Learning, Teaching, and Educational Transformation (non-licensure) M.Ed. track
Appendices to SELF-STUDY FOR 2011 AQUAD REVIEW

The Master's in Education track in Learning, Teaching, and Educational Transformation allows students to pursue diverse inquiries and practical projects building on a foundation in curriculum development, research and writing, and collaborative action for change and social justice through education. Because this track is designed for individuals who do not wish to be certified in Massachusetts (or who are already certified), it helps students work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy. With assistance from a faculty advisor, students design a sequence of education-related courses to support their specific interests. The current faculty advisors have special interests and experience in Asian American Studies, ethnic studies, urban studies, curriculum studies, teachers as writers, applied behavior analysis, critical and creative thinking, science in its social context, and education in technology-mediated environments.

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B. Faculty Profiles (bio, CV)
-Mary Brady.pdf, Mary Brady CV.pdf
-Donna DeGennaro, Donna DeGennaro CV.pdf
-Peter Kiang.pdf, Peter Kiang CV.pdf
-Denise Patmon, Denise Patmon CV.pdf
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-Jessica Ngoc Tran.pdf
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C. Course Syllabi (organized by core area)

Curriculum Organization and Innovation
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CRCRTH 601 - Critical Thinking.pdf
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Research and Writing for Reflective Practice
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EDC G 654 - ABA Extended Applications II.pdf
EDC G 689 & 690 - Teacher Research.pdf
CRCRTH 611 - Seminar in Critical Thinking.pdf
CRCRTH 692 - Processes of Research and Engagement
CRCRTH 692 - Processes of Research and Engagement, online
CRCRTH 693 - Action Research for Educational, Professional, and Personal Change
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Mediation, Dialogue, and Collaboration
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Urban and Social Justice Education
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EDC G 672 - Race, Class, Gender: Education Reform

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D. Program Wiki for Advising
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E. Google.docs for LTET Advisors
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GRADUATE PROGRAM IN TEACHER EDUCATION
Learning, Teaching, and Educational Transformation track
(previously called: "Non-licensure Track in M.Ed." or "Track A")
SELF-STUDY FOR 2010-11 AQUAD REVIEW

Prepared by the core members of the LTET faculty—Drs. Brady, DeGennaro, Kiang,
Patmon, and Taylor—with assistance from LTET assistants, Nate Weaver and Jill Tilton
5 March 2011

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Abbreviations

AQUAD	Academic QUality Assessment and Development
ABA	Applied Behavior Analysis Graduate Certificate Program
AY	Academic year (e.g., AY09 = 2009-10)
BWP	Boston Writing Project
BWPEDU	BWP course prefix
CCDE	Division of Corporate, Continuing, and Distance Education (now University College)
CCT, CrCrTh	Critical and Creative Thinking graduate program
CEHD	College of Education and Human Development (formerly GCE)
CLA	College of Liberal Arts
CLR	Course Load Reduction
CSM	College of Sciences and Mathematics
C&I	Department of Curriculum and Instruction
DisRes	Dispute Resolution course prefix
EDC G	Teacher Education course prefic
GA	Graduate Assistant (includes Research Assistants)
GCE	Graduate College of Education, now CEHD
GPD	Graduate Program Director, a.k.a., Program Coordinator
LTET	Learning, Teaching, and Educational Transformation (non-licensure) M.Ed. track
OSS	Office of Student Services in GCE, now Student Services Center
SPE G	Special Education course prefix
UC	University College (formerly CCDE)
UMB	University of Massachusetts Boston, a.k.a. UMass Boston

I. DESCRIPTION

A. DESCRIPTION
1. Program Overview
Teacher Education: Learning, Teaching and Educational Transformation (non licensure) track –
    formerly Track A, now LTET
Degree: M.Ed.

Home Department: Curriculum and Instruction in the College of Education and Human
    Development (until July '10, Graduate College of Education).

Courses from programs within College of Education and Human Development:
    • Critical and Creative Thinking
    • Teacher Education (Elementary Licensure, Middle/Secondary Licensure track)
    • Instructional Technology for Educators
    • Teaching Writing in the Schools
Courses from other programs
    • Dispute Resolution Program within McCormack School
    • Applied Behavior Analysis Graduate Certificate Program within University College,
    • Applied Linguistics within College of Liberal Arts

Continuing faculty contributions from programs and tracks within College of Education and
Human Development, Curriculum & Instruction Department.

2. Mission
Following the recently adopted Mission Statement the College of Education and Human
Development "generates knowledge, fosters engaged learning, promotes social justice, and
empowers students, educators, other professionals, and community members through teaching,
research, evaluation, and public service. The urban setting of the University of Massachusetts
Boston informs—and is informed by—CEHD efforts to fulfill the academic and civic purposes
of education in a diverse democracy." To accomplish that mission, the College will, among
other things, offer "learning environments that prepare students, educators, and other
professionals to assume leadership roles in the design, development, and implementation of
teaching and learning experiences that are consistent with our values." In this spirit, the mission
of the Learning, Teaching, and Educational Transformation (non-licensure) Master in Education
track (LTET) is to provide its students with knowledge, tools, experience, and support so they
can become constructive, reflective agents of change in education within traditional and non-
traditional roles and settings, from a social justice perspective and by embedding reflection
within their practice.

LTET allows students to pursue diverse inquiries and practical projects building on a foundation
in curriculum development, research and writing, and collaborative action for change and social
justice through education. When preparing educators to advance beyond their licensure training
requirements, or to teach others adults or children in settings beyond the classroom, or to serve
in non-teaching roles within the K12 schools, the Program seeks to foster each LTET student's
ability to critically analyze their own behaviors and interactions, the curriculum they teach, and
how they involve the learner and the learner's community in the process. Of critical importance

is their own understanding of the ways in which they are able to engage in the teaching and learning process, to understand the perspectives of others, and incorporate these learnings into their own future practice—particularly when working with those from backgrounds and abilities different from their own. To speak of reflective practice is to ask those students to take risks and experiment in putting ideas into practice, then take stock of the outcomes and revise their approaches accordingly.

Students and intended impact of studies
Because the LTET track is designed for individuals who do not wish to be certified in Massachusetts (or who are already certified), it helps students work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy. With assistance from a faculty advisor, students design a sequence of education-related courses to support their specific interests. (The current faculty advisors have special interests and experience in Asian American Studies, ethnic studies, urban studies, curriculum studies, teachers as writers, applied behavior analysis, critical and creative thinking, science in its social context, and education in technology-mediated environments.) By the time LTET students finish their studies they are prepared to teach or guide others in ways that often depart from their previous schooling and experience, to address the needs of their schools, workplaces, and communities, to adapt and contribute to social changes, and to collaborate with others to these ends. Through their Capstone writing and reflections they convey to the faculty the process they were engaged in throughout the program that led them to these insights, knowledge and skills.

In summary, the rationale for a distinct Masters track with an emphasis on social justice, critical analysis of curriculum, community involvement and reflective practice is that an explicit and sustained focus on learning and applying ideas and tools in these four areas allows students involved in a wide array of educational professions and endeavors to develop clarity and confidence to make deep changes in their learning, teaching, and service.

3. Historical Background
To provide the flavor of LTET as an evolving entity, we start with historical background for the track as a whole and set the scene for this, LTET's first AQUAD review. Because official records of the establishment of this track were not available, the Program's journey will be described primarily through recollections of the faculty and staff that were instrumental in forming this non-licensure track within the Teacher Education program.

The Master of Teacher Education without licensure, "Track A," was established to address two separate groups of graduate students with interests in education:
- Licensed teachers pursuing a Masters degree
- Educators pursuing non-teaching careers (community education, adult education, student support services, museum and library educators and behavior specialists).

Initially the track required students to complete four specific core courses, two in teacher education (EdcG 606 or 672, and EdcG 642), any one in Dispute Resolution (a program outside C&I) and any one in Critical and Creative Thinking (a program within C&I). A stronger course sharing relationship was then established with the Creative and Critical Thinking. Through this relationship, innovative courses beyond the more traditional teacher foundation, methods and pedagogy courses could be offered and sustained.

The use of the non-licensure program as a home for courses of study leading to national professional licensure began in about 1992 when Robert McCulley developed a focus area for students interested in pursuing Orientation and Mobility professional licensure in the focus area of serving children and adults with visual impairments. This focus area continued within the non-licensure program until 1997 when the University approved a separate program track for Orientation and Mobility with the Special Education program. Another focus area leading towards professional licensure was established in about 2004 when students interested in acquiring a national professional licensure in behavioral analysis began enrolling in track A, and now comprises a significant proportion of the current students.

In 2009, Track A obtained two changes through the governance process. First, the name was changed to Leadership, Teaching and Educational Transformation (non-licensure). Second, we established four required core areas instead of specific required courses.

A number of strands have contributed to the evolution of the Program towards serving educators in non-teaching positions, including Peter Kiang's focus upon social concerns within the Asian-American communities through service learning, Peter Taylor's emphasis on the life and environmental sciences in their social context and his overarching emphasis upon reflexive practice, Donna DeGennaro's emphasis upon teaching and curriculum that is "mediated" by technology rather than the more traditional view of using "technology" to teach, and Mary Brady's work on bringing specialized behavior analytic skills to classroom teachers and other support personnel, as well as to behavior specialists. Student interests in facilitating organizational change have grown substantially over the last decade, but a wide range of students' interest persists. Significant numbers of LTET students still work in areas such as K-12 teaching and student support—sometimes in combination with leadership activities (adjunct teaching at colleges, working with parents). Currently the Instructional Technology students pursue a graduate certificate in their own program and have not yet utilized the master's degree option that LTET provides.

4. Curriculum
4a. Programs:
Students in LTET program seek a Master of Education LTET non licensure degree (M.Ed.) degree (11 courses/33 credits), sometimes in combination with other Graduate Certificates, and sometimes after transferring from other M.Ed. programs. In addition to the customary face-to-face programs of study, many of the core course requirements may now be completed through online courses. To accommodate the schedules of teachers and other professionals, courses are offered after 4pm, in intensive three- or six-week sessions during the winter and summer, online, on weekends, and at-a-distance (i.e., being brought into regular classes by Skype). The Program can be completed on a part-time or full-time basis.

A unique feature of the LTET M.Ed. program is that it provides a way for students to pursue other graduate certificate programs as the focus area for the LTET Masters degree. In other words, when a student is officially accepted into both LTET and a graduate certificate program, all courses within a graduate certificate program may become part of the student's LTET learning plan. Current or graduated LTET students have included graduate certificate programs in:
  • Adapting the Curriculum Framework (not currently offered)

- Asian American Studies (undergraduate concentration)
- American Studies
- Applied Behavior Analysis
- Teaching Writing in the Schools
- Critical and Creative Thinking
- Dispute Resolution
- Instructional Technology for Educators
- Spanish

4b. MEd Curriculum:

M.Ed. students complete four foundation or core courses, and 7 focus courses.

Course Requirements

Four Core Courses (12cr.)

* New (for students matriculating in or after Spring '09 and others if they elect this option)

One in curriculum organization and innovation	e.g., EDC G 642, 630, 660; CrCrTh 601, 602, 630, 640, 645, 652; BWPEDU 510
One in research and writing for reflective practice	e.g., EDCG 621, 654, 689, 690; CrCrTh 611, 692, 693; BWPEDU 501, 530
One in mediation, dialogue, and collaboration	e.g., DisRes 624; CrCrTh 616, 618, 670
One in urban and social justice education	e.g., EDC G 606, 672; CrCrTh 627

The choice of core courses must be recommended by the student's advisor and approved by the Program Director.

* Old Core (for students who matriculated before Spring '09)
    One in curriculum organization and innovation, EDC G 642
    One in critical and creative thinking, any CrCrTh course
    One in dispute resolution, any DisRes course
    One focused on urban education, e.g., EDC G 606, 672
Alternatives to these core courses can be recommended by the student's advisor and must be approved by the Program Director.

Seven additional courses, focused on a specific area of interest (21cr.)

Two upper-level (300- or 400-level) undergraduate courses may be approved by the Program Director to be counted toward this requirement.

Students with specific areas of interest that match another Masters Program or Graduate Certificate listed in the Graduate Bulletin are encouraged to contact that Program for advice and to be assigned an advisor.

Students may transfer credits from a UMass Boston Certificate program into the non-licensure M.Ed. track (subject to the usual condition for transfer credits that the grade must be B or higher). This option is especially relevant for students from the following Certificate programs:

- Applied Behavior Analysis
- Critical & Creative Thinking
- Science in a Changing World [a new track in CCT]

- Teaching Writing in the Schools [BWP]
- Instructional Technology for Educators.

The seven focus area courses allow students to define specific areas in which they explore their interests—for example, education in a role other than as a teacher, social justice in the community or schools, Asian-American Studies, completing a Masters degree to pursue teacher licensure directly through Massachusetts Department of Education instead of through UMassBoston. Areas of focus may be constructed through cooperation with other UMass-Boston graduate programs, such as Instructional Design, Special Education, Public Policy, and Dispute Resolution and Critical and Creative Thinking, Spanish, and Applied Behavior Analysis, and established areas of concentration such as Asian American Studies.

4c. Capstone experience: The LTET Program capstone may be met in one of two ways, and is undertaken by LTET students during their last semester.
i. Comprehensive examination
* This option is a take-home essay examination, sent to you by email attachment. Students are given 30 days (from start of April or November) to complete the assigned questions and return them for evaluation by faculty committee. Students complete this during their final semester in the program. The exam currently consists of three questions, which require short essay answers "addressing significant issues in contemporary education and reflecting the study and research each student has carried out in pursuit of the degree." The rubric accompanying the exam shows how your answers will be evaluated. Evaluations will be emailed to you by the date that grades have to be submitted.

ii. Written paper with oral presentation.
* This option for the capstone project is an opportunity for students to integrate into their professional lives the ideas and theory, skills and strategies, experiences and collaborations from across their studies and associated activities. Students are invited to combine an essay with "exhibits" from their work during the program. The exhibits can take a variety of forms, such as original curriculum materials, a professional development workshop series, a video case study, a practitioner's portfolio, an implemented teacher inquiry project, other excerpts from coursework, or a proposal for action research. The essays are expected to locate the exhibits in relation to what others have written and done in the relevant area as well as to integrate students' reflections on their own professional practice, changes while studying in the program, and future directions. The forms and length of the essays will depend on the particular nature of the projects. For example, if the exhibit were a 2-4 page action research proposal, an extended essay (20-40 pages) that reviews and critiques literatures appropriate to the research questions would be expected to accompany it; a shorter essay (10-20 pages) would be appropriate to accompany a video case study.
* Students wishing to pursue the option of a written paper with oral presentation for their capstone project are advised to enroll in a course designed for intensive research and writing appropriate to the forms of the project (e.g., EDCG 689, 690, CrCrTh692, 694). The course instructor and one other LTET faculty member then serve as advisors for the project, but (given that the capstone paper requires something more than the course requirements) this arrangement and the form of the capstone project must be established and approved by the LTET coordinator before the start of the semester in which it is undertaken. Oral presentations before the advisors and peers are arranged toward the end of that semester.

4d. Courses:
All courses taken by LTET students are drawn from other programs and tracks The full syllabi are located on the LTET AQUAD wiki. Course evaluations are not included because the LTET track has no authority over the syllabi or the instructors' performance.)

In the LTET Program students must select a specific course within each of the four core course requirement areas: Curriculum Organization and Innovation; Research and Writing for Reflective Practice; Mediation, Dialogue and Collaboration; Urban and Social Justice Education. Listed below are course descriptions of commonly taken core courses; Appendix C includes the complete syllabi corresponding to these course descriptions. These options for the required core courses introduce a range of tools for students' own personal and professional development. This knowledge base is expanded through elective courses that take students into areas of specialization related to their career paths and interests.

LTET Core Course Options: Descriptions

EDC G – Education
CRCRTH – Critical and Creative Thinking
BWPEDU – Teaching Writing in Schools (Boston Writing Project)
DISRES – Dispute Resolution

CURRICULUM ORGANIZATION AND INNOVATION

BWPEDU 510 – Content Area Writing
This course addresses teachers' growing need to teach writing in every subject area. Teachers will acquire writing-to-learn and reader response strategies. They will compare assessment and evaluation methods. Working on interdisciplinary teams, they will design units of study that reflect the needs of their school contexts and state standards.

EDC G 630 - Inclusion, K-12
This course examines the theoretical and practical issues that teachers must address as they implement the effective inclusion of children with disabilities in general education classrooms. Topics include the legal foundations of inclusion; appropriate strategies for supporting the academic, behavioral, and social aspects of inclusive teaching; and strategies for productive interactions with other educators and parents. The course's central premise is that inclusion requires collective attention to individual needs within the general education program. Participants become familiar with the roles of the general education teacher in special education, develop learning and behavior plans to address student needs, and acquire practice in analyzing school activities to maximize effective participation by a range of students. The course includes a field experience component.

EDC G 642 - Organization of School Curriculum
This course analyzes the development of a variety of models of elementary, middle, and secondary school curricula. Emphasis is given to discipline-based and thematic, integrative, and multicultural curricula. Participants become familiar with curriculum sources and materials and current approaches to assessment; they also explore the dynamic interactions among teachers, administrators, families, and communities in conceptualizing, implementing, and evaluating

curriculum. Field observations are required.

EDC G 660 - Designing Middle & Secondary Curriculum and Learning Strategies
This course examines current principles of curriculum and instruction, as well as state and national standards for the teaching of the disciplines at the middle and secondary school levels. Students review teaching materials and methods, design curriculum units, develop strategies for communicating with students from diverse backgrounds, do micro-teaching, design assessment and evaluation instruments, and critique their own and one another's efforts. This is a field-based course in which students are asked to reflect on the learning and teaching they see in a variety of school sites and apply what they observe as they design curriculum units.

CRCRTH 601 - Critical Thinking
This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

CRCRTH 602 - Creative Thinking
This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

CRCRTH 630 - Criticism and Creativity in Literature and the Arts
Expression and evaluation, freedom and discipline, creative production and its critique-how do these dualities relate to visual and verbal imagination as they are demonstrated in literature and the arts? Specific strategies for eliciting imaginative work in these areas are demonstrated, as are specific strategies for evaluating imaginative works. Finally, this course focuses on ways of helping others (including children) to develop these skills and utilize these strategies effectively.

CRCRTH 640 - Environment, Science, and Society: Critical Thinking
Through current and historical cases, this course explores the diverse influences that shape environmental science and politics and their pedagogical, professional, social, and moral implications for educators, environmental professionals, and concerned citizens.

CRCRTH 645L - Biology in Society: Critical Thinking
Current and historical cases are used to examine the political, ethical, and other social dimensions of the life sciences. Close examination of developments in the life sciences can lead to questions about the social influences shaping scientists' work or its application. This, in turn, can lead to new questions and alternative approaches for educators, biologists, health professionals, and concerned citizens.

CRCRTH 652 - Children and Science
This course explores the ways children think about their natural and social world and how they affect their learning of science. It is particularly concerned with identifying and describing the organized conceptual frameworks children have prior to instruction (which typically are different from the scientists' conceptualizations) and with understanding the general processes by which conceptual frameworks can be changed. One important question concerns the ways in which children are fundamentally different learners and thinkers from adults and the ways in which they are fundamentally similar.

RESEARCH AND WRITING FOR REFLECTIVE PRACTICE

BWPEDU 501 – Teacher as Writer
Teachers of writing need to first be writers themselves. In this course teachers write and meet in response groups to give and receive feedback for revision. Reflecting on their own experiences as writers, teachers then develop new approaches for teaching and conferring with student writers.

EDC G 621 - Teaching Writing in the K-12 Classroom
This course deals with the teaching of writing, the teacher as writer, and the interactions between reading and writing. Readings and presentations offer up-to-date information, theory, and practical techniques for teaching reading and writing in all subject areas. Students meet regularly in reader-writer response groups to work on their own writing and to respond to one another's writing about reading. There are a number of guest lecture-demonstrations by elementary and secondary teachers who are teacher/consultants with the Boston Writing Project. The course combines writing process theory with practical methods.

EDC G 654 - ABA: Extended Applications II
This is the fourth course in a series of five graduate courses concentrating on Applied Behavioral Analysis. It follows the established national curriculum to meet (1) the actual professional competencies identified through a national process that individuals will need as Applied Behavioral Analyst Practitioners and (2) eligibility requirements to sit for the examination at the BCBA or BCABA level. Course four will address the content areas of experimental evaluation of interventions (20 of 20 hours), measurement of behavior and displaying and interpreting behavioral data (20 of 20 hours).

EDC G 689 - Teacher Research
The purpose of this course is to introduce students to the methodology and methods of teacher research. Teacher research is characterized by a careful documentation and analysis of teaching practice over time. Participants ask critical questions, analyze methods, and develop a teacher-research project. This course lays the groundwork for the professional licensure clinical experience.

EDC G 690 - Teacher Research for Professional Licensure
The purpose of this course is to introduce practicing teachers seeking professional licensure to the field of teacher research. Teacher research is characterized by the systematic and intentional documentation and analysis of teaching practice over time. Participants discuss the theory and implementation of teacher research, conduct a literature review in the area of interest, ask critical

questions about their practice, design a research project, and develop a publishable teacher research paper.

CRCRTH 692 - Processes of Research and Engagement
In this course student identify issues in educational or other professional settings on which to focus their critical and creative thinking skills. Each student works through the different stages of research and action, from defining a manageable project to communicating findings and plans for further work. The classes run as workshops, in which student are introduced to and then practice using tools for research, writing, communicating, and supporting the work of others.

CRCRTH 693 - Action Research for Educational, Professional & Personal change
This course covers techniques for and critical thinking about the evaluation of changes in educational practices and policies in schools, organizations, and informal contexts. Topics include quantitative and qualitative methods for design and analysis, participatory design of practices and policies in a framework of action research, institutional learning, the wider reception or discounting of evaluations, and selected case studies, including those arising from semester-long student projects.

MEDIATION, DIALOGUE, AND COLLABORATION

CRCRTH 616 - Dialogue Processes
Genuine dialogue provides a creative space in which may emerge entirely new ways of thinking, acting, and relating to others. At the heart of such dialogue is holding respect for oneself, for one another, and for a commonly created pool of meaning. Course participants learn and experience approaches to listening and dialogue derived from Buber, Bohm, Isaacs, Jackins, Weissglass, and others, that allow us to become more aware of the underlying beliefs, assumptions, and emotions that limit our thinking and our responses to the world. Discussions explore applications of dialogue processes in educational, organizational, social, and personal change.

CRCRTH 618 - Creative Thinking, Collaboration, and Organizational Change
Through interactive, experiential sessions and structured assignments, students learn critical and creative approaches to working in organizations. Skills addressed include: communication and team-building; facilitation of participation and collaboration in groups; promotion of learning from a diversity of perspectives; problem-finding and solving; and reflective practice. Students apply these skills to situations that arise in business, schools, social change groups, and other organizations with a view to taking initiative and generating constructive change.

CRCRTH 670 - Thinking, Learning, and Computers
This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools.
Theme: Critical Thinking and Information Literacy
We will focus on the idea of information literacy in particular, as we seek to understand the growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes accessible through computers, as well as the way that various formats of information and computer-based

resources might support thinking and learning. We consider computers in contexts such as collaborative thinking, applications of to education and other fields, and understanding ourselves in a digital culture.

DISRES 624 - Cross-Cultural Conflict
This course emphasizes the special characteristics of conflict based in religious, ethnic, national, or racial identity-conflicts that the field calls "intractable." The primary focus of the course is on intervention techniques that have been used and that have been proposed for use in these settings.

URBAN AND SOCIAL JUSTICE EDUCATION

EDC G 606 - Sociocultural Perspectives on Education
This course examines the interrelationships among students, schools, and society. Participants learn about the ways in which race, class, language, and ethnicity influence how we define ourselves and each other in our various encounters within the broader culture of US society. The course examines the historical antecedents influencing how the lives of the immigrant and colonized peoples in the US are defined. It is designed as a foundation for understanding the policies, goals, assumptions, strategies, and practices of multicultural approaches to education. It draws on a variety of models to construct educational curricula that are multicultural and socially reconstructionist. Readings are placed within the context of public schooling today in order to develop students' "cultural consciousness" and awareness of the individual and shared societal assumptions we bring to our teaching experiences.

EDC G 672 - Race, Class, Gender: Education Reform
This course explores issues of race, class, gender, and linguistic and cultural diversity within their broad sociopolitical and philosophical contexts and examines their implications for anti-racist, multicultural educational practice. Focus is on the goals and premises central to public education from a historic perspective; new perspectives in multicultural teaching and learning, as informed by important recent developments in cognitive psychology, anthropology, sociolinguistics, and cultural studies; and the integration of curriculum design, instructional practice, and assessment approaches. Through critical examination of their own classroom situations, students sharpen their own educational philosophy and pedagogical techniques.

CRCRTH 627 - Issues and Controversies in Antiracist and Multicultural Education
This course explores two related forms of education-antiracist education and multicultural education-approaching them as issues in moral and value education and exploring controversies in the theories and practices of antiracist and multicultural education. The course deals with both practical and theoretical issues but concentrates more on theory. Specific topics include racism, race, and school achievement; ethnic identity and self-esteem; Afrocentrism; religious pluralism; multiculturalism as a unifying or divisive force.

5. Goals and Objectives (AQUAD plan)

5.1 Goals and Objectives
A. Attract and serve individuals who do not wish to be certified in Massachusetts (or who are already certified), but want to work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.

A.1 Get a positive name for the track through governance.
A.2 Plan larger more ambitious changes (developed carefully with attention to institutional politics and resources/sustainability).

B. Through teaching, advising, and a reliable, coherent program of offerings, allow students to design a sequence of education-related courses to support their specific interests.

B.1 Get minor changes through governance to create more coherency and flexibility of courses taken to fulfill core requirements.
B.2 Make what we already do more accessible to students and to prospective students in the "feeder" tracks (ABA, CCT, BWP…).
In particular, assign LTET advisors to match student's interests.
B.3 Implement new capstone option of a "Written paper with oral presentation"

C. Establish sustainable, non-exploitative operations and planning, recognizing that all LTET faculty have primary advising and administrative commitments in other programs.

C.1 Enhance discussion among the LTET faculty and coordinate with the feeder tracks they are responsible for. In particular, coordinate course offerings so that interesting, but often-under-enrolled electives run.
C.2 Given that all LTET faculty have primary advising and administrative commitments in other programs, LTET faculty check in from time to time to make sure that we are clear about:
    a. each other's limits of involvement in LTET;
    b. the support we need from each other and the staff to counteract the common pattern that, unless one provokes a crisis by "quitting," one is left to exploit oneself (i.e., to allow other life and work commitments to suffer);
    c. the agreed-upon scope (perhaps limited) of efforts to build the track beyond its present state; and
    d. the backup/successional plans for anyone who takes on the coordinator role.
C.3 Involve the Department Chair in creating an apprenticeship/ successional plan for LTET coordination, e.g., to ensure that the coordinator can take a real leave when s/he gets it.
C.4 Establish who in the OSS is the point person for LTET and the parameters in which they can be asked to support LTET faculty on advising and other issues.

5.2 Overall Rationale for the Goals and Objectives
Within the constraints of faculty time and resources allocated to the LTET track, maintain ways for students to pursue diverse inquiries and practical projects building on a foundation in curriculum development, research and writing, and collaborative action for change and social justice through education.

5.3 Strategy for Assessing Progress towards Goals and Objectives
The strategy for assessing progress towards these goals and objectives is addressed by the Program faculty who annually analyze the program's student data and resource needs, and develop concrete responses. In practice, the annual reviews to the College and Graduate Dean have served as a program review function.

6. Advising System
New student advising: LTET is a unique graduate program, so there are no standard conduits for students into the Program. A variety of means are used to make the Program known to prospective students: Office of Student Services particularly for students wishing to remain in education but leave a licensure program, courses offered within the graduate certificate programs associated with LTET, advising by faculty who are associated with LTET, and the College of Education web pages. Once prospective students find out about LTET, advising is mostly done through phone calls and emails and inquirers are directed first to the detailed online LTET wiki, which takes the student through the steps from applying to graduating. Late Spring and Summer are particularly important periods for recruiting and the Program Coordinator has to maintain a phone/email/face to face advising presence throughout the academic year. Students are sent a welcome email when the admissions committee has recommended acceptance into the LTET Program. The Welcome email includes mention of the remaining steps to become a matriculating student and a link to the LTET wiki which contains details about the course of study, completing the program, and a list of scheduled core course available for the upcoming semester. The following references to 2 links are included within the Welcome email:

> 1. To help you in course selection for the fall (and other matters), please take note of the information at http://candi.wikispaces.com/LTETtrack -- bookmark this webpage so you can refer back to it.
> 2. Please let us know if you have a preference for an advisor (see http://candi.wikispaces.umb.edu/LTETAdvising, or if you want us to assign you an advisor. (If you come from the ABA certificate, let us know that as well.)

b. General advising: A general advisor from the core LTET faculty is assigned to each student upon acceptance to the program, or the student may select an advisor listed on the LTET wiki whose area of interest might more closely match their own.. Course plans are completed by the students in consultation with their advisors.

7. Co-curricular activities -- None.

8. Scheduling
As mentioned earlier, to accommodate the schedules of working students, courses are offered after 4pm, in intensive three- or six-week sessions during the winter and summer, and online. The Program can be completed on a part-time or full-time basis. Face to face courses scheduled for fall and spring semesters are taught in State-funded sections by regular faculty members. Online courses and courses scheduled for winter and summer semesters are taught through CCDE (U.C.) by part-time faculty.

9. Governance
The faculty member with administrative and programmatic oversight responsibilities for LTET is referred to as a Coordinator rather than a Graduate Program Director. This title reflects a constitution was approved for the C&I Department in 2006 in which each program would have a

Coordinator elected by the program faculty for a three-year term. Officially, LTET is a track within a C&I Program, namely, Teacher Education, but Teacher Education has had track coordinators, not an overall Program Coordinator since January 2007. (Unlike the other track coordinators in Teacher Education, LTET coordinators have not been granted the one course/year course load reduction established in AY07 or the stipend reinstated by Graduate Studies in AY08 or AY09.) Under the C&I constitution, the Program Coordinators report to the C&I chair, who has ultimate authority over course scheduling, staffing, and budgets. The track coordinators operate in the same way. Annual program reports are sent to the Dean of Graduate Studies and incorporated in the Department's report to the College Dean. All of the LTET core faculty members have appointments and responsibilities in other programs and tracks within C&I. Their course assignments, leave approvals, and coverage when on leave (when possible) are arranged within C&I as a whole.

B. HUMAN AND MATERIAL RESOURCES

1. Regular faculty
Curriculum vitae are included in Appendix B.

a. Faculty assigned primarily to the Program -- None.

b. LTET Faculty from other units contributing to teaching, governance, advising, and administration
Asst. Prof. Donna DeGennaro
Specialization: Technologically-mediated learning environments

Dr. DeGennaro's dissertation work focused on how technology-mediated activities in a cross-community partnership empowered youth to have a voice in the organization of their learning. Donna's current research interests center on youth technology practices and interactions in informal learning environments. The research draws on theories from cultural sociology to examine the interrelationship between culture, history, and social interactions and how they inform emergent learning designs.

Prof. Peter Kiang
Specialization: Asian-American Studies; Teacher Research

Dr. Peter Nien-chu Kiang (江念祖) is Professor of Education and Director of the Asian American Studies Program at the University of Massachusetts Boston where he has taught since 1987. Peter's research, teaching, and advocacy in both K-12 and higher education with Asian American immigrant/refugee students and communities have been supported by the National Academy of Education, the National Endowment for the Humanities, the Massachusetts Teachers Association, the Massachusetts Association for Bilingual Education, and others. At UMass Boston, he has received both the Chancellor's Distinguished Teaching Award and Distinguished Service Award -- one of only two people in the school's history to do so. Peter served for six years as chair of the Massachusetts Advisory Committee for the US Commission on Civil Rights, and recently completed an eight-year term as co-president of the Chinese Historical Society of New England. He holds a B.A., Ed.M., and Ed.D. from Harvard University and is a former Community Fellow in the Department of Urban Studies and Planning at MIT.

Assoc. Prof. Denise Patmon
Specialization: Teaching of Writing

Denise Patmon is an Associate Professor of Education in the Curriculum & Instruction Department at the University of Massachusetts/Boston since 1995. Previous to her tenure at UMASS/Boston, she was a full-time faculty member at Wheelock College and in the CUNY

system at Lehman College, Hiroshima Japan campus. Teaching in the Boston and Brookline Public School systems accented her early teaching career experiences.

At UMASS/Boston, in addition to her pre-service teacher education courses, she teaches in the Leadership in Education/Leadership in Urban Schools (LIUS) Doctoral Program in the College of Education and Human Development. She has been the Interim Director for the Center for the Improvement of Teaching (CIT) at UMASS/Boston and led faculty development seminars for pre-tenured faculty from across the campus. She has also been the Faculty Advisor and former co-Director of the Boston Writing Project.

Her doctoral research is in Japanese Literature and the Teaching of Writing: Multiple Frames for Knowing. Author of two books for children, several articles and monographs, an associate past editor of two journals, her most recent research involves the investigation of curriculum and instructional leadership at the early 19th century Abiel Smith School for free African Americans in Boston, Massachusetts.

Prof. Peter Taylor
Specializations: Critical Thinking and Reflective Practice, especially about Environmental and Health Sciences in their Social Context.

I joined the Critical and Creative Thinking (CCT) Program in the Graduate College of Education (now College of Ed & Human Development) at UMass Boston in the fall of 1998 and continue to enjoy new challenges teaching experienced educators, other mid-career professionals, and prospective K-12 teachers (see blog—http://pcrcr.wordpress.com. In 2009, I received the Chancellor's Award for Distinguished teaching.) Working in the CCT Program also provides opportunities to promote critical, reflective practice in ways that extend my contributions to ecology and environmental studies (ES) and social studies of science and technology (STS). In those fields I focus on the complexity of, respectively, ecological or environmental situations and the social situations in which the environmental research is undertaken. Both kinds of situation, I argue, can be characterized in terms of "intersecting processes" that cut across scales, involve heterogeneous components, and develop over time. These cannot be understood from an outside view; instead positions of engagement must be taken within the complexity. Knowledge production needs to be linked with planning for action and action itself in an ongoing process so that knowledge, plans, and action can be continually reassessed in response to developments -- predicted and surprising alike. In this spirit, ES, STS, and critical pedagogy/reflective practice have come together for me in a project of stimulating researchers to self-consciously examine the complexity of their social situatedness so as to change the ways they address the complexity

of ecological and socio-environmental situations (see my book Unruly Complexity: Ecology, Interpretation, Engagement, U. Chicago Press, 2005, and Intersecting Processes blog—http://pjt111.wordpress.com.) Recently, I have begun to take these interests in a new direction through historical and sociological analysis of social epidemiological approaches that address the intersections of environment, health, and development. Through collaborations in and beyond the College of Ed. I also seek to promote a vision of critical science and environmental education that extends from improving the teaching of scientific concepts and methods to involving citizens in community-based research. Bringing critical analysis of science to bear on the practice and applications of science has not been well developed or supported institutionally, and so I continue to contribute actively, to new collaborations, programs, and other activities, new directions for existing programs, and collegial interactions across disciplines (see review at http://ptaylor.wikispaces.umb.edu/ISHPSSB).
Website: www.faculty.umb.edu/peter_taylor/

2. Part-time faculty with instructional and administrative roles
Mary Brady
Specialization: Applied Behavioral Analysis; Early Childhood Education; and supervising candidates for teacher licensure.

(Part time lecturer, Curriculum & Instruction C&I Department within CEHD; Director of Professional Development within Center for Social Development and Education CSDE)— I joined the College of Education and Human Development's Curriculum and Instruction Department 10 years ago as a part time lecturer and continue to expand my own understandings about teaching and learning from teaching courses about educational technology, assessment and inclusive practices, and I concurrently work in the Center for Social Development and Education, an applied research center, I am able to bring validated practices to my teaching, and contribute research questions and professional development needs from the K12 environments to the Center's work. For example, the Applied Behavior Analysis Graduate Certificate Program, which contributes about a third of all students to the LTET, came to be by hearing the needs of practitioners in our K12 schools, developing a "user friendly" delivery model utilizing technology, and obtaining program approval through the university's governance procedures. Currently I am combining my interests in educational technology with validated assessment

practices to rethink the ways in which we prepare prospective teachers to be reflective practitioners.

I earned my M.Ed. at the University of Southern California, and both an M.B.A. and Ph.D. in education at Boston College. Before joining the University of Massachusetts Boston, I was a researcher and curriculum developer at the Center for Applied Special Technology. Earlier in my career, I was a teacher of students with severe special needs, principal of Boston College Campus School, and director of training at the Shriver Center University Affiliated Program.

3. Professional and classified staff
No data are available to quantify the occasional assistance provided by the staff of the Department of Curriculum and Instruction and the College.

Starting fall 2010, LTET has been served by a ¼ time GA (1/4 time = 4.5 hours/week) who will also be paid from E.S.S. funds to assist during the winter and summer periods.

4. Material resources
Photocopying through allowance to individual faculty members in C & I
Laser printing and paper using C & I Departmental printer
Offices: None.

5. Library use
Stimulated by library orientation sessions in courses, students' use of on-line reference material increases each year. Most professors use the library e-reserve system or other password-protected system for readings.

6. Student support
Historically, a small number of LTET students have secured support though graduate assistantships that originate in the Office of Graduate Studies, but are allocated within the GCE, either as research assistants to individual GCE faculty members or as administrative assistants to the Programs.
Data on the numbers of these assistantships secured by LTET students are not available.

C. STUDENT PROFILE

1. Matriculation, Transfer-in, Graduation, and Total enrollment data
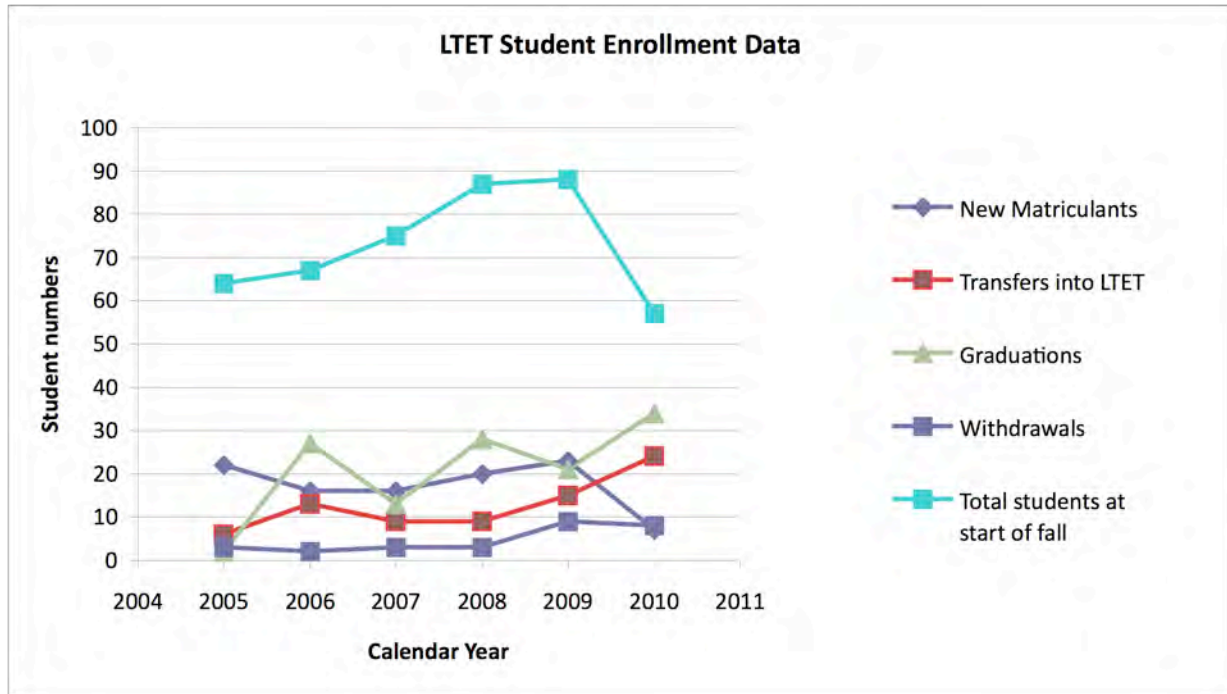
Figure 1: LTET Student Enrollment Data

Table 1: LTET Student Enrollment 2005-2010

Calendar Year ->	2005	2006	2007	2008	2009	2010
New Matriculants	22	16	16	20	23	7
Transfers into LTET	6	13	9	9	15	24
Graduations	2	27	13	28	21	34
Withdrawals	3	2	3	3	9	8
Total students at start of fall	64	67	75	87	88	57

Data source: Program data, verified by review of individual student WISER records from Registrar.   Spreadsheet available on request.

