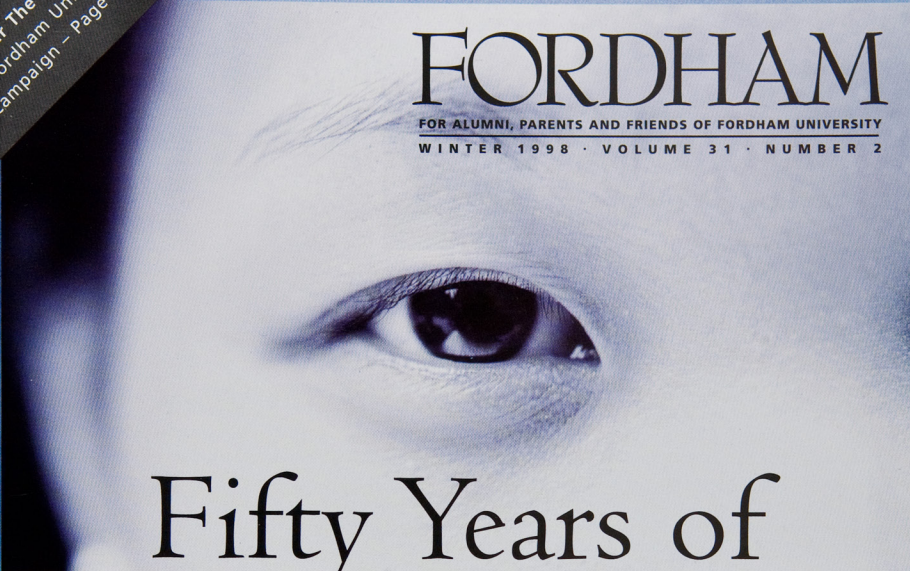




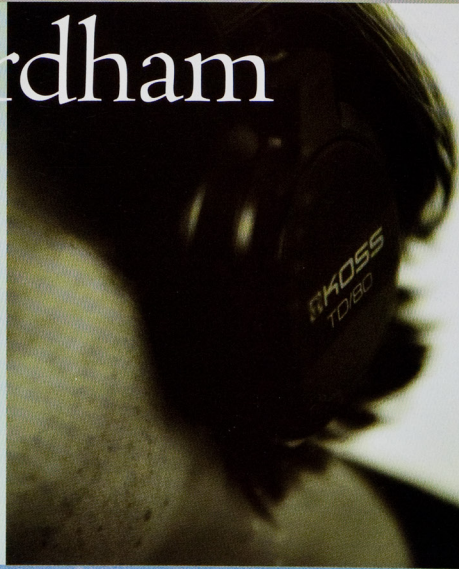

Over The Top:  
The Fordham University  
Campaign – Page 5

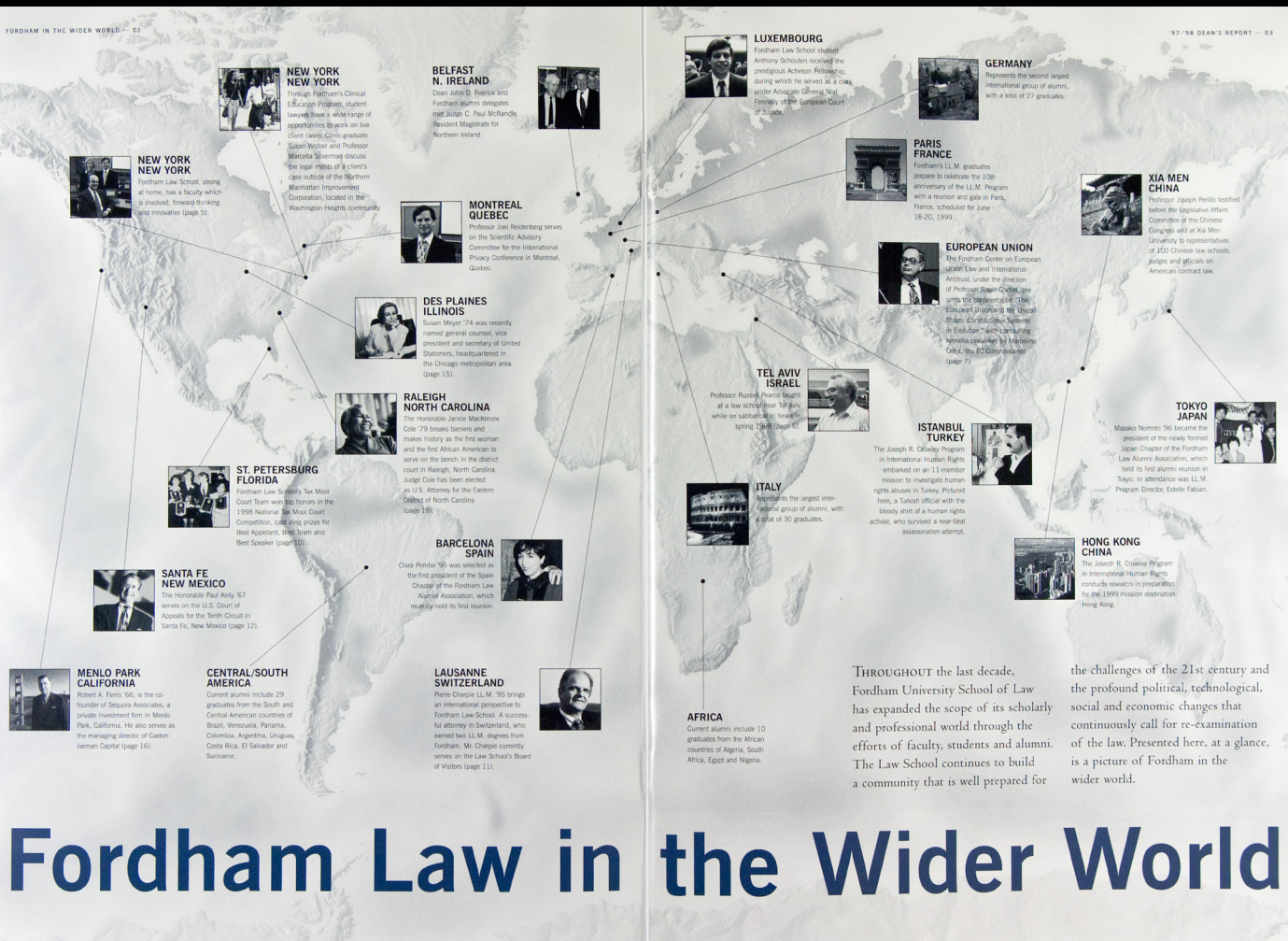
FORDHAM

FOR ALUMNI, PARENTS AND FRIENDS OF FORDHAM UNIVERSITY  
WINTER 1998 · VOLUME 31 · NUMBER 2



Fifty Years of  
Communications  
at Fordham





**NEW YORK  
NEW YORK**  
Fordham Law School, strong at home, has a faculty which is involved, forward-thinking, and innovative (page 5).



**NEW YORK  
NEW YORK**  
Through Fordham's Clinical Education Program, student law firms have a wide range of opportunities to work on live client cases. Clinic graduate Sarah Webster and Professor Marlene Silverman discuss the legal merits of a client's case outside of the Northern Manhattan Improved Corporation, located in the Washington Heights community.

**BELFAST  
N. IRELAND**  
Dean John D. Feerick and Fordham alumni delegates met Judge O'Paul McRandle, Resident Magistrate for Northern Ireland.



**MONTREAL  
QUEBEC**  
Professor Joel Reidenberg serves on the Scientific Advisory Committee for the International Privacy Conference in Montreal, Quebec.



**DES PLAINES  
ILLINOIS**  
Susan Meyer '74 was recently named general counsel, vice president and secretary of United Stationers, headquartered in the Chicago metropolitan area (page 15).