Comments: *The drop in new matriculants and total numbers in 2010 is an artifact* of the following: When students transfer into LTET from the ABA certificate their matriculation date is recorded as when they matriculated into the ABA certificate. This procedure ensures an accurate picture of how long it takes to graduate. However, because recent ABA matriculants have not yet applied to join LTET, they are not (as of early 2011) recorded as being in LTET.

The ratio of new matriculants to transfers in over the period 2005-2010 is 4:3. There are no discernible trend sin which track the students transfer in from. (One of the original purposes for establishing the non-licensure track within Teacher Education was for students who approached the end of teacher licensure Masters programs and found that teacher licensure was not a match

for their interests or skills. The two most frequent reasons given by students transferring from a teacher licensure Masters program are: not passing the state licensure examinations (Massachusetts Tests Educator Licensure-MTEL); or not wishing to teach in a classroom after completing most of the coursework leading to licensure.)

Acceptance and matriculation rates: Data from Institutional Research for the fall of each year shows almost all applicants were admitted, and almost all admitted students matriculated. There are no trends that depart from this overall picture.

Time to graduation: Average number of years from Matriculation to Graduation has been 2.8-2.9 for graduates in the years 2006-2010. There are no trends that depart from this overall picture.

Dual LTET-Certificate student numbers: Close to half of the LTET students (new matriculants and transfers in) have also been (or are) taking a Graduate certificate, and ¾ of these are taking the ABA Certificate.

2. Descriptive data
a. Ethnic/racial diversity. 20% of new matriculants (excluding non-residents and unknown ethnicity) were minorities (range from year to year: 15-33%; no discernible trend) (Data source: Institutional Research). Data on ethnicity of students who transferred from other Masters tracks not available. Minority students were African-American and Pacific Islander, not Hispanic or Asian-American.

b. Gender composition. 78% of new matriculants were women (range from year to year: 60-86%). 67% of students transferring in from other Masters tracks were women (range from year to year: 54-78%; no discernible trend).

3. Selected student profiles
Five student profiles follow. The highlighted students represent areas of interest in community development particularly for immigrants to our city, urban youth, educational support, use of technology-mediated learning, international education. These students illustrate the strength of LTET in its ability to incorporate graduate certificate and focus areas within the overall Masters course of study, and the intertwining relationship between LTET and teacher licensure programs.

Jessica Ngoc Tran, M.Ed.
graduated in 2009-2010 with focus in Asian American Studies
email: silvaroze@hotmail.com

Student's Focus: Jessica Ngoc Tran focused on the sociocultural community contexts for refugee/immigrant communities of color in metro Boston. Her course work included relevant education courses as well as course work in Human Services and Asian American Studies.

Importance/Relevance of Student's Work: Jessica developed collaborative relationships with several community-based Asian immigrant-serving agencies in not only Boston, but also Quincy and Malden — settings where rapid demographic growth among the Asian American population has led to large gaps in educational services for all ages from pre-school to youth to families to elders. Jessica was able to analyze the critical issues and needs of these underserved communities in holistic, interconnected ways.

Student quote: I have been working for many nonprofit organizations. I enjoy working with diverse populations. Not only do I get to learn about their heritages, but at the same time, I share my own knowledge about my history and traditions. Having relevant knowledge from my classes has helped me with my work in the community. Because of what I have learned from Asian American Studies, I was able to appreciate my background more and will continue working with diverse populations in the community.

Kunthary M. Thai-Johnson, M.Ed.
Graduated in 2009 with focus in Asian American Studies
email: Kunthary.Thai@umb.edu

Student's Focus: Kunthary Thai-Johnson addressed the educational needs of urban youth with a dual focus on the roles of schools/teachers and families/communities. She was particularly interested in the counseling, mentoring, and mental health needs of urban youth.

Importance/Relevance of Student's Work: Kunthary directs a mentoring and educational opportunity pipeline program for Boston Public School middle and high school students. Her M.Ed. enabled her to look beyond the intense day-to-day programmatic needs of her work, and consider domains of research, policy analysis, funding, and other critical contexts for her work.

Student quote: From the classes and projects I have done as a graduate student in education, I am able to understand many education issues affecting urban immigrant/refugee populations. I am better equipped to deal with the students enrolled in my own educational support program. In addition, the AsAmSt courses enabled me to reflect on my experiences and become more accepting of myself, my family, my community, and my roots in Cambodia. I am no longer trying to hide my heritage. I hope to pave a way for those who do not have equal or fair access to higher education and spread the knowledge of what I have learned from Asian American Studies in my graduate education program to enable other educators and policy makers to understand the intricate issues affecting the profiles of Cambodian students and other refugee students in order to develop more effective educational policies and practices, locally and globally.

Peter Palingo, M.Ed., with Graduate Certificate in CCT
Email: peterpalingo@gmail.com
Focus area: Teaching English Language Learners, especially in a foreign context, namely, South Korea.

<u>Importance/relevance of what student did within LTET</u>
Especially through CCT courses, Peter became a reflective practitioner.

<u>Statement about value of LTET as contributor to student's goals and pursuits.</u>
Extract from Peter's capstone exam wrapping up a question that invited students to "review the process of development of your work and thinking about education":

> Reflecting on my M.Ed studies through the lens of Taylor's "4 Rs" helps me see that the journey has been transformative. It also brings to mind the third "R" which I have not mentioned yet, Revelation. There were many times in my courses when I would be struggling with different ideas through reflective writing or classroom dialogue and suddenly I would articulate my ideas in a way that brought focus to my thinking and revealed my true self. My identity revealed itself and grew during moments of learning. I like the quote by Peter Taylor (2008) that, "we know more than we are, at first, prepared to acknowledge." So often our understanding of various topics is internalized in ways that escape our ability to retrieve them. We may take certain ideas for granted or intuitively accept something, but we struggle to explain and elaborate our understanding. Therefore, those moments of clarity when our internalized assumptions and conscious thoughts merge with the topic of study and allow us to articulate ourselves with passion and precision are so powerful. I will miss those moments in the context of the M.Ed. program, but will seek out new forums for that type of engagement and revelation.

> From Exhibit 1, I can now understand that I never developed the Respect in the relationship with the teacher whom I observed. On the surface, of course we were respectful to one another. But, we did not really listen to one another and only told each other what we felt the other wanted to hear. Without a base of Respect, I could not engage in Risk to step into the uncertainty or discomfort of honestly discussing his teaching methods and how they may not be best serving his students. By not taking that Risk, I could not achieve Revelation. Therefore, there was a disingenuous aspect to our exchanges. I was not being myself. In that situation, transformative insight or growth was impossible. But, it was still a valuable learning experience on several levels.

... I can now understand that the powerful presence of Respect in the "Creative Thinking" class allowed me and my classmates to engage in Risk. Then, I was free to share my identity and allow it to grow. The Revelation occurred for me during the process of developing and performing my presentation. I realized that I had internalized an understanding of those two artists that are so personally important to me. By creatively presenting those two people, I also revealed myself. This has been a valuable exercise to reflect on my experiences in the M.Ed program. The "4 Rs" have provided me with a new framework to evaluate learning situations. My new awareness of these elements will help me to take advantage of potentially transformative opportunities in the future.

*   *   *

Richard Azulay, with Applied Behavior Analysis for Special Populations Graduate Certificate

Email Azulay.Richard001@umb.edu
Graduated Fall 2009

Statement about the student's focus within LTET
Richard Azulay combined his commitment to educating students with autism along with the systematic and data-driven capacity of computer-assisted learning as the focus of his research, product development, and reflections within the LTET Masters of Education Program.

Importance/relevance of what student did within LTET
In a field where little has yet been done to harness technology that promotes learning, Rich taught himself basic code and developed a prototype computer program to teach basic matching and word identification skills to students with Autism and Intellectual Disabilities. He pilot tested his program and revised it, adding data collection and graphing capabilities that are consistent with an Applied Behavioral Analysis methodology. He reflected upon this process in his Capstone Exam, which he passed with distinction. Rich was selected as the LTET Book Award Recipient for 2009.

Statement about value of LTET as contributor to student's goals and pursuits.
As Rich tells us, "My goal is to create instructional tools and data collection systems to be used by teachers and behavior analysts. Once finding support at the University of Massachusetts for development of these skills, I have had to present the need for these skills within my worksite, and continue to do so. It is my hope that this knowledge will lead to development of innovative teaching tools for children with Autism."

Songkhla Thi Nguyen, M.Ed.
Began in LTET but switched to with initial licensure in Elementary Teaching and graduated in 2010 with a focus in Asian American Studies
email: songkha_nguyen@yahoo.com

Student's Focus: Songkhla Nguyen began the LTET program with multiple interests in science education, Asian-American youth and community development, Buddhist education, and Vietnamese refugee/immigrant family dynamics. Through her first year, she clarified her focus and transferred from LTET to the initial licensure program for elementary education. She decided that the best way for her to combine her interests was to become a public school teacher in a school that served Vietnamese American students and families. In this way, her formal degree program shifted, while she maintained her LTET/Asian American Studies curricular focus.

Importance/Relevance of Student's Work: Following her graduation, Songkhla was hired to teach in a first-grade Sheltered English Immersion classroom at the Mather School (Boston Public Schools) with 100% Vietnamese American children. Her skills, networks, and resources as a classroom teacher — enhanced by the Asian-American Studies curricular thread of LTET — are much needed in a system where Vietnamese bilingual/bicultural responsiveness is essential but severely limited.

Student quote: Five years ago, I wasn't certain what my goals and aspirations were, but today I can confidently claim: I am an educator. I am serious and passionate about my work; I seek ways to improve my teaching and pedagogy for the betterment of students. Asian American Studies along with my Teacher Education training program has prepared me to do so. I will always be working on bettering my skills and abilities to become a more qualified teacher. I teach to circulate knowledge, influence positive actions, and increase social justice. I thank Asian-American Studies for providing me the opportunity to do so!

II. SELF-ASSESSMENTS

A. FACULTY REVIEW OF GOALS AND OBJECTIVES
This review consists mostly of extracts from the annual reports that note developments and identify possible steps ahead. Some additional possibilities for the future have arisen through faculty discussion around the preparation of this self-study and are included in section III.A.

Goals & Specific Objectives	Developments	Possible Steps Ahead
A. Attract and serve individuals who do not wish to be certified in Massachusetts (or who are already certified), but want to work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.		
A.1 Get a positive name for the track through governance.	"Learning, Teaching, and Educational Transformation (non-licensure)" became official in AY09.	Use this name to promote the track. Secure a separate page in the Graduate Bulletin for LTET.
A.2 Plan larger more ambitious changes (developed carefully with attention to institutional politics and resources/sustainability).	See "Possible Phased Steps Toward Doctoral Program," http://candi.wikispaces.umb.edu/TowardsDoctoralProgram. Stalled. LTET track coordinator(s) stretched by their other program leadership commitments. (No response to request in AY08 to GCE dean from LTET coordinators for half-time LTET faculty member to be assigned a key role. See also C2 and C3.)	Revisit if more support becomes available and/or a faculty newcomer steps up to give some push to the track.
B. Through teaching, advising, and a reliable, coherent program of offerings, allow students to design a sequence of education-related courses to support their specific interests.		
B.1 Get minor changes through governance to create more coherency and flexibility of courses taken to fulfill core requirements.	Done AY08, including new core course categories: curriculum organization and innovation; research and writing for reflective practice; mediation, dialogue, and collaboration; urban and social justice education	

Goals & Specific Objectives	Developments	Possible Steps Ahead
B.2 Make what we already do more accessible to students and to prospective students in the "feeder" tracks (ABA, CCT, BWP…).	Wikipages: http://candi.wikispaces.com/LTETtrack, and linked pages & forms, including course tracking forms. New text in Graduate Bulletin (in press AY09).	Communicate to incoming students (new & transfers) that the wikipages provide important and up-to-date information.
In particular, assign LTET advisors to match student's interests.	Advisor/advisee pairings clear to LTET faculty. Student emails available to and used by LTET coordinators and faculty to facilitate advising.	
B.3 Implement new capstone option of a "Written paper with oral presentation"	Two students undertook this. These and other students needed help understanding that this paper went beyond the requirements of the research and writing course they registered in.	Advise students to consider new capstone option. Revise description of this option to clarify the distinction and make rubric available.
C. Establish sustainable, non-exploitative operations and planning, recognizing that all LTET faculty have primary advising and administrative commitments in other programs.		
C.1 Enhance discussion among the LTET faculty and coordinate with the feeder tracks they are responsible for. In particular, coordinate course offerings so that interesting, but often-underenrolled electives run.	Consultation by email and occasional meetings, but feeder tracks mostly operate on their own terms. Offered multicultural literature and creativity course in partnership with CCT.	Keep going in same vein.

Goals & Specific Objectives	Developments	Possible Steps Ahead
C.2 Given that all LTET faculty have primary advising and administrative commitments in other programs, LTET faculty check in from time to time to make sure that we are clear about: a. each other's limits of involvement in LTET; b. the support we need from each other and the staff to counteract the common pattern that, unless one provokes a crisis by "quitting," one is left to exploit oneself (i.e., to allow other life and work commitments to suffer); c. the agreed-upon scope (perhaps limited) of efforts to build the track beyond its present state; and d. the backup/successional plans for anyone who takes on the coordinator role.	Had an initial meeting on these concerns, but the unfolding of AY09's work did not match our hopes, especially on b & d. Mary Brady joined Peter Taylor as co-coordinator in mid-spring 2010. Had another meeting on these concerns at end of AY09, taking into account outcomes of C3 & C4 below. Only one person was willing to continue in leadership role in '10-11 and then only if another person is able to commit serious time as co-coordinator. For AY10, the C&I Chair assigned a ¼ time GA to LTET with additional ESS funds for hours during winter and summer. With no alternative in sight, Mary Brady took primary leadership role, with Peter Taylor as backup support. Request for GPD stipend turned down. Request to C&I Chair for salary savings from two LTET core faculty members' sabbaticals to be allocated to fund an LTET lecturer for AY11 not approved.	Explore options for operations and planning (and AQUAD review) to prevent continued exploitation of some faculty: Wind down the track; Secure a CLR and stipend for coordinating LTET (and then explore if that makes a difference); Search for a faculty member to serve non-licensure tracks*; or Hire a CCDE-funded assistant coordinator (based on income from that person offering additional sections of required core courses online & in the summer through CCDE). (* Note: A proposal was made At the C&I Chair's request, a proposal was made in Spring '08, but not given any priority by the College, namely, to search for a tenure-track faculty member to serve CCT and LTET who would ensure • Continuing Innovation in Research and Engagement for Educational Change; and • Administrative Viability for CCT & LTET. If a new proposal were requested from CCT and/or LTET, the focus and rationale would be revisited to address the current situation and possible new directions.)
C.3 Involve the Department Chair in creating an apprenticeship/ successional plan for LTET coordination, e.g., to ensure that the co-ordinator can take a real leave when s/he gets it.	Discussions and subsequent check-ins held starting August '09. Nothing eventuated from the Department. (Licensure programs command higher priority for attention and resources.)	Expect not to have a faculty member for whom LTET is their primary responsibility.

Goals & Specific Objectives	Developments	Possible Steps Ahead
C.4 Establish who in the OSS is the point person for LTET and the parameters in which they can be asked to support LTET faculty on advising and other issues.	Eventually informed by OSS: "There is no point person." Clarified LTET operations, http://candi.wikispaces.umb.edu/LTEToperations, and queried OSS about what support OSS can give. Upshot in AY09: Most of LTET operations are in faculty hands.	Continue to remind OSS of the (minimal) filing and advising help they agreed to. Faculty continue to streamline operations (e.g., email distribution and submission of comp. exams)

B. SURVEY OF CURRENT AND FORMER STUDENTS

1. The Survey Process

We created a 13-item online survey for current LTET students, an 11-item survey for LTET alums, and a 14-item survey for LTET students who did not complete the program. The online survey was distributed by emailing the corresponding link for each survey on www.surveygizmo.com to the appropriate group with an explanation of the purpose of the request, using last known working email addresses from the LTET database. We received 12 completed surveys from current LTET students (out of 53 possible); 9 from LTET alums (out of 127 possible); and 1 from non-LTET completer students (out of 23 possible). Non-responses include those who never received the email request, as indicated by messages bounced back as undeliverable (around 32 total across all groups). In reporting results, we consider the answers to questions from LTET graduates, then current LTET students, and then from LTET non-completer students. All 3 surveys can be found in Appendix A.

In January 2011 we distributed the following message and link to one of 3 surveys to each student within the MEd LTET program since 2005 for whom we had active email addresses. A total of slightly more than 200 surveys were emailed to students, some to multiple email addresses.

Email message to current and former students
The LTET program is undergoing its periodic "AQUAD" (7-year) review, which the University might use to make decisions about resources for and the future direction of the Program. The review begins with a self-study this spring so we are surveying all current, graduated, and former students about their experiences in the program and afterward. We would appreciate it very much if you could complete the survey at http://www.surveygizmo.com/s/444952/0eazm within a week. Your survey responses are confidential and anonymous.

Should you also wish to write a testimonial about the program that can add depth to the survey, feel free to email this to us.

Please submit up-to-date contact info via the program email: med.ltet@umb.edu.

If you have received this survey in error please let us know so we can correct our records.

Thank you very much for taking the time to assist us in this important effort,

Mary Brady and Peter Taylor
Co-coordinators, MEd Learning, Teaching & Ed. Transformation (non-licensure) track
http://candi.wikispaces.umb.edu/LTETtrack
med.ltet@umb.edu

2. Survey Summary: Current Students

Area of intended or actual focus

Of the 11 respondents, 7 were pursuing or interested in pursuing roles other than that of a teacher. One expressed an interest in school administration or advising, particularly in international education. Two did not specify their non-teaching directions. Four were pursuing national professional licensure as behavior analysts. Of the 4 who were pursuing teaching, one was completing Spanish courses leading towards Professional Licensure, one listed special education, and one pursuing initial licensure directly through the Massachusetts Department of Elementary and Secondary Education.

Four of the 7 students were incorporating the ABA Graduate Certificate within their LTET learning plan.

Most respondents had almost completed their LTET program, so had significant experience with the program's advising, course selection and the relevance and quality of the courses and overall program. Five are completing their last courses this spring, and one students has only one remaining course. The remaining 3 respondents reported 4-6 remaining courses to complete the LTET program.

Include Graduate Certificate?

No graduate certificate programs were included within LTET learning plan for the majority, 7, of the current students who responded.
All 4 students who were including graduate certificate programs were concurrently enrolled in the ABA Graduate Certificate Program.

Remaining Number of Courses

Two thirds of the respondents were in their final one or two semesters of the program (0-2 courses after the current semester). The remaining third of respondents were at least half finished with their coursework, with 4-6 courses remaining.

How did you hear about LTET?

Most participant respondents learned about the MEd LTET from those within the program—2 from former students, six from advisors, and 3 learned about it from participating in other UMassBoston graduate programs (1 in the Teach Next Year program, and 2 within the ABA program). The catalog and website were used by 6 students, but only one of these students gained knowledge about the program only from the website. The remaining 5 also mentioned the role of their advisor or former LTET student in their process of learning about the program.

<u>What information or other features led you to apply?</u>
Three students mentioned that LTET allowed them to pursue a degree in education without the teacher practicum (aka student teaching). Two would or had earned their teacher licensure and wished to complete a Masters degree. For one participant pursuing teacher licensure, the pace of a licensure program wasn't possible for her so she completed enough teacher licensure courses to be able to apply directly to DESE, and then completed additional courses towards her professional licensure. One participant would be moving out of state and preferred to earn her Masters degree in education and obtain teacher licensure in her new home state. Four students first completed the ABA Graduate Certificate Program and found that they were "…almost half way towards finishing a Masters degree." For them, completing a Masters degree would enable them to pursue the higher level of national professional licensure than those with only a bachelors degree. One began within the ABA Graduate Certificate program but " …decided against it" so continued with the Masters program in education instead to become "…more attractive as a researcher/writer/prospective employee." One participant found that his Graduate Assistant work in public schools with high school students helped him "…decide that this MEd track was right for me." For one, the location was a deciding factor, and one student mentioned the convenience of the evening courses which allows her to "…work full time."

<u>What aspirations for professional or personal development did you have when you joined the program?</u>
For the 3 students pursuing a Masters degree incorporating the ABA Graduate Certificate Program, they were pursing career advancement and marketability. One student who earned with teacher licensure a number of years ago is preparing to return to the workforce after raising her children. She was concerned when observing that other skilled teachers with "old" licensure were being underutilized as para-professionals or passed over by younger teachers with Masters degrees. In her field, special education, she felt that newly hired teachers with behavioral analysis professional licensure had an advantage over those who did not.

One student wished to complete teacher licensure coursework leading towards licensure, and another who earned teacher licensure at the bachelors level wished to explore educating early childhood students.

Other participants are pursuing the program to advance their careers in international educational administration or advising, Spanish education. Another student sees a way in which the program allows an integration of his diverse interests. The "research and engagement class will enable me to research using digital media and mathematics in class, as well as to reach others through the Internet."

One participant shared with us the motivation behind a career choice within education that led to LTET. "I was looking to develop myself and pursue a master's degree in a field that I greatly enjoyed. I have always enjoyed my time as a student, and I wanted to give back to the community in some way. Growing up I had a number of teachers and mentors who inspired me in so many ways to continue my education and I wanted to preserve and pass that on to others."

<u>In what ways (if any) have these aspirations changed at this point in your studies?</u>
Nine students indicate that their aspirations have not changed, though three expanded upon the aspirations by setting farther-reaching goals to continue learning, acquire leadership positions, and pursue doctoral degrees

<u>What professional or personal changes are happening that you attribute, at least in part, to your studies and experience in the LTET MEd program?:.</u>
As respondents closing in on completing their program, all have indicated that they met their aspirations or have concrete indications that they will when they have actually earned this Masters degree, especially with job promotions and with the ability to sit for a higher level of the national professional examination for behavior analysts. For some, there were unanticipated personal changes, such as "I am finding the coursework personally rewarding." Three have expanded their courses of study and interest in unanticipated directions because of a course they completed as part of the LTET program, such as in educational administration, counseling, and a new direction as a special educator. Another sees the LTET program as supportive of her writing in that, "I am doing a lot more writing and exploring the possibility of publishing my work. I am also considering employment opportunities in academic settings."

From a more practical perspective, one student attributed a new job to the LTET program, one a job promotion, and another anticipates a pay increase soon as she completes the MEd LTET program.

For at least one participant, the experience and knowledge extended beyond academic and work careers into the home. They "…helped to broaden my view in the workplace and at home." For another student, the online course option brought positive changes. "Cutting back on the commuting time has freed me up to get more work done, which makes me a better teacher."

<u>What evidence would you provide to show that your studies and experience in the LTET program are contributing to those professional or personal changes?</u>
Four students took the time to write about experiences in their lives beyond examples of achieving their stated aspirations and, instead, commented upon evidence of the program's impact more broadly. For example, "My last on-line course, with Wally Clausen, really opened my eyes to the power of social media. Just look at Egypt this week. I look at social action a little differently." Several students commented on how they have learned to feel more confident, collaborate and attend to nuances of discourse learned in coursework. "…through my work and applying what I learn and reflecting on my experiences I feel I have gained a better understanding of who I am and how interact with the world around me."

On a less positive note, an employer (understandably) assumed that a student had acquired high quality experience practicing ABA skills learned through the graduate certificate program incorporated within the LTET program. The student was hired but her position was soon restructured to accommodate the student's need to gain additional experience. The LTET (or ABA program) do not currently provide the opportunity for this supervised experience, though some universities do.

Three responses were more vague: two students didn't know yet, and another more generally felt that the coursework learning would be applied to the job.

Concrete work-related outcomes were mentioned by 3 students. For 2 of them, earning a Masters degree was important for continuing their jobs. And, for another, the program has led to "…increased writing, submittals to educational magazines and application for positions within university education departments."

What suggestions do you have for improving the ways the LTET program could serve a student with your aspirations?
More courses in their area of interest, such as international education, teaching college as an adjunct, Spanish methods, non-teaching courses such as testing and legislation and ABA.

Only one student out of 11 expressed a wish for more time with advisors and quicker response time when dealing with technology-related concerns such as Blackboard, Wiser and email.

The only additional service suggested was a student career advising office. Since one is available at UMassBoston, the program might create more obvious links to this and perhaps other UMassBoston student support services.

Overall, how would you rate the quality of the LTET Program?
All respondents rated the program as either excellent or good, and in addition, indicated that the range of courses from which to choose research or social justice options was only fair.
Excellent 6
Good 5
Fair 2
Poor 0

Capstone options
When asked which capstone option the current students anticipated selecting, more than 80% selected the take home exam. One student indicated that her choice was influenced by her sense that she does better in writing than oral presentations.

Three students reported that their own busy schedules led them to completing responses to examination questions instead of the more open-ended research required for the second option.

One student opted for the second choice because of concern that the courses didn't prepare for the exam, and that the exam "…seems biased to those students who pursued a more traditional education courseload/focus within the program." The other student who preferred the written paper and presentation did so because "I try and apply what I discuss and learn in the classroom to more than just my professional life, and I think that I can better convey that through this option."

Two students appreciated being able to make a choice themselves. As one stated, "I am very happy that students are given a choice and are allowed to make a decision based upon the area in which they are most comfortable."

3. Survey Summary: Graduates
Area of intended or actual focus
All nine respondents pursued the MEd: LTET non licensure program for reasons related to teaching. Six added skills to their existing teacher certification, one pursued math and physics,

and one completed some of the general education coursework related to her professional licensure in Visual Arts.

Seven of them incorporated a UMassBoston graduate certificate as part of their LTET learning plan: 1 included CCT, and 6 included ABA.
Include Grad Certificate?
No—2
Yes—6 ABA; 1 CCT

How did you hear about LTET?
Specific courses drew one graduate to the program, two were informed by current or former LTET students, and six obtained the information about the program from the University of Massachusetts Boston website.

What information or other features led you to apply?
Two graduates pursued LTET because they were able to enroll in education courses that were not tied to teacher licensure.
Two other students had already completed some coursework at UMassBoston and were able to use those courses towards a Masters degree. One commented on the relevance of the core courses to his or her work while expanding topics beyond work that match interests through the electives in art, young adult literature, and critical and creative thinking.

What aspirations for professional or personal development did you have when you joined the program? Have these aspirations changed at this point in your studies?
Eight of the nine respondents aspired for job related improvements—one to teach, one to obtain a full time job that required a Masters degree, one to more generally improve to become "…an excellent practitioner," and 6 to add a skill set in applied behavior analysis. Only one wished to graduate earlier, perhaps referring to the 11 courses instead of the typical 12 courses within many education Masters degrees at UMassBoston, or to earn a master's degree in education without completing a practicum experience.
For eight of the nine graduates, they achieved their initial aspirations, and for 2 of these eight, they achieved beyond their aspirations. One feels the impact of now "…positively impacting the lives of children and their families," and another "…"…even though I never thought I'd want to, I would like to go back to school." One student has a negative relationship with an advisor, and feels the loss of faith in the profession. The one dissatisfied student states that,"…. I write about social injustice now."

Two of the respondents took the time to share enthusiasm about their LTET experience.
 "Since completing my M.Ed, I have become dually certified in Early Childhood Education and Moderate Disabilities PreK- grade 2 in addition to becoming a BCBA. I changed careers after having raised three children, and found for the first time in my life that I look forward to going to my job everyday."
 "I am now a Board Certified Behavior Analyst and I work for the State of Virginia as well as I adjunct for James Madison University. I am very proud to have my M.Ed. (LTET) from UMass Boston on my wall.

What professional or personal changes are happening that you attribute, at least in part, to your studies and experience in the LTET MEd program?:.
Changes that graduates attribute to their studies and experience in the LTET program were both job-related and both personal. Three were promoted or moved into new positions with increased responsibilities, and another feels an ability to teach students more effectively. Two comment on outcomes that cross over personal and work-related parts of their lives, such as being happy to go to work each day, and applying "…critical thinking and reflection on myself as an educator." As stated in the previous comments, one graduate writes about social justice now."

What evidence would you provide to show that your studies and experience in the LTET program are contributing to those professional or personal changes?
Five graduates tell that their current and previous jobs are positive and directly related to their completion of the MEd. LTET program.
One student continued to pursue further studies at another school and found that "…my foundational learning at UMB helped me to excel there." The disgruntled student did find an advisor who "…helped me to realize I had something to offer." Another felt that the "…(A)ability to ask for help and turn to others to help me become better in my job." The student who achieved a career change through the program has "…received positive feedback from my colleagues and supervisors through formal observations and evaluations of my work in the classroom, and have received many thanks (verbal and written) from parents of my students."

What suggestions do you have for improving the ways the LTET program could serve a student with your aspirations?
Suggestions were made about administrative and logistics aspects of applying to the university and participating in the MEd: LTET program. One student asked for "…(I)increase(d) access to those who can answer questions about courses and admissions processes prior to the completion of the application packet." Another student appeared to ask for supports for technology related to online courses or class sessions. "Many of the online components were not user friendly."

Two students had very specific course-related requests. "Courses in writing were cancelled or not offered, perhaps due to under enrollment. Perhaps inform other potential students about them because, "…I feel that if other people knew about those courses they, too, would be interested." And another requested additional courses related to behavior analysis. One specific suggestion was to "…access to computerized data collection systems during the (online) course." Two students appeared to feel quite satisfied with their experience when they commented,:"I enjoyed the program. It was exactly what I needed and allowed me to focus on what I wanted to focus on. I didn't feel I wasted any of my time" and "I was very pleased with the program. All of my professors were excellent, caring teachers. I grew immensely (in many ways) through my experience at UMass Boston."

Overall, how would you rate the quality of the LTET Program?
Eight out of nine respondents rated their experience as either excellent (3) or good (5) and only one student rated the experience as poor.

4. Conclusions from Surveying Current and Former Students

The LTET program faculty has been reminded of the importance of seemingly simple comments and feedback, and will consider follow up activities that:

- Increase awareness of our program with our colleagues in related programs
- Connect our students to university-wide support systems such as career counseling
- Clarify the capstone options, particularly the preparation required for Option 2 and the ways students may prepare for the capstone given that they do not enroll in the same specific courses.
- Review the research and social justice course options based upon the careers and interests of our students
- Solicit student feedback earlier and periodically throughout the program.

Responses from LTET Graduates suggest that the program faculty ponder ways to improve the program primarily in the ways that prospective and active students navigate through the administrative and technology systems that, although outside the program, areessential to our students' academic well-being. In addition, and not surprising given the unique interests of our students, one expressed frustration that courses she was quite interested in were cancelled because of low enrollment.

LTET faculty will also consider ways to improve the program based upon student comments in areas related to:

- Ways in which students can provide feedback about their experience within the program, beyond the course evaluations, on a regularly scheduled basis. We would, perhaps, have been able to address the one student's concerns about his relationship with his advisor had we known, and looked more broadly at the course options when students had specific interests.
- Advising processes so that students are communicated with frequently.
- Collaboration with Office of Student Support and Graduate Admissions to smooth out the process of obtaining answers to questions prior to being accepted into the program.

C. PERSONAL STOCK-TAKING BY PROGRAM COORDINATORS

Peter Taylor

Faced with uncertainty about resources for the CCT Program, I began to contribute to faculty discussions in Track A in AY07 to help align CCT and Track A so that, if CCT were wound down, CCT students could transfer to Track A and still graduate. My assumption was that, as a track in the Teacher Education program, Track A's future was not subject to the same uncertainty. To align CCT and Track A, the CCT faculty increased the number of credits required for graduation to 33. The minor changes Track A put through governance to create more coherency and flexibility of courses taken to fulfill core requirements also meant that more CCT courses could count for the Track A core.

The C&I Chair in AY07 saw Track A, or LTET as it was being renamed, as a basis for a new focus on Curriculum Studies that might become a doctoral program. I agreed to co-coordinate the track for AY08, but the Chair resigned at the start of AY08. LTET has continued to be administered, students advised, capstones evaluated, and an AQUAD self-study prepared only through "above-and-beyond-the-call-of-duty" work by the LTET faculty. My assumption that, as a track in the Teacher Education program, Track A's future was secure has turned out to be

incorrect. Instead, as is a common pattern for small programs at UMB, unless one provokes a crisis by "quitting," one is left to exploit oneself (i.e., to allow other life and work commitments to suffer). From a programmatic point of view, this pattern means that nothing has provided by C&I or the College that guarantees that students joining LTET will be served through to their graduation. Nevertheless, recent years' cooperation on course offerings for the LTET and CCT programs has been fruitful and may provide a basis for future cooperation and apprenticeship/ mentoring on running and promoting of LTET, CCT, and the Professional Licensure track.

Mary Brady
Curious about a path to a Masters degree for students completing the ABA Graduate Certificate Program, I found the Track A (now LTET) option a fit for students who met the Masters degree prerequisites. In 2004/2005 the first ABA students were accepted, and the trend has continued at a steady rate of about 6-10 students per year matriculating into LTET.

My assumption was that the LTET students would become Teacher Education Masters students, receiving advising along with other Masters students. Quickly I learned about the "shortage" of faculty time because each had primary responsibility for other programs. I volunteered to join the Track A program group to assist with advising the ABA students, and met with colleagues to consider the potential of this unique Masters degree track. By AY07 I was serving as the program's coordinator and led the effort to revisit the core requirements and update them, removing required courses that were no longer offered (e.g., EDC G 672) and add course offerings that met the original core themes of leadership/mediation/collaboration, curriculum innovation, research and social justice/urban education. The C&I Chairperson in AY07 was enthusiastic about the growth potential for the track, but she resigned as Chair before any investment was put in place to move forward with new ideas and possibilities.

At this point, I am concerned about our ability to provide adequate and consistent advising, build relationships with students, and support each other with program operations. This year, the current C&I chairperson has allocated a Graduate Assistant to LTET for 4.5 hours/week year round. This has been quite helpful with carrying out several administrative tasks, such as arranging the distribution and assessment schedule for the capstone exam each semester. However, faculty numbers affiliated with the program have decreased since AY07 and staff support has become minimal, even though enrollment has been maintained.

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The current LTET co-coordinators both began to help with the track in order to enhance coordination with our primary programs, then moved into a coordinating role on a stop gap basis when requested by C&I Chairs, and ended up continuing because, given that no preparation had been made by the Department or College for replacing us, our departure would create a crisis for LTET and its students. This we-have-no-alternative-but-to-soldier-on situation should not be read as criticism of our LTET colleagues, given that all LTET faculty members have primary advising and leadership commitments in other programs. Readers of the self-study are free to make their own interpretations of past decisions by Chairs and Deans (many of whom have moved on). In the spirit of looking ahead, the next section simply lays out specific options for the future that seem most relevant for the AQUAD reviewers and the College and University decision-makers to consider.

III. PLANS FOR THE FUTURE

A. REVISIONS AND ADDITIONS TO AQUAD GOALS AND OBJECTIVES

LTET faculty Plans for the Future are mostly addressed in the Possible Steps Ahead column of the Table that makes up section II.A, Faculty Review of Goals and Objectives. However, building on the survey of students, the following revisions and additions to the Goals and Objectives are envisaged.

Goals & Specific Objectives	Possible Steps Ahead
A. Attract and serve individuals who do not wish to be certified in Massachusetts (or who are already certified), but want to work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.	
A3. Advising processes so that students are communicated with frequently and accurately.	Get all LTET faculty up to steam with developments of recent years (e.g., googledocs, wiki). Collaboration with OSS and Graduate Admissions to smooth out the process of obtaining answers to questions prior to being accepted into the program.
A4. Connect LTET students to university-wide support systems such as career counseling.	
B. Through teaching, advising, and a reliable, coherent program of offerings, allow students to design a sequence of education-related courses to support their specific interests.	
B.1 Get minor changes through governance to create more coherency and flexibility of courses taken to fulfill core requirements.	Review the research and social justice course options based upon the careers and interests of our students
B.2 Make what we already do more accessible to students and to prospective students.	Increase awareness of our program with our colleagues in related programs.
B.3 Implement new capstone option of a "Written paper with oral presentation"	Clarify the preparation required for the written paper capstone option given that students do not enroll in the same specific courses
C. Establish sustainable, non-exploitative operations and planning, recognizing that all LTET faculty have primary advising and administrative commitments in other programs.	
C5. Solicit student feedback through their program of studies and periodically throughout the period between AQUAD reviews.	

B. SPECIFIC OPTIONS FOR LTET'S FUTURE: IMPLICATIONS FOR SERVING STUDENTS, RESOURCES, AND ADMINISTRATION

Implications of seven options for the post-AQUAD future of LTET that might be considered by the Administration are as follows:

Option	Serving students	Opportunities (-lost/ +gained)	Additional Resource implications
1. Wind down LTET	Most currently matriculated LTET students can be graduated by spring '12. (Any delayed completers can be served through courses offered in other programs and could be advised through ad hoc arrangements.)	- CCT courses offered through U.C. and taken by LTET students would not achieve the current enrollment level. + After current LTET students graduate, core LTET faculty members now taking administrative responsibility would have time freed up.	Core LTET faculty would be relieved of an "above-and-beyond-the-call-of-duty" advising and administrative responsibility.
2. Scale back LTET so it serves primarily students who shift out of the licensure tracks.	As for #1 above.	As for #1 above.	Faculty members from licensure tracks assume responsibility for LTET.
3. Continue on current basis (with continuation of ¼ time GAship, i.e., 4.5 hrs./week).	Students continue to be served by courses offered by other programs and tracks.	- Core LTET faculty member taking administrative responsibility—*IF SOMEONE TAKES THAT ROLE*—would be doing so at the expense of other teaching, advising, and research work.	Because all current LTET faculty member have primary admin. role in other programs, alternative coverage of that role may be needed for any LTET faculty member to agree to serve as LTET coordinator. Other core LTET faculty have to continue "above-and-beyond-the-call-of-duty" advising responsibility.

4. Continue on current basis, but with CLR and stipend secured for LTET coordinator (and continuation of ¼ time GAship, i.e., 4.5 hrs./week).	As for #3 above.	+ Core LTET faculty member taking administrative responsibility would no longer be doing so at the expense of other teaching, advising, and research work.	As for #3 above.
5. A regular faculty member (lecturer or professor) appointed or assigned, who is dedicated to LTET, perhaps in combination with CCT and Professional Licensure track.	Person appointed needs to be able to teach Sociocultural Perspectives (EDCG 606) online, Teacher Research courses, and, if CCT is to be served, Creative Thinking and Synthesis (capstone) seminar for CCT.	+ Provides an opportunity for day-to-day cooperation and apprenticeship/mentoring on running and promoting of LTET, CCT and Professional Licensure track.	As for #3 above + When core LTET faculty members are on leave, their required LTET and CCT courses covered by this new faculty member.
6a. Program moves administratively under University College, with U.C. professional staff member administering the program subject to governance by LTET core faculty.	Regular LTET faculty members continue to teach and advise. UC sections taught by UC-funded instructors added as student numbers warrant.	+ Provides an opportunity for day-to-day cooperation on promoting of LTET, CCT and Professional Licensure track. - Diminishes basis for collaboration among M.Ed. tracks and possible doctoral program in C&I.	As for #2 above + When core LTET faculty members are on leave, their required LTET courses might be covered by this new professional staff member.
6b. As for #6a, but with U.C.-funded faculty member administering the program subject to governance by LTET core faculty.	As for #6a above.	As for #6a above.	As for #6a above.
7. LTET finds a supportive location after reconfigur-ation of existing colleges and the establishment of a new School for Global Inclusion & Social Developmnt.	Until such a shift takes place, students still need to be served—see #2-6 above.	+/- Not yet knowable.	Until such a shift takes place, administrative and advising roles still need to be covered—see #2-6 above.

C. CONCLUSION

Ongoing adjustment to changing circumstances is reflected in the LTET faculty review of goals and objectives that were first spelled out in the Program's June 2009 Annual Report to Graduate Studies. By reconfiguring LTET's operations and achieving greater efficiencies the Program has been seeking to:
• maintain its strength as a program for educators in the broad sense who are not seeking licensure
• continue with a strong focus on individualized learning for students with an increasing range of interests
• reduce the amount of staff and faculty time available to complete administrative and advising responsibilities.
This 2011 self-study documents ongoing adjustments to changing circumstances and resource limitations. At the same time, readers should also have found in these pages and appendices evidence of a graduate program that serves its students very economically, leads students into courses from an array of options not typically accessed through one program, is able to adapt and develop in response to new challenges and opportunities, and produces graduates who are constructive, reflective agents of change in education and other community-based educational services.

We believe that there is an important positive place in the University's educational mission to serve individuals who do not wish to be certified in Massachusetts (or who are already certified) and who work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.   LTET is designed well to allow such graduate students to pursue diverse inquiries and practical projects building on a foundation in curriculum development, research and writing, and collaborative action for change and social justice through education. The ongoing adjustments to changing circumstances and resource limitations, however, have come at some personal cost to members of the core LTET faculty. Reservations we have about these costs and shortcomings may be clarified by discussions during this AQUAD review process. The scope and reach of the LTET program is limited only by the creativity and drive of the faculty and students, and the availability of resources to maintain their momentum.

SURVEY for CURRENT STUDENTS in the non-licensure M.Ed. Masters Program—now called Leadership, Teaching and Educational Transformation (LTET)

Page One

1. What is your area of actual or intended focus, for example, "education in a role other than as a teacher," "social justice in the community or schools," "Asian-American Studies," "completing your masters degree to pursue teacher licensure directly through Massachusetts Department of Education instead of through UMassBoston," other (please describe)? (Required)

2. When you complete your LTET MEd, will you have completed a graduate certificate program as well (e.g., Critical and Creative Thinking, Instructional Technology, or Applied Behavioral Analysis)? (Required)

3. After this semester, how many courses will you need for completion of the MEd (non licensure) LTET Program? (Required)

4. How did you hear about the LTET (non-licensure) Masters Program (check all that apply)? (Required)

    Graduate catalog
    UMB website
    LTET wiki
    website
    UMB open house
    an LTET graduate
    my advisor
    Student Support Center
    other (please describe)

5. What information or other features of the program led you to apply? (Required)

6. What aspirations for professional or personal development did you have when you joined the program? (Required)

7. In what ways (if any) have these aspirations changed at this point in your studies? (Required)

8. What professional or personal changes are happening that you attribute, at least in part, to your studies and experience in the LTET MEd program?: e.g., changes in career goals, job promotion, new kind of work, publications, award or formal recognition, other (please describe). (Required)

9. What evidence would you provide to show that your studies and experience in the LTET program are contributing to those professional or personal changes? (Required)

10. What suggestions do you have for improving the ways the LTET program could serve a student with your aspirations? (Required)

11. Overall, how would you rate the quality of the LTET Program? (Required)
> Excellent
> Good
> Fair
> Poor
> No Opinion (please explain)

12. Which of the 2 options do you anticipate pursuing to meet the capstone requirement to graduate from the LTET program?

Capstone take-home EXAM.
(The exam currently consists of three questions, which require short essay answers "addressing significant issues in contemporary education and reflecting the study and research each student has carried out in pursuit of the degree.")

or

Written PAPER with oral presentation.
(Students are invited to combine an essay with "exhibits" from their work during the program. The essays are expected to locate the exhibits in relation to what others have written and done in the relevant area as well as to integrate students' reflections on their own professional practice, changes while studying in the program, and future directions.)

Please tell us the option you prefer and why you anticipate this selection. (Required)

13. Name (optional -- supply only if you choose to identify yourself):

SURVEY for GRADUATES of the non-licensure M.Ed. Masters Program—now called Leadership, Teaching and Educational Transformation (LTET)

Page One

1. What was your area of actual or intended focus, for example, "education in a role other than as a teacher," "social justice in the community or schools," "Asian-American Studies," "completing your masters degree to pursue teacher licensure directly through Massachusetts Department of Education instead of through UMassBoston," other (please describe)? (Required)

2. When you completed your LTET MEd, did you complete a graduate certificate program as well (e.g., Critical and Creative Thinking, Instructional Technology, or Applied Behavioral Analysis)? (Required)

3. How did you hear about the LTET (non-licensure) Masters Program (check all that apply)? (Required)

      Graduate catalog
      UMB website
      LTET wiki
      website
      UMB open house
      an LTET graduate
      my advisor
      Student Support Center
      other (please describe)

4. What information or other features of the program led you to apply? (Required)

5. What aspirations for professional or personal development did you have when you joined the program? (Required)

6. In what ways (if any) had these aspirations changed by the time that you graduated?p { margin-bottom: 0.08in; }In what ways (if any) had these aspirations changed by the time that you graduated?In what ways (if any) had these aspirations changed by the time that you graduated?In what ways (if any) had these aspirations changed by the time that you graduated? p { margin-bottom: 0.08in; }dIn what ways (if any) had these aspirations changed by the time that you graduated?   p { margin-bottom: 0.0In what ways (if any) had these aspirations changed by the time that you graduated? (Required)

7. What professional or personal changes have happened that you attribute, at least in part, to your studies and experience in the LTET MEd program?: e.g., changes in career goals, job promotion, new kind of work, publications, award or formal recognition, other (please describe). (Required)

8. What evidence would you provide to show that your studies and experience in the LTET program contributed to those professional or personal changes? (Required)

9. What suggestions do you have for improving the ways the LTET program could serve a student with your aspirations? (Required)

10. Overall, how would you rate the quality of the LTET Program? (Required)
>   Excellent
>   Good
>   Fair
>   Poor
>   No Opinion (please explain)

11. Name (optional -- supply only if you choose to identify yourself):

SURVEY for FORMER STUDENTS who did not complete their studies in the non-licensure M. Ed. Masters Program—now called Leadership, Teaching and Educational Transformation (LTET)

Page One

1. What was your area of actual or intended focus, for example, "education in a role other than as a teacher," "social justice in the community or schools," "Asian-American Studies," "completing your masters degree to pursue teacher licensure directly through Massachusetts Department of Education instead of through UMassBoston," other (please describe)? (Required)

2. When you left the program, how many courses were you from completion? (Required)

3. What year did you leave the program? (Required)

4. When you pursued your LTET MEd, did you complete or intend to complete a graduate certificate program as well (e.g., Critical and Creative Thinking, Instructional Technology, or Applied Behavioral Analysis)? (Required)

5. How did you hear about the LTET (non-licensure) Masters Program? (Required)
> Graduate catalog
> UMB website
> LTET wiki
> website
> UMB open house
> an LTET graduate
> my advisor
> Student Support Center
> other (please describe)

6. What information or other features of the program led you to apply? (Required)

7. What aspirations for professional or personal development did you have when you joined the program? (Required)

8. In what ways (if any) had these aspirations changed at the point you discontinued your studies? (Required)

9. What led you to stop taking courses in the LTET MEd program? (Required)

10. What professional or personal changes have happened that you attribute, at least in part, to your studies and experience in the LTET MEd program?: e.g., changes in career goals, job promotion, new kind of work, publications, award or formal recognition, other (please describe). (Required)

11. What evidence would you provide to show that your studies and experience in the LTET program have contributed to those professional or personal changes? (Required)

12. What suggestions do you have for improving the ways the LTET program could serve a student with your aspirations? (Required)

13. Overall, how would you rate the quality of the LTET program? (Required)
    Excellent
    Good
    Fair
    Poor
    No Opinion (please explain)

14. Name (optional -- supply only if you choose to identify yourself):

Mary Brady (part time lecturer, Curriculum & Instruction C&I Department within CEHD; Director of Professional Development within Center for Social Development and Education CSDE) I joined the College of Education and Human Development's Curriculum and Instruction Department 10 years ago as a part time lecturer and continue to expand my own understandings about teaching and learning from teaching courses about educational technology, assessment and inclusive practices, and

supervising candidates for teacher licensure.   Because I concurrently work in CSDE, an applied research center, I am able to bring validated practices to my teaching, and contribute research questions and professional development needs from the K12 environments to the Center's work. For example, The Applied Behavior Analysis Graduate Certificate Program, which contributes about a third of all students to the Med LTET, came to be by hearing the needs of practitioners in our K12 schools, developing a "user friendly" delivery model utilizing technology, and obtaining program approval through the university's governance procedures. Currently I am combining my interests in educational technology with validated assessment practices to rethink the ways in which we prepare prospective teachers to be reflective practitioners.

I earned my M.Ed. at the University of Southern California, and both an M.B.A. and Ph.D. in education at Boston College. Before joining the University of Massachusetts Boston, I was a researcher and curriculum developer at the Center for Applied Special Technology (CAST). Earlier in my career, I was a teacher of students with severe special needs, principal of Boston College Campus School, and director of training at the Shriver Center University Affiliated Program.

MARY E. BRADY, Ph.D.
25 Hopkins Road, Jamaica Plain, Massachusetts 02130
(617)   524-8918 (hm)   (617) 287-7250 (wk)

EMPLOYMENT

2000-present	Director of Professional Development,
	Center for Social Development and Education
	University of Massachusetts, Boston
	Program Coordinator, Applied Behavior Analysis Graduate Certificate
	Program Coordinator, Adapting the Curriculum Frameworks Graduate Certificate
	Faculty, Half-time Lecturer, Graduate College of Special Education
	Special Education and Teacher Education Programs
2009-2011	Co-Graduate Program Coordinator, MEd: LTET
1997-2000	Curriculum Specialist, CAST, Peabody, MA
1996-1997	Director, Shriver Center Education Institute
1993	Director of Training, Shriver Center University Affiliated Program
	Adjunct Faculty, Fitchburg State College
	Adjunct Lecturer, Northeastern University
1994-1996	Project Director, Systemic and Educational Issues in Transition
	U.S. Department of Education, Shriver Center UAP
1990 - 1996	Project Coordinator, Vietnam Veterans Family Services Project for Children with Learning and Behavior Problems, Shriver Center UAP
1987-1990	Project Director, Adult Human Services Curriculum for People with Severe Learning Disabilities. U.S. Department of Education, Shriver Center University Affiliated Program
1987	Adjunct Faculty, Boston College
1984-1987	Director of Adult Education, W.E., Fernald State School
1982-1984	Associate Director, Beaverbrook STEP Residential Services, Inc. Watertown, MA
1980-1982	Supervisor/Lecturer, Special Education, Boston College
1978-1980	Principal, Campus School, Boston College
1975-1978	Program Specialist, Severe, Profound and Multiple Disabilities Los Angeles County Schools

1973-1975	Teacher, students with severe, profound and multiple disabilities Los Angeles County Schools
1970-1973	Training Resource Specialist, Instructional Materials Center for Special Education, University of Southern California

EDUCATION

1983	Boston College Doctorate in Education, Special Education Doctoral Achievement Award
1983	Boston College Masters in Business Administration (MBA)
1971	University of Southern California M.S. Special Education Graduate Fellow in Mental Retardation
1970	California State University, Los Angeles B.A. English, Minor, Special Education Traineeship, Mental Retardation Outstanding Achievement Award

CURRENT PRESENTATIONS, PUBLICATIONS AND AWARDS

"Cross-assessing" student lesson plans using e-portfolios during the 2010 Assessment Institute to be held October 24-26, 2010 at the Westin Indianapolis. 75 minute workshop.

"Cross-Assessing" Student Lesson Plans Using E-Portfolios. (2010) American Education Research Association Annual Meeting. Poster Session. Denver, Colo. May 1.

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"A "Tools for Teachers" Approach for Infusing Social Skills
Instruction
into Daily Teaching Activities", Teaching Exceptional Children Plus
online journal.
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http://escholarship.bc.edu/education/tecplus/vol6/iss2/art6

Brady, M. & Jackson, J. (2009) *The Use of Technology to Improve Assessment of Pre-Service Teacher Learning*. Combining Teaching and Technology to Produce Scholarship Conference. University of Massachusetts President's Office of Information Technology, Subcommittee on Academic Technology (SAT). Marlboro, October 2.

Leffert, J., and Brady, M. (2009) *Integrating Instruction in English/Language Arts and Social Skills: A Match Made in Heaven!* Massachusetts Association for Approved Private Schools Conference, May 8, Marlborough, MA.

Leffert, J., and Brady, M.,(2009) *Integrating Instruction in English/Language Arts and Social Skills: A Match Made in Heaven!* National Association for School Psychologists, Boston, February 28.

Brady, M., Ribisi, S., & Jackson, J., (2008) Using an electronic Portfolio to Improve Assessment Practices in Teacher Education Programs at UMassBoston. New England Educational Assessment Network. November 7, Worchester, MA.

Brady, M. and Leffert, J. (2008) Integrating Language Arts and Social Skills Instruction. Learning Disabilities World-Wide, 17th World Congress. Burlington, MA., November 7

Brady, M., Jackson, J., & Ribisi, S., (2008) Using Eportfolios for Assessment. EdTech 2008 Conference. UMassBoston. May 16.

Bontrager, T., Brady, M., (2008) Training Portfolios: Hard Copies, CDs, and ePortfolios. National Association of School Psychologists. February, New Orleans.

Brady, M. (2007) What Can You Expect from Faculty? Promoting Educational Success & Wellness for Veterans at UMB, workshop sponsored by the UMassBoston's Student Veteran Center. November 9.

Brady, M., and Leffert, J., (2007) *Integrating Language Arts & Social Skills: A Match Made in Heaven!* Learning Disabilities World-Wide, 16th World Congress. Marlborough, MA., November 2.

Schlesinger, M., Riley, J., Langer, P., Brady, M., Jahn, Cl (2007) *Integrating Learning, Teaching, and Assessment with Electronic Portfolios: The UMass Boston and UMass Dartmouth Initiatives* November 2, Assessment Conference. New England Educational Assessment Network

Pilot Study of a Campus-wide ePortfolio System to Assess Student
                Learning

Project Category: Strategic Initiative Grant

Principal Investigator: Peter Langer, Dean, Graduate College of Ed

Brady, M., Leffert, J (2007) Creating the Affective Environment: Reducing Social Barriers to Learning. A Four-session workshop on integrating social problem solving instruction into academic content courses. Woburn Memorial High School, Spring and Fall.

Brady, M., Leffert, J., Hudson, L., and Siperstein,G. (2007) Social Skills Tools for Teachers: Three Steps to a Social Learning-Enriched Classroom.
www.csde.umb.edu/tools
Funding for Tools for Teachers Project provided by: The US Deparetment of Education, Directed Research Projects (CFDA 84.324D) H324D010036

Brady, M., Jahn, C., Pulver, C., (2007) A Comparative Analysis of ePortfolio Tools for Standards-based Assessment. Universitiy of Massachusetts Boston Educational Technology Conference. May 17.

Bacigalupe, G., Brady, M., Langer, P., Using e-Portfolios to Promote Student Learning in Graduate College of Education. Center for the Improvement of Teaching Annual Conference on Teaching for Transformation
Friday, January 26, 2007

Brady, M. and Leffert, J. Three Steps to a Social Skills Learning-Enriched Classroom. 15th Annual World Congress on Learning Disabilities: Validated Practices for Literacy, Math and Social Behavior. Burlington, MA., October, 2006

Leffert, J. and Brady, M. (2006) Towards a Thinking Skills Approach to Social Skills Instruction: Effects of an Inservice Program. Research Symposia: Social-Emotional Aspects of Learning Disabilities. 15th Annual World Congress on Learning Disabilities: Validated Practices for Literacy, Math and Social Behavior. Burlington, MA., October,

Brady, M. (September 2005-May, 2006) Facilitating Study Groups on Differentiating Instruction. Center for Leadership Development, Boston Public Schools..
Developed and presented a year-long series of 5 workshops and three follow-up sessions on Differentiated Instruction to school-based teams of 22 general and special educators from 6 different Boston Public Schools through the Boston Public Schools Center for Leadership Development. Workshops included both 1) instruction about Differentiated Instruction for all learners, including those who are English Language Learners, and those with Special Needs, and 2) techniques for facilitating a study group within teams' own schools on the subject. (provided workshops without compensation as a public service to Boston Public Schools)

Superstein, G., Brady, M., Freeman, B., and Parker, R. (2005) Special Olympics Get Into It Evaluation Study
Under contract from US Department of Education, designed, implemented and reported on an evaluation study of So Get Into It, the curriculum developed by Special Olympics under consideration for national dissemination. In addition, publication is being prepared to submit to scholarly journal within a few days.

National Continuing Education Association Innovative and Creative Programming Award received for the Applied Behavior Analysis for Special Populations Graduate Certificate Program. April, 2005

Brady, M. and Corbett, C. (2005) presentation on web accessibility to the Fellows of the Leadership Education in Neurodevelopmental Disabilities Program, UMass Medical School, Shriver Center, Waltham, Massachusetts

Brady, M. (2004) Assistive Technology for Teaching Workshop. Creating Accessible Teaching and Learning Environments. University of Massachusetts Boston, for members of the UMassOnLine Accessibility Committee. November

Brady, M. & Corbett, C. (2004) "Aligning the Pieces: A Universal Design for Learning approach to Online Learning". Accessing Higher Ground: Assistive Technology & Accessible Media in Higher Education Pre Conference Workshop, November 9.

University Continuing Education Association (New England) Innovative and Creative Programming Award received for the Applied Behavior Analysis for Special Populations Graduate Certificate Program. October 2004

Brady, M. & Corbett, C. (2004) "Rearranging the Pieces: Accessible & Usable Online Learning". AHEAD International Conference, Miami, Pre Conference Workshop (accepted, but not delivered)

Brady, M. & Siperstein, G. (2004) "Improving Social Skills in Diverse Learners: A Cognitive-based Approach" New Orleans, National Council for Exceptional Children Conference Presentation

Brady, M. & Corbett, C. (2003) "On-Line Learning for All: Accessible & Usable Online Learning". AHEAD International Conference, Dallas, Conference Presentation

Brady, M. (2000) *Deeper than Blueberries: A Reciprocal Teaching Approach to Narrative Text in an Electronically Supported Learning Environment.* AERA, New Orleans, April

Brady, M. and Pisha, B. (1999) Engaging the Text: Reciprocal Teaching and Questioning Strategies in a Scaffolded Learning Environment. Poster Session. Research Directors Meeting. Office of Special Education Research, U.S. Department of Education, Washington D.C., Fall

Brady, M, Seturaman, S., and Clark, D. (1998) Curriculum Design and the Internet: Learning Opportunities and Barriers for Students with Disabilities. CSUN Conference, California State University at Northridge, Spring.
Brady, M. (1998) High Challenge High Support: Scaffolding for Success with Technology. Technology, Reading and Learning Difficulties Conference. Framingham, Fall.

Brady, M., & Pisha, B., (1998) High Challenge High Support: Scaffolding for Success with Technology. YAI International Conference, New York City, Spring.

Brady, M. & Fuller, T. (1996) School-Wide Supports for the Student with Learning Disabilities: Study Strategies within all Curriculum Contents. National Council for Exceptional Children Conference, Orlando, April.

Brady, M. & Balcom, D. (1996) Trauma and Learning Disabilities. National Council for Exceptional Children, Orlando, April.

Brady M. & Balcom, D. (1996) Trauma and Learning Disabilities. National Association of Social Workers Regional Conference, Marlboro, March.

Cosgrove, L, Brady, M. & Peck, P. (1995) Post Traumatic Stress Disorder and the Family: Secondary Traumatization. In The Legacy of Vietnam Veterans and Their Families. Papers from the 1994 National Symposium. Agent Orange Class Assistance Program, Washington, D.C.

Brady, M., Cosgrove, L. Holcomb, W., Peck, P., Scott, F., & Balcom, D. (1995) "Living Together/Learning Together Curriculum for Families Affected by Post Traumatic Stress Disorder". Shriver Center University Affiliated Program, Waltham, MA.

Brady, M., & Balcom, D. (1995) Trauma and Disabilities. Joint Conference on Specific Learning Disabilities. Marlboro, MA, October.

Brady, M. & Fuller, T. (1995) Strategies for Supporting the Student with Learning Disabilities in the Regular Classroom. Young Adult Institute Conference on Learning Disabilities. New York City, May (third consecutive year).

Brady, M. (1993) Research-based Curriculum Model for Post Secondary Vocational Training. Poster Session, National Council for Exceptional Children Conference, San Antonio, Texas, April.

Brady, M. (1993) Training Non-traditional Workers in Human Services: Career Opportunities for Persons with Severe Learning Disabilities. Young Adult Institute International Conference, New York City, May (Third consecutive year)

Brady, M. (1990) Curriculum Model and Strategies for Those with Severe Learning Disabilities. Learning Disabilities Network Conference, Braintree, MA March

Brady, M. & Dybek, W. (1989) Adult Human Services Curriculum. Instructor's Guide. Project #G008730101, U.S. Department of Education Project.

Brady, M. & Efferen, M.E. (1989) Adult Human Services Curriculum, Student Text, Vol I & II. Project #G008730101, U.S. Department of Education Project.

Brady, M. (1983) "Effects of Time-Compressed Speech on Linguistic Complexity." Unpublished Doctoral Dissertation. Boston College, School of Education.

PROFESSIONAL EXPERIENCE
<u>TEACHING</u>
Taught students with multiple handicaps, 3-21
Taught sex education to young adults with mental retardation
Taught reading and language arts to adolescents with learning disabilities

<u>ADMINISTRATIVE/ SUPERVISORY</u>
Supervise 4 Project Directors who are responsible for preservice training grants, funded by U.S. Department of Education, in the following areas: Studies in Autism, Community Membership for adults with mental retardation, Multicultural Issues in Early Intervention, Inclusion for Related Services. The projects are affiliated with approximately 9 different colleges and universities.

Oversee and develop affiliation relationships with departments and schools preparing students for the helping professions within colleges and universities in the Greater Boston area. Current affiliations total 26 departments within 16 colleges and universities.

Directed a service grant with five professional staff providing case management, evaluation, family support, training, and information and referral to families of Vietnam veterans who have children with learning and behavior problems.

Directed a product development grant that produced modified curriculum with embedded teaching and learning strategies to prepare students with severe learning disabilities for careers in the adult human services field.   Curriculum was nationally recognized and disseminated by Heath Resources through Federal Exemplary Services grant.

Managed a department of 60 teachers at state facility for adults with mental retardation.

Administered school for students with special needs, 54 staff and 84 students, ages 3-21, and budget of $600,000. Developed the vocational component and integrated preschool.

Assisted in directing residential agency for adults with special needs, budget of $750,000.

Supervised 34 teachers, monitored program implementation for 300 students with severe and multiple disabilities.

COLLEGE/UNIVERSITY AFFILIATIONS
Teaching Graduate courses in the Special Education and General Education programs within Curriculum & Instruction Department at University of Massachusetts Boston

Directing the Adapting the Curriculum for All Learners Certificate Program, Center for Social Development and Education, University of Massachusetts

Adjunct Faculty, Boston College and, Simmons College

Coordinated preservice training grant affiliated with Lesley College, Boston College, Northeastern University, Fitchburg State College, and Bridgewater State College for graduate level students in special and vocational education, with unique provisions for recruiting under graduates to the field.

Consulted to State of New Hampshire federally funded project to include students with learning disabilities within vocational programs at high schools and community colleges. Responsibilities included ongoing consultation to staff modifying curriculum for nurses aide certification program.

Taught graduate and undergraduate courses in introduction to special education, behavior management, and instructional technology.

Modeled innovative teaching strategies for faculty from colleges and universities in areas of effective questioning skills, media design, and use of transactional analysis.

Trained administrators from all integrated special education head start programs nationwide in program evaluation strategies.

Participated as researcher to identify effective training/change agent strategies.

Coordinated Training Aides as Babysitters (TABS) for children who are deaf and blind.

Presented locally, regionally and nationally in the areas of curriculum modification, and disabilities and trauma.

GRANT PROPOSALS/TECHNICAL WRITING

Brady, M., Jackson, J., & Ribisi, S., (2008) Use of Technology to Improve Assessment of Pre-Service Teacher Learning Outcomes. University of Massachusetts Boston President's Office Scholarship of Teaching and Learning Award. $25,000.

Langer, P., Jahn, C & Brady, M (2006) UMassBoston e-portfolio Pilot Project

Brady, M. (2007) Capture Study of Student Learning, in Jessoe, J., To Enhance Student Learning Through the Use of Technology.. University of Massachusetts Boston President's Office Strategic Initiative Award

Brady, M. and Corbett, C. Professional Development Grant, University of Massachusetts Office of the President, "On-Line Learning for All: A Usability Study of the System's Online Management System" $20,000   2003

Researcher, Engaging the Text: Reciprocal Teaching and Questioning Strategies in a Scaffolded Learning Environment. Funded by Office of Special Education Programs, U.S. Department of Education. 1998-2000

Curriculum Specialist, The Strategic Reader: Text Today, Web Tomorrow. Funded by Office of Special Education Programs, U.S. Department of Education, 1998-2000.

Wrote, or wrote and implemented, grant requests funded by U.S. Departments of Education and Labor, California and Massachusetts Departments of Education and Mental Health. Range of awards- $500 to $350,000 annually. Total awards, $1,500,000.

CERTIFICATIONS
Certificate # 248781, Commonwealth of Massachusetts, Issued April 8, 1981:
Children with Moderate Special Needs
Children with Severe Special Needs
Elementary
Elementary Principal
Administrator/Special Education

PROFESSIONAL ORGANIZATIONS
Council for Exceptional Children,
Massachusetts Federation Past President, past Political Action
Coordinator, and coordinator of annual conference

Memberships:
Trauma task force?

Donna DeGennaro, PhD
Assistant Professor of Instructional Technology in Curriculum & Instruction
Graduate College of Education
University of Massachusetts-Boston
100 Morrissey Boulevard, W2-93
Boston, MA 02125-3393

EDUCATION

Ph.D.	University of Pennsylvania	2004	Educational Leadership: Teaching, Learning & Curriculum
M.S.	Chestnut Hill College	1996	Technology in Education: Leadership
Continuing Education	Wilkes University	1991	Math Education Courses
Certificate of Education	Wilkes University	1990	Secondary Science
B.S.	Susquehanna University	1989	Physics Major, Art Minor
Study Abroad	Syracuse University, Florence, Italy	1988	Art & Architecture

UNIVERSITY EXPERIENCE

University of Massachusetts – Boston   Fall 2008 – Present
Assistant Professor, Instructional Technology

Montclair State University   Fall 2005 – Spring 2008
Assistant Professor, Educational Technology

Chestnut Hill College, Philadelphia, PA   Fall 1996 - present
Adjunct Professor for MS in Leadership in Applied Technology

Wilkes University, **Philadelphia, PA**   Fall 2003 – Fall 2004
Adjunct Professor for MA in Teacher Education

University of Pennsylvania, Philadelphia, PA   Spring 2000 – Spring 2004
Teaching Assistant for PhD program

ADDITIONAL PROFESSIONAL EXPERIENCE

McGraw Hill Learning Group, Bothell, WA
    Per Diem National Educational Technology Consultant   March 2005 – present
Work with Learning Technology Group. Developed implementation plans for online products as well as training materials including scenario-based, collaborative and situated activities. Completed a literature review of current teaching and learning philosophies associated with math and reading instruction and how technology supports this instruction. Subsequent to this literature review, I conducted a competitive analysis comparing the major publishing company technology products that support reading and math as well as the online products.   In the final products of both the literature review and competitive analysis, I drew upon research on how people learn to provide recommendations related to how technology can support teacher practices and student learning experiences.

McNeil Consumer & Specialty Pharmaceuticals, Fort Washington, PA
    Technical Writer/Course Developer   September 2003 - May 2004
Wrote learning modules for Johnson & Johnson Worldwide Consumer Pharmaceuticals Online University; researched, organized, synthesized, and wrote learning materials to meet the needs of the target users, which consisted of marketing mangers, product managers, and brand managers with scientific backgrounds.

Imperial Software, Philadelphia, PA (Education Technology Consulting Company)
    Team Leader   September 1998 - August 2000
Led and directed Philadelphia team in designing professional development programs, curriculum models, technology plans, and assessment strategies for local urban and suburban public schools; orchestrated team building and personal learning plan development; generated educational technology needs analysis for clients in K-12 and University settings; acted as

liaison between IBM Global services and school district expectations; managed project accounts and profit loss budget; developed training materials.

Springside School. Philadelphia, PA

Director of Teaching and Learning through Technology September 2004 – 2005

Established a TaLK (Teaching and Learning Kaleidoscope) Center for the school; began conversations to develop a collective vision for the future practices of teaching and learning through technology; developed teacher professional development video case studies of in-house teaching and learning practices; commenced paradigm shift from learning about technology to learning with and through technology; initiated supports for the ensuing paradigm shift; formulated teacher pilot group to shape the vision for technology in the community; originated a Student Tech Leaders Group: contracted to develop iMovie videos, Flash animations, Photoshop murals, and Dreamweaver webpages as well as conduct teacher professional development.

Part-Time Computer Instructor September 2003 – 2004

Designed lessons and curricular projects using Photoshop, iMovie, and Webpage Design; engaged youth in design projects related to global perspectives, youth voices, and diverse populations.

William Penn Charter School, Philadelphia, PA

Director of Lower School Technology: September 1995 - June 1998

Projected and implemented innovative uses of technologies throughout the school; designed professional development workshops: applications, use of network, software evaluation, and Internet; led teachers in utilizing the computer lab to enhance curriculum, collaborated with and supported classroom teachers in planning instructional units that include the use of the computer as a tool to engage students in student-centered learning activities; taught a variety of applications to teachers and students; Virtual Museum project received Launch Point award from the Los Angeles Times collection of educational web sites; designed, implemented, and supported Novell network; developed RFP for Network Installation; interviewed and worked with companies installing the network; purchased all hardware, software, and peripherals, provided troubleshooting services for hardware, software and network requests on Mac and PC computers.

Pennsbury School District, Fairless Hills, PA

Physical Science Teacher September 1993 - June 1995

Taught three special materials Physical Science classes; designed primarily a hands-on course; developed such topics as dynamics, energy, waves, electricity, magnetism, and matter; utilized computer resources to assist in classroom instruction such as spreadsheet and database programs to organize and analyze scientific research.

West Windsor Plainsboro High School, Princeton Junction, New Jersey

Physics Teacher September 1992 - June 1993

Generated activities to develop an understanding of physics concepts including unit conversion, motion, dynamics, waves and electric and magnetic fields.

Technology in Perspectives Teacher September 1992 - June 1993

Used and developed multiple resources (including: handouts, online resources, and hands-on materials as no textbook was used in this course) for instruction of hands-on activities to enlighten relationships between science, technology, and society; taught using cooperative learning methodology where students were using an inductive learning approach.

Lake Lehman Jr. High School, Lehman, PA

Accelerated Physical Science Teacher/Physical Science Teacher September 1990 - June 1991

Developed concepts on forces, velocity, acceleration, thermodynamics, waves, and light and Astronomy.

UNIVERSITY TEACHING

University of Massachusetts, Boston

Spring 2010	*EDC G610 Computers, Technology, and Education (face-to-face)*
	EDC G689 Teacher Research (Lilla G. Frederick cohort)
Fall 2010	*EDC G610 Computers, Technology, and Education (Lilla G. Frederick cohort)*
	EDC G610 Computers, Technology, and Education (face-to-face)
	EDC G611 Internet for Educators (Lilla G. Frederick cohort)
Summer 2009	*EDC G611 Internet for Educators*
	EDLDUS 704: Critical Issues II
Spring 2009	*EDC G610 Computers, Technology, and Education*
	Technology integration with four Faculty (Co-Teach Content area courses to model the use of technology to support teaching and learning)
Fall 2008	*EDC G610 Computers, Technology, and Education (online)*
	EDC G610 Computers, Technology, and Education (face-to-face)

Montclair State University

Spring 2008	*EDFD 200: Psychological Foundations of Education*
	CURR 435/528: Effective Teaching/Productive Learning
	EDTC 520: Independent Study
Fall 2007	*EDTC 500: Independent Study*
	EDTC-593: Production Seminar II: Web-based Instruction
	CURR 435/528: Effective Teaching/Productive Learning
	CURR 686-01:Leadership in Teaching and Learning
	CURR 688-01:Leadership in Teaching and Learning Field Work
Spring 2007	*EDTC 501: Curriculum & Technology: Global Perspectives*
	EDTC 565: Digital Video Production
	CURR 522: Innovations in Teaching
Fall 2006	*EDTC 500: Introduction to Educational Technology*
	CURR 435/528: Effective Teaching/Productive Learning
	CURR 402/502: Seminar in Professional Education
	Supervisor of Culminating Activity Students
	Supervisor of Student Teachers
Spring 2006	*EDTC 500: Introduction to Educational Technology*
	CURR 522: Innovations in Teaching
	EDTC 565: Digital Video Production
Fall 2005	*EDTC 500: Introduction to Educational Technology*
	EDTC 503: Critical Basics of Media and Technology Production
	Supervisor of Culminating Activity Students
	Supervisor of Student Teachers

Chestnut Hill College

1996 - present	*GRIT 551: Networking Organizations*
	GRIT 561: Technology Based Learning Environments
	GRIT 621: Restructured Environments
	GRIT 654: Constructivism, Curriculum and Technology
	GRIT 680: The Rise of Global Communities

Wilkes University
2003 - 2004   ED 518: School Law

University of Pennsylvania
1999 - 2005   Teaching Assistant
                   ED 639: Design of Learning Environments
                   ED 644: Urban Youth and Emerging Technologies
                   Modules: *WebQuests, ePortfolios, Technology Integration, Webpage Design, Software Applications*

PUBLICATIONS:

Journal Articles (Peer-Reviewed)

DeGennaro, D. (Accepted). Grounded in Theory: Immersing Pre-Service Teachers in Technology-Mediated Learning Designs. *Contemporary Issues in Technology & Teacher Education- Current Practices (Special Issue on Digital story use for learning)*

Goeke, J., Klein, E.J., Garcia-Reid, P., Birnbaum, A.S., Brown, T.L., DeGennaro, D. (In Press). Deepening roots: Building a task-centered peer mentoring community. *National Women's Study Association Journal.*

DeGennaro, D. & Brown, T. (2009). Emergent fields through adaptation and identity: Overcoming social distance. *Cultural Studies of Science Education, 4*(1), 77–87.

DeGennaro, D. & Brown, T. (2009). Youth voices: Exploring connections between history agency and identity in a digital divide initiative. *Cultural Studies of Science Education, 4*(1), 13–39. **Distinguished Paper Award.**

Brown,T. L., Linver, M., Evans, M., & DeGennaro, D. (2009). Racial and ethnic socializationand African American adolescent academic achievement: Teasing out the role of gender. *Journal of Youth and Adolescence, 38*(2), 214-227.

DeGennaro, D. (2008). The Dialectics Informing Identity in an Urban Youth Digital Storytelling Workshop. *eLearning. 5*(4), 429-444.

DeGennaro, D. (2008). Learning designs: Tapping technology fluency of the Net Generation. *Journal of Research on Technology in Education. 40*(1), 81-100.

DeGennaro, D. (2008). Sociotechnical cultural activity: Expanding an understanding of developing technology practices. *Journal of Curriculum Studies*, *40*(3), 329 – 351.

DeGennaro, D. (2005). Point counterpoint: Should IM be allowed in school? *International Society of Technology in Education: Leading and Learning with Technology. 32*(7), p. 6 - 8.

Book Chapters

Kress, T. & DeGennaro, D. (In Press). Creating critical consciousness and social worlds through social media. Invited chapter for Malott, C. & Porfilio, B. *Critical Pedagogy in the 21st Century: A New Generation of Scholars. Volume* 2. Information Age Publishers.

Abbate-Vaughn, J. and DeGennaro, D. (In Press). Chapter Three: The Great Balancing Act: Urban Universities in Global Times. In Beverly Lindsey and Wanda Blanchett (Eds.), *Universities and global diversity: Preparing educators for tomorrow.* Routledge & AACTE.

DeGennaro, D. (2010). History, culture, emergence: Informing learning designs. In W. M. Roth & K. Tobin (Eds.). *Cultural studies and conceptions/conceptual change: Reuniting psychological and sociological perspectives.* (pp. 59-68). Netherlands: Springer.

DeGennaro, D. (2010 - November). Evolving learning designs and emerging technologies. In B. Fraser & K. Tobin (Eds.), *International handbook of science education*

Bouillion, L., Thompson, C. & DeGennaro, D. (2010). Leisure and technological influences. In M. B. Spencer, D. P. Swanson, & M. Edwards (Eds.), *Adolescence: Development During a Global Era,* (pp. 143 -181). Elsevier Adolescent Development. Burlington: Academic Press.

DeGennaro, D (2009). Technology to support science education: From tool to learning design. In W. M. Roth & K. Tobin (Eds.), *World of science education: North America.* (pp. 157-178). Rotterdam, NL: Sense Publishing.

DeGennaro, D. (2006). The practices and process of developing technology fluency across boundaries of race, gender, age and space. In R. Goldstein (Ed.), *Useful theory: Making critical education practical.* (pp. 149-163). NY: Peter Lang.

Bouillion, L. & DeGennaro, D. (2006). The interrelationship between technology fluency and scientific literacy. In. K. Tobin (Ed.), *Teaching and learning science: A handbook.* (pp. 135-132). New York, NY: Peter Lang.

DeGennaro, D. (2006). Teaching and learning in a 1-to-1 environment. In P. Livingston (Ed.), *1-to-1 learning: Laptop programs that work.* (pp. 111-121). Eugene, OR: International Society of Technology in Education.

Conference Proceedings

DeGennaro, D. & Kress, T. (2010: Forthcoming). Looking to Transform Learning: From Social Transformation in the Public Sphere to Authentic Learning in the Classroom

Thompson, C., Bouillion, L. & DeGennaro, D. (2007). Tapping youth as tech leaders: A discussion of expertise, learning, and mutual benefit within collaborative IT initiatives. In C. Montgomerie & J. Seale (Eds.), *Proceedings of world conference on educational multimedia, hypermedia and telecommunications 2007.* (pp. 1941-1946). Chesapeake, VA: AACE.

DeGennaro, D. (2006). Technology fluency discovering adaptability in a diverse learning environment. In S. A. Barab, K. E. Hay, & D. T. Hickey, (Eds.), *Proceedings of the 7th international conference on learning sciences.* (pp. 120-126). Bloomington, IN: International Society of the Learning Sciences.

DeGennaro, D. & Light, G. (2005). Exploring student-teacher roles and educational affordances of an instant messenger environment. In P. Kommers & G. Richards (Eds.), *Proceedings of world conference on educational multimedia, hypermedia and telecommunications 2005.* (pp. 2428-2436). Chesapeake, VA: AACE.

Book Reviews

DeGennaro, D. (2007). Learning sciences research: Shaping schools of the future. *Mind, Culture and Activity.* 15(1), p. 10 - 14.

Scholarship in progress

DeGennaro, D. (Under review). Technology Goes Home: Addressing Urban School and Community Needs. Submitted December 2009 to *Educational Leadership.*

DeGennaro, D. & Thompson, C. (Under Review). Comparative case study of technology used as a lever for youth development within two community contexts. To be submitted to Youth and Society. April 2010.

DeGennaro, D. & Brown, T. (In Preparation). Technology-Mediated Youth Engagements: Deconstructing "difference" or reifying norms?

SCHOLARLY PRESENTATIONS

DeGennaro, D. & Kress, T. (2010, July). "Looking to Transform Learning: From Social Transformation in the Public Sphere to Authentic Learning in the Classroom" accepted for the Educational Media Conference. Toronto, CA.

Abbate, J. & DeGennaro, D. (2010, May). "Globalization in Local, Community-Serving Urban Public Universities: Saving the World or "My Street"? accepted for the American Educational Research Association. Denver, CO.

DeGennaro, D. (2010, April). Urban Youth Technology Spaces and 21st Century Skills. Invited talk for the Scheller Teacher Education Program at MIT. Cambridge, MA.

DeGennaro, D. (2010, April). Learning Designs: An Analysis of Youth Initiated Technology Use". accepted for the International Conference on Interpersonal Relationships in Education. Boulder, CO.

DeGennaro, D., Kress, T., Morse, M. (2010). "Digital Video Use and Analysis for Educational Research," invited talk for the New England Educational Research Organization. Portsmouth, NH.

DeGennaro, D. (2009). "Youth Technology Practices: New Literacies and Emergent Learning Designs," invited talk for the New England Education Research Organization. Portsmouth, NH.

DeGennaro, D., Brown, T., Rosenfeld, E., Kress, T., & Luehmann, A. (2009, April). "Examining Emergent Learning Environments Through Adaptation and Identity: Overcoming Social Distance" accepted for the American Educational Research Association Conference. San Diego, CA.

DeGennaro, D., Thompson, C., & Bouillion, L. (2008, March). "Comparative Case Study of Technology Used as a Lever for Youth Development within Three Community Contexts," accepted for the American Educational Research Association Conference. New York, NY.

Klien, E., DeGennaro, D., Goeke, J., Garcia-Reid, P., Birnbaum, A., & Brown, T. (2008, March). "Building Community to Support Female Scholars' Transitions to Faculty Roles," accepted for the American Educational Research Association Conference, New York, NY.