**RALEIGH  
NORTH CAROLINA**  
The Honorable Justice Mackenzie Cole '79 breaks barriers and makes history as the first woman and the first African American to serve on the bench in the district court in Raleigh, North Carolina. Judge Cole has been elected as U.S. Attorney for the Eastern District of North Carolina (page 19).



**ST. PETERSBURG  
FLORIDA**  
Fordham Law School's Tax Most Court Team won \$50,000 in the 1998 National Tax Most Court Competition, capturing prizes for Best Applicant, Best Team and Best Speaker (page 6).



**SANTA FE  
NEW MEXICO**  
The Honorable Paul Kelly '67 serves on the U.S. Court of Appeals for the Tenth Circuit in Santa Fe, New Mexico (page 12).



**MENLO PARK  
CALIFORNIA**  
Robert A. Ferris '66, is the co-founder of Sequoia Associates, a private investment firm in Menlo Park, California. He also serves as the managing director of Carbon Seaman Capital (page 16).

**CENTRAL/SOUTH  
AMERICA**  
Current alumni include 29 graduates from the South and Central American countries of Brazil, Venezuela, Panama, Colombia, Argentina, Uruguay, Costa Rica, El Salvador and Suriname.

**LAUSANNE  
SWITZERLAND**  
Hans Charles LL.M. '95 brings an international perspective to Fordham Law School. A successful attorney in Switzerland, who earned two LL.M. degrees from Fordham, Mr. Charles currently serves on the Law School's Board of Visitors (page 11).



**LUXEMBOURG**  
Fordham Law School student Anthony Schouten received the prestigious Achimstetter Fellowship, during which he served as a clerk under Advocate General Nest Henning of the European Court of Justice.



**GERMANY**  
Represents the second largest international group of alumni, with a total of 27 graduates.



**PARIS  
FRANCE**  
Fordham's L.L.M. graduates prepare to celebrate the 10th anniversary of the L.L.M. Program with a reunion and gala in Paris, France, scheduled for June 18-20, 1999.



**XIA MEN  
CHINA**  
Professor Joseph Perillo testified before the Legislative Affairs Committee of the Chinese Congress and at the Xiamen University to representatives of 100 Chinese law schools, judges and officials on American contract law.



**EUROPEAN UNION**  
The Fordham Center on European Law and International Arbitration, under the direction of Professor Roger C. Cook, presents the symposium "The European Union and the United States: Convergence, Reform in Evolution" with participating speakers by Massimo Cole, the EC Commissioner (page 7).



**TEL AVIV  
ISRAEL**  
Professor Roshni Puri '84 teaches at a law school near Tel Aviv, while on sabbatical in Israel in Spring, 1998 (page 6).



**ITALY**  
Represents the largest international group of alumni, with a total of 30 graduates.



**ISTANBUL  
TURKEY**  
The Joseph R. Crowley Program in International Human Rights embarked on an 11-member mission to investigate human rights abuses in Turkey. Pictured here, a Turkish official with the bloody shirt of a human rights activist, who survived a near-fatal assassination attempt.



**TOKYO  
JAPAN**  
Masako Nomoto '95 became the president of the newly formed Japan Chapter of the Fordham Law Alumni Association, which held its first alumni reunion in Tokyo. In attendance was LL.M. Program Director, Estelle Fabian.



**HONG KONG  
CHINA**  
The Joseph R. Crowley Program in International Human Rights conducts research in preparation for the 1999 mission destination, Hong Kong.

Throughout the last decade, Fordham University School of Law has expanded the scope of its scholarly and professional world through the efforts of faculty, students and alumni. The Law School continues to build a community that is well prepared for

the challenges of the 21st century and the profound political, technological, social and economic changes that continuously call for re-examination of the law. Presented here, at a glance, is a picture of Fordham in the wider world.

# Fordham Law in the Wider World



# Make A Better Place

A nonprofit organization that develops and leads  
arts and learning programs for youth



Make A Better Place (MABP) is a nonprofit organization that develops and leads arts and learning programs for young people. MABP activities offer participants the opportunity to explore the world through photography, writing and design. MABP...