DeGennaro, D. (2007, November). "Digital Storytelling: Reflections of Youth Identity and Agency," accepted for the American Anthropology Association Conference. Washington, D.C.

Thompson, C., Bouillion, L., & DeGennaro, D. (2007, June). "Tapping Youth as Tech Leaders: A Discussion of Expertise, Learning & Mutual Benefit within Collaborative IT Initiatives," accepted for the Educational Media Conference. Vancouver, CA.

DeGennaro, D. (2007, April). "A Brave New World: Researching and Understanding the NetGeneration through Their Eyes.," accepted for the American Educational Research Association Conference. Chicago, IL.

DeGennaro, D. (2006, June). "Technology Fluency: Discovering Adaptability in a Diverse Learning Environment," accepted for the International Conference for the Learning Science, Indiana University, IN.

DeGennaro, D. and Sterba, M. (2006, February). "Developing technology fluency: Bridging local understandings as youth teach youth across boundaries of race, gender, and equity," accepted for the Ethnography Forum. Philadelphia, PA.

DeGennaro, D. & Light, G. (2005, June). "Exploring Student-Teacher Roles and Patterns of Interaction in an Instant Messenger Environment," accepted for the Educational Media Conference. Montreal, CA.

DeGennaro, D. and Staurowsky, A. (2005, June). "Crossing Boundaries of Race, Gender and Equity: Youth Teaching Youth," accepted for the National Education Computing Conference. Philadelphia, PA.

Sterba, M. and DeGennaro, D. (2005, February). "A Time of Crisis: Students' Speech Rights and Technology," accepted for the Ethnography Forum. University of Pennsylvania, Philadelphia, PA.

Sterba, M. and DeGennaro, D. (2004, April). "A New Forum: Technology, Students' Rights and First Amendment Law," accepted for the American Research Association Conference. San Diego, CA.

DeGennaro, D.(2003, February). "Exploring Roles and Patterns of Interaction in Student-Teacher Communication Through Instant Messenger.," accepted for the Student Research Conference and International Forum. Harvard University, Cambridge, MA.

DeGennaro, D. (2003, February). "Examining the Mediation of Culture in a Service Learning Intervention," accepted for the Student Research Conference and International Forum. Harvard University, Cambridge, MA.

Sterba, M. and DeGennaro, D. (2002, April). "Using Qualitative Methods for Improved Practice – The Story of the Access Science GK-12 Grant," accepted for the Eastern Evaluation Research Society Conference. Seaview Marriott, Absecon, New Jersey.

DeGennaro, D. and Sterba, M. (2002, April). "Facilitating a Successful University Partnership – Creating a Community of Practice," accepted for the American Educational Research Association Conference. New Orleans, LA.

Xie, Y., DeGennaro, D. and Sterba, M. (2002, April). "Assessing the Impact of Academically Based Service Learning Courses on Undergraduate Learning," accepted for the American Educational Research Association Conference. New Orleans, LA.

DeGennaro, D. (2002, March). "Organizational Culture in a Community of Practice," accepted for the Ethnography Forum. University of Pennsylvania, Philadelphia, PA.

DeGennaro, D. (2001, March). "New Approaches to Science Teacher Education and Curricular Enhancement.," accepted for the National Association for Research in Science Teaching. St. Louis, MI.

GRANTS

DeGennaro, D. (2010: Under Review). Technology-Mediated Youth Practices: Cultivating Academic Growth and Civic Participation. Letter of Intent Submitted to William T. Grant Foundation.

DeGennaro, D. (2010: Under Review). The 21st Century Learning Lab: An Authentic Learning Environment for Youth and Teachers. Potential funds $12,000.

DeGennaro, D. & Arches, J. (2009). Creating a University Hub with the One World Youth Project: Connecting Local with Global. Office of International and Transnational Affairs, University of Massachusetts Boston. Funded for $5000.

Birnbaum, A., Brown, T., DeGennaro, D., Garcia-Reid, P., Goeke, J., & Klein, E. (2006-2007). Building community to support female scholars' transitions to faculty roles. MSUNER Teacher Study Group Grant. Funded for $1500.

DeGennaro, D. (2006). Engaging Youth as Design Researchers: Connecting Youth Lives and Science through Digital Production and Analysis. William T. Grant Foundation. Not Funded.

WORKSHOPS & PRESENTATIONS

DeGennaro, D. & Morse, M. (2010). The 21st Century Classroom: Identifying Effective Teaching and Learning with and through Technology. Mass CUE. Worcester, MA.

DeGennaro, D. & Jackson, J. (2009). Digital storytelling as a pedagogical tool. Third Annual Educational Technology Conference. UMass Boston. Boston, MA.

DeGennaro, D. (2008, February). Bridging the Digital Divide. Morris Neighborhood House. Morristown, NJ.

DeGennaro, D. (2007, December). The Life and Times of Second Life. University of Rome, Rome, Italy.

DeGennaro, D. (2007, May) "Advocacy through Digital Story Telling," presented at the East Orange School District, Youth Leadership Conference. East Orange, NJ.

Goeke, J., Birembaun, A., Brown, T., DeGennaro, D, Garcia-Reid, P. & Klein, E. (2006, December). "Product of the Month Club," presented at the College of Human Resources and Education meeting. Montclair, NJ.

DeGennaro, D. (2006, April). "Real Math Technology," presented at the IDEA: Homeschooling Conference. Juneau and Anchorage, Alaska.

Giovinazzo, K., Fishman-Johnson, E. and DeGennaro, D. (2005, June). "Collaborate to Make a Theatrical Presentation: Art, Music and Technology," presented at the National Education Computing Conference. Philadelphia, PA.

DeGennaro, D. and Kane, H. (2005, June). "Student Technology Leaders Fostering Cross-Generational Learning and Interest for Girls," presented at the National Education Computing Conference. Philadelphia, PA.

DeGennaro, D. (1998, June). "The One Computer Classroom: Restructuring the Classroom/Looking at the Curriculum," presented at the What Works Conference. Plymouth Meeting, PA: March 1998 and International Technology Conference. Princeton, NJ.

AWARDS AND RECOGNITION

Distinguished Paper Award, Springer Forum   March 2010
DeGennaro, D. & Brown, T. (2009). Youth voices: Exploring connections between history agency and identity in a digital divide initiative. *Cultural Studies in Science Education.*

International Conference of the Learning Sciences   June 2006
Junior Research Consortium

American Educational Research Association   April 2006
AERA New Faculty Mentoring Program

American Educational Research Association   April 2006
AERA Junior Faculty Writing Mentor Program

University of Maryland & University of California Berkeley   June 2002
WebShop Participant/Internet and Society Conference
Sponsored by the sociology departments of each university. Participants included research professionals from: sociology, anthropology, computer science, human-computer interaction and education.

University Of Pennsylvania   May 2001
Wharton Business Plan Competition Participant
Education Track Winner for Educational Software Development

Los Angeles Times   May 1997
Launch Point award: Best Web Site. Virtual Museum

University Of Arizona   June 1988
Research Fellowship Assistant
Researched the planets Mercury and Saturn, observed, measured and recorded the amount of sodium in the atmosphere of Mercury as well as the shift of the rings of Saturn.

Kids World   March 1980
National broadcast interview for solving the Rubiks cube at age 12

UNIVERSITY-BASED SERVICE (University of Massachusetts, Boston)

University-Level
Invited Member, Academic Affairs Committee   Spring 2010
Invited Member, Training Council Committee   Fall 2008 – Spring 2009
Volunteer, New Faculty presentation   Fall 2008 - Present
Volunteer, Design and Instruction of Courses for Training Council Committee   Fall 2008
Participant, Graduate Program Directors   Fall 2008 – Present
Presenter, New Faculty Workshop (Course Wiki)   Spring 2009
Presenter, Third Annual Educational Technology Conference   May 2009
          Digital Story Telling as a Pedagogical Tool

College-Level
Invited Member, Assessment Committee   Fall 2009 - Spring 2010
Invited Member, Faculty Senate   Fall 2008 - Spring 2009

Invited Member, Assessment Committee   Spring 2009

Department Level
Coordinator and Graduate Program Director: Instructional Technology for Educators   Fall 2008 - Present
Participant, PALs (Program Area Leaders)   Fall 2008/Spring 2009
Volunteer, Presentation for faculty seminars (University Supervisors & NSF Teachers)   Fall 2008/Spring 2009

Program Development
Instructional Technology for Educators Certificate – Redesign   Spring 2009 - Spring 2010
Integrated Technology Initiative: worked with four faculty members   Spring 2009

Research Development
Boston Public Schools Self-Initiated Partnership Research – tech goes home   Spring 2009 - Fall 2009
China Media Journalism initiative   Summer 2009
Frederick Technology Integration Institute (Certificate course)   Summer 2009 – Spring 2010
Course Development
Global Perspectives   Fall 2008
Emerging Theories of Learning   Fall 2008
Computers, Technology, and Education   Fall 2008/Spring 2009
Internet for Educators   Summer 2009
Critical Issues in Education II   Summer 2009

UNIVERSITY-BASED SERVICE (Montclair State University)

University-Level
Safety Committee   Spring 2007 – Spring 2008
Service Learning Program   Spring 2006 – Spring 2008

College-Level
Volunteer, Hybrid Course Mentor   Spring 2007 – Spring 2008
Elected Member, Technology Integration Committee   Fall 2006-Spring 2008
Volunteer, Urban Teaching Academy   Summer 2006
Invited member, Teacher Admission and Retention Committee   Fall 2006
Volunteer, New Faculty Program Presenter,   Spring 2006
(Presentation: "Mixing it Up: Varied Ways to Engage Students")
Participant, Product of the Month Club   Spring 2006-Spring 2008
(Research and support group of tenure track female faculty)
Department-Level
Invited member, Teacher Leadership Program, New Masters Program Development   Fall 2006 – Spring 2008
Volunteer, New Faculty Search Committee, Position in ESL and Diversity   Spring 2007
Invited member, Urban Teaching Committee   Spring 2006-Spring 2008
Elected member, Course Development**:** Educational Technology module   Fall 2005

Program Development   Spring 2006 – Spring 2008
M.Ed. in Teacher Leadership
32 credit Masters Degree program
Montclair State University, New Jersey

Research Development   Summer 2007
Research in Teacher Leadership

Course Development
Course module on Technology   Fall 2005
Leadership in Teaching and Learning   Summer 2006

NON-UNIVERSITY SERVICE (EXTERNAL)

Board Member and Article Submission reviewer (volunteer)   Fall 2005 – present
   Innovate: http://innovateonline.info/index.php?

Article Submission reviewer (volunteer)   Fall 2005 - present
   Journal of the Learning Sciences (JLS)

Article Submission reviewer (volunteer)   Spring 2007 - present
   Youth and Society

Article Submission reviewer (volunteer)   Fall 2007 – present
   Mind, Culture & Activity (MCA)

Article Submission reviewer (volunteer)   Spring 2008 - present
   Journal of Research in Technology Education (JRTE)

Article Submission reviewer and Book Reviewer (volunteer)   Fall 2006 - present
   Mind, Culture & Activity

Conference/Proceedings Reviewer (volunteer)   November 2005 - present
   International Conference of the Learning Sciences (ICLS)

Yearly Article Awards Judge   Fall 2007 - present
   Cultural Studies in Science Education

Software Awards Judge (volunteer CODIE Awards)   Spring 2006; Spring 2007

ASSOCIATION MEMBERSHIPS

American Anthropology Association (AAA)
Massachusetts Computer Using Educators (Mass CUE)
International Society of the Learning Sciences (ISLS)
American Education Research Association (AERA)
International Society for Technology in Education (ISTE)
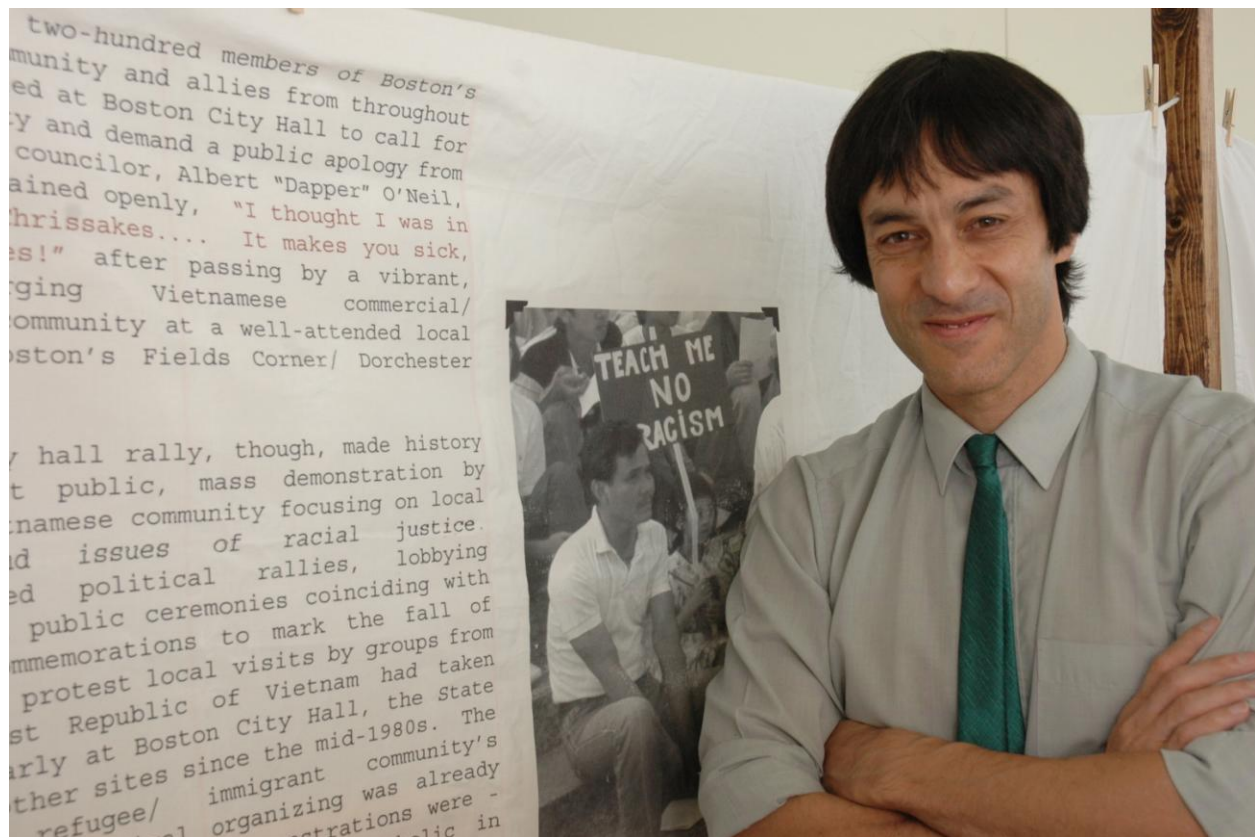
Dr. Peter Kiang (江念祖)
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Dr. Peter Nien-chu Kiang (江念祖) is Professor of Education and Director of the Asian American Studies Program at the University of Massachusetts Boston where he has taught since 1987. Peter's research, teaching, and advocacy in both K-12 and higher education with Asian American immigrant/refugee students and communities have been supported by the National Academy of Education, the National Endowment for the Humanities, the Massachusetts Teachers Association, the Massachusetts Association for Bilingual Education, and others. At UMass Boston, he has received both the Chancellor's Distinguished Teaching Award and Distinguished Service Award -- one of only two people in the school's history to do so. Peter served for six years as chair of the Massachusetts Advisory Committee for the US Commission on Civil Rights, and recently completed an eight-year term as co-president of the Chinese Historical Society of New England. He holds a B.A., Ed.M., and Ed.D. from Harvard University and is a former Community Fellow in the Department of Urban Studies and Planning at MIT.

Peter Nien-chu Kiang (江念祖**)**

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Email: peter.kiang@umb.edu

Work Address:
Graduate College of Education
UMass Boston
100 Morrissey Boulevard
Boston, MA 02125-3393
617-287-7614; 617-287-7656 FAX

CURRENT POSITION _____

Professor, Graduate College of Education (2001-Present), and *Director*, intercollegiate Asian American Studies Program, University of Massachusetts Boston (*Associate Professor*, 1995-2001; *Assistant Professor*, 1991-1995); coordinate and teach interdisciplinary undergraduate courses in Asian American Studies; teach graduate courses in social studies curriculum design, multicultural education, and teacher research; regularly serve on dissertation committees for Higher Education Administration, Leadership in Urban Schools, and Clinical Psychology doctoral programs.

EDUCATION _____

Harvard University Graduate School of Education: Ed.D. 1991; Ed.M. 1986.
Massachusetts Institute of Technology: Dept. of Urban Studies and Planning, Community Fellow, 1985.
Harvard College: B.A., *Magna Cum Laude*, joint major: Visual & Environmental Studies and Geological Sciences, 1980.

PRIOR TEACHING AND RESEARCH POSITIONS _____

Lecturer, American Studies Program and Sociology Department, UMass Boston, 1987-1991; developed/taught: "Asian Minorities in America," "Southeast Asians in America," and "Boston's Asian American Communities".

Research Associate, William Joiner Center for the Study of War and Social Consequences, UMass Boston, 1987-1991; coordinated research with/about Southeast Asian refugee students and communities; directed "Southeast Asian Oral History Project" including design, documentation, training, and resource development.

Lecturer, American Studies Program, Yale University, 1988; developed "Ethnicity and Change in Asian American Communities".

Lecturer, Metropolitan College, Boston University, 1987; developed/taught "The Asian American Experience".

TEACHING AND RESEARCH INTERESTS _____

- education and Asian Americans
- minority and immigrant/refugee youth and community development
- ethnic studies curriculum and program development in P/K-12 and higher education
- pedagogy and voice in the classroom
- trauma, healing, and legacies of the U.S./Viet Nam war
- critical reflexivity and qualitative research methods

GRANTS _____

"Student Community Chinatown Service Fund," $250,000 in Fidelity Foundation anonymous donor-advised fund, 2010 with pledge of continuing annual support for additional three years totaling $1 million.

"Asian American Studies Program Capacity Fund," $240,075 for three years ($80,025 per year), Mourant & Co, 2008-2010.

"Asian Immigrant Parent Participation in the Boston Public Schools," Barr Foundation, $28,175 awarded to the Asian American Studies Program, UMass Boston, 2006-2008.

"Culture, Art, Trauma, Survival, Development: Vietnamese Contexts" (grant proposal editor and co-writer), Rockefeller Foundation Humanities Fellowship Award, $325,000 awarded to the William Joiner Center, UMass Boston, 2004-2007.

"Ethnic Studies and Service Learning" National Dialogue Project, Center for Liberal Education and Civic Engagement, co-sponsored by the Association of American Colleges & Universities and Campus Compact, $5,500 awarded to the Asian American Studies Program, UMass Boston, 2003-2004.

"Commemorating the 1903 Boston Chinatown Immigration Raid: a Multimedia Education Project," Asian American Unity Fund, $2,000 awarded to the Asian American Studies Program, UMass Boston, 2003.

"Crafting Narratives of Racism, Trauma and Healing by Asian American Vietnam Veterans," William Joiner Center Fellowship/Grant Program, $3,000 awarded in June 2002.

"Analyzing Asian American Student Choices to Pursue Careers in the Education Field" (co-investigator with Grace Kao), Spencer Foundation and National Academy of Education, $6,000 awarded in November 2000.

"(Re)Constructing Identity and Place in the Vietnamese Diaspora" (grant proposal editor and co-writer), Rockefeller Foundation Humanities Fellowship Site Award, $250,000 awarded to the William Joiner Center, UMass Boston, 1999-2003.

"A Model for Capacity Building and Asian Pacific American Youth/Community Development" (grant proposal editor and co-writer), Ford Foundation *Innovation in Youth and Community Development Initiative*, $150,000 awarded to the Coalition for Asian Pacific American Youth, UMass Boston, 1999-2002.

"Developing Lessons and Leadership: A Curriculum Initiative for Teachers, Youth, and Newcomer Communities", Civil Liberties Public Education Fund, $20,000 awarded in August 1998.

"Long-Term Effects of Diversity in the Curriculum: Analyzing the Impact of Asian American Studies in the Lives of Alumni from an Urban, Commuter University," National Association for Student Personnel Administration and the Ford Foundation, $6,900 awarded in January 1998.

"Analyzing the Development of Asian American Youth Leadership," National Academy of Education - Spencer Foundation Post-Doctoral Fellowship Award of $40,000, 1997-98.

"Institutionalization Support for the Center for Immigrant and Refugee Community Leadership and Empowerment (CIRCLE)," Massachusetts Office for Refugees and Immigrants, $60,000 in supplemental funding for 1997-1998.

"America's Literary Landscape: Places for Asian Americans," National Endowment for the Humanities, Masterworks Study Project, co-directed with Joan May Cordova for the Massachusetts Asian American Educators Association, $24,000 awarded from 1994 to 1996.

"Establishing a Center for Immigrant and Refugee Community Leadership and Empowerment (CIRCLE) at the University of Massachusetts," Massachusetts Office for Refugees and Immigrants, $1.25 million awarded from 1994 to 1997.

"Case Studies of Asian Pacific American High School Student Organizing," Institute for Asian American Studies Research Fellows Program, UMass Boston, $1,500 awarded in May 1994.

"Fund for Asian American Studies," to support Asian American teaching, research, and service at UMass Boston, over $35,000 from individual donors, 1992-1994.

"Asian American Studies Program Development at the University of Massachusetts/Boston," C.J. Huang Foundation, $40,000 over four years from August 1990 to June 1994.

"Boston's Demographic Changes," Boston Foundation, $15,000 for Institute for Asian American Studies, UMass Boston, 1994.

"Development of the Institute for Asian American Studies at the University of Massachusetts/Boston," Boston Foundation, $32,000 awarded in June 1993.

"Conversations Across the Disciplines: Developing an Asian American Studies Curriculum Resource Guide," University of Massachusetts President's Office, $2,000 awarded in April 1992.

"Enhancing Survival Strategies of Southeast Asian Refugee College Students," University of Massachusetts/Boston Faculty Professional Development Grant, $1980.00 awarded in April 1992.

"New Roots and Voices: Cultural Expression and Community Development Among Southeast Asian Refugee Youth" and "Ngoc I Was - Pearl I Am: The Amerasian Experience in Boston and Vietnam," Massachusetts Council on the Arts and Humanities, $16,287 awarded April 1989.

"Lessons from the Early Asian Movement Against the Vietnam War," William Joiner Foundation, $1,500 awarded Dec. 1987.

"Our Roots in History: Commemorating the 100th Anniversary of the First Chinese Exclusion Act," Massachusetts Foundation for Humanities and Public Policy, $10,282 awarded December 1981;

OTHER PROFESSIONAL EXPERIENCE _____

Program Director, Asian American Resource Workshop, Boston, 1980-86; nationally-recognized center with programs in education, culture, and community advocacy for Asian Americans throughout New England; coordinated conferences on "Learning and Teaching from the Asian American Experience" (1985), "Cable Television and the Chinatown Community" (1984), and "Our Roots in History: Commemorating the 100th Anniversary of the Chinese Exclusion Acts" (1982).

REFEREED JOURNAL ARTICLES, BOOK CHAPTERS, AND MONOGRAPHS _____

Museus, S.D. & Kiang, P.N. (2009). "Deconstructing the Model Minority Myth and How It Contributes to the Invisible Minority Reality in Higher Education Research." *New Directions for Institutional Research*. No. 142. Summer, 5-15.

Kiang, P.N. & Tang, S.S-L. (2009). "Transnational Dimensions of Community Empowerment: The Victories of Chanrithy Uong and Sam Yoon," in *The Transnational Politics of Asian Americans: Controversies, Questions, Convergence*, edited by Christian Collet and Pei-te Lien. Philadelphia: Temple University Press, 77-91.

Kiang, P.N. (2009). A Thematic Analysis of Persistence and Long-term Educational Engagement with Southeast Asian American College Students. In L. Zhan (Ed.), Asian American Voices: Engaging, Empowering, and Enabling. NY: National League for Nursing, 21-58.

James Điền Bùi, Peter Nien-chu Kiang, Shirley Suet-ling Tang, Janet Hồng Võ. (2009). "Cá Trí Nhớ: Roles of Vietnamese American Studies and Education Post-Katrina". In L. Zhan (Ed.), Asian American Voices: Engaging, Empowering, and Enabling. NY: National League for Nursing, 171-190.

Lin, N.J., Suyemoto, K.L., and Kiang, P.N. (2009). Education as Catalyst for Intergenerational Refugee Family Communication about War and Trauma. *Communication Disorders Quarterly*. 30, 195-207.

Kiang, P. (2008). [Special Issue on SEA Demographics] Response - Asian American Studies. *Journal of Southeast Asian American Education & Advancement* [Online] 3:0. See: http://jsaaea.coehd.utsa.edu/index.php/JSAAEA/article/view/40/34

Kiang, P.N., Suyemoto, K.L. & Tang, S.S-L. (2008). "Developing and Sustaining Community Research Methods and Meanings in Asian American Studies Coursework at an Urban Public University." in Timothy P. Fong (ed.) *Handbook of Ethnic Studies Research: Approaches and Perspectives*. Lanham, MD: Rowman & Littlefield. 367-398.

Kiang, P.N. (2008). Crouching Activists, Hidden Scholars: Reflections on Research and Development with Students and Communities in Asian American Studies in Charles R. Hale. (ed.) *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. Berkeley: CA. University of California Press, 299-318.

Loo, C.M., Lim, B.R., Koff, G., Morton, R.K. & P.N. Kiang (2007). "Ethnic-Related Stressors in the War Zone: Case Studies of Asian-American Vietnam Veterans." *Military Medicine*. 172(9) 968-971.

Kiang, P.N. & C.M. Loo (2006). "Food in the Racial Experiences of Asian American Pacific Islander Vietnam Veterans." *Amerasia Journal*. 32(2) 7-20.

Kiang, P.N. & Tang, S.S-L. (2006). "Electoral Politics and the Contexts of Empowerment, Displacement, and Diaspora for Boston's Vietnamese and Cambodian American Communities". *Asian American Policy Review*. V. 15. 13-29.

Kiang, P.N. (2006). "Policy Challenges for Asian Americans and Pacific Islanders in Education." *Race, Ethnicity & Education.* 9(1) 103-115.

Kiang, P.N. (2006) "Articulating Individual Learning and Community Development: College-Community Pathways for Asian Immigrant Adult Learners". in *Research on the Education of Asian Pacific Americans.* 3(1) 109-129.

Bui, J.D., Tang, S.S-L.& P.N. Kiang (2004). "The Local/Global Politics of Boston's Viet-Vote". *AAPI Nexus: Policy, Practice & Community.* 2(2) 10-18.

Kiang, P.N. (2004) "Checking Southeast Asian American Realities in Pan-Asian American Agendas." *AAPI Nexus: Policy, Practice & Community* 2(1). 48-76.

Kiang, P.N. (2004) "Linking Strategies and Interventions in Asian American Studies to K-12 Classrooms and Teacher Preparation," *International Journal of Qualitative Studies in Education.* 17(2), 199-225.

Valerie Ooka Pang, Peter N. Kiang and Yoon K. Pak (2003). "Asian Pacific American Students: Challenging A Biased Educational System" in James A. Banks (ed). Handbook of Research on Multicultural Education, second edition, SF: Jossey Bass, 542-563.

Kiang, P.N. (2003) "Voicing Names and Naming Voices: Pedagogy and Persistence in an Asian American Studies Classroom," Vivian Zamel and Ruth Speck (eds) *Crossing the Curriculum: Multilingual Learners in College Classrooms*, Mawwah, NJ: Lawrence Erlbaum, 207-220.

Kiang, P.N. (2003) "Pedagogies of PTSD: Circles of Healing with Refugees and Veterans in Asian American Studies," in Lin Zhan (ed), *Asian Americans: Vulnerable Populations, Model Interventions, Clarifying Agendas*, Sudbury, MA: Jones & Bartlett. 197-222.

Loo, C.M. & Kiang, P.N. (2003) "Race-Related Stressors and Psychological Trauma: Contributions of Asian American Vietnam Veterans," in Lin Zhan (ed), *Asian Americans: Vulnerable Populations, Model Interventions, Clarifying Agendas*, Sudbury, MA: Jones & Bartlett. 19-42.

Suyemoto, K.L. & P.N. Kiang. (2003). Diversity Research as Service Learning. *Academic Exchange Quarterly.* 7(2). Summer. 71-75.

Kiang, P.N. (2002) "Transnational Linkages in Asian American Studies as Sources and Strategies for Teaching and Curricular Change," in Lila Jacobs, José Cintrón, and Cecil Canton. *The Politics of Survival in Academy: Narratives of Inequity, Resilience, and Success.* Lanham, MD: Rowman & Littlefield, 141-153 and 161-162..

Kiang, P.N. (2002) "Stories and Structures of Persistence: Ethnographic Learning through Research and Practice in Asian American Studies," in Yali Zou and Henry T. Trueba (eds), *Ethnography and Schools: Qualitative Approaches to the Study of Education*, Lanham, MD: Rowman & Littlefield, 223-255.

Chang, M.J. & P.N. Kiang (2002) "New Challenges of Representing Asian American Students in U.S. Higher Education," in Philip Altbach, Kofi Lomotey, and William A. Smith (eds) *The Racial Crisis in American Higher Education*, Volume 2, Albany: SUNY Press, 137-158.

Kiang, P.N. (2002) "K-12 Education and Asian Pacific American Youth Development," *Asian American Policy Review*, (V. 10) 31-47.

Kiang, P.N. (2001) "Teaching, Tenure, and Institutional Transformation: Reflections on Race, Culture, and Resilience at an Urban University," in E. Kingston-Mann and T. Sieber, *Achieving Against the Odds*, Philadelphia: Temple University Press, 125-140.

Kiang, P.N. (2001) "Pathways for Asian Pacific American Youth Political Participation," in *Asian Americans and Politics: Perspectives, Experiences, Prospects*, edited by Gordon H. Chang, Stanford University Press and the Woodrow Wilson Center Press, 230-257.

Kiang, P.N. (2000) "You Woke Me This Morning," and "Letter to Gloria," in James Lawrence Ardeña and Brandy Liên Worrall (eds) *Too Mixed Up*, Los Angeles: Mixt Up Productions and Isangmahal Arts Kollective, 8 and 20.

Kiang, P.N. (2000) "Wanting to Go On: Healing and Transformation at an Urban Public University," in Enrique T. Trueba and Lilia I. Bartolomé, *Immigrant Voices: In Search of Educational Equity*, Lanham, MD: Rowman & Littlefield, 137-166.

Kiang, P.N. (2000) "Long-Term Effects of Diversity in the Curriculum: Analyzing the Impact of Asian American Studies in the Lives of Alumni from an Urban Commuter University," in *Diversity on Campus: Reports from the Field*, NASPA: Student Affairs Administrators in Higher Education, 23-25.

Kiang, P.N. (1999) "After the Initiative: Envisioning Diversity Research Sustainability," *Diversity Research at an Urban Commuter University*, UMass Boston Center for the Improvement of Teaching, 85-104.

Kiang, P.N. (1999) "Analyzing the Impact of Asian American Studies in the Curriculum: Making Meaning Over Time in the Lives of Alumni," *Diversity Research at an Urban Commuter University*, UMass Boston Center for the Improvement of Teaching, 141-148 and 168-175.

Kiang, P.N. (1999) "Crossing Borders, Building Community," *Thought and Action*, 15(1), Spring, 49-60.

Kiang, P.N. (1998) "Curricular Connections and Reflections for the Pacific Century," in Leslie Swartz, Linda Warner & David L. Grossman (eds) *Intersections: A Professional Development Project in Multicultural and Global Education*, Asian and Asian American Studies, Boston: The Children's Museum, 57-85.

Kiang, P.N. (1998), "Writing from the Past, Writing for the Future: Healing Effects of Asian American Studies in the Curriculum," *Transformations: A Resource for Curriculum Transformation and Scholarship*, 9(2) Fall, 132-149.

Kiang, P.N. (1998), "*We Could Shape It*: Organizing for Asian Pacific American Student Empowerment," in Li-Rong Lilly Cheng and Valerie Ooka Pang (eds), *Struggling to be Heard: the Unmet Needs of Asian Pacific American Children*, Albany NY: SUNY Press, 243-264.

Joan Arches, Marian Darlington-Hope, Jeffrey Gerson, Joyce Gibson, Sally Habana-Hafner, and Peter Kiang (1997), "New Voices in University-Community Transformation," *Change*, 29(1) 36-41.

Kiang, P.N. (1997), "Pedagogies of Life and Death: Transforming Immigrant/Refugee Students and Asian American Studies," *Positions*, Duke University Press 5(2), 529-555.

Kiang, P.N. (1997) "The Rooster Crows," *Amerasia Journal*, 23(1) 152-153.

Kiang, P.N. (1996) "Persistence Stories and Survival Strategies of Cambodian Americans in College," *Journal of Narrative and Life History*, 6(1) 39-64.

Kiang, P.N. (1996) "Southeast Asian and Latino Parent Empowerment: Lessons from Lowell, Massachusetts," in Catherine E. Walsh (ed.), *Education Reform and Social Change: Multicultural Voices, Struggles, and Visions*, Mahwah NJ: Lawrence Erlbaum Associates, 59-69.

Kiang, P.N. (1995), "Bicultural Strengths and Struggles of Southeast Asian American Students," in Antonia Darder (ed), *Culture and Difference: Critical Perspectives on the Bicultural Experience in the United States*, NY: Bergin & Garvey, 201-225.

Kiang, P.N. (1995) "From Different Shores Again," in Wendy L. Ng, Gary Y. Okihiro, Soo-Young Chin, James S. Moy (eds.), *Revisioning Asian America: Locating Diversity*, Pullman, WA: Washington State University Press, 207-211.

Kiang, P.N., Nguyen N.L., & R.L. Sheehan, (1995) "Don't Ignore It!: Documenting Racial Harassment in a Fourth-Grade Vietnamese Bilingual Classroom," *Equity and Excellence in Education*, 28(1) 31-35.

Kiang, P.N. (1995) "Asian Americans and the Vietnam War," in John Wilson (ed.), *The Asian American Encyclopedia*, Pasadena: Salem Press, 1614-1616.

Kiang, P.N. & J. Kaplan (1994), "Where Do We Stand: Views of Racial Conflict by Vietnamese American High School Students in a Black-and-White Context," *The Urban Review*, 26(2) 95-119.

Kiang, P.N. (1994) "When Know-Nothings Speak English Only: Analyzing Irish and Cambodian Struggles for Community Development and Educational Equity," in Karin Aguilar-San Juan (ed.), *The State of Asian America: Activism and Resistance in the 1990s*, Boston: South End Press, 125-145.

Kiang, P.N. (1993) "Education and Community Development Among Nineteenth Century Irish and Contemporary Cambodians in Lowell, Massachusetts," *New England Journal of Public Policy*, 9(1) 51-63.

Kiang, P.N. (1993) "Stratification of Public Higher Education" in Linda A. Revilla, Gail M. Nomura, Shawn Wong & Shirley Hune (eds.) *Bearing Dreams, Shaping Visions*, Pullman, WA: Washington State University Press, 233-245.

Kiang, P.N. & Lee, V.W. (1993) "Exclusion or Contribution: Education K-12 Policy," in *The State of Asian Pacific America*, Los Angeles: LEAP Asian Pacific American Public Policy Institute and UCLA Asian American Studies Center, 25-48.

Kiang, P.N. (1993) "Preface," in Henry B. Trueba, Lilly Cheng, and Kenji Ima, *Myth or Reality: Adaptive Strategies of Asian Americans in California*, Washington, D.C.: Falmer Press, xi-xii.

Kiang, P.N. (1992) "Issues of Curriculum and Community for First-Generation Asian Americans in College," in Howard B. London and L. Stephen Zwerling (eds.), *First-Generation Students Confronting the Cultural Issues*, New Directions for Community Colleges, No. 80, Jossey-Bass, 97-112.

Kiang, P.N. and Wu, V. (1992) "University of Massachusetts/Boston," in Gary Y. Okihiro and Lee C. Lee (eds.) *East of California: New Perspectives in Asian American Studies*, Ithaca: Cornell University Asian American Studies Program, 123-127.

Sagara, C. and Kiang, P.N. (1992) *Recognizing Poverty in Boston's Asian American Community*, monograph, Boston: Boston Foundation Persistent Poverty Project, 79pp.

Kiang, P.N. (1991) "Social Studies and the Pacific Century," *Social Education*, 55(7) November-December, 458-462.

Kiang, P.N. (1991) "About Face: Recognizing Asian & Pacific American Vietnam Veterans in Asian American Studies," *Amerasia Journal*, 17(3), 22-40.

Kiang, P.N. (1991) Talk Story Poem for Open Dialogue III," in Russell Leong (ed.), *Moving the Image*, Los Angeles: Visual Communications and Asian American Studies Center, 259-263.

Kiang, P.N. (1990) "Southeast Asian Parent Empowerment: The Challenge of Changing Demographics in Lowell, Massachusetts," Monograph No. 1, Massachusetts Association for Bilingual Education; accepted as ERIC/Clearinghouse on Urban Education Document UD# 027534; adapted for publication as "Southeast Asian Parent Empowerment: The Challenge of Changing Demographics in Lowell, Massachusetts," *Asian American Policy Review*, 1(1) Cambridge: Harvard University Kennedy School of Government, 29-37; and reprinted as "Southeast Asian Parent Empowerment: The Challenge of Changing Demographics in Lowell, Massachusetts," *Vietnam Generation*, 3(2), 5-15.

Kiang, P.N. (1989) "Bringing it All Back Home: New Views of Asian American Studies and the Community" in G.M. Nomura, R. Endo, S.H. Sumida, R.C. Leong (eds.) *Frontiers of Asian American Studies*, Pullman, WA: Washington State University Press, 305-314.

Kiang, P.N. & M.C. Ng (1989) "Through Strength and Struggle: Boston's Asian American Student/Community/Labor Solidarity," *Amerasia Journal*, 15(1) 285-293

Kiang, P.N. (1988) "The New Wave: Developing Asian American Studies on the East Coast," in Gary Y. Okihiro, Shirley Hune, Arthur Hansen, and John M. Liu (eds.) *Reflections Through Windows of Shattered Glass*, Pullman, WA: Washington State University Press, 43-50.

Kiang, P.N. (1988) "Discrimination or Dignity: The Struggles Continue," in Doris Chu (ed.) *The Chinese of Massachusetts*, Boston: Chinese Culture Institute, 70-75.

OTHER PUBLICATIONS _____

Kiang, P.N. (2007). Foreward. in Tuyet-Lan Pho, Jeffrey N. Gerson & Sylvia R. Cowan (eds). *Southeast Asian Refugees and Immigrants in the Mill City: Changing Families, Communities, Institutions — Thirty Years Afterward*. Burlington, VT: University of Vermont Press.

Wong, D.N., Kiang, P.N. & C. M. Loo (2000) "What Do You Want This Society To Understand About Your Race-Related Experiences?" in Chalsa M. Loo (ed), *The Asian American Vietnam Veteran Race-Related Study*, Honolulu: National Center for PTSD and U.S. Veterans Administration.

Kiang, P.N. (1999) "Angel Island and Legacies of Chinese in New England," text for a photo exhibition produced by the Chinese Historical Society of New England and exhibited at the Boston Public Library.

Kiang, P.N. & K. Wong (1996) "The Status of Asian Americans in Public Higher Education in Massachusetts: Asian American Studies in the Curriculum," Institute for Asian American Studies, University of Massachusetts Boston, 23 pp.

Kiang, P.N. (1995) "Voicing Names, Naming Voices," in Recognizing Names: Student Perspectives and Suggestions for Pronouncing Asian Names -- A Guide for the UMass Boston Community, 4-7.

Kiang, P.N., Chen, C.L., Fung, S., and T. Wong (1994) "Research and Reflections on the English Transitional Program: Asian American Civic Association, Bunker Hill Community College, and Quincy School Community Council," Massachusetts Department of Education, January, 14 pp.

Kiang, P.N. (1994) "A New Mix in Boston's Melting Pot," *Boston Globe*, 25 July, 75.

Kiang, P.N. & J. Kaplan (1994) "Race/Space Relations in School," *NABE News*, National Association for Bilingual Education, 17(6), 5-6, 30.

Kiang, P.N. & J. Kaplan (1993) "When Tolerance is Limited," *Sampan*, 3 December 1993, 5; reprinted in *Asian Week*, 16 December, 2.

Kiang, P.N. (1992) *Asian American Studies Curriculum Resource Guide, Massachusetts K-12*, Boston: University of Massachusetts and Massachusetts Asian American Educators Association, 80pp.

Kiang, P.N. (1991) "Asian American Studies in the 1990's," in Evelyn Yoshimura, Michael Murase, Bruce Iwasaki (eds.) *GIDRA*, Twentieth Anniversary Special Issue.

Kiang, P.N. (1988) "Chinese American History," *Foundation News*, November-December, 74-75.

Kiang, P. (1986) "Community Strategies: Fighting Back in Boston," *CALC Report*, 13(5), 22-24.

Kiang, P.N. (1985) "Why the Asians," *The Boston Phoenix*, June 18, 1985.

Kiang, P.N. (1985) "Transformation: The Challenge for the Asian American Artist in the 1980's," *East Wind*, 4(1), 31-33.

Kiang, P.N. & V.W. Lee (1982) *Our Roots in History*, Boston: Asian American Resource Workshop, 36pp.

MEDIA PRODUCTIONS _____

Culture and Community: Asian Americans in Cambridge (1988); wrote, produced, and directed 30-minute color video for the Cambridge Public Library.

Boston Chinatown History (1983); wrote, edited, and directed 20-minute color video documentary on Chinatown's historical development.

Cahoon Hollow (1979); produced, directed and animated 16mm color film showing the legacy of the Vietnam War; Global Village Filmmakers Festival 1982, Asian American International Film Festival 1980.

Tao Te Ching (1979); produced, directed, and animated 16mm color film illustrating Chapter 10 by Lao Tse; Community Film Workshop of Chicago Minorities in Film Festival 1983, Global Village Third World Filmmakers Festival 1982, San Francisco Poetry-in-Film Festival 1981, Hong Kong International Film Festival 1980, and Asian American International Film Festival 1980.

KEYNOTE ADDRESSES (partial listing) _____

"Honor Legacies, Embrace Cultures and Serve Communities," keynote address, Newton Chinese Language School 50th Anniversary Celebration, Boston, MA, April 2009.

"Asian Immigrant Histories of the Boston Suburbs," Wellesley Historical Society, Wellesley, MA, May 2008

"From Monolithic to Authentic: Challenging One-Dimensional Views of Race and Ethnicity," Harvard Graduate School of Education, Cambridge, MA, February 2008.

"Curriculum, State Policy, and the Importance of Chinese American History," at the Annual Meeting of the Greater Boston Chinese Cultural Association Westborough, MA, January 2008.

"Local Chinese Community Resources for Chinese Language Curriculum and Instruction," professional development workshop, 41st annual Massachusetts Foreign Language Association conference Sturbridge, MA, October 2007.

"Recognizing Diversity, Equity, and Student/Community Development in Asian American Studies," invited keynote address, Massachusetts Association of Student Financial Aid Administrators Committee to Enhance Ethnic Diversity. Boston, June 2007.

"Empowering Communities: Reclaiming the Voices of Asian Pacific Americans," invited keynote address, 1st annual Asian Pacific Americans and Education conference, Harvard University Graduate School of Education, Cambridge, April 2007.

"Pedagogies of Commitment and Contribution: Asian American Studies in Urban University/Community Contexts," invited keynote address, EXPO 2007 commemoration of Asian/Pacific American Heritage Month at the University of Illinois - Chicago, April 2007.

"APA Educational Issues: A Gathering for Those Who Care," invited keynote address, Asian Pacific American Educators of Massachusetts Summer Symposium, Boston, August 2006.

"Pedagogies of Life and Death: Curricular Commitments to Student & Community Development Over Time in Asian American Studies," invited keynote address, Asian Pacific American Heritage Month Commemoration, City of Boston City of Boston Department of Neighborhood Development, Boston, May 2006.

"Asian Americans and the Meaning of Americanism," invited plenary address, 1st annual conference, Paul Simon Public Policy Institute and the Asian American Policy Coalition of Illinois, Chicago, April 2006.

"Asian American Issues in the Metro Boston Schools," invited keynote address, Sixth Annual Funder Education Forum sponsored by the MA Chapter of Asian Americans Pacific Islanders in Philanthropy (AAPIP) and the Boston Foundation, Boston, April 2006.

"Asian American Studies Pathways for Southeast Asian Americans in K-12 and Higher Education" invited address, Walter and Michi Weglyn Endowed Chair for Multicultural Studies Lecture Series of California State Polytechnic University, Pomona, February 2004.

"Trauma and Healing in Asian American Studies: Connecting Southeast Asian Refugees and Asian American Vietnam Veterans," keynote address, Asian Awareness Month, Wesleyan University, April 2002.

"Education and the Future for Asian American Communities", *9th annual Asian/Pacific American Heritage Month Celebration*, Massachusetts Housing Finance Agency, Boston, May 2000.

"Learning Communities and Linkages in Ethnic Studies and Education," *annual meeting*, National Association for Multicultural

Education - Massachusetts Chapter, Cambridge, November 1999.

"Persistence Stories and Survival Strategies," featured presenter at the 50th annual *Conference on College Composition and Communication*, National Council of Teachers of English, Atlanta, March 1999.

"Voices and Visions Across Generations," *North American Taiwanese Women's Association 10th Anniversary*, Milford, April 1998.

"Communities, Cultures, and Identities," *Asian Diasporas Month*, Wheaton College, November 1997.

"Community Practice and Reflection in Shaping Public Policy," *1997 Northeast Regional Summit*, Community Training and Assistance Center and the Mott Foundation, Wellesley, October 1997.

"Affirming Biracial/Bicultural Identities in the Classroom," *Fall Forum on Diversity*, the Multicultural Collaborative and the Baldwin School, Philadelphia, October 1997.

"Asian Pacific American Youth Issues and Interventions: A National Perspective," *Fall Funders Forum*, Asian Americans/Pacific Islanders in Philanthropy and the Council on Foundations, Chicago, October 1997.

"Curricular Transformation for the Pacific Century," *International Forum Series*, School District of Philadelphia and Philadelphia Board of Education, PA, August 1997.

"Integrating the Asian American Experience into the K-12 Curriculum," *Summer Multicultural Institute*, Prince William County Public Schools, VA, June 1997.

"Reflections and Realities for New Teachers of Color," *Minority Fellowship Program Summer Conference*, Rockefeller Brothers Fund, August 1996.

"Identity, Voice, and Power: Asian Americans and Middle School Teaching and Learning," *TeachAsia Summer Institute*, Asia Society, Wesleyan University, CT, July 1996.

"Reflections on Research and Development with Southeast Asian Students and Communities," *Spring Colloquium*, UMass Lowell Graduate Program in Community Social Psychology, April 1996.

"Transforming Society, Transforming Ourselves: Building Coalitions Across Communities," *National Asian Pacific American Conference on Law and Public Policy*, Harvard University, March 1996.

"Celebrating Strength," *Martin Luther King, Jr. Convocation*, Dana Hall School, January 1996.

"Asian American Voices: Claiming Space in the Pacific Century," *The Sarah Crane Cohen Visiting Scholar in the Humanities Lecture*, Roland Park Country School, Baltimore, November 1995.

"Resisting Violence, Overcoming Silence," *Asians in America Lecture Series*, UMass Amherst, November 1995.

"Coalition-Building Across Color, Culture, and Community," Channels for Educational Choices, *3rd Conference for Students of Color in Independent Schools*, April 1995.

"Cracking the Glass Ceiling," *Asian/Pacific American Heritage Month*, U.S. Department of the Army Research and Development Division, Natick MA, June 1992.

"Social Studies and the Pacific Century," *22nd Northeastern Regional Conference on the Social Studies*, Boston, March 1991.

"An Asian American Perspective on Teaching, Curriculum and Learning Environments," Responding to the Needs of African, Asian, Hispanic and Native American Students: Focus on Improving the Campus Climate Conference, State University of New York, Albany NY, February 1990.

"Helping Professionals in the 21st Century" *Convocation*, Wheelock College, Boston, May 1989.

"On Leadership and Empowerment," *Open Dialogue III National Conference*, The Association of American Cultures, Washington D.C., June 1988.

INVITED EXPERT TESTIMONY (partial listing) _____

"Asian American Vietnam Veterans' Contributions to the National Dialogue on Race," *The President's Initiative on Race*, U.S. Department of Defense, Boston, June 1998.

"Roundtable on Youth: Building a Vision of a Young Generation Embracing Diversity," Mott Foundation and Leadership Conference Education Fund, Washington DC, April 1997.

"The Absence of Asian American Perspectives in the Proposed Massachusetts Social Studies Curriculum Standards," Massachusetts Asian American Commission, Boston, February 1997.

"Assessing the Needs of Asian Pacific American Veterans," Advisory Committee on Minority Veterans, U.S. Department of Veterans Affairs, Washington DC, September 1995.

"The Rise of Anti-Asian Racial Violence in Boston," U.S. Commission on Civil Rights, Boston, December, 1984.

PAPERS AT PROFESSIONAL MEETINGS (partial listing) _____

"Trauma, Healing, and Transformation: Students/Communities and Refugees/Veterans in Asian American Studies Classrooms." Asian American Psychological Association, Invited Session, Boston, August 2008.

"Cambodia: Issues of Meaning, Justice, and Reconciliation." presented at the Association for Asian Studies annual meeting. Boston. March 2007.

"Post-Katrina Refugee Rebuilding and the Role of Asian American Studies Praxis -- Lessons from Student Engagement with New Orleans' Vietnamese Community," Association for American Colleges & Universities annual meeting, New Orleans, January 2007

"Policy Challenges for Asian Americans and Pacific Islanders in Education" invited paper presented at the National Summit on Asian and Pacific Islander Issues in Education convened by the Asian Pacific American Institute for Congressional Studies (APAICS) and the National Education Association (NEA), Washington, D.C., January 2005.

"A Thematic Analysis of Persistence and Long-term Educational Engagement with Southeast Asian American College Students." invited paper presented at the Southeast Asian American Student Action and Visibility in Education (SAVE) Project Research Symposium, Harvard Civil Rights Project and Southeast Asian Resource Action Center, Washington, D.C., January 2005.

"Local/Global Political Dynamics in the Development of Boston's Vietnamese and Cambodian American Communities" invited paper presented at The Asian Disapora" conference sponsored by the Center for East Asian & Pacific Studies and the Asian American Studies Program of the University of Illinois at Urbana-Champaign, June 2005.

"Food and Race-Related PTSD among Asian American & Pacific Islander Vietnam Veterans", annual meeting, American Psychological Association, Honolulu, July 2004.

"Asian Americans Revolutionizing Higher Education: Research and Best Practices in Asian American Studies, Student Development, and Community Service," annual meeting, National Association of Student Personnel Administrators, Boston, March 2002.

"Models of Transformative Practice through Asian American Studies Program Development," Association of American Colleges & Universities – Diversity & Learning biennial meeting, Pittsburgh, October 2000.

"*Why Wasn't This Done 30 Years Ago?:* Reflections on Race, Trauma, and Healing by Asian American Vietnam Veterans," 5th African American Conference on Post-Traumatic Stress Disorder, Howard University, Washington, D.C., September 2000.

"Keeping it Real aka What Have You Done For Me Lately aka Listening for the Long Term," *Free-Zone – A Symposium on*

Asian/Pacific American Youth Culture, New York University, April 2000.

"Critical Issues in K-12 Education and Asian American Youth Development," Children's Defense Fund national conference, New York, March 2000.

"Stories and Structures of Persistence: Learning from Research and Practice in Asian American Studies," *The Role of Educational Ethnography in Pedagogy: Critical Ethnography in a Global and Interdisciplinary Perspective*, Spencer Foundation Ethnographic Research Conference, Houston, February 2000.

"High Stakes Assessments and Accountability to Whom?" *National Asian Family-School Partnership Project Symposium*, National Coalition of Advocates for Students, Boston, January 2000.

"Relations Between Asian American Studies and Asian American Communities," *Asian American Studies Program 30th anniversary symposium*, University of California at Berkeley, October 1999.

"Ecologies of Persistence, Praxis, and Purpose," Models of Success: Retention of AHANA Students from Elementary Through College Years Symposium, Boston College, October 1999.

"Race-Related PTSD: New Research with Asian American Vietnam Veterans," *Black Congressional Caucus – Black Veterans Braintrust annual conference*, Howard University, Washington, D.C., September 1999.

"American Studies and the Status of Chinese Americans," *Center for American Studies symposium*, Fudan University, Shanghai, June 1999.

"Contexts for Developing Asian American Youth Leadership," National Academy of Education annual meeting and Spencer Foundation Post-Doctoral Fellowship Program Symposium, Stanford University, October 1998.

"Voicing Names and Naming Voices: Asian Immigrant Student Adaptive Strategies," annual meeting, American Educational Research Association, San Diego, April 1998.

"Pathways for Asian Pacific American Youth Political Participation," *Symposium on Asian Americans and Politics*, Woodrow Wilson Center, Washington, D.C., March 1998.

"The University in Engagement with Society," *The Academy in Transition*, 84th Annual Meeting, Association of American Colleges & Universities, Washington, D.C., January 1998.

"Asian American Students in Middle School Classrooms," National Council for the Social Studies annual meeting, Pittsburgh PA, November 1997.

"Contexts and Commitments: Making Asian American Studies Meaningful for Students and Communities," 7th annual East of California conference, Association for Asian American Studies, New York, November 1997.

"Scholarship Regrounded: Learning from Asian American Community Research," *Critical Dialogue Series*, New York University Asian/Pacific American Studies Program, November 1997.

"Documenting Racial Harassment and Developing Leadership with APA Youth," National Association of Asian Pacific Americans in Education, Annual Meeting, March 1997.

"Lessons Learned: Diversity and Institutional Change," *Educational Integrity and Institutional Choices*, 83rd Annual Meeting, Association of American Colleges & Universities, Atlanta, January 1997.

"Asian Pacific Americans and Stratification in U.S. Schools," *Structure of Asian America: Diversity, Stratification, and Community Research Colloquium*, Brown University, Providence, December 1996.

"Linking Community Empowerment with the Worldwide Web," *Diversity Education and the Public Good Conference*, Ford Foundation, Seattle, October 1996.

"An Agenda for Research and Advocacy," *Asian Family-School Partnership Project Symposium*, National Coalition of

Advocates for Students, Boston, September 1996.

"Coming Alive: Enhancing Cambodian Student Survival Strategies in the Classroom and Curriculum," *Research on Cambodian and Hmong Education: The Role of the School*, Center for Language Minority Education and Research, California State University, Long Beach, April 1994.

"Teaching Strategies for Contemporary Issues Courses," National Association for Asian American Studies, University of Michigan, Ann Arbor, March 1994.

"Rethinking Asian Pacific American Studies at Urban, Commuter Institutions," Association for Asian American Studies, East of California Network, University of Connecticut, Storrs, November 1993.

"Community-Building Where Know-Nothings Speak English-Only: Lowell's Irish and Cambodian Connections Across the Centuries," American Studies Association, Boston, November 1993.

"Education K-12 Policy for Asian Pacific Americans to the Year 2020," National Association for the Educational Advancement of Vietnamese, Cambodian and Laotian Americans, Boston, March 1993.

"Connecting Asian American Studies with Southeast Asian American Students and Communities," 2nd annual meeting, Association for Asian American Studies, East of California Network, Brown University, Providence, September 1992.

"From Different Shores, Again," and "Money Talks: Strengthening Philanthropy and Asian American Studies," 9th Annual Meeting, Association for Asian American Studies, San Jose CA, May 1992.

"Race, Face, and War: Lessons from Asian American Vietnam Veterans," New England American Studies Association, Boston MA, February 1992.

"About Face: Recognizing Asian/Pacific American Vietnam Veterans in Asian American Studies," and "Southeast Asian Youth: Changing Patterns, Changing Needs," 8th Annual Meeting, Association for Asian American Studies, Honolulu HI, May 1991.

"Emerging Themes in a Study of Asian American Vietnam Veterans," 25th Annual Meeting, Oral History Association, Cambridge MA, November 1990.

"Southeast Asian Immigrants' Experience and Expectations;" "Needs of Asian Americans in Education", 7th Annual Meeting, Association for Asian American Studies, Santa Barbara, May 1990.

"Southeast Asian Parent Empowerment in Lowell, Massachusetts" and "Stratification of Public Higher Education," 6th Annual Meeting, Association for Asian American Studies, New York, June 1989.

"The College Experience of Southeast Asian Students," 10th Annual Meeting, National Association of Vietnamese American Educators, Chicago, March 1989.

"Oral History and Community Development among Southeast Asian Students," 23rd Annual Meeting, Oral History Association, Baltimore MD, October 1988.

"Research, Documentation and Capacity-Building in Boston's Asian American Community," 41st International Convention, American Studies Association, New York, November 1987.

"Documenting New and Old Immigrants," New England Archivists, Bridgeport CT, October 1987.

"The New Wave: Developing Asian American Studies on the East Coast," 4th Annual Meeting, Association for Asian American Studies, San Francisco, April 1987.

"Community Development and Asian American Studies in Boston," 8th Annual Meeting, National Association for Asian Pacific American Educators, Los Angeles, April 1986.

PRESENTATIONS AND WORKSHOPS (partial listing) _____

"Equity in Principle and Practice." Boston Teacher Residency Program. Boston, July 2009.

"Hollywood Chinese: Contributions in History and Education," invited panel presentation, WGBH-TV, Boston, May 2009.

"Trauma, Healing, and Transformation: Students/Communities and Refugees/Veterans in Asian American Studies Classrooms." Asian American Psychological Association, Invited Session, Boston, August 2008.

"From Exclusion to Model Minority: A Brief History of Chinese Americans." professional development workshop, U.S.-China Institute STARTALK Summer Teacher Program, Bryant University Smithfield, RI. July 2008.

"Teaching and Learning in Asian American Studies,". six-hour professional development workshop, Brookline Public Schools, Brookline, MA, October 2007.

"Local Chinese Community Resources for Chinese Language Curriculum and Instruction," professional development workshop, 41st annual Massachusetts Foreign Language Association conference Sturbridge, MA, October 2007.

"Teaching Students from Diverse Backgrounds - Refugee Realities," panel presentation, New England Regional Forum, the College Board, Boston, February 2007.

"Education, Culture & Community: Chinese Immigrants in Suburban Boston," invited panel presentation, Newton History Museum Newton, MA, February 2007.

"Racism, Resilience, and Refugees: Vietnamese in Post-Katrina New Orleans," invited panel presentation, Boston College, October 2006.

"Pedagogy and Curriculum Design in Asian American Studies: Learning from the WWII Japanese American Internment Experience," invited professional development training, Northeast Cultural Cooperative and Concord Public Schools, Concord, NH, September2006.

"Social Studies Curriculum Connections to Students/Communities," professional development seminar, Edward Everett Elementary School, Boston, September 2006.

"Community: Neighborhoods, Families, and Schools," invited panel presentation, Boston Teacher Residency Program, August 2006.

"Immigrants and Refugees from China, Japan, and Viet Nam and Their Children," invited workshop, *China, Viet Nam, and Japan in the Elementary Classroom Summer Teacher Institute*, Primary Source and South Shore Educational Complex, Hingham, MA, July 2006.

"Immigrants and Education," invited workshop, *(Re)Defining American Immigrants and Immigration Summer Teacher Institute*, JFK Library, Boston, July 2006.

"Research Design and Documentation of the Scholarship of Engagement," invited workshop presentation (with Dwight Giles and John Saltmarsh), Pre-Conference Workshop, Northeast Regional Campus Compact Conference, Nashua, NH, April 2006.

"Immigrants and Refugees from China, Japan, and Viet Nam and Their Children," invited workshop, *China, Viet Nam, and Japan in the Elementary Classroom Summer Teacher Institute*, Primary Source and South Shore Educational Complex, Hingham, MA, July 2006.

"Policy Challenges for Asian Americans: The State of Education," invited panel presentation, 1st annual conference, Paul Simon Public Policy Institute and the Asian American Policy Coalition of Illinois, Chicago, April 2006.

"Catastrophes of War, Racism, and Forced Migration: Trauma & Pedagogies of PTSD in Asian American Studies," invited panel presentation, Askwith Education Forum on Education and Catastrophe: Communities of Color Responding and Moving Forward, Harvard Graduate School of Education, Cambridge, March 2006.

"Finding a Voice in a New Homeland: Thirty Years after the First Wave of Vietnamese Immigration to the US," invited moderator, Ford Hall Forum, Boston, December 2005.

"Exploring Southeast Asia in Honolulu," "Southeast Asia in Our Schools: Strategies for Using Community Resources," and "Teaching with Oral Histories: Using Survivor Stories" Best Practices in Southeast Asian Studies - International K-12 Teacher Institute, East West Center and University of Hawai`i, Honolulu, August 2005.

 "Achieving Against the Odds: The Scholarship of Pedagogy," invited panel presentation, New England Center for Inclusive Teaching, Boston, October 2004.

"Higher Education Access and Retention with Asian Immigrant Students: Toward a Research and Advocacy Agenda," invited presentation, The Education Resources Institute (TERI), Boston, October 2004.

"Histories of Boston's Chinese; Current Research, Reflections, and Resources", invited panel presentation, Boston Athenaeum, March 2004.

"Activism Against Racial Injustice in Times of War", invited plenary panel presentation, 10th annual conference, National Asian Pacific American Law Students Association, March 2004.

"The Vision for Equitable Education", invited plenary panel presentation, New Vision for Public Education Conference, Massachusetts Coalition for Equitable Education, Northeastern University, October 2003.

"Education and Outreach: Using Records of Underdocumented Communities," Massachusetts Archives Forum 2002, Bridgewater, June 2002.

"Effective Community-Based Approaches for Culturally Competent Mental Health Care with Asian Americans," Commonwealth Fellows Program, MA Department of Mental Health, Boston, April 2002.

"Pearl Harbor as Event, Film, and Slogan," 33rd Northeast Regional Conference on the Social Studies, Boston, March 2002.

"Lessons and Legacies of War for Asian Americans in World History from Pearl Harbor to September 11, 2002," 33rd Northeast Regional Conference on the Social Studies, Boston, March 2002.

"Crouching Tigers, Hidden Curricula: Asian American Studies as Tiger/Dragon (and Phoenix)," 4th Annual Chinese American Intercollegiate Conference, Brown University, March 2002.

"Curricular Strategies and Connections with Asian American Children and Families," Children's Defense Fund national conference, New York, April 2000.

"Issues in Developing and Sharing Cross-Disciplinary Education Research," National Academy of Education/Spencer Postdoctoral Fellowship Retreat, Cambridge, March 2000.

"Transforming the Curriculum" and "Anti-Racist Commitments in Teacher Development," New York State Association of Independent Schools statewide conference, New York, March 2000.

"Lessons from Tule Lake: Asian American Experiences and Themes in Designing Curricula," *TeachAsia Summer Institute*, Asia Society, University of Oregon, Eugene OR, July 1998.

"Resources and Themes for Teaching about Asian Americans in Boston," *Teaching Boston History Workshops*, The Bostonian Society, February 1998.

"Curricular Collaborations with Asian Immigrant Students, Families, and Communities," *National Asian Family/School Partnership Project*, National Coalition of Advocates for Students, Boston, October 1997.

"Community Investments in Asian Pacific American Youth," Asian Americans/Pacific Islanders in Philanthropy, Chicago, October 1997.

"Facilitating Classroom Lessons and Curriculum Development from the Japanese American Internment Experience," *Curriculum Summit*, Civil Liberties Public Education Fund, San Francisco, August 1997.

"Diversity Resources on the Worldwide Web," *Diversity Education and the Public Good Conference*, Ford Foundation, Seattle, October 1996.

"The Chinese in the U.S.: From Coolie Labor to the Nobel Prize," *Modern China: Society in Transition*, New England China Network Summer Institute, July 1996.

"Teaching Continuity and Change" and "Asian Diaspora: People Across Boundaries," *Asia in Our Schools - Resources for Asian Studies: New Paradigms, New Technologies Conference*, Asia Society, NY, April 1996.

"Challenges Facing Newcomer Communities: The Role of Philanthropy," *Donors Forum*, Boston Foundation, March 1996.

"Recentering Themes, Reclaiming Voices," *Multicultural Perspectives on the American West - Teacher Institute*, Primary Source and Bentley College, January 1996.

"Voices of Southeast Asian Students in the Classroom and Curriculum," National Migrant Education Programs annual conference, Boston, March 1995.

"Asian American Philanthropy: Traditions and Expectations," *Community Foundation Initiative*, Ford Foundation, St. Paul MN, October 1994.

"Paradigms for Leadership and Immigrant Community Capacity-Building," Office for Refugee Resettlement, Washington DC, September 1994.

"Boston's Changing Demographics: What Does it All Mean?" Boston Association of Black Journalists, June 1994.

"Race Relations in Boston," National Conference of Christians and Jews, April 1994.

"Developing New Generations of Leadership," Indian American Political Forum, Newton, April 1994.

"Joy-Luck or Stress-Silence: Perspectives of Asian American Students," METCO Directors Association, Boston, March 1994.

"Racism and Civil Rights in the Curriculum," Civil Liberties Union of Massachusetts Teachers Institute, Boston, August 1993.

"Asian American Voices and Themes in the K-12 Curriculum," Ithaca School District and Cornell University Asian American Studies Program, Ithaca, NY, June 1993.

"Strengthening Asian and African American Student Relationships," METCO Directors Association, Boston, March 1993.

"Movement and the Japanese Internment," Massachusetts Corporation for Education Technology, satellite broadcast with Yukie Shiroma and Dance Umbrella, Cambridge, February 1993.

"Language and Culture in Schools," Massachusetts Academy of Teachers, Cambridge MA, July 1992.

"Asian Americans and the Model Minority Myth: 1990's Realities," Polaroid Corporation, Cambridge MA, June 1992.

"Teaching and Learning from the Asian American Experience," Facing History and Ourselves, Boston, May 1992.

"University-Community Connections: Vietnamese Americans and Higher Education," Vietnamese Service Providers of Massachusetts, Tyngsboro MA, April 1992.

"Ping On Means Peace: Reflections on the History of Boston's Chinatown," Old South Meeting House, Boston, April 1992.

"Japan and Japanese Americans: Teaching and Curriculum Strategies," Charles River School, Dover MA, April 1992.

"Civil Rights Hate Crimes: Community Perspectives," Northeastern University School of Law, Boston, February 1992.

"Empowering Asian American Students and Communities," Urban Classroom Documentation Project, National Writing Project, Princeton NJ, August 1991.

"Diversifying the Curriculum: Lessons on Process," Boston College, June 1991.

"Racism and Resistance in Asian American History," University of Illinois at Urbana/Champaign, February 1991.

"Stories and Studies of Asian American Vietnam Veterans," San Jose State University, February 1991.

"Advocacy Work in Immigrant Communities," Boston University School of Social Work, April 1989.

"Capacity-Building Needs in Boston Chinatown: The Role for Grantmakers," Associated Grantmakers of Massachusetts, Boston, December 1988.

"Civil Rights Issues and the Asian American Community," Asian/Pacific American Municipal Officers Association, National League of Cities Convention, Boston, December 1988.

"Southeast Asian Refugees: Barriers to Higher Education," Boston University School of Social Work, March 1988.

"Anti-Asian Violence and Strategies for Community Organizing," 50th Anniversary Convention, National Lawyers Guild, Washington D.C., May 1987.

"The Artist and Ethnicity," Committee on the Visual Arts, Massachusetts Institute of Technology, September 1986.

CONSULTATIONS (partial listing) _____

<u>Research Consultant</u>, National Center for PTSD, "Asian American Vietnam Veteran Race-Related Study," Honolulu, 1997-2000.

<u>Exhibit Outreach and Education Planning Consultant</u>, Museum of Fine Arts, Department of Education, 1996-1998.

<u>Scholar-Humanist</u>, Mass. Foundation for Humanities and Public Policy-funded project, "Hudson Street Memories," Chinese Historical Society of New England, Boston, 1995.

<u>Resident Faculty</u>, "Diversity '95 Summer Institute on Multicultural Curriculum Design," National Association for Independent Schools, Northfield MA, June 1995.

<u>Training Team Coordinator</u>, Multicultural Curriculum and Staff Development Project, Proctor Academy, Andover NH, 1991-1993.

<u>Trainer</u>, Diversity '91 Summer Institute, National Association for Independent Schools, George School, Berwyn PA, June 1991.

<u>Planning Consultant</u>, Boston Herald Partnership in Education Program, Boston, 1991.

<u>Trainer</u>, Massachusetts Supreme Judicial Court Commission on Race and Ethnicity, 1990.

<u>Proposal Reviewer/Panelist</u>, Massachusetts Council on the Arts and Humanities, 1986, 1987, 1990.

PROFESSIONAL AFFILIATIONS AND SERVICE (partial listing) _____

U.S. Commission on Civil Rights, Massachusetts State Advisory Committee member, 1997-present; Chair, 2003-present.

Chinese Historical Society of New England, Board Member, Boston, 1992-present; elected co-President, 2002-present.

Association of American Colleges & Universities, Greater Expectations Program National Advisory Panel, 2000-2002.

Asia Society, _Asian Educational Resource Center_, National Advisory Board member, 1996-2002.

Association for Asian American Studies, member, 1984-Present; Elected East Coast Representative, 1989-91; National

Conference Program Committee, 1993; Service Award Committee Chair, 1992; Nominations Committee Chair, 1991; East of California Network Coordinating Committee, 1992-94.

Asian American Policy Review, Academic Advisory Board member, 1994-2001.

UNIVERSITY SERVICE (UMass Boston partial listing) _____

Asian Student Center, Faculty Advisor, 1987-present.
Provost's Committee on Honorary Degrees, 2005-present.
University Capital Campaign cabinet member, 1997-2001.
Center for the Improvement of Teaching, Diversity Working Group, 1988-1997.
Search committees for Provost, Deans, and numerous faculty/staff in Education and Ethnic Studies.
Tenure/promotion committees in Education, Dispute Resolution, Latino Studies, Anthropology, Public Policy, Modern Languages, Africana Studies, and Asian American Studies.

HONORS AND AWARDS   _____

President's Award, national Asian American Psychological Association (AAPA),Toronto, August 2009

Chancellor's Distinguished Teaching Award, UMass Boston, June 2007.

Alumni of Color Achievement Award, Harvard Graduate School of Education, Cambridge, March 2005.

Outstanding Contribution Award, Institute for Asian American Studies, 5th Anniversary Celebration, Boston, May 1999.

Higher Education Leadership Award, Asian American Resource Workshop, 20th Anniversary Celebration, Boston, April 1999.

Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach, New England Resource Center for Higher Education and American Association of Higher Education, 7th Annual Conference on Faculty Roles and Rewards, San Diego, January 1999.

National Academy of Education - Spencer Foundation Post-Doctoral Fellowship Award, 1997-1998.

Outstanding Community Service Award, Asian Pacific American Heritage Month Unity Dinner, Boston, May 1994.

Massachusetts Teachers Association Human and Civil Rights Award, 1991.

First Annual Boston NAACP-Children of War Human Rights Award, April 1990.

First Annual MABE Monograph Competition First Prize Award for the paper "Southeast Asian Parent Empowerment: The Challenge of Changing Demographics in Lowell, Massachusetts," Massachusetts Association for Bilingual Education, March 1990.

First Annual Drylongso Award, Community Change, Boston, October 1989.

World of Difference Award, Anti-Defamation League, Boston, November 1988.

First Annual Asian Constituency Award, Boston Rainbow Coalition, Boston, January 1986.

DENISE S. PATMON
CURRICULUM VITAE

University of Massachusetts/Boston   P.O. Box 316
Graduate College of Education   Milton, MA 01826
Curriculum & Instruction Department   (617) 696-8460
100 Morrissey Boulevard   (617)291-8974 (CELL)
Boston, MA 02125-3393   denise.patmon@umb.edu
(617)287-7618
(617)287-7664 (FAX)

Education:
Ed.D. University of Massachusetts/Lowell, Lowell, MA – College of Education –
        Language and Literacy Development
M.Ed. Wheelock College, Boston, MA – Curriculum Development/Elementary
        Education
B.A.   Boston University, Boston, MA – English/English Education

LICENSURE: Massachusetts Elementary Teaching Licensure (K-8)

Teaching and Administrative Experience:
2000-Present   Associate Professor
        University of Massachusetts/Boston
        Graduate College of Education
        Curriculum & Instruction Department Faculty
        Undergraduate Teacher Education Licensure Program Coordinator
        M.Ed. Teacher Education Program – Elementary Education
        Leadership in Education Department
                Ed.D. Leadership in Urban Schools Program
        Department Chair – Curriculum & Instruction (2003-2005)
        Interim Director – Center for the Improvement of Teaching (CIT)
                (Spring 2008)
        Faculty Facilitator – Center for the Improvement of Teaching (CIT)
        Faculty Advisor – Boston Writing Project (ILT)

1995.2000 Graduate Program Director, Assistant Professor
        University of Massachusetts/Boston
        Graduate College of Education
        Curriculum & Instruction Department – M.Ed. Teacher Education Program

1987-1985 Assistant Professor
        Wheelock College
        Boston, MA
        Liberal Arts – English Department and Professional Studies – Elementary
        Education Department
        Graduate School – Teacher Preparation Program Faculty

Associate Degree Program – General Education
(Leave of Absence 1990-1994)

1990.94 Professor of Humanities (English Department/English as a Foreign
Language/Second Language Department)
CUNY Lehman Hiroshima College
Hiroshima, Japan

1981-1987 Co-Director/Teacher Consultant, Boston Writing Project
University of Massachusetts/Boston
Institute for Learning and Teaching
Adjunct Faculty – College of Arts and Sciences – Black Studies Department
(1983-85)
Adjunct Faculty – College of Public and Community Services – Applied
Language and Mathematics Department (1986-1987)

Public School Teaching Assignments:
Brookline Public Schools
Boston Public Schools – English Language Arts Teacher

Consultancies:
Consultant, National Writing Project – University of California/Berkeley
National Coordinator – Project Outreach
Reviewer – Annual Site Reports
Education Consultant, Eliot Educational Center, Roxbury, MA
Education Consultant, Museum of African American History, Boston, MA
Education Consultant, Nantucket African Meeting House, Nantucket, MA
Education Consultant, Colegio Abraham Lincoln, Bogota, Colombia
Education Consultant, Neil Armstrong School, Villivicencio, Colombia

Honors:
Black Women of Boston and Vicinity Awardee – 2011 Professional Award Recipient

"Communicator Award of Distinction" – Massachusetts School of Law at Andover,
Massachusetts School of Law Educational Forum Show, "Why Johnny Can't Read and
Write" – May 2008 Award for December 2006 Panel

Faculty Facilitator – Center for the Improvement of Teaching, Spring 2006, Fall 2007,
Spring 2009, Spring 2011 - University of Massachusetts/Boston

Awarded a Sabbatical Leave for Spring 2010, University of Massachusetts/Boston
Awarded a Sabbatical Leave for 2001-2002, University of Massachusetts/Boston
Honoree, Faculty Appreciation Dinner, University of Massachusetts/Boston – Spring
1996, 1997, 2001
Honoree, Althea Lindsey Teacher of the Year Award, Brockton, MA - November 1999

Honoree, Cynthia Longfellow Teacher of the Year Award, Wheelock College, Boston, MA 1989-1990

Elected to Pi Lambda Theta, 1994, University of Lowell, Lowell, MA

TEACHING
Center for the Improvement of Teaching – Thematic Faculty Seminar Leader (Spring 2009)
Center for the Improvement of Teaching - Pre-Tenured Faculty Seminar Leader (Fall 2007, Fall 2006, Spring 2009, Spring 2011)

Graduate Courses Taught:
Dissertation Seminars I and II (UMASS/Boston LIUS Program)
Teaching, Learning & Curriculum (EdD)
Contemporary Issues/Foundations of Education
Creating Effective Learning Environments
Sociocultural Perspectives: Free 19th Century African Americans on Nantucket
Sociocultural Perspectives in Education
Race, Class, & Gender: Education Reform
Applied Research: Language Arts & Literacy
Multicultural Literature for Children & Young Adults
Equity & Diversity Issues in Education
Teaching Writing K-12
Curriculum Development
Multicultural Education & Teaching Writing
Boston Writing Project Summer Institute (Comprehensive 4-week graduate level
        Program in the teaching of writing for K-college teachers
Citizenship Education Institute – The 1960s (in collaboration with the John Fitzgerald
        Kennedy Library staff and the UMASS/Boston Political Science and Curriculum
        & Instruction Departments)
Early Childhood Education & Curriculum Development

Undergraduate Courses Taught:
Fostering Language & Literacy Development
Japanese Literature (in translation)
Literacy & Numeracy
Critical Reading & Writing
Expository Writing
Literary Genres
World Literature
Literature of the Harlem Renaissance
Curriculum Development
Dynamics of the Classroom, School & Community
College Writing for Basic Student Writers
Introduction to Black Studies
Complete Author – Zora Neale Hurston

Complete Author – Langston Hughes
English to Upper Level English as a Foreign Language Students
Literature for Children
Methods for Teaching Elementary Education
First Year Seminar
Field Supervision – Elementary Education Practicum
Field Supervision – Elementary Education/Middle/High School Pre-Practicum
Early Childhood – Human Growth and Development
Early Childhood – Curriculum Development

Dissertation Committee Supervision:
Stefan Battle, EdD – Leadership in Urban Schools, University of Massachusetts/Boston
Charlene Brantley, EdD – Leadership in Urban Schools, University of Massachusetts/
        Boston
Yolanda Burnett, EdD – Leadership in Urban Schools, University of Massachusetts/
        Boston
Paula Martin, EdD – Leadership in Urban Schools, University of Massachusetts/Boston
Arlene Morrissey, EdD – Leadership in Urban Schools, University of Massachusetts/
        Boston

Crystal Haynes, PhD – Candidate, Lesley University, Cambridge, MA
Vittoria DeBenedictus EdD – Candidate, Leadership in Urban Schools, University of
        Massachusetts/Boston
Sheila Kukstis EdD – Candidate, Leadership in Urban Schools, University of
        Massachusetts/Boston

SCHOLARSHIP
Publications: Books & Monographs
Patmon, D. & B. Spriggs. Luke and Max on Nantucket. Nantucket: Mill Hill Press.
Publication Date 2012. Unknown Pages

Burden-Patmon, D. (1992). Imani's Gift at Kwanzaa. Ohio: Modern Curriculum Press.

Burden-Patmon, D. (1992). Carnival. Ohio: Modern Curriculum Press.

Publications: Articles in Refereed Journals
Patmon, D. (2007) "Learning While Black." New England Journal of Higher
Education, Summer 2007 Issue. Volume XXII, No. 1.

Patmon, D. (2007). "How the Writing Project Became Inclusive" – on-line reprint of
chapter from Jim Gray's text Teachers at the Center. www.nwp.org

Neuman, S., Burden, D., and Holden, E. (1990) "Enhancing Children's Comprehension
of a Televised Story Through Previewing," Journal of Educational Research, Volume 83,
Number 5; 258-265.

Burden, D. Check, J., and Golden, P. (1987) "Writing Projects and Literacy: Report on an Experiment." <u>Connections: A Journal of Adult Literacy</u>, Volume II; 54-58.

Check, J., Burden, D., and Golden, P. (1986) "Reading, Writing, Teaching: Classroom Teachers Discuss Literature on the Teaching of Writing." <u>Teachers and Schools: Ideas for Action – Harvard Education Review</u>; 59-73.

Publications: Chapters in Books, Monographs, and Videotapes
Patmon, D. (2011) "Pedagogy for the Professoriate: The Personal Meets the Political" IN Dallalfar, Kingston-Mann and Sieber, eds., <u>Transforming Classroom Culture: Inclusive Pedagogical Practices</u>. NY: Palgrave Macmillan.

http://www/cinchcast.com/nwp-e-talk/21268 "Denise Patmon Talks About a New Approach to Gaining School Buy-In" (2/7/2010)

Patmon, D. (2000) "How the National Writing Project Became Inclusive." Chapter in J. Gray's <u>Teachers at the Center: Memoirs of the National Writing Project</u>. UCBerkeley: NWP.

Patmon, D. (1998) Television Host and Instructor, "The Write Steps," <u>MCET</u> (Massachusetts Corporation for Educational Television), Cambridge, MA (6 Interactive One-Hour Videotaped Sessions)

Publications: Newsletter Articles
Check, J., Patmon, D., et al (Spring 1999) "Growing the Boston Writing Project: The Lessons of Twenty Years." IN <u>The Voice</u>, National Writing Project Newsletter, University of California at Berkeley, Volume 4, Number 1.