Make A Better Place | Where I Live Project Activities Guide

### Why photography and writing?

"I enjoy taking photos...it's a way for me not just to see more, but to know more about the world around me. When you take a photograph, you look in a different way—more intensively—you try to really understand what you see. Later, when you see the image you took, you learn again."

Jorge, age 19, MABP Program Participant

### How do kids benefit from MABP programs?

MABP programs:

- Introduce youth to the arts as a powerful means toward personal enrichment and effective, authentic expression
- Help youth explore their world through photography, writing and design

Make A Better Place | Where I Live Project Activities Guide

## Lesson 4: Community

A Discovery

### Goals

A Community familiar with the skills about ending skin by

Make A Better Place | Where I Live Project Activities Guide

## Lesson 2: Image D

An Observation S

### Goals

Teaching young people to experiences both inside and

Make A Better Place | Where I Live Project Activities Guide

## Lesson 7: Photo Walk

An Arts and Learning Session

### Goals

This lesson gives participants the chance to see that will support their ideas in response to the "What could help my community? What can I do to make a difference?"

### Activities

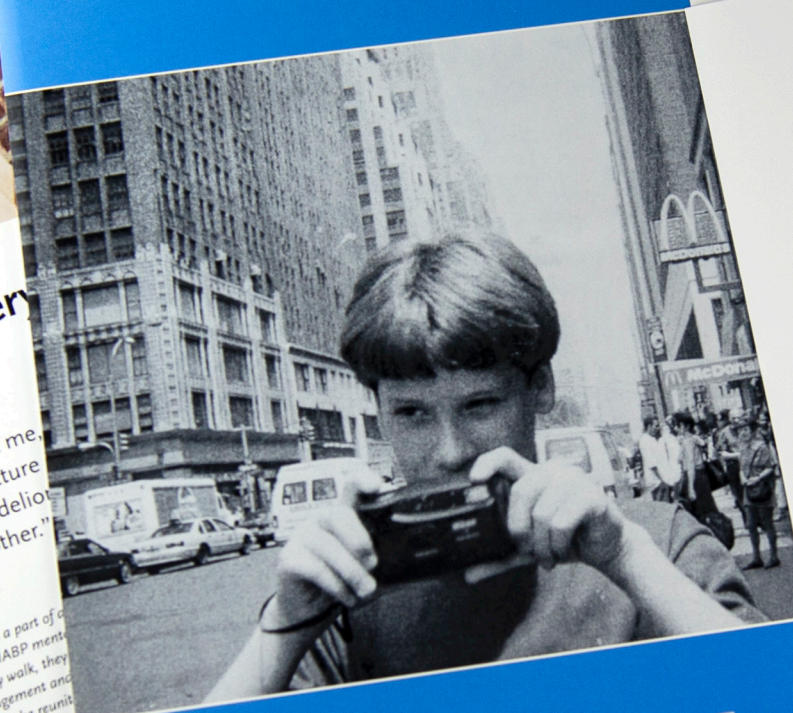
Part 1 – Journaling (5 minutes)

Have the participants write about their ideas and for the Photo Walk.

Part 2 – Preparation (20 minutes)

a. (10 minutes): Before you hand out the cameras, provide a demonstration about the camera, pointing out its (shutter release button, viewer, camera lens, etc.). A simple rules for success (keeping fingers off the lens, composition, trusting your instincts, checking the film to be sure your film is advancing, etc.).

b. (10 minutes): Divide the group into smaller groups of five young people, each with an adult volunteer. Hand out cameras and make sure everyone can operate them. When you use disposable cameras or point and shoot cameras, best for everyone to use the same simple equipment. When you head out the door, everyone should have a list of questions from



## Image Gallery

...are because it reminds me about me, ...y from my mother. I took this picture ...ark—it's a wishing flower, a dandelion ...ne of my wish, to be with my mother."

MABP Program Participant  
...fourth grade classmates explore their neighborhood as a part of a photography and writing program. Accompanied by MABP mentors, they take photos that will express their hopes and dreams. As they walk, they share their thoughts and concerns, helping each other and offering encouragement and support. This wishing flower—a dandelion—embodies his hope.