Patmon, D. (1989) "Stand and Deliver: Achieving Against the Odds/Diverse Models of Achievement." <u>Wheelock College Bulletin</u>, Volume XVI, Issue 6.

Publications: Newspaper Article
Patmon, D. & R. Patmon (August 1992) "At Home in Japan." <u>PARKWAY</u>, Volume 5, Kure, Hiroshima, Japan

Publications: Locally Published Learning Packets, Curriculum, and Bibliographies
Patmon, D. (2008) <u>Black Nantucketers: A Curriculum Unit</u>. Published in Collaboration with the Nantucket Historical Society and the Museum of African American History, Boston.

Patmon, D. (May 2006). "Employee Handbook" <u>Benjamin Banneker Charter School</u>, Cambridge, MA

Patmon, D. & J. Berkowitz., et al. (Spring/Summer 1999) "Fourth, Fifth, Sixth Grade Advanced Work Class English Language Arts Curriculum Review/Development." <u>Boston Public Schools</u>

Patmon, D. (1988) "Home Learning Packets for Parents: Helping Develop Your Child's Writing Skills." <u>Boston Public Schools</u>. Area C.

Burden, D. (1979) "Land and Freedom: Who Owes What to Whom? Public Policy Case Studies" <u>Education Development Center, Inc</u>., Newton, MA

Burden, D. (1979). "Multicultural Annotated bibliography for the basic Educational Skills Program." Funded by the Administration for Children, Youth, and Families. Target Group – Head Start Teachers and Parents. <u>CRC Education and Human Development Inc</u>., Belmont, MA.

Publications: Refereed Conference Presentations Published in the Proceedings
Patmon, D. (2009) "The Multiple Faces of the Classroom: Using Endo's Literary Face Theory for Critical Teacher Reflection" IN <u>Japan-United States Teacher Education Consortium</u>, Hawaii at Manoa Campus, Honolulu, HI. **http://justec.tamagawa.ac.jp** pp 31-35

Patmon, D. (2000). "A+ Project" Access, Language Arts, and Acceleration of Urban Students in the U.S." NCTE/NWP DoDDS International Conference. <u>ERIC</u>.

Burden, D. (1987). "Employment Skills Programs and Literacy Training: What's the Connection?" National Council of Teachers of English Annual Convention. <u>ERIC/RCS</u>.

Burden, D. (1986). "Teacher Developed Writing Curriculum for Culturally Diverse Classrooms. National Council of Teachers of English Annual Convention. <u>ERIC/RCS</u>.

Publications: Refereed Conference Presentations
Patmon, D. (November 18, 2010). "K-12 Writing Centers: Transforming Students, Schools, and Sites" National Writing Project Annual Conference/NCTE Convention – Orlando, FL

Patmon, D. & T. Fox. (April 2009). <u>Organizational Change and Project Outreach of the National Writing Project</u>. Conference on College Composition and Communication/NCTE. San Francisco, CA

Patmon, D. (November 1, 2008). <u>Assumptions, Occasions and Reflections: The Importance of Culturally Responsive Teaching in the Assessment of Young Writers' Work</u>. Re-Envisioning Writing Assessment: Relevance, Diversity, and Achievement Conference for teachers, pre-K through College. Southbridge, MA.

Patmon, D. (October 18, 2008). <u>The Foundations of Inclusive Teaching: Considering the Personal and Political Dimensions of Preparing K-12 Educators and School Leaders</u>. NECIT (New England Center for Inclusive Teaching) Conference. UMASS/Boston.

Patmon, D. (October 21, 2006). <u>Mentoring and Supporting Early Career Faculty: How Faculty Development Makes a Difference</u>. NECIT Conference. UMASS/Boston.

Patmon, D. (September 28, 2006). <u>Abiel Smith School: Community Schools in the 19<u>th-</u> Century African American Neighborhood</u>. ASALH Conference, Atlanta Georgia

Patmon, D. (March 2002). <u>Connecting the Text and the Street: Alternative Discourses and State Mandated Assessments – Another Collision Course? Trying to Reconcile Divergent Agendas</u>. CCCC Conference – Chicago, IL

Patmon, D. (November 2001). <u>Teaching Writing to the Asian/Asian American Student</u>. National Writing Project Annual Conference – Baltimore, MD

Patmon, D. (March 29, 2001). A+ Project: Tapping the Potential of High Achieving Urban Students in the Boston Public schools. Massachusetts Reading Association. Sturbridge, MA.

Patmon, D. (January 26, 2001). <u>When Transformation is Your Modest Goal: Promises and Problems in Designing Assignments</u>. Paper Presentation - CIT Annual Conference

Patmon, D. (November 2000). <u>Multiple Frames of Knowing in the Teaching of Writing</u>. Paper Delivered at NCTE/NWP Convention – Milwaukee, WI

Patmon, D. (August 4, 2000). <u>A+ Project: Access, Language Arts, and Acceleration of Urban Students in the U.S</u>. Paper presented at the 2000 International Conference for Global Conversations on Language and Literacy. University of the Netherlands, Utrecht, Holland.

Patmon, D. (November 21, 1999). <u>Transitions: Distance Learning, Interactive Television and Teaching. What's the Connection</u>? National Council of Teachers of English Annual Convention. Denver, CO

Patmon, D. & Golden, P. (November 20, 1998). <u>Interactive Video and Writing Projects: Here's the Connection</u>. Presentation made at the National Writing Project Site Directors' Annual Meeting. Nashville, TN.

Patmon, D. (August 7, 1998). <u>Multiple Frames for Knowing</u>. Paper presented at the 1998 Conference for Global Conversations on language and Literacy. University of Bordeaux. Bordeaux, France.

Patmon, D. (September 28, 1996). <u>Japanese Literature in the Western Canon</u>. Paper delivered at the New England American Studies Conference. Boston, MA.

Patmon, D. (August 19, 1996). <u>Locating Voice Through Writing: Engaging Asian EFL Writers int eh Composition Classroom</u>. Paper invited to be presented at the 1996

Conference for Global Conversations on Language and Literacy. University of Heidelberg. Heidelberg, Germany.

Patmon, D. (November 20, 1994). Teaching About Japan Through Literature. Paper delivered at the 1994 National Council of Teachers of English Annual Convention. Orlando, FL.

Patmon, D. (November 18, 1994). EFL Learners and Writing: Issues of the Asian Student. Presentation made at the National Writing Project Site Directors' Annual Meeting. Orlando, FL.

Patmon, D. (October 4, 1993). Using Poetry to Teach English. Paper presented at Yamaguchi University under the auspices of the Japanese Association of Language Teachers. Yamaguchi, Japan.

Patmon, D. & Golden, P. (November 1986). Real World Meets Writing Process A Successful Writing in the Workplace Program for High School Students. Paper presented at the 1986 National Council of Teachers of English Annual Convention. San Antonio, TX.

Patmon, D., J. Check, & P. Golden. (November 20, 1984). Using Cultural and Linguistic Diversity in the Classroom to Improve Student Writing. Whole day session offered for an additional fee for the National Council of Teachers of English Annual Convention, Detroit, MI.

Publications: Works in Progress
Patmon, D. "Training Ground" Calderwood Writing Initiative Expository Piece (Summer 2010)

Patmon, D. 2010 James Bradford Ames Research Scholar – UMASS/Boston Africana Studies Department – FOCUS – "Blacks in School on Nantucket: Then and Now"

Patmon, D. & Stephen Gordon – Whole School Change in the Teaching of Writing – Writing Center Development in Urban Public Schools

PROFESSIONAL ACTIVITY
Proposal Writing and Grant Awards
Patmon, D. (Principal Investigator) – Fall 2010-Spring 2011. Calderwood Writing Initiative – Writing Centers at English High School and Another Course to College, Boston Public Schools ($105K)

Patmon, D. Calderwood Writing Initiative: Calderwood Writing Fellows Program Summer 2010 with School Year Follow Up – June 2011 ($25K)

Patmon, D. (2010-2011) – James Bradford Ames Research Scholar ($2,500K)

Patmon, D. (Spring 2009). <u>Neil Armstrong School, Villivincencio, Colombia</u>. Teacher Education/Curriculum Development/English Skill Assessment Technical Assistance - $50,000K University of Massachusetts/Boston

Museum of African American History with Denise Patmon (2004-2005). CPC Grant/Historic Preservation Grant, Florence Higginbotham House, Nantucket ($262K)

Museum of African American History with Denise Patmon (2004). Nantucket Public Schools and the African Meeting House, Nantucket Children's Charity Grant, Nantucket MA ($15K)

Museum of African American History with Denise Patmon (2002). Abiel Smith School Research. Fleet Bank ($80,000)

Patmon, D. and Borek, M. (Spring 1996). <u>Harbor Exploration/M.Ed. Teacher Education Preparation –</u> Science Education Training for Selected M.Ed. Teacher Certification Candidates. Eisenhower Grant, $46K. University of Massachusetts/Boston

Patmon, D., J. Check, & P. Golden (1984-1987). <u>Boston Writing Project</u> – Writing Center for Teachers. Massachusetts State Board of Regents Grant - $125K per year. University of Massachusetts/Boston

Patmon, D. (1984-1986). <u>Teaching Writing and Multicultural Education for Teachers and Museum Educators</u>. Rockefeller Foundation $25K per year. University of Massachusetts/Boston

Patmon D., J. Check, & P. Golden (1982-1984). <u>Urban Humanities Writing Project – Multicultural Writing Across the Curriculum/Teacher Education Program</u>. National Endowment for the Humanities - $150K per year. University of Massachusetts/Boston

Patmon, D. (1978-1981). <u>Multicultural Curriculum Development Teacher Training Project</u>. Emergency School Aid act (Title IX). Approximately $178K per year. Brookline Public Schools

Patmon, D. (1979-1980). <u>Cross-Cultural Leadership Project for Middle School Students</u>. EdCO Mini Grant $1,200. Brookline/Boston Public Schools

Professional Activity: Selected Papers Presented but not Published
Patmon, D. (December 3, 2010) "Tapping the Academic and Intellectual Strengths of African American Children" – METCO Director's Conference, Norwood, MA

Patmon, D. (July 27, 2010). "Diversity and the Making of Meaning Through Writing" – Keynote Speaker at Plymouth State University, Plymouth, NH – Writing Project Summer Institute

Patmon, D. (June 2010) "Tapping the Academic Strength of African American Students" – BEAM (Black Educators of Massachusetts) Annual Conference, Quincy, MA

Patmon, D. ((10/16/09). "With Different Eyes and Languages: Meeting the Challenges and Opportunities for Teaching in Contemporary Urban Schools" – New England American Studies Association Annual Conference: The Post-American City, Lowell, MA Panel 1.2

Patmon, D. (August 19, 2008). Multiple Faces of the Classroom - Keynote Address for Boston Public Schools – New Teachers 3 – day Symposium. University of Massachusetts/Boston

Patmon, D. (Summers 2008, 2007, 2006). 19th Century English Curriculum and the African American Student. Boston Writing Project Summer Institute Teachers

Patmon, D. (January 16, 2008). Multiple Frames for Knowing: Towards Inclusive Teaching. (Keynote Speaker). Rhode Island College – All College Faculty Development Conference. Providence, RI.

Patmon, D. with V. Zamel (October 20, 2007). What We Do and How We Do It: Faculty Seminars and Their Effects at UMB. NECIT Conference, University of Massachusetts/Boston

Patmon, D. (October 19, 2007). We Teach Them All. Fairfield University, Fairfield, CT

Patmon, D. (September 21, 2007). Cross-Cultural Conversations among Rhode Island Writing Project Teachers. Rhode Island College, Providence, RI

Patmon, D. (July 2007) From Harvard to the Abiel Smith School: Foundations of U.S. Education, Past & Present. Paper presented to Secondary Teachers from Renmin University, China - University of Massachusetts/Boston

Patmon, D. (June 2006). Standing in the Shadows of American History: African American Agency/Schooling in 19th Century Black Boston. Suffolk University/Museum of African American History Collaboration

Patmon, D. (January 2006). In Pursuit of Academic Excellence. (In Spanish and English) Abraham Lincoln School Faculty Presentation, Bogota, Colombia

Patmon, D. (September 11, 2004). Nexus of Diversity and Teaching Writing. Penn State University, Harrisburg, PA

Patmon, D. (November 2002). Race, Writing, and Grammar – Connections? National Council of Teachers of English/National Writing Project Annual Meeting Presenter

Patmon, D. (September 2002). "The Multiple Faces of Kindergarten" Keynote Speaker, Boston Public Schools Kindergarten Conference

Patmon, D. (November 2001 & January 2002). Teaching Writing and English Language Learner Issues – Framingham Public Schools

Patmon, D. (July 2001). Balanced Literacy. Boston Writing Project; Literacy Summer Institute for Teachers. University of Massachusetts/Boston

Patmon, D. (July 12, 1999). Creating a Landscape for Using Literature with Second Language Learners. Boston Writing Project, University of Massachusetts/Boston

Patmon, D. (March 4, 1999). Massachusetts Curriculum Frameworks, National Standards, MCAS, and Teacher/Student Assessment? What's Up with These Connections? Cambridge Public Schools, Cambridge, MA

Patmon, D. (February 3, 1999). Examining Individual Cultural Lens. (Co) Keynote Address at the "Gateway to Gold Mountain/Educating About Chinese Americans" Conference and Exhibit sponsored by the Organization of Chinese Americans. Boston Public Library, Boston, MA

Patmon, D. (July 1998). Massachusetts Curriculum Frameworks and the Second Language Learner: Multiple Frames of Making Meaning. Boston Writing Project, University of Massachusetts/Boston

Patmon, D. (October 26, 1996). Incorporating the Asian Child into the English Language Arts Classroom: Focus on Japanese Literature in Translation. Quincy Public Schools, Professional Development Seminar. Quincy, MA

Patmon, D. (Summer 1996). Culturally Diverse Elements in the Teaching of Writing. Boston Writing Project, University of Massachusetts/Boston

Patmon, D. (Summer 1996). Teacher Transformation in a Culturally Sensitive Classroom. Boston College, College of Education, Boston, MA

Patmon, D. (Fall 1995). The Ravages of War: My Experiences as an African American Living in Hiroshima Post World War II. Presentation to Dr. Peter Nien-chu Kiang's Graduate Course, University of Massachusetts/Boston

Patmon, D. (Fall 1995). Cross-Cultural Ways of Feeling. Presentation to Dr. Maryanna Ham's Graduate Course, University of Massachusetts/Boston

Patmon, D. (April 12, 1995; October 13, 1994; April 20, 1994) Contemporary Schooling in Japan. Presentation to Dr. Check's Graduate Course, University of Massachusetts/Boston

Patmon, D. (December 13, 1994). <u>Tapping Diversity: Teaching Writing to Adult Learners</u>. Wheelock College, Boston, MA

Patmon, D. (September 23, 1994). <u>Endo's Literary Face Theory and Identity Development</u>. Wheelock College, Boston, MA

Patmon, D. (Spring 1991). <u>What's Basic in the Teaching of Writing</u>. CUNY Lehman Hiroshima College, Hiroshima, Japan

Patmon, D. (Fall 1991). <u>What's Whole in Holistic Scoring</u>. CUNY Lehman Hiroshima College, Hiroshima, Japan

Patmon, D. (Spring 1991). <u>Planning and Implementing a Multicultural Curriculum</u> Boston Public Schools

Patmon, D. (Summer 1990). <u>Teaching Writing</u>. Boston Public Schools

Patmon, D. (Spring 1990). <u>Writing Across the Curriculum (Elementary Grades</u>). Boston University/Boston Public Schools Collaborative

Patmon, D. (August 31, 1989). <u>Black Achievement</u>. Milton Public Schools, Milton, MA

Patmon, D. (November 14, 1989). <u>African American Literature for Elementary Grades</u>. Worcester Public Schools, Worcester, MA
Patmon, D. (Fall 1989). <u>Writing Process: Theory and Practice</u>. Quincy Public Schools, Quincy, MA

Patmon, D. (September 7, 1988). <u>Zora Neale Hurston: A Writer for Today</u>. Wheelock College, Boston, MA

Burden, D. (November 26, 1984). <u>Multicultural Education and Teaching Writing</u>. Lesley College, Cambridge, MA

Professional Activity: Panels Participated In or Chaired
Patmon, D. (December 5, 2009). "Writing and Change" Co-Keynote Speaker, University of California/Berkeley – California Writing Project's 35th Anniversary Celebration

Patmon, D. (November 28, 2009). Panelist – "When the Money and Jobs are Scarce: Teaching and Learning in an Economic Downturn" CIT Forum at UMASS/Boston
Patmon, D. (October 21, 2009). Educating for Tomorrow: Schools and the Black Community in Boston" – Sponsored by the Trotter Institute at UMASS/Boston.

Patmon, D. (October 2009). "Practicing the Ethic of Care in Public Schools in the Commonwealth" – Paper presented at UMASS/Boston to faculty and community organizers in collaboration with Randy Albelda, McCormack Graduate School, the

Economics Department, and the Institute for Social Policy. <u>Continuing Care Work: Human Infrastructure in Massachusetts</u>.

Patmon, D. (June 20, 2008). "<u>Teaching in a Globalized World</u>" Panelist – Haitian Presidential Work Group on Education Coordinated by UMASS/Boston William Monroe Trotter Institute, Boston, MA

Patmon, D., R. Sterling, N. Barille. (December 2006). COMCAST Cable Network/Massachusetts School of Law- CH 8. Panelist "Why Johnny Can't Read or Write."

Patmon, D. (February 14, 2006). <u>Teaching "All Souls"</u>. CIT Faculty Forum Presentation, University of Massachusetts/Boston

Patmon, D. (October 16, 2004). <u>Collaboration within Higher Education: Bridging the Gap Between Student Affairs and Academic Affairs</u>. NECIT Conference, University of Massachusetts/Boston

Patmon, D. (May 17, 1999). <u>National Reading Panel</u>. Cambridge, MA

Patmon, D. (March 8, 1999). <u>What it Takes to Be a Good Teacher</u>. Harvard Graduate School of Education/Wheelock College Collaborative Project, Cambridge, MA

Patmon, D. (November 6, 1998). <u>Early Childhood Education in the Boston Public Schools. B</u>oston Public Schools – Early Learning Centers and Child Care Facilities

Patmon, D. (September 19, 1998). <u>Teaching Under Fire</u>. Co-Keynote for Boston Writing Project Sponsored Conference. University of Massachusetts/Boston

Patmon, D. Groden, S., et al. (November 1997). <u>Preparing Best Teachers for Tomorrow's Classrooms</u>. Massachusetts Association for Colleges of Teacher Education (MACTE). Westborough, MA

Patmon, D. (August 1997). <u>Balancing Research, Teaching and Service</u>. UMASS/Boston New Faculty Orientation - Panelist

Patmon, D. (November 1995). <u>Portfolio Assessment</u>. Panel Chair. National Council of Teachers of English (NCTE). San Diego, CA

Patmon, D. (1995-1997). <u>Deconstructing the African American Scholar in New England</u>. Panelist/Program Planner. Primary Source Collaborative. Watertown, MA

Professional Activity: Review of Manuscripts
Reviewer (for publisher) – <u>The Joy of Teaching: Making a Difference in Student Learning </u>by Gene E. Hall, Linda F. Quinn, and Donna Gollneck. (2010), Pre-Revision Review, Sage Publications.

Reviewer (for publisher) – <u>Curriculum Leadership: Strategies for Development and Implementation</u>, by A. Glatthorn, F. Boschee & B. Whitehead. Sage Publications, 2009.

Reviewer (for publisher) – <u>Teaching, Learning & Schooling: A 21st Century Perspective,</u> By Eugene Provenzo (2006), Pre-Revision Review, Sage Publications, 2008

Reviewer (for publisher) – <u>Crossings: Border Voices Along the Rio Grande</u>. Rural Voices Radio III. National Writing Project/University of California/Berkeley. (2002)

Reviewer (for publisher) – <u>Literacy and Bilingualism: A Handbook for ALL Teachers</u>, by Brisk and Harrington.. Erlbaum Associates Publishers. 2002.

Associate Editor/Reviewer – "The Hunter to Tell" Edwidge Danticat and The Farming of Bones, *Macomere*, Spring 1999 Issue

Reviewer/Editor – "Traveling Yet on 'Freedom's Train': Civil Rights in Boston (1955-1965), by T. Gill. William Monroe Trotter Institute, University of Massachusetts/Boston, Spring/Summer 1999 Issue

Reviewer/Editor – "William Stanley Braithwiate and Friends: The Power and the Poetry" by Alma Stone Williams, William Monroe Trotter Institute, University of Massachusetts/Boston

Professional Activity: Media Interview
Patmon, D. et al. (November 2010). Writing Center Opens at Charlestown High School IN Boston Globe. www.boston.com/yourtown/news/charlestown/2010/11 /atnewwritingcentercharlest.html

Patmon, D. (November 1998). Twenty-Year History of the Boston Writing Project – One Point of View. Interviewed by Dick Harrington for <u>Boston Writing Project Publication</u>. University of Massachusetts/Boston

Patmon, D. (1997). Featured "In the Spotlight: Boston Writing Project's Denise Patmon" IN <u>The Voice</u>, National Writing Project Publication, Volume 2, Number 1, University of California/Berkeley

Patmon, D. (February 1993). "Close-Up/Interview" IN <u>PARKWAY</u>, Volume 7, Number 1, Kure, Hiroshima – Japan

Patmon, D. (January 11, 1992). "African American Experience in Japan." <u>Chugoku Shimbun Newspaper</u>, Japan

Professional Activity in Progress: Invitation to Deliver Papers

Patmon, D. (June 2011). "On writing Centers in Urban Boston Public High Schools" – 8th International Conference, Hildesheim, Germany, International Association for the Improvement of Mother Tongue Education (IAIMTE)

Patmon, D. (Spring – Summer 2011). Early Childhood Teacher Education & Preparation in Haiti – Collaboration effort between UMB and Massachusetts Bay Community College

PROFESSIONAL SERVICE:
University Service: Departmental Service and Administrative Contributions
- Department Chair, Curriculum and Instruction (2003-2005)
- Reviewer of M.Ed. Teacher Education Track A Students' Comprehensive Exams
- Reviewer of Teacher Education Admission Applicants – Elementary Education Program (Undergraduate and Graduate Applicants)
- Mentor for Pre-Tenured Faculty (H. Walker, B. Wright)
- Graduate Program Director (1996-1999)
- Faculty Search – Chair/Member for a variety of tenure track and professional positions
- Boston State College Alum Scholarship Committee Member
- TEAMS B-C Scholarship Committee
- NCATE ACEI Report Preparation
- Chair 4th Year Reviews/Tenure Reviews (Zhang, Hall, Byrnes, Gonsalves, Abatte-Vaughn, Dick)
- Post-Tenure Reviews (Kiang, Koerner)
- Reviewer AFRs
- Portfolio Reviewer

University Service: College Service
- Member Professional Education Coordinating Council (PECC) 1997 – 2005)
- Faculty Advisor, Boston Writing Project (1997-Present)
- EdD/LIUS Search Committee Member for a variety of tenure track positions
- AACC Member (2005-Present)
- 4th Year Reviews/Tenure Review (Check, Dee, Parker)
- NCATE Standard 2 Committee Member
- Mentor to Assistant Professor Lehman (Counseling & School Psychology – 2006)
- College – GCE Dean Search Committee Member
- Tuesday Table/Brown Bag Lunch – Research Sharing/Presenter – GCE Community Building Initiative

University Service: University-wide Service
- CIT Board of Advisors
- INAGHEI – Collaboration between Public University of Haiti and UMB Trotter Institute – Education Advisor/Advisory Board Member/Site Visit and Technical Assistance Provided

- Academic Affairs Strategic Planning Committee – Invitation of Chancellor Collins
- Provost Fonteyn's 5th Year Review – Committee Member
- Salary Anomalies Committee Member
- Participant Urban Mission Luncheons under the leadership of Associate Chancellor Charles Titus
- Reviewing AFRs – Applied Linguistics Department (Bartolome)
- 4th Year Review/Tenure Reviews (Anthropology/CPCS)
- Budget/Long-Range Planning Committee Member
- Chancellor's Distinguished Teaching Award Committee – May 2008
- UMASS/Boston Chancellor Search (2004-2005); (2000-2001)
- Mentor a New Student Program – Faculty Mentor (Fall 2005/Spring 2006)
- Library Director Search Committee Member
- CIT Presenter/Interim Director
- CIT – Faculty Participant
- Contributor – Lunch Meeting with Chancellor Penney, "Shaping the Future of the University of Massachusetts/Boston" (Spring 1999)
- Associate Editor – William Monroe Trotter Institute/Occasional Papers
- Reviewer: International Students Scholarship Applications: Graduate Studies Department
- African Diaspora Project – in collaboration with Africana Studies Department
- Education Consultant – William Monroe Trotter Institute

Service to Profession or Discipline
* National Writing Project, University of California/Berkeley – Board of Directors
* National Writing Project, University of California/Berkeley – Reviewer of Proposals from NWP sites nationwide (Annual Reviewer)
* Boston Writing Project, University of Massachusetts/Boston – Board of Advisors
"Benjamin Banneker Charter School – Board of Directors
* UMASS/Amherst – Co-Planner of Re-envisioning Writing Assessment Conference (Fall 2007-Fall 2008)
* UMASS/Dartmouth – Technical Assistance to Buzzards Bay Writing Project (Spring 2008 – Present
* Wheelock College – Advisory Board Member for "Alumni of Color Leadership Caucus" Conference Planning (Spring/Fall 2008)
* Consultant – Borinquen Writing Project, Corazon University, San Juan, Puerto Rico
* NECIT Leadership and Mentoring
* Consultant SUNY New Paltz/ Hudson Valley Writing Project – Faculty Mentor
* MTEL – Bias Reviewer/Qualifying Score Member
* MEDIA MATTERS Conference Planning/Boston Globe Foundation – Planning Committee Member
* METCO Inc. – Advisory Board Member (Spring 2000-2005)
* Boston Children's Museum – "Boston Black" Education Consultant (2000-01)
* Asia Society – National Think Tank on Teaching about Asia, NY (Fall 1997)
* American College Testing (ACT) – Exam Assessment Reviewer, Iowa City, Iowa (1996, 1997, 2003, 2005)

* Reviewer of Proposals (Spring 1996; 1989; 1990) – Massachusetts Council for the Arts
   and Humanities
*National Council of Teachers of English, CCC – Executive Committee Member (1989 –
   1992)
* Educational Testing Service – Reader/Table Leader for the NTE and GMAT Essay
   Assessment Exam, Princeton, NJ (1986-1995)
* National Council of Teachers of English, Elementary Education Curriculum
   Commission Member (1987-1990)
* Scholastic, Inc. – Reader for the National Scholastic High School Essay Contest,
    Boston, MA (1984-1990)
* DeWitt Wallace Foundation – Proposal Reviewer Panel Member $12 million
   "Students at the Center Initiative" New York, NY
* Wheelock College – Member, Family Care Accreditation Project, Boston, MA (1995)
* The National Faculty of Humanities, Arts and Sciences – Humanities Faculty Member,
    Emory University, Atlanta, GA (1987-1991)
* Black Educators Alliance of Massachusetts – Member/Resource Consultant

School District Service
Select Sampling:
*Boston Public Schools – Culturally Responsive Curriculum Development Seminar (Feb.
15, 2011)
* Benjamin Banneker Charter School – Executive Director Search Committee Member
* Smithsonian Institute – National African American Museum/Convserations and
Brainstorming Sessions with Dr. Lonnie Bunch, Executive Director (July 2007) – Boston
and Nantucket
* Promising Pal Mentor to Middle School Students at the Timilty School, Boston Public
Schools, (Fall 2000 – Spring 2007)
* Edward Everett Elementary School, Boston Public Schools – In-Depth Review
Member
* Literacy Consultant – A+ Program (4th, 5th, 6th Grade Advanced Work Classrooms:
Curriculum Development, Boston Public Schools
* Guest Teacher, Boston Public Schools – Summer Programs
* Science Fair Judge – Haley School, Boston Public Schools
* Career Day Guest Speaker – Harrington School, Cambridge Public Schools,
        Cambridge, MA
* Task Force Member – Boston Public Schools Superintendent Harrison-Jones/Payzant's
        Curriculum Planning and Management Team
* Task Force Member – Mayor Menino's Blue Ribbon Commission on Boston Public
        Schools – Evaluation and Assessment (1997)
* Holistic Scoring – Facilitator – Cambridge Public Schools, Cambridge, MA
* Task Force Member for the late Senator Paul Tsongas: Lowell Model Project, Lowell
        Public Schools, Lowell, MA (1982 – 1984)

PROFESSIONALLY RELATED OUTREACH SERVICE TO THE PUBLIC:
Selected Workshops/Staff Development

Public Reading and Signing of my Children's Books – Borders Bookstores, Boston Public Schools, Cambridge Public Schools, 12th Baptist Church – Roxbury, Boys and Girls Club – Roxbury

Patmon D. & R. Patmon (2008) – <u>African American Young Scholars in Independent Schools (</u>Representing Noble & Greenough School), YMCA – Dorchester

Patmon, D. (April 9, 2005). <u>Beyond the Academic Achievement Gap</u>, Dimock Community Health Center

METCO, Inc – Special Advisory Board Membership (2000, 2001, 2002)

Framingham Baptist Church – Martin Luther King Jr., Essay Contest Judge (Annual Reviewer)

Patmon, D. (1998) – <u>Strengthening Our Children's Literacy</u>. KIDSNET Program for Foster Parents, Roxbury, MA

Patmon, D. (1997) – <u>Principles and Practices in the Teaching of Reading at the Elementary Level</u>, Warren Prescott School, Charlestown, MA (Boston Public Schools)

Patmon, D. (1997) - <u>Multicultural Children's Literature in Perspective</u>. Collicott School, Milton, MA

Patmon, D. (1996). <u>The New Curriculum Frameworks – What Do They Mean in the K-5 Classroom?</u> Warren Prescott School, Charlestown, MA (Boston Public Schools)

Patmon, D. (1990). <u>Child Rearing in a Diverse Society.</u> Families First Program, Boston Children's Museum, Boston, MA

Patmon, D. (1987-1989) <u>Staff Development Writing Seminars for Early Childhood Educators</u>, Head Start, Cambridge, MA

Patmon, D. (1986) Comprehensive Educational Training (CET). Staff Development in the teaching of writing and multicultural education. San Jose, California

Patmon, D. (1985). <u>Working with Urban Youth: Managing Behavior</u>. Harvard College. Phillips Brooks House, Cambridge, MA

Patmon, D. (1984-1986) New English Life Insurance Company – Writing instruction to High School Summer Employees, Boston, MA

Patmon, D. (Fall 1984). <u>Parent Participation in the Writing Process</u>. Boston Public Schools, District 5 Parent Workshop. Boston, MA

COMMUNITY MEMBERSHIPS/CREATIVE PERFORMANCES

- Heritage Guild – Boston, MA – Board Member (2010-Present)
- Community Change, Inc., WALKnTALK Project – Grassroots anti-racism project
- Japanese Koto Player – Boston University School of Fine Arts
  - International Conference of Mayors for World Peace, Hiroshima, Japan (1993)
  - Public Recitals, Hiroshima, JAPAN (1991, 1992, 1993, 1994)
- Choir Director – Hiroshima Christ Church, Hiroshima, JAPAN (1990-1994)
- Community Change, Inc. – Member
- Soprano Performance, Boston Symphony – Duke Ellington's Sacred Works (1985)
- Crite House Board of Directors
- Delta Sigma Theta Sorority, Inc. – Iota Chapter
- Concert Pianist – Brooklyn Academy of Music, Brooklyn, NY
- Violist – New York City Youth Orchestra, New York, NY

LANGUAGES:
English (native)
French (second language)
Japanese (limited)
Spanish (limited)

REFERENCES AVAILABLE UPON REQUEST

Peter Taylor (Professor, CCT Program) I joined the Critical and Creative Thinking (CCT) Program in the Graduate College of Education (now College of Ed & Human Development) at UMass Boston in the fall of 1998 and continue to enjoy new challenges teaching experienced educators, other mid-career professionals, and prospective K-12 teachers (see blog). Working in the CCT Program also provides opportunities to promote reflective practice in ways that extend my contributions to ecology and environmental studies (ES) and social studies of science and technology (STS). In those fields I focus on the complexity of, respectively, ecological or environmental situations and the social situations in which the environmental research is undertaken. Both kinds of situation, I argue, can be characterized in terms of "intersecting processes" that cut across scales, involve heterogeneous components, and develop over time. These cannot be understood from an outside view; instead positions of engagement must be taken within the complexity. Knowledge production needs to be linked with planning for action and action itself in an ongoing process so that knowledge, plans, and action can be continually reassessed in response to developments -- predicted and surprising alike. In this spirit, ES, STS, and critical pedagogy/reflective practice have come together for me in a project of stimulating researchers to self-consciously examine the complexity of their social situatedness so as to change the ways they address the complexity of ecological and socio-environmental situations. (See my book Unruly Complexity: Ecology, Interpretation, Engagement, U. Chicago Press, 2005, and Intersecting Processes blog.) Recently, I have begun to take these interests in a new direction through historical and sociological analysis of social epidemiological approaches that address the intersections of environment, health, and development. Through collaborations in and beyond the College of Ed.* I also seek to promote a vision of critical science and environmental education that extends from improving the teaching of scientific concepts and methods to involving citizens in community-based research. (* See Program in Science, Technology & Values, Intercollege faculty Seminar in Science and Humanities, New England Workshop on Science and Social Change, Science Changes twitter, Intersecting Processes blog)

This project had its beginnings in environmental and social activism in Australia which led to studies and research in ecology and agriculture. I moved to the United States to undertake doctoral studies in ecology (Harvard 1985), with a minor focus in STS. Subsequently I combined scientific investigations with interpretive inquiries from the different disciplines that make up STS (working, among other places, at U. C. Berkeley and Cornell), my goal being to make STS perspectives relevant to life and environmental students and scientists. (This is evident in my contributions to a book I co-edited, Changing Life: Genomes, Ecologies, Bodies, Commodities, U. Minnesota Press, 1997.) Critical thinking and critical pedagogy became central to my intellectual and professional project as I

encouraged students and researchers to contrast the paths taken in science, society, education with other paths that might be taken, and to foster their acting upon the insights gained. (In 2009, I received the [Chancellor's Award for Distinguished teaching](#).) Bringing critical analysis of science to bear on the practice and applications of science has not been well developed or supported institutionally, and so I continue to contribute actively, to new collaborations, programs, and other activities, new directions for existing programs, and collegial interactions across disciplines ([see review](#)).

[CV](#)

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CCT courses (with links to syllabi): [CCT649 (PPol 749)](#)

[CCT692](#) | [CCT694](#) | [CCT693](#) | [CCT640](#) |[CCT645](#)

Website: [www.faculty.umb.edu/peter_taylor/](#)

CURRICULUM VITAE
Peter John Taylor

Professor, College of Education and Human Development
Director, Graduate Program in Critical & Creative Thinking
Director, Program on Science, Technology & Values
University of Massachusetts, Boston, MA 02125, USA

AREAS OF RESEARCH AND TEACHING

Critical Thinking and Reflective Practice, especially about Social Analysis of Ecological Change and Analyses
of Human Life-course Development
Science, Technology and Society

EDUCATION

Ph.D., Organismic & Evolutionary Biology, Harvard University, 1985
Dissertation: "Construction and turnover in multispecies communities: A critique of approaches to
ecological complexity"

B.Sc.(Hons.), Monash University, Australia, 1975
Majors in Biomathematics and Zoology

POSITIONS HELD

Graduate Program Director/Coordinator/Faculty Advisor, Program in Critical & Creative Thinking, University
of Massachusetts Boston, 1999-2004, 2007-

Co-coordinator, Learning, Teaching and Educational Transformation M.Ed. track, University of
Massachusetts Boston, 2008-

Professor, 2006-; Associate Professor, 2002-6; Assistant Professor, 1998-2002, University of
Massachusetts Boston

Visiting Professor, School of Forestry and Environmental Studies, Yale University, 2003

Adjunct Professor, Department of Environmental, Coastal and Ocean Sciences, 2002-4

Eugene Lang Visiting Professor for Social Change, Swarthmore College, 1997-98

Rockefeller Fellow, Rutgers University, Center for the Critical Analysis of Contemporary Culture, 1996-97

Assistant Professor, Cornell University, Program on Science, Technology & Society 1990-91; Department
of Science & Technology Studies, 1991-97

Research Collaborator, Grupo de Estudios sobre Instituciones Agrarias y Recursos Ambientales,
Departamento de Economía, Centro de Investigación y Docencia Económicas, Mexico, 1992-97

Visiting Professor, Centro de Investigación y Docencia Económicas and Centro de Ecología, U.N.A.M.,
Mexico, 1992, 1993

Senior Ecologist, Biosystems Analysis, Tiburon, CA, 1989-90

Wantrup Fellow in Natural Resource Economics, University of California, Berkeley, 1987-89

Guest Lecturer, University of Helsinki & Academy of Finland, 1988

Faculty, New School for Social Research, Lang College Science, Technology and Power Program, 1986-87

Mellon Fellow, Science, Technology & Society, M.I.T., 1985-86

Graduate Research Assistant, Institute of Applied Economic and Social Research, University of Melbourne, Australia, 1978-79

Senior Research Assistant, Agriculture Dept., University of Queensland, 1976-77

TEACHING EXPERIENCE

University of Massachusetts, Boston
Thinking, Learning and Computers
Processes of Research and Engagement
Critical Thinking
Science-in-society
Action Research for Educational, Professional, and Personal Change
Synthesis of Theory and Practice
Computers, Technology and Education
Environment, Science, and Society
Making Sense of Numbers
Biology in Society: Critical Thinking
Politics and the Environment
Science, Technology and Public Policy
Epidemiological Thinking and Population Health
Reflective Practice

Cornell University
Biology and Society: The Social Construction of Life
Social Analysis of Ecological Change
Investigative Research on the Social Impact of Science
Statistical Analysis for the Life Sciences
Science and Social Theory (Themes: Structure & agency; Changing ideas of nature)
Ecology and Social Change (Freshman writing seminar)
Visualizing the Dynamics of Science

Other courses taught at other Institutions:
Ecologists as social critics
Interpreting Nature and Society in the Twentieth Century
Social Constructions of Nature
Making sense of measurement: A critical introduction to statistics
Evolution: Synthesis and controversy in biology
Critical Scholarship and Practice in Conservation and Development

GRANTS, FELLOWSHIPS & AWARDS

Visiting Fellowship, Konrad Lorenz Institute for Evolution and Cognition Research, Altenberg, Austria, 2008 & 2010

Chancellor's Award for Distinguished Teaching, University of Massachusetts, Boston, 2009

NSF Grant, "The Implications of Heterogeneity for the Philosophy, History, Sociology, and Science of Biological Determinism" (PI, $17,755), 2006-9

NSF Grant, "Ecological Research and the Complexities of Participation in Social and Environmental Change" (PI, $14,400), 2005-9

NSF Grant, "New England Workshop on Science and Social Change" (PI, $6,000), 2004-5

NSF Grant, "Genes, Gestation, and Life Experiences: A Critical Comparison of Concepts and Methods Used in Analyses of Biosocial Development" (PI, $71,670), 2003-5

Visiting Scholar, Pembroke Center for Teaching and Research on Women, Brown University, 2002-03.

Instructional Technology Center, Senior Fellowship, University of Massachusetts Boston, 2002.

Public Service grant, University of Massachusetts Boston, 2001.

Healy grant for Proposal Development, University of Massachusetts Boston, 2000.

STEMTEC grant for Science in Society workshops, 1999.

Rockefeller Fellowship, Center for Critical Analysis of Contemporary Culture, Rutgers University, 1996

Visiting Lectureship, Academy of Finland, 1988

Wantrup Fellowship, University of California, Berkeley, 1987, 1988

Mellon Fellowship, Science, Technology & Society Program, M.I.T, 1985

Harvard University Committee on Undergraduate Education, Certificate of Distinction in Teaching, 1985

Summer Research Fellowship, Oak Ridge National Laboratory, 1984

PROFESSIONAL ACTIVITIES

University of Massachusetts, Boston:
Critical & Creative Thinking Program, Graduate Program Director/Coordinator, 1999-2004, 2007-
> Admissions Committee, 1998-2005; 2009-
> Coordinator, "Science in a Changing Word" track, 2009-
> Organizer of "Critical and Creative Thinking in the Workplace" Workshops/Course, 2001
> Organizer of "Critical and Creative Thinking in Practice" Forum and Workshops, 1999-2004
> Co-organizer of "Critical and Creative Thinking Network" monthly events and online social network, 2007-

Curriculum & Instruction Department, Co-coordinator, Non-licensure MEd track, 2008-
> Departmental Curriculum Committee, Co-chair, 2007-8
> Chair 2006-7, Associate Chair 2007
> Executive Committee 2005-6
> Personnel Review Committees, 2005- (incl. Chair 2005, 08, 09)
> Search Committee for faculty positions, 2001, 2004, 2005-6
> Departmental Annual Faculty Review SubCommittee, 1998-2000, Chair 1999-2000, 2007-8
> Organizer, Brown bag series, 2008

Graduate College of Education
> College Personnel Committee, 2002-4; Chair 2003; Co/chair 2008-10
> Academic Affairs & Curriculum Committee, Chair 2000-2, 2005-6
> MEET Educational Technology Fellow, 2001-2
> Dean's Task Force on Educational Technology, 2000-2

University
> Selection Committee, Chancellor's Award for Distinguished Teaching, Chair 2010
> Science, Technology, and Values Program, Advisory Board, 1998-; Assistant to Director, 2002-3; Director, 2004-
> Inter-college faculty Seminar in Humanities and Sciences, Organizer, 2003-
> Faculty Council, Budget and Planning Committee, 2009-
> Public Policy Ph. D. Program, Associate member, 2004-; Academic Affairs Committee, 2008-
> Environmental Studies program, Advisory Board, 2004-8 (co-chair, 2006-7)
> Environmental Council, 2002-4
> Chancellor's Committee on Sustainability, Chair, Sub-committee on "Infusing Sustainability into the Curriculum," 2002-; Co-organizer, Faculty development workshops, 2003.

        Provost's Task Force on Environmental Affairs, 2000
        Co-chair of site-visit and proposal group that secured Ford Foundation funding for a New England
                Center for Inclusive Teaching (NECIT), 2002
        Committee to establish General Science Degree, 1999
        Committee to establish M.Ed. in Science & Math. Teaching, 1998-99
        Organizer/leader of workshops, "Science-in-Society, Society-in-science," "Helping Each Other to
                Foster Critical Thinking about Biology and Society," "New Directions in Science Education,"
                "Helping Each Other to Foster Critical Thinking about Environment, Science, and Society,"
                1998-2002

Beyond the Campus:

Organizer, New England Workshop on Science and Social Change, 2003-; Workshops on "Complexities of
environment and development in the Age of DNA," 2004; "How complexities of the social
environment shape the ways that society makes use of knowledge about 'genetic' conditions,"
2005, "Ecological restoration as social reconstruction," 2006; "Collaborative generation of
environmental knowledge and inquiry," 2007; "Science-in-society: Teaching and engaging across
boundaries," 2008; "Heterogeneity and Development: Methods and Perspectives from Sciences
and Science Studies," 2009; "Where social theory meets critical engagement with the production
of scientific knowledge," and "Problem- and case-based learning about biology-in-society," 2010.

Workshop Participant to develop a Research Collaborative Network in Undergraduate Biology Education,
Emory University, May 2010

Visiting Theorist, Center for Drug Use and HIV Research, National Development and Research Institutes,
New York, January 2009

Advisory Board, UMass Lowell Center for Sustainable Production, 2006; Invited participant in Faculty
seminar on "Responsible Development of Emerging Technologies," 2008.

External Evaluating Committee for "Management of Ecosystems and Human Development" Megaproject of
UNAM (National Autonomous University of Mexico), 2005-7

External doctoral examiner, University of Newcastle, Australia, 2004

Workshop leader & consultant, Global Perspectives Curriculum Development Project, Mt. Mary College,
2004.

Invited Facilitator/Participant, Middle East Environmental Futures Project, Brown University, July 2003

Pembroke Center Seminar on Theories of Embodiment, Brown University: Workshop leader, December
2002

Society for Social Studies of Science: Organizer of sessions "Heterogeneity and heritability: Responses
from sociology, philosophy, and history of science" 2006; "Representing and engaging with unruly
processes" 2005; "Interpreting research on the complexity of changing disease patterns," 2004;
"Social interactions in the production of epidemiology," 2002; "Ecological politics as cultural
discourse," 1998.

External reviewer, Centre for Social Studies at the University of Coimbra, Portugal, 2002

Massachusetts Board of Higher Education and the Dwight D. Eisenhower Professional Development
Program in the South River/South Coastal Watershed, Co-PI 2000-1 and Workshop leader,
November 2000, May 2001.

International Society for History, Philosophy and Social Studies of Biology:
        Past-President, 1997-99
        Education Committee, Chair, 1997-2001; Member 2001-5
        Marjorie Grene Prize Committee, Chair, 2005-7; Member; 2007-9
        Operations Committee, 2009-

Organizer or co-organizer of sessions: "Genes, Gestation, and Life Experiences: Perspectives on the Social Environment in the Age of DNA" in 1999; "Teaching History, Philosophy, and Social Studies of Biology" pre-conference workshop in 2001; "Knowing, Interpreting and Engaging with New and Old Biocomplexities" in 2005.

Association for Supervision and Curriculum Development, Panel Member, "Teaching Thinking: Looking Backwards, Looking Forwards," March 2001; Teaching for Thinking Network Board member 2001-4.

NSF Workshop on a Research Agenda for Linking Ecological and Economic Systems, Tempe, Invited Participant, June 2000.

University of Tampere, Finland, International Collaborator, "How does nature speak?" project, 1996-2000; Workshop facilitator, 2000.

Local Knowledge and Global Consequences Workshop, Harvard School of Government, Invited Commentator, April 2000.

National Center for Ecological Analysis and Synthesis, Workshop on "Rethinking the Human-Nature Boundary," Invited participant, March 2000.

Centro Regional de Investigaciones Multidisciplinarias, U.N.A.M., México: Consultant and Commentator on development of doctoral program in "Society, Enviroment, and Sustainability," November 1998.

Science as Culture, editorial board, 1997-; guest co-editor for special edition on "Ecological science and Environmental Politics," 1997-98.
Environment and History, guest co-editor for special edition on "The politics of the conservation of nature, 1995-97.
Social Text, guest collaborating editor, special section of no. 42, on "Science studies," 1994-95.
Biology and Philosophy, guest editor of special issue on "Pictorial Representation in Biology," 1989-91

History of Science Society: Organizer of "Human ecologies: New perspectives" session at the 1993 meetings.

American Sociological Association, Section on Scientific Knowledge and Technology: Council Member 1993-96; Returning Officer 1994; Prize Committee 1994-95; Co-organizer of "Science, Technology, Work organization & Global restructuring" session, 1995.

Membership in Professional Societies:
International Society for History, Philosophy and Social Studies of Biology
Society for Social Studies of Science

PUBLICATIONS
(* indicates primary author/editor other than PJT; # indicates equal joint authorship/ editorship)

Books
Unruly Complexity: Ecology, Interpretation, Engagement. Chicago: University of Chicago Press, 2005.

Changing Life: Genomes, Ecologies, Bodies, Commodities Minneapolis: University of Minnesota Press (ed. with S. Halfon & P. Edwards), 1997.

Articles
"Cultivating Collaborators: Concepts and Questions Emerging Interactively From An Evolving, Interdisciplinary Workshop" (with S. Fifield and C. Young), **Science as Culture,** forthcoming.

"Biology as Politics: The Direct and Indirect Effects of Lewontin and Levins (An essay review of Biology Under the Influence: Dialectical Essays on Ecology, Agriculture, and Health)," **Science as Culture,** 19(2): 241-253.

"Three puzzles and eight gaps: What heritability studies and critical commentaries have not paid enough attention to," **Biology & Philosophy**, 25:1-31, 2010.

"Why was Galton so concerned about 'regression to the mean'?—A contribution to interpreting and changing science and society" **DataCritica**, 2(2): 3-22, 2008 (http://www.datacritica.info /ojs/index.php/datacritica/article/view/23/29)

"Nothing Reliable about Genes or Environment: New Perspectives on Analysis of Similarity Among Relatives in Light of the Possibility of Underlying Heterogeneity," **Studies in History and Philosophy of Biological and Biomedical Sciences**, 40(3): 210-220, 2009.

"Infrastructure and Scaffolding: Interpretation and Change of Research Involving Human Genetic Information," **Science as Culture**, 18(4): 435-459, 2009. (Revised version of "Infrastructure and Scaffolding: Themes and Questions to Support Diverse Engagements with the Sciences of Changing Life" for <u>The Reshaping of Human Life</u> [provisional title], Lisbon: Gulbenkian Foundation, forthcoming.)

"The under-recognized implications of heterogeneity: Opportunities for fresh views on scientific, philosophical, and social debates about heritability," **History and Philosophy of the Life Sciences**, 30: 431-456, 2008.

"The Unreliability of High Human Heritability Estimates and Small Shared Effects of Growing Up in the Same Family," **Biological Theory**, <u>2</u>(4): 387-397, 2007.

"Guidelines for ensuring that educational technologies are used only when there is significant pedagogical benefit," **International Journal of Arts and Sciences**, <u>2</u>(1): 26-29, 2007.

"Heritability and heterogeneity: The irrelevance of heritability in explaining differences between means for different human groups or generations," **Biological Theory**, <u>1</u>(4): 392-401, 2006.

"The analysis of variance is an analysis of causes (of a very circumscribed kind)," **International Journal of Epidemiology**, 35: 527-531, 2006.

"Heritability and heterogeneity: The limited relevance of heritability in investigation of genetic and environmental factors," **Biological Theory**, <u>1</u>(2): 150-164, 2006.

"What can we do? -- Moving debates over genetic determinism and interactionism in new directions," **Science as Culture**, <u>13</u> (3): 331-355, 2004.

"Situatedness and Problematic Boundaries: Conceptualizing Life's Complex Ecological Context," **Biology & Philosophy**, <u>16 </u>(4):521-532, 2001. (with Y. Haila)

"The Philosophical dullness of classical ecology, and a Levinsian alternative," **Biology & Philosophy**, <u>16</u> (1), 93-102, 2001. (with Y. Haila*)

"Socio-ecological webs and sites of sociality: Levins' strategy of model building revisited," **Biology & Philosophy**, <u>15</u> (2), 197-210, 2000.

"How does the commons become tragic? Simple models as complex socio-political constructions" **Science as Culture**, <u>7</u> (4), 449-464, 1998.

"Natural Selection: A heavy hand in biological and social thought," **Science as Culture**, <u>7</u> (1), 5-32, 1998. Reprinted as "La selección natural: Un lastre sobre el pensamiento biológico y social," **Ludus Vitalis**, <u>7</u> (12), 27-55, 2000.

"Building on construction: An exploration of heterogeneous constructionism, using an analogy from psychology and a sketch from socio-economic modelling" **Perspectives on Science**, <u>3</u>(1), 66-98, 1995.

"The social analysis of ecological change: From systems to intersecting processes" **Social Science Information**, <u>34</u>: 5-30, 1995. (With R. García-Barrios) Also published, slightly modified, as "El analisis social del cambio ecológico, El medio ambiente: Una perspectiva económica social" pp. 67-93 in J. Jardon (ed.). <u>Recursos, Energia y Cambio Social</u>. Mexico: Plaza y Valdez Editores, 1995.

"How do we know we have global environmental problems?: Science and the globalization of environmental discourse" **Geoforum**, <u>23</u>: 405-416, 1992. (With F. Buttel)

"Environmental sociology and global environmental change: A critical assessment" **Society and Natural Resources**, <u>5</u>:211-230, 1992 (With F. Buttel*)   Revised version, pp. 228-255 in M. Redclift & T. Benton (eds.) <u>Social Theory and the Global Environment</u>, Routledge, 1994.

"Ecosystems as circuits: Diagrams and the limits of physical analogies" **Biology & Philosophy**, <u>6</u>:275-294, 1991. (With A. Blum)

"Revising models and generating theory" **Oikos** <u>54</u>:121-126, 1989.

"Technocratic optimism, H.T. Odum and the partial transformation of ecological metaphor after World War 2" **J. Hist. Biol.** <u>21</u>:213-244, 1988.

"The construction and turnover of complex community models having Generalized Lotka-Volterra dynamics" **J. Theor. Biol.** <u>135</u>:569-588, 1988.

"Consistent Scaling and Parameter Choice for Linear and Generalized Lotka-Volterra Models Used in Community Ecology" **J. Theor. Biol.** <u>135</u>:543-568, 1988.

"Historical versus Selectionist Explanations in Evolutionary Theory" **Cladistics** <u>3</u>: 1-13,1987.

"Dialectical Biology as Political Practice. An essay review of R. Levins & R. Lewontin <u>The Dialectical Biologist</u>" **Radical Science** <u>20</u>: 81-111, 1986 (=L. Levidow (ed.) <u>Science as Politics</u>, Free Association Books)

Book chapters

"Shifting boundaries: From management to engagement in complexities of ecosystems and social contexts," for A. Belgrano, C. Fowler (eds.), <u>Ecosystem Based Management for Fisheries: Linking Patterns to Policy</u>. Cambridge: Cambridge University Press, forthcoming.

"Agency, structuredness, and the production of knowledge within intersecting processes," for M. Turner, M. Goldman and P. Nadasdy (eds.), <u>Knowing Nature: Conversations between Political Ecology and Science Studies</u>, Chicago: University of Chicago Press, forthcoming.

"Developing Critical Thinking is Like a Journey," pp. 155-169 in G. F. Ollington (ed.) <u>Teachers and Teaching Strategies, Problems and Innovations</u>. Hauppauge, NY: Nova Science Publishers, 2008.

"Philosophy of Ecology," <u>Encyclopedia of Life Sciences</u>. Chichester: Wiley, 2008. (Revised version of 2001 entry with Y. Haila, published by Macmillan)

"Conceptualizing the heterogeneity, embeddedness, and ongoing restructuring that make ecological complexity 'unruly'," in K. Jax and A. Schwarz (eds.), <u>Revisiting ecology. Reflecting concepts, advancing science</u>. Berlin: Springer, in press.

"Exploring themes about social agency through interpretation of diagrams of nature and society," pp. 235-260 in Y. Haila and C. Dyke (eds.) <u>How Nature Speaks: The Dynamics of the Human Ecological Condition</u>. Durham, NC: Duke University Press, 2006.

"'Whose trees/interpretations are these?' Bridging the divide between subjects and outsider-researchers," pp. 305-312 in R. Eglash, J. Croissant, G. DiChiro, R. Fouché (eds.), <u>Appropriating Technology: Vernacular Science and Social Power</u>. Minneapolis: University of Minnesota Press, 2004.

"A reconstrução da complexidade ecológica sem regras: ciência, interpretação e prática reflexiva crítica" [Reconstructing unruly ecological complexity: Science, interpretation, and critical, reflective practice], pp. 529-551 in Conhecimento Prudente para Uma Vida Decente: _Um Discurso sobre as Ciências_ Revisitado, ed. B. de Sousa Santos, Porto: Afrontamento 2003. Revised version pp. 295-314 in Cognitive Justice in a Global World: Prudent Knowledges for a Decent Life, ed. B. de Sousa Santos, Lanham, MD: Lexington Books, 2007.

"Gene-environment complexities: What is interesting to measure and to model?" pp. 233-253 in R. K. Singh and M. Uyenoyama (eds.) The Evolution of Population Biology: Modern Synthesis. Cambridge: Cambridge University Press, 2003.

"Non-standard lessons from the 'tragedy of the commons'," pp. 87-105 in M. Maniates (ed.) Encountering Global Environmental Politics: Teaching, Learning, and Empowering Knowledge. Boulder, CO: Rowman & Littlefield, 2003.

"Distributed agency within intersecting ecological, social, and scientific processes," pp. 313-332 in S. Oyama, P. Griffiths and R. Gray (Eds.), Cycles of Contingency: Developmental Systems and Evolution. Cambridge, MA: MIT Press, 2001.

"From natural selection to natural construction to disciplining unruly complexity: The challenge of integrating ecology into evolutionary theory," in R. Singh, K. Krimbas, D. Paul & J. Beatty (eds.), Thinking About Evolution: Historical, Philosophical and Political Perspectives, Cambridge: Cambridge University Press, 377-393, 2000.

"What can agents do?: Engaging with complexities of the post-Hardin commons," pp. 125-156 in L. Freese (ed.), Advances in Human Ecology, Vol. 8. Greenwich, CT: JAI Press, 1999.

"Mapping complex social-natural processes: Cases from Mexico and Africa," in F. Fischer and M. Hajer (eds.) Living with Nature: Environmental Discourse as Cultural Critique, Oxford: Oxford University Press, 121-134, 1999.

"Changing life in the New World Dis/Order," Introduction for Changing Life (with P.Edwards# & S. Halfon), 1-13, 1997.

"Shifting positions for knowing and intervening in the cultural politics of the life sciences," Afterword for Changing Life, 203-224, 1997.

"How do we know we have global environmental problems? Undifferentiated science-politics and its potential reconstruction," in Changing Life, 149-174, 1997.

"The dynamics of socio-environmental change and the limits of neo-Malthusian environmentalism," pp. 139-167 in M. Dore and T. Mount (eds.), Global Environmental Economics: Equity and the Limits to Markets. Oxford, Blackwell, 1999. (With R. García-Barrios#) Also published in revised form as "Dynamics and rhetorics of socio-environmental change: Critical perspectives on the limits of neo-Malthusian environmentalism," pp. 257-292 in L. Freese (ed.), Advances in Human Ecology, Vol. 6. Greenwich, CT: JAI Press, 1997.

"Re/constructing socio-ecologies: System dynamics modeling of nomadic pastoralists in sub-Saharan Africa" pp.115-148 in A. Clarke & J. Fujimura (eds.) The Right Tools for the Job: At Work in Twentieth Century Life Sciences, Princeton University Press, 1992.

"Community" pp. 52-60 in E.F. Keller & E. Lloyd (eds.) Keywords in Evolutionary Biology. Cambrdige: Harvard University Press, 1992.

Edited special editions of journals

"Critical Reflections on the Use of Remote Sensing and GIS Technologies in Human Ecological Research," **Human Ecology**, 31 (2), 2003 (with M. Turner*).

"Philosophies of Ecological Science," **Biology & Philosophy**, 15 (2), 2000 (with Y. Haila#).

"Natural Contradictions: Links between Ecological science and Environmental politics," **Science as Culture**, <u>7</u> (4), 1998 (with Y. Haila#).

"Ecological visionaries and the politics of conservation," **Environment and History**, <u>3</u>, 1997 (with R. Rajan#)

"Science studies," section of **Social Text**, <u>42</u>, 1994-95.

"Pictorial representation in biology," **Biology & Philosophy**, <u>6</u>, 1991 (with A. Blum).

Reviews, commentaries, and notes

"Well-pressed stories? Review of <u>The Mangle in Practice: Science, Society, and Becoming</u>. Edited by Andrew Pickering and Keith Guzik," **Technology and Culture**, 51(2): 477-479, 2010.

"Perspectives from plant breeding on Tal's argument about the weight of genetic versus environmental causes for individuals," **Biology and Philosophy**, 24 (5): 735-738, 2009.

"Underlying heterogeneity: A problem for biological, philosophical, and other analyses of heritability?", **Biology and Philosophy**, 23 (4): 587-589, 2008.

"Toward socio-scientific participation: changing culture in the science classroom and much more," **Cultural Studies of Science Education**, 1 (4): 645-656, 2006. (with S. Lee & T. Tal)

 "Global warming of a global village: It's the inequities of life on this planet that make it hard to work together to save it," **Newsday**, Dec. 11, 2005.

"What can we do?—Commentary on Fred Bookstein, 'My Unexpected Journey in Applied Biomathematics'," **Biological Theory**, 1 (2): 180-181, 2006.

Review of <u>Science and Other Cultures: Issues in Philosophy of Science and Technology</u>, edited by Robert Figueroa and Sandra Harding, **Notre Dame Philosophical Reviews**, ndpr.icaap.org/content/archives/2003/10/taylor-figueora-harding.html, 2003.

Review of <u>Eugene Odum: Ecosystem Ecologist & Environmentalist</u>, by Betty Craige, **History and Philosophy of the Life Sciences**, 25: 117-118.

"Critical Reflections on the Use of Remote Sensing and GIS Technologies in Human Ecological Research," **Human Ecology**, <u>31</u> (2): 179-182, 2003 (with M. Turner*).

"Assessing biodiversity and ecological stability," **Science**, <u>290</u>: 51, 2000.

"Teaching 'critical and creative thinking' about science-in-society at the University of Massachusetts," **Bulletin of Science, Technology & Society**, <u>19</u> (5): 424-425, 1999.

"Natural Contradictions: Links between ecological science and environmental politics," **Science as Culture**, <u>7</u> (4), 445-448, 1998. (with Y. Haila)

"Biology and the agents without history," Newsletter of the International Society for History, Philosophy, and Social Studies of Biology, Fall 1997.

"The politics of the conservation of nature," **Environment and History**, <u>3</u>: 239-243, 1997.

"Making connections and respecting differences: Reconciling schemas for learning and group process," **Connexions** (Newsletter of the International Society for Exploring Teaching Alternatives), March & July 1997.

"Review of <u>Social Theory and the Environment</u> by David Goldblatt," **Urban Studies**, <u>34</u> (9), 1525-1527, 1997.

"Appearances notwithstanding, we are all doing something like political ecology" **Social Epistemology**, <u>11</u> (1): 111-127, 1997.

"What's in it for us (in science studies)? Notes on 'The economics of science,' by Arthur Diamond," **Knowledge and Policy**, <u>9</u> (2/3): 55-57, 1996.

"Review of <u>Science and Technology in a Multicultural World</u> by David Hess," **Science, Technology, and Human Values**, <u>21</u>(3): 358-362, 1996.

"Co-construction and process: a response to Sismondo's classification of constructivisms" **Social Studies of Science**, <u>25</u> (2): 348-359, 1995.

"Developmental versus morphological approaches to modeling ecological complexity" **Oikos** <u>55</u>:434-436, 1989

"Mapping workshops for teaching ecology" **Bulletin of the Ecological Society of America** <u>70</u>:123-125, 1989. (With Y. Haila)

"Glasnost?: Eyes Opening in the USSR" **Science as Culture** <u>3</u>:124-132, 1988.

Technical Reports

<u>The Ecology of Bishop Creek Brown Trout; Vol. II: Trout Population Model</u> & <u>Vol. III:Trout Population Model User's Manual</u>. Reports by BioSystems Analysis, Inc. to So. California Edison, 1991. (With A. Small)

"A description with some applications of MSNUCY, a computer model combining interspecific interactions with nutrient cycling" Envir. Sci. Division Publication 2419, O.R.N.L., 1985. (With W.M.Post.)

"Economic aspects of the use of water resources in the Kerang Region" Technical Paper no. 11 of the Institute of Applied Economic and Social Research (I.A.E.S.R.). (Second report to the Ministry of Water Resources, Victoria), 1979. (With J.Ferguson and A.Smith).

"The Kerang Farm Model" Technical Paper no. 12 of I.A.E.S.R, 1979.

"Economic aspects of the use of water resources in the Kerang Region" First report to the Ministry of Water Resources, Victoria, 1978. (With J. Ferguson and A. Smith).

Working Papers available on the WWW

"Generating environmental knowledge and inquiry through workshop processes" (http://www.faculty.umb.edu/pjt/ECOS.html)

"The hidden complexity of simple models, or Why theorists of all kinds should be troubled by unmodeled variables having dynamical lives of their own," submitted for <u>Complexities Of Life: Ecology, Society And Health</u>, ed. T. Awerbach (http://www.faculty.umb.edu/pjt/01c.pdf)

Works In Progress

<u>Taking Yourself Seriously: Processes of Research and Engagement</u> (with Jeremy Szteiter)

"Four Fundamental Gaps In Quantitative Genetics"

<u>Nature-Nurture? No… A Short, but Expanding Guide to Variation and Heredity</u>

"The results and interpretation of classical quantitative genetics under alternatives to three standard assumptions"

LTET AQUAD Self Study Student Profiles:

Jessica Ngoc Tran, M.Ed.
graduated in 2009-2010 with focus in Asian American Studies
email: silvaroze@hotmail.com phone: 857-222-3886

Student's Focus: Jessica Ngoc Tran focused on the sociocultural community contexts for refugee/immigrant communities of color in metro Boston. Her course work included relevant education courses as well as course work in Human Services and Asian American Studies.

Importance/Relevance of Student's Work: Jessica developed collaborative relationships with several community-based Asian immigrant-serving agencies in not only Boston, but also Quincy and Malden — settings where rapid demographic growth among the Asian American population has led to large gaps in educational services for all ages from pre-school to youth to families to elders. Jessica was able to analyze the critical issues and needs of these underserved communities in holistic, interconnected ways.

Student quote: I have been working for many nonprofit organizations. I enjoy working with diverse populations. Not only do I get to learn about their heritages, but at the same time, I share my own knowledge about my history and traditions. Having relevant knowledge from my classes has helped me with my work in the community. Because of what I have learned from Asian American Studies, I was able to appreciate my background more and will continue working with diverse populations in the community.

Kunthary M. Thai-Johnson, M.Ed.
graduated in 2009 with focus in Asian American Studies
email: Kunthary.Thai@umb.edu phone: 617-605-2346

Student's Focus: Kunthary Thai-Johnson addressed the educational needs of urban youth with a dual focus on the roles of schools/teachers and families/communities. She was particularly interested in the counseling, mentoring, and mental health needs of urban youth.

Importance/Relevance of Student's Work: Kunthary directs a mentoring and educational opportunity pipeline program for Boston Public School middle and high school students. Her M.Ed. enabled her to look beyond the intense day-to-day programmatic needs of her work, and consider domains of research, policy analysis, funding, and other critical contexts for her work.

Student quote: From the classes and projects I have done as a graduate student in education, I am able to understand many education issues affecting urban immigrant/refugee populations. I am better equipped to deal with the students enrolled in my own educational support program. In addition, the AsAmSt courses enabled me to reflect on my experiences and become more accepting of myself, my family, my community, and my roots in Cambodia. I am no longer trying to hide my heritage. I hope to pave a way for those who do not have equal or fair access to higher education and spread the knowledge of what I have learned from Asian American Studies in my graduate education program to enable other educators and policy makers to understand the intricate issues affecting the profiles of Cambodian students and other refugee students in order to develop more effective educational policies

and practices, locally and globally.

Peter Palingo, M.Ed. , with Graduate Certificate in CCT
Email: peterpalingo@gmail.com
Focus area: Teaching English Language Learners, especially in a foreign context, namely, South
Korea.

Importance/relevance of what student did within LTET
Especially through CCT courses, Peter became a reflective practitioner.

Statement about value of LTET as contributor to student's goals and pursuits.
Extract from Peter's capstone exam wrapping up a question that invited students to "review the
process of development of your work and thinking about education":

> Reflecting on my M.Ed studies through the lens of Taylor's "4 Rs" helps me see that the
> journey has been transformative. It also brings to mind the third "R" which I have not
> mentioned yet, Revelation. There were many times in my courses when I would be
> struggling with different ideas through reflective writing or classroom dialogue and
> suddenly I would articulate my ideas in a way that brought focus to my thinking and
> revealed my true self. My identity revealed itself and grew during moments of learning.
> I like the quote by Peter Taylor (2008) that, "we know more than we are, at first, prepared
> to acknowledge." So often our understanding of various topics is internalized in ways
> that escape our ability to retrieve them. We may take certain ideas for granted or
> intuitively accept something, but we struggle to explain and elaborate our understanding.
> Therefore, those moments of clarity when our internalized assumptions and conscious
> thoughts merge with the topic of study and allow us to articulate ourselves with passion
> and precision are so powerful. I will miss those moments in the context of the M.Ed.
> program, but will seek out new forums for that type of engagement and revelation.
>
> From Exhibit 1, I can now understand that I never developed the Respect in the
> relationship with the teacher whom I observed. On the surface, of course we were
> respectful to one another. But, we did not really listen to one another and only told each
> other what we felt the other wanted to hear. Without a base of Respect, I could not
> engage in Risk to step into the uncertainty or discomfort of honestly discussing his
> teaching methods and how they may not be best serving his students. By not taking that
> Risk, I could not achieve Revelation. Therefore, there was a disingenuous aspect to our

exchanges. I was not being myself. In that situation, transformative insight or growth was impossible. But, it was still a valuable learning experience on several levels.

... I can now understand that the powerful presence of Respect in the "Creative Thinking" class allowed me and my classmates to engage in Risk. Then, I was free to share my identity and allow it to grow. The Revelation occurred for me during the process of developing and performing my presentation. I realized that I had internalized an understanding of those two artists that are so personally important to me. By creatively presenting those two people, I also revealed myself. This has been a valuable exercise to reflect on my experiences in the M.Ed program. The "4 Rs" have provided me with a new framework to evaluate learning situations. My new awareness of these elements will help me to take advantage of potentially transformative opportunities in the future.

Student Profile for Richard Azulay
M.Ed. Learning, Teaching, and Educational Transformation (non-licensure track)

- Richard Azulay
  Address 402 Matthew Circle, Apt. 108, Braintree, MA 02184-6655
- Phone   781.291.9901   Email   Azulay.Richard001@umb.edu
- 2 Years within LTEL (Fall 2007 – Fall 2009)
- Focus area: Applied Behavior Analysis and technology for learning
- Completed the Applied Behavior Analysis for Special Populations Graduate
  Certificates within LTET

Profile written by Mary E. Brady

Statement about the student's focus within LTET
Richard Azulay combined his commitment to educating students with autism along with
the systematic and data-driven capacity of computer-assisted learning as the focus of his
research, product development, and reflections within the LTET Masters of Education
Program.

Importance/relevance of what student did within LTET
In a field where little has yet been done to harness technology that promotes learning,
Rich taught himself basic code and developed a prototype computer program to teach
basic matching and word identification skills to students with Autism and Intellectual
Disabilities. He pilot tested his program and revised it, adding data collection and
graphing capabilities that are consistent with an Applied Behavioral Analysis
methodology. He reflected upon this process in his Capstone Exam, which he passed with
distinction. Rich was selected as the LTET Book Award Recipient for 2009.

Statement about value of LTET as contributor to student's goals and pursuits.
Preferably a student quote
As Rich tells us, "My goal is to create instructional tools and data collection systems to
be used by teachers and behavior analysts. Once finding support at the University of
Massachusetts for development of these skills, I have had to present the need for these
skills within my worksite, and continue to do so. It is my hope that this knowledge will
lead to development of innovative teaching tools for children with Autism."

Songkhla Thi Nguyen, M.Ed. with initial licensure in Elementary Teaching
graduated in 2010 with a focus in Asian American Studies
email: songkha_nguyen@yahoo.com phone: 617-858-4461

Student's Focus: Songkhla Nguyen began the LTET program with multiple interests in science education, Asian American youth and community development, Buddhist education, and Vietnamese refugee/immigrant family dynamics. Through her first year, she clarified her focus and transferred from LTET to the initial licensure program for elementary education. She decided that the best way for her to combine her interests was to become a public school teacher in a school that served Vietnamese American students and families. In this way, her formal degree program shifted, while she maintained her LTET/Asian American Studies curricular focus.

Importance/Relevance of Student's Work: Following her graduation, Songkhla was hired to teach in a first-grade Sheltered English Immersion classroom at the Mather School (Boston Public Schools) with 100% Vietnamese American children. Her skills, networks, and resources as a classroom teacher — enhanced by the Asian American Studies curricular thread of LTET — are much-needed in a system where Vietnamese bilingual/bicultural responsiveness is essential but severely limited.

Student quote: Five years ago, I wasn't certain what my goals and aspirations were, but today I can confidently claim: I am an educator. I am serious and passionate about my work; I seek ways to improve my teaching and pedagogy for the betterment of students. Asian American Studies along with my Teacher Education training program has prepared me to do so. I will always be working on bettering my skills and abilities to become a more qualified teacher. I teach to circulate knowledge, influence positive actions, and increase social justice. I thank Asian American Studies for providing me the opportunity to do so!

EDC-G 630
Inclusion, K-12

Summer Session II 2010
 June 28-July 29, 2010

Ronda Goodale, Ph.D.
Home Phone: (617) 731-0860, cell phone-617-669-6314
Email: Rondagood@aol.com

Course Overview

   The intent of this course is to examine the theoretical and practical issues that teachers must address as they implement effective inclusion of children with disabilities in general education classrooms. Topics to be studied include: the legal foundations of inclusion; appropriate strategies for supporting the academic, behavioral and social aspects of inclusive teaching and strategies for productive interactions with other educators and parents. The central premise of this course is that inclusion requires collective attention to individual needs within the general education program. Class participants will become familiar with the roles of the general education teacher in special education; develop learning and behavior plans to address student needs and gain practice in analyzing school activities to maximize effective participation by a range of students. Field experience components are included.

Instructional Objectives

Knowledge Students will gain knowledge of:
 • the historical background, trends and events in the evolution of special education.
 • specific categories of exceptionalities, definitions, causes, prevalence and educational
    implications.
 • the laws, policies and practices that are consistent with receiving an appropriate education in
    the least restrictive environment.
 • differentiated instructional approaches to enhance learning through the use of a wide variety of
    materials and resources

Skills Students will gain skills in:
 • Communication with parents, other professionals, and paraprofessionals
 • Collaboration as a team member in a variety of educational settings
 • Augmenting curriculum and instruction for students with disabilities

Dispositions Students will:
 • understand the impact of attitudes, culture and support networks in providing services for
    individuals with special needs and their families.
 • appreciate and value human diversity, have respect for students' varied talents, needs, and
    perspectives.

Prerequisites: None

Course Objectives

 The faculty and staff of the Graduate College of Education are committed to the goal of preparing thoughtful and responsive educators for the urban school systems of the twenty-first century. We design our courses and field experiences to support your development as:
Knowledgeable and skilled practitioners, caring, principled, and respectful educators, agents of change for social justice, and reflective and critical thinkers.
These qualities seem to us to best characterize the thoughtful and responsive educators we envision. It is with these goals in mind that this course is offered to help you address the educational concepts you to plan for more interventions that are effective for at-risk students.
A special area of focus will be to explore how the law impacts upon the general education classroom.
Assessments: Classroom Discussions, Content Questions.

Each student will be able to discuss strategies and skills for working productively with teams of professionals and families to support the education of a student with a disability.

Comment: The importance of collaboration in addressing the academic/social/emotional needs of diverse learners will be emphasized. Students will become familiar with the many school-based participants that may effect the education for an individual child.
By the end of the course, I expect you to be able to identify the unique contributions each member of the team can make.
Assessments: Classroom Discussions, Content Questions, and Research Project.

Each student will read the class reading material and be able to explain, evaluate, and apply the concepts, theories, principles, and guidelines contained in the readings in a reflective and critical fashion.
Comment: The readings provide a foundation for your understanding of students with disabilities. The supplemental handouts will provide you with additional examples and research on effective practices in the area of inclusion.

 Reading the material carefully will broaden your understanding of ways to help all children learn. You should read the material when assigned so you can participate in class discussions and case studies. Assessments: Your ability to use this information productively will be assessed through class Content Questions, class discussions and application of text information in Research and Reference Paper.
Required Text and Other Reading Material

Text:
Inclusion: Highly Effective Practices for all Students
McLeskey, Rosenberg & Westling
©2010 | Merrill

Website resources:
www.ode.state.oh.us
www.prenhall.com/turnbull
www.ldonline.org/
www.ascd.org/educationnews/lexicon/lexiconoflearning.html
www.cast.org
www.ncld.org
www.ccbc.net
www.504idea.org
http://journals.cec.sped.org

Methods of Evaluation
   I will use a number of methods to evaluate your progress toward the expectations listed above. Class participation and group work details are described below. Information for the other assignments can be found in an additional packet.

Class Participation	15%
Chapter Presentations	20%
Site visit	20%
Simulation of a disability	15%
Research and Inclusion Activity Project	30%

Group Work
   Successful education usually stems from productive collaboration. Collaboration is essential to inclusionary education. To emphasize this element of our work, many class activities and assignments will take place in groups.
Students will work in a group of 3 to 4 students. These groups will meet together during class sessions to complete activities that benefit from diverse ideas and consideration of multiple viewpoints.

Student groups will also work together to consider your experiences in a number of course assignments. This will likely mean contact outside of class hours. Some groups will prefer face-to-face contact; others will prefer to communicate through email or telephone. You will have time during the second class to discuss your preferences with your group members.

The roles of individual group members should shift through the semester. Someone will need to be a recorder; someone a timekeeper; someone a spokesperson. Expect to experience all these roles so you can be ready to participate on school-based teams.

Class participation
15% of grade
   Inclusionary teaching is a very interactive endeavor. You will find yourself called upon to share ideas, study options, and deliberate courses of action.   This course provides you with opportunities to practice these skills. Class sessions are very interactive, using discussions, simulations and videos to tap your own experiences and promote active consideration of this very controversial subject. Every student's contribution is important.

Grades in Class Participation will be based on a number of factors : attendance, both at class and at any scheduled group meetings outside of class , promptness, to class and any scheduled group meetings outside of class, involvement in, and constructive contribution to, class discussions of the readings, contributions to your group in classwork and projects, enthusiasm and the positive impact of this enthusiasm on others in the group and class ,overall usefulness/helpfulness to your group, the entire class, and the instructor.

Please note that quality is more important than quantity of participation. A strong grade will certainly require more than a few contributions, however, the depth and perception of comments are more important than their frequency. The strongest class participation will involve relating readings to experience or classroom discussion topics. End-of-term evaluations by group members, as well as your own self-evaluation, will contribute to the Class Participation grade.

Chapter presentations
20% of grade
 Rather than one or two large mastery tests, this course will include activity/ies/presentation based on the daily assigned chapters. Each class will begin with a group presenting a chapter and activity/ies and assessment/evaluation related to the chapter. Each session a group will facilitate the discussion of the content questions. The quality of the presentation and facilitation will be evaluated and graded. Each group will have a rotating responsibility to prepare these questions.
The presentation will be a group effort, with one grade issued to all members of the group.
Simulation of a disability:
15% of grade
Students will participate in a simulation of a disability and develop a written analysis and reflection on this experience

Written Material Expectations

As you communicate with parents and professionals, your work will be reviewed and studied. As you work with children, you will be providing a model for their own production. All written work should be prepared on a word processor. All written work must be subjected to a spellchecker and a grammar checker, if necessary. If a paper contains multiple errors in spelling, grammar or punctuation, the grade for that paper will be reduced .by one level (for example, from an A- to a B+)

Attendance

Since we cover a great deal of material in an interactive fashion, attendance at each class is essential.. If you know you will miss, or be late for, a particular class period or a major part of a class period, please call me beforehand. If this absence will affect your group, be sure to give them as much notice as possible.

Any student missing a particular class session will be required to write a one to two page, single-spaced analysis and reflection of the reading for that class. This analysis/reflection will be graded on a pass/fail basis and is due the next class after the absence. Rubrics will be provided to you for each required component.

Accommodations

Section 504 of the Rehabilitation Act of 1973 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. The student must present and discuss these recommendations with each professor within the first few weeks of class, preferably by the end of the Drop/Add period.

SESSIONS	TOPIC AND REQUIRED READINGS
1.	Introductions; review of syllabus; overview of the course; Initial discussion of inclusion
2.	Ch. 1 What Is Inclusion and Why Is It Important?
3.	Ch. 2: What Is Inclusion and Why Is It Important?
4.	Ch. 3 A Look at Today's Schools: Teaching Students from Diverse Backgrounds
5.	Ch. 4 Students with Learning Disabilities and 5 Students with Attention-Deficit/Hyperactivity Disorder
6.	Ch.6 Students with Intellectual Disabilities Ch. 8 Students with Autism Spectrum Disorders
7.	Ch. 7: Students with Emotional and Behavioral Disabilities Ch. 15: Effective Practices for All Students: Classroom Management
8	Ch.9: Students with Communication Disorders and Students with Sensory Impairments Ch.10: Students with Physical Disabilities, Health Impairments, and Multiple Disabilities
9	Ch. 11: Collaboration and Teaming Ch.12: Formal Plans and Planning for Differentiated Instruction

10	Ch.13 Effective Instruction in Elementary Inclusive Classrooms: Teaching Reading, Writing, and Mathematics
11	Ch. 14 Teaching Students in Secondary Content Areas
12	Ch: 16: Using Technology to Enhance Inclusion
13	Teaching Students who Are Gifted
14 and 15	Research and Reference Projects

Recommended Readings:
**Bauer, A.M. and Shea, T.M. (1999). Inclusion 101: How to Teach All Learners.
Baltimore, MD: Paul H. Brookes Publishing Co.**

**Choate, Joyce. (1997) Successful Inclusive Teaching: Proven Ways to Detect and
Correct Special Needs (Second Edition). Needham Hts, MA: Brookline Books**

**Giangreco, Michael F. (1997). Quick-Guides to Inclusion: Ideas for Educating
Students with Disabilities. Baltimore, MD: Paul H. Brookes Publishing Co
.**
**McTighe, J., & Wiggins, G. P. (1999). Understanding by design handbook.
Alexandria, Va.: Association for Supervision and Curriculum Development**

**Rose, D. H., & Meyer, A. (2006). A practical reader in universal design for learning.
        Cambridge, MA: Harvard Education Press.**

**Salend, S.J. (2008). Creating Inclusive Classrooms: Effective and reflective
practices. Upper Saddle River, NJ: Merrill Prentice Hall.**

**Tomlinson, C.A. (2001). How to differentiate instruction in mixed ability
classrooms, 2nd ed. Alexandria, VA: Association for Supervision and Curriculum
Development.**

| EDC G 642: Organization of School Curriculum |
| Boston Latin School … 78 Avenue Louis Pasteur ,Boston Room 201 |
| Tuesdays 4:00-6:30 pm |
| Fall 2008 |

Instructor: Nancy O'Malley   **email:** nomalley@boston.k12.ma.us
Office: Fall Semester :Room 201
Boston Latin School   **Office hours:**   Tuesdays 3-4
Phone: (617) 669-6501

Description:

Because the United States has mandatory public schooling, the K-12 school curriculum has been and is still being hotly debated. This course examines various philosophies about how the curriculum should be organized and the assumptions underlying those philosophies.We will explore what is and then ideally what true reform could bring to comprehensive curricular innovative –promoting depth of understanding and engagement in learning for all students.