# Where I Live

## Project Activities Guide

Materials for teachers to implement the Make A Better Place curriculum in their classrooms

## MAKE A BETTER PLACE

Make A Better Place is a nonprofit organization that introduces young people to photography and writing as a vehicle for personal enrichment and positive social change.

### Are you a mentor, parent, teacher, friend?

Help a young person discover photography and writing as a powerful way to communicate and contribute to the community where they live and learn. *Where I Live* asks young people to use photography and writing to look at their communities and envision change. This open competition offers young people a chance to create their own photography and writing in response to the questions: "What could improve my community?" and "What can I do to help?"



"I like this photo because it is of my friends together smiling."  
Mohamed, age 10

# where i live

## 4th International Exhibition | Call for Entries

### What you can do to help:

Team up with a young person (5–20 years of age) and offer your time and support. Help them use photography and writing to explore their community, identify its needs, and envision the ways in which they can make a difference.

### Exhibition and prizes:

Everybody Wins. Help a young person and we all win. Give them the opportunity to have a say and they will prepare a better future for us all. Selected entries will be presented in a nationwide exhibition and will be eligible for prizes including:

#### 1 Grand prize winner:

Nikon N60 35mm Single-Lens Reflex Camera or the equivalent and a \$300 Make A Better Place scholarship.

#### 12 First prize winners:

Nikon One Touch Zoom 90/QD Camera or the equivalent.

### To receive your entry form:

For further details, see our web-site: [www.makeabetterplace.org](http://www.makeabetterplace.org). Email us at [info@makeabetterplace.org](mailto:info@makeabetterplace.org) or fax us at 212.228.2349.

### How to enter:

All finished entries will be comprised of a photograph (flat art no larger than 18" x 24") and accompanying text created in response to the questions: "What could improve my community?" and "What can I do to help?"

To be eligible for consideration, entries must be accompanied by a completed and signed entry form with signature by the entrant (and the signature of a parent/legal guardian for entries submitted by young people ages 17 and under).

### Entry deadline:

December 15, 2003

Where I Live is made possible through the generous support of

 SPIRIT INITIATIVE  


and in cooperation with The New York City Department of Education and The Office of Alternative Schools and Programs.



"If we learn to see beyond the barrier..."  
Kevin, age 17



"What I can do is to talk at a PTA meeting..."  
Jaspreet, age 11



Image: Edgar, age 9

**What if there was a way  
to give voice to  
communities and  
individuals from all  
walks of life?**

What if you could help people communicate  
their ideas and develop actions to improve  
their neighborhoods and their lives?

Liska+  
Associates

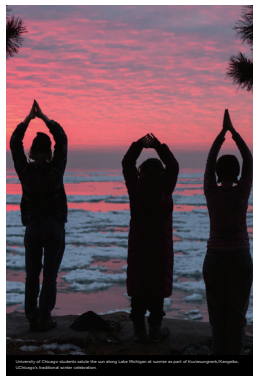
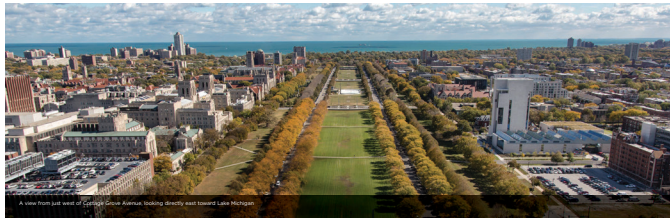
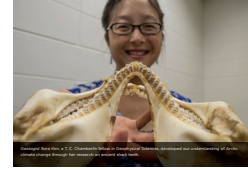
UChicago  
Creative



THE UNIVERSITY OF  
**CHICAGO**

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**BRAND IDENTITY  
EVOLUTION**



A series of wall displays celebrates the University of Chicago's history and how its legacy continues to inspire today's academic community



**Liska +  
Associates**

610 N. Fairbanks  
Studio 2 East  
Chicago, Illinois  
60611 USA

1 312 867 1111  
liska.com