- Instructor: As a veteran Boston Public School teacher (40 years) and administrator, I have had the privilege of creating an English Language Arts program for 13 middle schools in Boston during the late 70's. I also take pride in being one of the key writers of the English Language Arts Curriculum that was created, revamped, revised and instituted in the late 90's for all Boston students. My personal perspective is one that convinces me of the importance of a curriculum that reflects high standards, high engagement and promotes high level thinking, writing, reading and speaking.

Relationship of this Course to the Conceptual Framework:

The faculty and staff of the Graduate College of Education are committed to the goal of preparing thoughtful and responsive educators for the school of the twenty-first century, with a special emphasis on urban settings. Courses and field experiences are designed to support the development of:

- Understandings of content, pedagogy, assessment and technology
- Practices that embody caring, collaboration, reflection and social justice.
- Commitments to ethical behavior, life long learning, dedication and modeling and mentoring

Relationship of this Course to National Standards

National Council for the Accreditation of Teacher Education (NCATE) Standards
Standard 1: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.
Standard 4: The [course] designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn.

Each discipline has its own national standards concerning curriculum. One of the goals of this course is to examine these various standards and the history behind them.

Course Readings:

The course requires mandatory texts; access to the internet for various web resources; and articles and book chapters available through WebCT.

Required Texts

- Tanner, D. and L. Tanner. (2007). *Curriculum Development: Theory into Practice (4th Edition)*. Upper Saddle River, NJ: Pearson.

- Flinders, D. and S. Thornton. (2007). *The Curriculum Studies Reader (2nd Edition)*. New York: Routledge.

- Peddiwell, A. (2004). *Saber Tooth Curriculum*. New York: McGraw Hill.

One of the following:

- Perelman, L. (1992). *School's Out: Hyperlearning, the New Technology, and the End of Education*. New York: William Morrow and Company.
- Llewellyn, G. (1998). *Teenage Liberation Handbook: How to Quit School and Get a Real Life and Education*. Eugene, OR: Lowry House.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of Freedom*. New York: Routledge Farmer.

Course Expectations:

- Attendance and active participation in class remain essential to obtaining a passing grade. This in an interactive class where students *learn by doing.*
- All written assignments should follow basic APA 5th Edition guidelines: 1-inch margins throughout, double spaced, 12-point fonts such as Helvetica, Geneva, Times New Roman, or Courier, numbered pages, titles and subtitles, and in-text citations and references using APA published format (see sample in the referenced list of required readings), and grammar and spelling that appropriately represent a graduate student's work. When in doubt, refer to the APA Manual or see the APA tutorial on WebCT. Plagiarism will not be tolerated.
- All written assignments should be graduate level work. To ensure your papers follow expected standards for graduate students, read "The Elements of Writing Proficiency and Evaluation Rubric" document available at: http://www.umb.edu/academics/wpr/documents/elementsrubric.pdf and the writing standards document posted on WebCT.
- Weekly individual one-hour appointments with a tutor are offered through the Graduate Writing Center located at the Campus Center First Floor. For additional information, email the Center staff at gwc@umb.edu, or the Academic Support Programs Office at http://www.academicsupport.umb.edu/; 617-287-6550.

Organization of Course:

This course is designed to help you answer the question: **What should the best K-12 curriculum in the United States look like?**
In order to that, we will look to the history of curriculum, current trends, and design curriculum for the future.

Section 1: The Past: How has this question been answered in the past?
    1) The history of curriculum theory based on the Tanner and Tanner book and supplemented by the *History of Schools* video and the *Curriculum Studies Reader*
    2) Alternative histories of curriculum including *Saber Tooth Curriculum*
    Minor Assignment: Curricular Autobiography (What curriculum did you experience?)
    Major Assignment: Curricular Conversation Presentation (What have others thought the best curriculum should be?)

Section 2: The Present: How are people answering this question currently?
    1) Landmark curricular documents and their effects including the *Coleman Report, A Nation at Risk,* and *No Child Left Behind*
    2) Contemporary curricular debates
    Minor Assignment: Curricular Philosophy (What do you think the best curriculum is?)
    Major Assignment: School Report (What curricula are being implemented today?)

Section 3: The Future: How should this question be answered in the future?
    1) Potential impact of current demographic and educational trends
    2) Alternative visions for the future
    Minor Assignment: Alternative Vision Presentation (What do others think the best curriculum is for the future?)
    Major Assignment: Ideal Curriculum (How would you put your best curriculum into practice?)

Accommodations

Section 504 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (617) 287-7430. The student must present and discuss these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Academic Honesty
Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbooks.

Grading:*

Classroom and group participation (individual): This class relies heavily on participation both in groups and as part of whole-class instruction. Participation includes coming to class prepared with all assignments done and all reading completed and actively contributing to class discussions and activities. On-time attendance is required for every class. If you absolutely cannot make it to a class, please notify me in advance (see contact information) or as soon as possible after class.

Curricular Autobiography (individual): Relate your own K-12 curricular experiences. For the various types of curriculum (official, delivered, received, hidden, and null) describe:
- each of them
- how well they matched each other
- their impact on you as a learner, as a potential teacher, and as a person

Curricular Conversation Presentation (group): Many curricular theorists are discussed in this course. For this presentation, your group will choose a subset of them (they can be from different time periods, from different ideologies, from different perspectives within an ideology) and construct a hypothetical conversation among them. This conversation can be in the form of a debate, a talk show, or any other means of conveying the conversation. For example, one year a group of students did this in the form of a curricular theorist dating game. The goal is to demonstrate your understanding of their stances.

Curricular Philosophy Assignment (individual): For this assignment, you can align yourself with a curricular theorist, a curricular theory, pull pieces from various theories, or create your own unique theory. Explain what your theory of curriculum says about: your beliefs about human nature (ontology), your beliefs about knowledge (epistemology), and your beliefs about teaching (pedagogy).

School Report (group): Each group will choose a school to examine. Your report will include the school's curricular mission in relation to curricular theory and evidence of whether or not that school implements its stated mission. In other words, how closely does the official, delivered, and received curriculum match. In addition, explore both the hidden and the null curriculum and their impact on students. See pages 479-499 in Tanner & Tanner for help.

Alternative Vision Presentation (group): Each group will read a book that describes a vision for the future of education and present this vision along with their critique to the class.

Ideal Curriculum (individual): Based on what you have learned from reflecting on your own curricular experiences, examining various curricular theories, and studying a particular school's curriculum, design what you think is the ideal curriculum to serve all students. Your ideal curriculum can be at the national level, the local level, the school district level, the school level, the subject level, or the grade level.

Participation = 10 %
Minor Assignments = 10%
Major Assignments = 20 %

* Unless "Do Not Use" is written on an assignment, I may use student assignments as examples in this class or future classes.

Course Schedule *(Subject to Change):*

	Date	Topic	Readings Due	Assignments Due
Introduction	9/2	Definitions of Curriculum		
History of Curriculum	9/9	Curriculum Criteria/ Establishing a National Identity	*All:* • Tanner & Tanner, Ch. 8 • Tanner & Tanner, Ch. 10 *Assigned:* - Tanner & Tanner, Ch. 1 - Spring, Freedom and Order (WebCT) - Addams, The Public School and the Immigrant Child (in Flinders & Thornton)	
	9/16	Scholar Academic	*All:* • Tanner & Tanner, Ch. 2, pp. 28-35 (up to Dewey), pp. 38 (High school) – 42 • Tanner & Tanner, Ch. 9, pp. 189-203 *Assigned:* - DuBois, (1903). *Souls of Black Folk* (WebCT) - Hirsch, (2006). Core Knowledge (WebCT) - Eliot, (1893). Committee of Ten Report (WebCT)	• Curricular Autobiography
	9/23	Child-Study	*All:* • Tanner & Tanner, Ch.2, pp. 26-28, pp. 35 (Dewey on) –38 (up to High School) • Tanner & Tanner, Ch. 3, pp. 53 (Child Development)-55 (up to Educational Opportunity) • Tanner & Tanner, Ch. 9, pp. 211 (Romantic Vision) – 221 *Assigned:* - Rousseau, J.J. (1762). Book One. Paragraph 142-end. *Emile* (WebCT) - Hall, G. Stanley. (1888). The Story of a Sand-Pile (WebCT) - Dewey, My Pedagogic Creed (in Flinders & Thornton)	
	9/30	Social Efficiency	*All:* • Tanner & Tanner, Ch. 2, pp. 23-26 (up to Progressive Ed) • Tanner & Tanner, Ch. 3, pp. 43-53 (up to Child Development) *Assigned:* - Washington, Booker T. (1895). The Atlanta	

			Compromise (WebCT) - Bobbitt, Scientific Method in Curriculum-Making (in Flinders & Thornton) - Kliebard, Rise of Scientific Curriculum Making (in Flinders & Thornton)	
History of Curriculum	10/6	Social Reconstruction	*All:* • Tanner & Tanner, Ch. 3, pp. 55 (Educational Opportunity) – 71 • Tanner & Tanner, Ch. 9, pp. 204-211 (up to Romantic) *Assigned:* - Friere, Pedagogy of the Oppressed (in Flinders & Thornton) - Counts, Dare the School Build a New Social Order? (in Flinders & Thornton) - Gay, The Importance of Multicultural Education (in Flinders & Thornton)	
	10/14	Alternative Views of Curricular History	*All:* • Peddiwell, *Saber Tooth Curriculum* *Assigned:* - hooks, b., (1989). Pedagogy and Political Commitment. (WebCT) - Pinar, Reconceptualization of Curriculum Studies (in Flinders & Thornton) - Munro, P. (1998). Engendering Curriculum History (WebCT)	
	10/ 21	Curricular Conversations Presentations		• Curricular Conversations Presentation
Current Trends	10/28	In the Field	Visit to the Mario Umana School in East Boston	
	11/4	Subject Matter History / Present Standards	• National Standards for your subject matter • Martin, Curriculum and the Mirror of Knowledge (WebCT)	
	11/11	Contemporary Views of Curriculum/ Landmark Documents	*All:* • Tanner & Tanner, Ch. 4 *Assigned:* - Tanner & Tanner, Ch. 5 - Tanner & Tanner, Ch. 6 - Tanner & Tanner, Ch. 7 *All:* • Tanner & Tanner, Ch. 12 • Tanner & Tanner, Ch. 14	• Philosophy of Curriculum

Future Directions	11/18	Future Directions	*A HANDOUT....Maxine Greene* - Tanner & Tanner, Ch. 16 - Tanner & Tanner, Ch. 17	
	11/25	Designing Curriculum	• Tanner & Tanner, Ch. 11	- APA Tutorial
	12/2	School Reports		• School Report
	12/9	Alternative Vision Presentations	*Assigned:* - Perelman, *School's Out* - Llewellyn, *Teenage Liberation Handbook* - hooks, *Teaching to Transgress*	• Alternative Vision Presentation
	TBA			• Ideal Curriculum

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

Curricular Autobiography Rubric

Directions: Whether you already are a teacher, are preparing to be a teacher, or are preparing to enter another field, you already have ideas about the curriculum. These ideas begin, but do not end, with what Lortie (1975) describes as our "apprenticeship of observation," i.e. what you learned about curriculum and instruction by being a student. Whether you embrace or reject (or a combination of both) the curriculum you grew up with, it largely shapes how you view new ideas and who you are as a learner, a teacher, and a person. In this paper, you will explore your own educational history in terms of curriculum. Think about the various definitions of curriculum discussed in class as well as in the texts. Did your experiences fit or contradict any of these? How would you describe the official, delivered, received, hidden, and null curricula you experienced? How well did they match? How have they impacted you?

Criteria	Exemplary	Promising	Beginning	Needs Work
Description	Rich description; Connections made with materials in class	Clear description and some connection to class material	Description vague and/or lack of connection to class materials	Description unclear
Comparison	Insights into how official, delivered, received, hidden and null curriculums interact	Discusses the various types of curriculum and how they overlap	Not all types discussed	Little to no comparisons made
Impact	Unique insights into how curricular history has impacted you as a teacher, learner, and person	Clearly demonstrates impact of curriculum on you as a teacher, learner, and person	Discusses impact in a limited way	Impact unclear or vague
Organization	Organization reinforces content	Clear organization assists reader	Organization unclear in areas	Paper is difficult to follow
Grammar and Style	Grammar used correctly; sophisticated style	A few grammar mistakes; paper flows smoothly	Several grammar mistakes; stylistically awkward	Grammar mistakes and style makes paper difficult to follow

Curricular Conversation Presentation

Directions: In class we have discussed a variety of curriculum theorists. This presentation is your chance to imagine a hypothetical conversation among some of them. Your subset of curriculum theorists can cut across time or be of the same time period but think about why you selected those theorists. Do they all speak to the same issues? Do they all agree? Do they all disagree? How would they respond to each other? You may be able to find documents that suggest how they would respond (for example, a chapter in Dubois' *The Souls of Black Folk* is titled "Of Booker T. Washington and Others") but for the most part you'll have to construct what their responses might be based on your knowledge of their stances. The setting is up to you. They could be at a dinner party, at a cocktail party, meeting in Heaven (or in Hell), you could have a séance by modern day curriculum theorists calling up the ghosts of past theorists, you could have a talk show, game show, dating game. The point is to think about what they would say to each other.

Criteria	Exemplary	Promising	Beginning	Needs Work
Choice of Theorists	Unique group of theorists allowed for insights	Clear reasons for choosing theorists	Vague reasoning for theorists chosen	Reasons for choosing these theorists unclear
Understanding of Individual Theorists	Presentation revealed insights about individual theorists	Clear understanding of stances of theorists	Some misunder-standings of stances	Presentation shows lack of knowledge of theorists
Conversation among Theorists	Conversation among theorists raised issues and insights larger than if each spoke individually	Conversation among theorists realistic and showed understanding of how they would respond	Some responses out of character	Conversation shows lack of understanding of how theorists would respond
Setting	Unique setting highlights curricular stances	Setting conducive to conversation	Setting clear and appropriate	Unclear setting
Organization	Group has clearly rehearsed and put a lot of thought into putting it together	All group members participated and presentation flowed smoothly	A little disorganized; not everyone participated	Presentation difficult to follow

Curricular Philosophy Assignment

Directions: In class we have discussed a variety of theories of curriculum as well as our own ideas. This paper is your chance to flesh out your philosophy of curriculum. Think about the underlying assumptions about ontology and epistemology we've been discussing and how these beliefs undergird your curricular philosophy. A lot of theorists discuss theory as if divorced from their own reality. Think about how your own experiences have influenced your beliefs (you may want to reference your curricular autobiography). Think about the questions of who should determine the curriculum, what should the curriculum be, how should the curriculum be determined, and how should the curriculum be organized. Also, think about the categories on your elements of curriculum theory chart.

Criteria	Exemplary	Promising	Beginning	Needs Work
Ontology	Insightful exploration of your beliefs about human nature and how they guide your curricular philosophy	Clear description of your beliefs about human nature with connections to your curricular philosophy	Description vague and/or lack of connection to curricular philosophy	Description of beliefs unclear
Epistemology	Insightful exploration of your beliefs about knowledge and how they guide your curricular philosophy	Clear description of your beliefs about knowledge with connections to your curricular philosophy	Description vague and/or lack of connection to curricular philosophy	Description of beliefs unclear
Experiences	Rich connections made between your experiences and philosophy	Clear explanation of how your experiences impact your beliefs	Acknowledge-ment of how your experiences shape your beliefs	Little to no recognition of how your experiences influence your beliefs
Curriculum	Insights into aspects of curriculum develop a cohesive philosophy	Major elements of curriculum theories discussed in depth	Addresses most of the aspects of curriculum discussed	Curricular philosophy vague or unclear
Other theories	Insights into how your philosophy converses with other theories	Connections contradictions with other theories explored	Some connections made with other theories	Little to no connections made with other theories

School Report

Directions: So far we have explored our own experiences, and theorized about how the curriculum should be but it's important to explore how curriculum gets played out in today's world. Your group will choose a school and examine their curriculum. You will explore how closely the official delivered, and received curriculum match as well as any evidence of the impact of the received, hidden, and null curriculum on student learning. In order to do so, you must triangulate your data, i.e. have data from at least three different viewpoints (for example, administrators, students, teachers, parents, your own observations). Your data sources can come from websites – for example, the school's official website, the standards/frameworks for that state, teachers' websites, students' websites; from interviews either in person or via e-mail (if you formally interview students under 18, you must get permission through the school); from observations either your own or video; from artifacts – handouts, tests, student work; and from any other source that you find relevant. You will then present what you have found to the class in whatever format you choose. When doing so, use pseudonyms for the school, community, and any people you reference. If you show any student work, you must black out the name.

Criteria	Exemplary	Promising	Beginning	Needs Work
Data	A wide variety of perspectives and sources used to glean rich data	Data from at least three viewpoints	Either data is anemic or less than three data sources	Only one source of data used
Types of curriculum explored	Insights into the official, delivered, received, hidden, and null curriculums and how they match or mismatch	Clear descriptions of the types of curriculum and how or if they overlap	Vague descriptions or one or more types of curriculum not explored	Description of curriculum unclear or difficult to follow
Impact of curriculum on stakeholders	Insights into how curricular choices impact the various stakeholders	Exploration of how the curriculum has affected the stakeholders	Impact of curriculum addressed but not explored fully	Little to no discussion of the impact of the curriculum
Connections made with Curriculum Theories	Insights into how this school's curriculum interacts with curriculum theories	How this school fits/does not fit with various theories integrated into presentation	A few references to curriculum theories	Little to no connections made
Organiza-tion	Group has clearly rehearsed and put a lot of thought into putting it together	All group members participated and presentation flowed smoothly	A little disorganized; not everyone participated	Presentation difficult to follow

Alternative Vision Presentation

Directions: In class we have been studying theories that have been recognized as part of the history of curriculum, even if all of them did not get fully played out in classrooms. This presentation gives each group an opportunity to explore a relatively recent proposal about curriculum that challenge traditional notions of education and share these ideas with the class. The presentation will contain three parts – explaining the theory, engaging the class in a discussion about the theory, providing the group's own conclusions about the theory – in that order.

Criteria	Exemplary	Promising	Beginning	Needs Work
Explanation of Theory	Insightful explanation of theory incorporating how author's background shaped the theory	Clear and understandable explanation of theory	Some parts of theory unclear	Difficult to follow
Discussion of Theory	Group engages the class in a deep discussion of ideas by asking probing questions and getting students to talk to each other	Group asks thoughtful questions that involve the class	Questions not engaging or fully thought out leading to a thin discussion	Discussion difficult to follow or lacking
Conclusions about Theory	Group has insightful ideas about the assumptions and practicality of implementing this curriculum	Group clearly explains their position on the theory	Group's opinion is stated but not elaborated on	Group's opinion unclear
Connections made with Curriculum Theories	Insights into how this new theory interacts with curriculum theories	How this theory fits/does not fit with various theories integrated into presentation	A few references to other curriculum theories	Little to no connections made
Organiza-tion	Group has clearly rehearsed and put a lot of thought into putting it together	All group members participated and presentation flowed smoothly	A little disorganized; not everyone participated	Presentation difficult to follow

Ideal Curriculum

Directions: In this class we've been exploring your own experiences with curriculum, others' ideas about curriculum, and how curriculum is being played out in our schools. This is your chance to lay out your vision of what the ideal curriculum should be. You get to choose the scope – national, state, local, or classroom level – the more narrow the level, the more detailed the curriculum. This is a fleshing out of the WHAT section of your curricular philosophy. The format depends on the level you choose to target. For example, a national curriculum might resemble a document like No Child Left Behind or national standards like NCTE, NCTM, NCSS or any other national organization sets forth. At the state level, your curriculum might resemble the frameworks or standards of a state. At a district level, your curriculum might take on the form of a scope and sequence chart. At the classroom level, your curriculum would include details about the units. No matter what level you choose, though, you must have a rationale for your curriculum. In other words, you are connecting theory (your curricular philosophy) to practice.

Criteria	Exemplary	Promising	Beginning	Needs Work
Curriculum	Unique curriculum implements curricular philosophy	Curriculum clear and cohesive	Curriculum lacks appropriate detail for its level	Curriculum difficult to follow
Rationale	Rationale for curriculum shows depth of knowledge and insight	Clear justifications for various curricular decisions	Reasons for some aspects of curriculum unclear	Rationale difficult to follow
Connections made with Curriculum Theories	Insights into how your curriculum interacts with curriculum theories	How your curriculum fits/does not fit with various theories integrated into rationale	A few references to curriculum theories	Little to no connections made
Format	Format highlights content and is relevant to the level of the curriculum	Format appropriate for level and content of curriculum	Format unclear in parts	Format unclear
Grammar and Style	Grammar used correctly; sophisticated style	A few grammar mistakes; paper flows smoothly	Several grammar mistakes; stylistically awkward	Grammar mistakes and style makes paper difficult to follow

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ECDC G 660-01 Designing Curriculum and Instruction at the Middle and Secondary Levels **Using Data to Plan Curriculum and Instruction** Wheatley 2-126 Tuesdays 4-6:30 Spring 2011

Instructor Janna Jackson   **email** janna.jackson@umb.edu
Office Wheatley 2-142-11   **Office hours** Mondays 3-4, Tuesdays 2-4 pm
Phone (617) 287-5972   or by appointment

"It's not how smart you are that matters, what really counts is how *you are smart."*
~ Howard Gardner

Catalog Description

This course examines current principles of curriculum and instruction and state and national standards for the teaching of the humanity disciplines at the middle and secondary school levels. Students review teaching materials and methods, design curriculum units, develop strategies for communication with students from diverse backgrounds, do micro-teaching, design assessment and evaluation instruments, and critique their own and one another's efforts. This is a field-based course in which students are asked to reflect on the learning and teaching they see in a variety of school sites and apply what they observe as they design curriculum units.

New Description

This course focuses on how to design and implement diagnostic, formative, and summative assessments and how to analyze the data from such assessments as well as formal, large group standardized assessments in order to improve curriculum and instruction to better assist middle and secondary students in meeting state and national standards. This is a field-based course in which students are asked to design curriculum units and lesson plans based on their observations of students and analysis of student work from their pre-practicum site. In addition to reflecting on the learning and teaching observed at their school site, students will practice using microteaching to analyze their own teaching practices.

Course Objectives

Essential question: How can teachers in urban schools use classroom data to improve their teaching?

By the end of the course, students will be able to:
  1) **Identify** the classroom climate and attributes of learners within the classroom
  2) **Design** curriculum using a variety of different approaches tailored to a specific set of students
  3) **Apply** pedagogical knowledge, content knowledge, and pedagogical content knowledge by teaching a lesson from the designed curriculum
  4) **Evaluate** the "goodness of fit" between a lesson plan and a specific set of students based on classroom data
  5) **Modify** a lesson plan to best suit the needs of a specific set of students

6) **Reflect** on what could be done differently in the curriculum design, assessment design and feedback, and instructional methods to best meet the needs of a specific set of students and why as well as reflect on one's own growth as a teacher and plans for future growth

Relationship of this Course to CEHD's Mission

The College of Education and Human Development (CEHD) generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The urban setting of the University of Massachusetts Boston informs – and is informed by – CEHD efforts to fulfill the academic and civic purposes of education in a diverse democracy. This course supports this mission by encouraging:

Academic excellence which applies theory and evidence-based practice to produce effective and sustainable learning and development outcomes;

Social justice and inclusion which involves equality of access and success for all students, especially those who historically have had limited educational opportunity because of education level, national origin, socio-economic status, gender, age, sexual orientation, disability, or ethnic, linguistic, or cultural background;

Community engagement which integrates academic knowledge with community-based knowledge to address public and policy issues, improve quality of life, and support a just and inclusive democracy.

Relationship of this Course to National Standards

Each discipline has its own national and state standards regarding curriculum. One of the goals of this course is to examine these various standards and the history behind them.

Relationship to State Standards (Pre-Service Performance Assessment)

Students will address the following indicators from Standard A by designing unit and lesson plans:
1. Draw on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
(Specify Curriculum Framework title, learning standards, and concept and skills used (Objectives section of Lesson Plan)
 2. Draw on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught. *(Background section of Lesson Plan)*
 3. Identify appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom. *(Resources section of Lesson Plan)*
 4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills. *(Objectives section of Lesson Plan)*
 5. Plans lessons with clear objectives and relevant measurable outcomes. *(Objectives section of Lesson Plan)*
 6. Draws on resources from colleagues, families, and the community to enhance learning. *(Resources section of Lesson Plan)*
 7. Incorporates appropriate technology and media in lesson planning. *(Resources section of Lesson Plan)*

Students will address the following indicators from Standard B by applying their lesson plan:
1.Communicates high standards and expectations when beginning the lesson by a) making learning objectives clear to students, b) communicating clearly in writing and speaking, c) using engaging ways to begin a new unit of study or lesson, and d) building on students' prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson by a) using a balanced approach to teaching skills and concepts of elementary reading and writing, b) employing a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others), c) demonstrating an adequate knowledge of and approach to the academic content of lessons, d) employing a variety of reading and writing strategies for addressing learning objectives, e) using questioning to stimulate thinking and encourages all students to respond, and f) using instructional technology.
3. Communicates high standards and expectations when extending and completing the lesson by a) assigning homework or practice that furthers student learning and checks it, b) providing regular and frequent feedback to students on their progress, and c) providing many and varied opportunities for students to achieve competence.
4. Communicates high standards and expectations when evaluating student learning by a) accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction and b) accurately measuring student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.

In addition, students will address the following indicators through discussion and by subscribing to the ASCD listserv.   E
(3) Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
E (4) Collaborates with colleagues to improve instruction, assessment, and student achievement.

Lastly, by writing a reflection students will address Standard E indicator 6
E (6) Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.

Grading*

Classroom and group participation (10 %): This class relies heavily on participation both in groups and as part of whole-class instruction. Participation includes coming to class prepared with all assignments done, all reading completed, and actively contributing to class discussions and activities. Included is regularly checking Blackboard for announcements, assignments, readings, and materials. On-time attendance is required. If you absolutely cannot make it to a class, please notify me in advance (see contact information) or as soon as possible after class. If you are absent, you are responsible for checking in with your group, checking Blackboard, and checking with me.

Diagnostic and Summative Assessments = Philosophy of Education (15 %): Describe your philosophy of education. You can align yourself with a curricular theorist, a curricular theory, pull pieces from various theories, or create your own unique theory. Explain what your theory of curriculum says about: your beliefs about human nature (ontology), your beliefs about knowledge (epistemology), and your beliefs about teaching and learning (pedagogy), and how these beliefs inform each other. Analyze your own K-12 schooling experiences, educational experiences outside of school, and teaching experiences and how they shaped your philosophy of education. The pre/diagnostic assessment will be given feedback but not graded.

Formative Assessments = Curriculum Project (15 % per item)

1) **Identify**: Collect and analyze data in order to identify the classroom climate of your assigned pre-prac classroom and attributes of the learners within that classroom.

2) **Design Lesson Plan**: During your pre-prac you will be working with your pre-prac teacher to design lessons, design assessments, and grade assessments. Ask your pre-prac teacher to describe an upcoming unit in the class. Ask him or her if you can work with him or her to design a lesson for that unit with diagnostic and summative assessments that is tailored to the students in that class. If your pre-service teacher is unwilling to work with you or to allow you to teach the lesson in class, ask if you can ask the class for student volunteers to do the optional assessments and lesson and explain that the grade will not count. In addition to the diagnostic and summative assessments, you will also ask for student feedback on the success of the lesson by using a survey which will have both Likert scale questions and open-ended responses. Before you turn in this portion of the curriculum project, you must get written feedback from peers in your subject area group and oral feedback (which you will record) from non-subject area peers when you practice teach your lesson in class. Turn in the lesson plan which will include how you tailored the lesson to the students in the class based on data and analysis from step one of this project, assessments including diagnostic/summative assessments and the survey/solicitation of student feedback, as well as a reflection about the feedback you received from your peers and modifications you made (or didn't make) based on that feedback.

3) **Apply and Evaluate:** Apply the lesson by having at least one student (hopefully more) in your pre-prac class do the lesson and diagnostic and summative assessments and the student feedback. Write up an analysis evaluating what worked well and potential changes based on

the diagnostic and summative assessments, the student work, observations, the survey results, and any other data you collected. The analysis must include both quantitative and qualitative data.

4) **Modify and Reflect***:* Revise the lesson and assessments based on your evaluation. Reflect on what you changed—including the earlier changes you made based on feedback from your peers, what you kept the same, why, and what you learned from doing this project—including how you have changed as a teacher since the beginning of the semester. Turn in a description of the revised lesson and assessments and the reflection.

5) **Design Unit:** Based on the feedback and lesson plan revisions, design a unit around this lesson plan that has diagnostic, formative, and summative assessments. What you turn in will consist of a narrative description and a day-by-day schedule.

Grading Scale
A = 95-100
A- = 90-94
B+= 87-89
B = 84-86
B- = 80-83
C+= 77-79
C = 74-76
C- = 70-73

*Unless "Do Not Use" is written on an assignment, student work may be used as examples

Course Readings
Required:
- Gregory, G. and Kuzmich, L. (2004). *Data driven differentiation in the standards-based classroom.* Thousand Oaks, CA: Corwin Press.

Recommended (Optional):
- Flinders, D. & Thornton, S. (Eds.) (2009). *The Curriculum studies reader.* New York: Routledge. (3rd edition—if you get an earlier edition, make sure the readings in this syllabus are in there)
- Joyce, B., Weil, M., and Calhoun, E. (2005 OR 2009). *Models of teaching.* Boston: Pearson. (7th or 8th edition)

For Fun (Optional):
- Peddiwell, A. (2004). *Saber-tooth curriculum*. New York: McGraw Hill.

Other readings: Other readings will be assigned on an as needed basis and made available through Blackboard. To access Blackboard, enter your username (UMB e-mail without @umb.edu) and password (UMB e-mail password) at boston.umassonline.net . Tech help is listed on the Blackboard homepage. The first time you go to Blackboard you should run a browser check to make sure your settings are compatible with Blackboard.

Films on demand: Unless otherwise noted, videos are available at
http://digital.films.com/portalhome.aspx?e=1 login=umass, password=boston

Accommodations
Section 504 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifica-
tions and adaptations for students with documented disabilities. If applicable, students may obtain
adaptation recommendations from the Ross Center (617) 287-7430. The student must present and
discuss these recommendations to each professor by end of the Drop/Add period.

Academic Honesty
Students are required to adhere to the Code of Student Conduct, including requirements for academic
honesty delineated in the University of Massachusetts Boston Graduate Studies Bulletin,
Undergraduate Catalog, and relevant program student handbooks.

Campus Closures/Extended Absences
In case of a campus closure or extended absences by students and/or by the professor, Blackboard
will be used to communicate with and among students. Activities and lessons will be reconfigured to
be done electronically through Blackboard and course due dates may change. Be aware that
Blackboard will not be available after the end of the semester.

Communication
Blackboard will be our primary means of communication outside of class time. Therefore, it is each
student's responsibility to check Blackboard regularly for announcements and e-mails as well as any
changes to the course syllabus or assignments. In conformance with UMass Boston policy, UMass
Boston e-mail will be used to communicate with individual students therefore, it is each student's
responsibility to check his or her UMass Boston e-mail account regularly. Students can forward
UMass Boston e-mail to personal accounts. Instructions for doing so can be found at:
http://www.umb.edu/it/services_detail//email_student_how_to_use/ In addition, students should
communicate with the professor through her UMass Boston e-mail account.

Pre-practicum Requirements
Students will fulfill 15 hours of pre-practicum work to meet initial licensure program goals. If you are
a pre-service teacher, you should complete the 15 hours in a pre-practicum setting, which should be at
the level (middle school or high school) at which you are seeking licensure. Please contact Danielle
Wheeler (danielle.wheeler@umb.edu) if you do not yet have a pre-practicum placement. You will
need to have a placement by the second week of the course. If you are a teacher of record, you should
complete the 15 hours of pre-practicum work by observing in other teachers' classrooms in the school
where you teach. If you are a teacher of record, pre-practicum assignments that involve teaching
should be done in your own classroom, but may not count toward pre-practicum hours (see Danielle
for a ruling about what counts as pre-practicum hours in your specific situation), so you may need to
do more observations than the pre-service teachers in order to complete the 15 hours required by the
program for this course. Everyone must keep a log of pre-practicum hours with the information that
the Teacher Education Advising Office requires.

Course Schedule *(Subject to Change. Most updated version will be posted on Blackboard.)*:

Date	Topic	Readings (DDD=Data Driven Differentiation)	Assignments
1/25	**Types of Curriculum**		
2/1	**Designing Instruments**	• Introduction, Chs. 1, and 2 DDD • Larson (2010) Turnaround schools • Jackson (2010) 5 Big Mistakes • Kenning (2010) JCPS seeks keys to Portland school's standout gains • Steinberg (2003) Intro to Biomass project (skim)	• Philosophy of Education • Run Browser check on Blackboard • Forward UMass Boston e-mail to personal account if necessary • Subscribe to ASCD SmartBrief http://www.smartbrief.com/ascd/
2/8	**Goals**	• Ball, et al. (2008) Content knowledge for teaching: What makes it special? (to p. 394) • View PowerPoint presentation on history of subject area • Review National Standards for your subject matter • Review State Standards for your subject matter	
2/15	**Assessments**	*All* • Chs. 3, 4, and 5 DDD *Divide among subject area group* • Chappuis & Stiggins, (2002) Classroom Evaluation for Learning • Howard (1992) Getting smart • Pierce (2010) Putting our ideas of assessment to the test • Vatterot (2010) 5 Hallmarks of good homework	

2/22	**Instruction**	*All* • Chs. 6, 7, and Conclusion DDD *Divide among subject area group* • Wieman, (2007) "Why not try a scientific approach?" • Stansbury (2010) Teachers turns learning upside down • Larmer and Mergendoller (2010) 7 essentials for Problem-Based Learning • Jackson, (2009) "Game-based teaching" *Optional* • Fink, (2007) "Designing significant learning experiences"	• Part 1 "Identify"
3/1	**Behaviorist Instructional Approaches**	• View Behaviorism PowerPoint *Optional* • Joyce et al, Part V Intro • Joyce et al, Ch. 16 (old ch. 14) • Joyce et al, Ch. 17 (old ch. 15)	
3/8	**Cognitivist Instructional Approaches**	• View Cognivism PowerPoint • *Bransford (2000) How experts differ from novices* • *Begley (2011) Can you build a better brain?* *Optional* • Joyce et al, Part II Intro • Joyce et al, Ch. 6 (old ch. 4) • Joyce et al, Ch. 9 (old ch. 7) • Joyce et al, Ch. 11 (old ch.9)	
3/15	**HOLIDAY**		
3/22	**Constructivist Instructional Approaches**	• View Constructivism PowerPoint • Bransford (2000) Learning and transfer • Driscoll, (2004) Constructivism *Optional* • Joyce, Ch. 5 (old ch.3) • Joyce, Ch. 8 (old ch.. 6) • Joyce, Ch. 10 (old ch. 8) • Joyce, Ch. 18 (old. Ch. 16)	• Share lesson with subject area group
3/29	**Practice Teach**		• Be prepared to teach lesson to non-subject area group
4/5	**Analyzing Data**		• Part 2 "Design"

4/12	**Scholar Academic Curricular Approach**	*All:* View Episode 1 "The Common School" of *School: The Story of American Public Education* *Divide among non-subject area group* • Eliot, (1893) Committee of Ten Report (Skim) • DuBois, (1903) *Souls of Black Folk* (Ch. VI) • Ravitch (2009) Critical Thinking? You need knowledge	
4/19	**Child Study Curricular Approach**	*All:* View Episode 2 of "As American as Public School" up until the automobile assembly line of *School: The Story of American Public Education* *Divide among non-subject area group* • Hall, G. Stanley. (1888). The Story of a Sand-Pile • Rousseau, J.J. (1762). Book One. Paragraph 142-end of Book One. *Emile* • Howard (1992) Getting smart	
4/26	**Social Efficiency Curricular Approach**	*All:* View Episode 2 "As American As Public Schools" of *School: The Story of American Public Education* from previous point to end *Divide among non-subject area group* • Washington, Booker T. (1895). The Atlanta Compromise • Bobbitt (1918) Scientific Method in Curriculum-Making •	• Part 3 "Apply and Evaluate"
5/3	**Social Reconstruc-tionist Curricular Approach**	*All* View Episode 3 "A Struggle for Educational Equality" of *School: The Story of American Public Education* • Schubert (1996) Perspectives on four curriculum traditions *Divide among non-subject area group* • Freire (1968) Pedagogy of the Oppressed.Ch. 1 • Woodson (1933) Miseducation of the Negro (Ch. XIV) • Jackson (2010) "Dangerous Presumptions"	

5/10	**Wrap Up**	*Optional* • Peddiwell (2004) Saber-tooth Curriculum	• Part 4 "Modify and Reflect"
5/17	**No class**		• Philosophy of Education • Part 5 "Design Unit"

Note: Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

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Pre and Post Assessments

Philosophy of Education

REQUIRED COMPONENTS OF PORTFOLIO

Philosophy of Education

In this section of the portfolio you are being asked to demonstrate one aspect of what it means to become a thoughtful and responsive educator by writing a ~~succinct 2-3 page~~ **personal philosophy of education.**

In your philosophy make sure to address the following topics:
- To what extent does your personal philosophy of education reflect a thoughtful and responsive educator?
- What are the characteristics of effective teaching?
- How does learning take place?
- What is the relationship among teaching, schooling and social justice?

You may also include other topics that are important to you.

In crafting your philosophy of education, **make sure to connect your beliefs to the established literature** through specific reference(s) to an author(s) who has/have influenced your practice. You should also **provide examples from your practicum experience** of how you have tried to put your philosophy into practice.

	5 - Distinguished	3 - Proficient	1 – Needs Improvement
Philosophy of Education	☐ Clearly understands established teaching theories and education philosophies by commenting on and referencing at least three of these theories and philosophies throughout the paper where relevant. ☐ Discusses grounding principles of teaching and learning and relates those principles to specific examples from candidate's own teaching experiences. ☐ Demonstrates an understanding of the developmental nature of learning by clearly discussing teaching methods that are grade/subject appropriate. ☐ Demonstrates a clear commitment to teaching. ☐ Demonstrates a clear understanding of the roles of student and teacher. ☐ Demonstrates an understanding of the relationship between the social contexts of teaching and schooling and students' access to equal educational opportunities; cites relevant sources when appropriate. ☐ Demonstrates a clear understanding of the values consistent with the Teacher Education Program's Conceptual Framework. ☐ Begins the essay with a clear and well-developed thesis statement and carries its development throughout with the effective use of evidence. ☐ Uses APA 5th Edition Manual guidelines for writing and referencing sources consistently.	☐ Refers to established teaching theories and education philosophies without referencing them in relevant ways throughout the paper. ☐ Refers to grounding principles of teaching and learning and includes examples from student's own teaching experiences, but does not clearly relate these to each other. ☐ Refers to developmental nature of learning and connects this knowledge to teaching methods.. ☐ Explains the desire to teach. ☐ Discusses the different roles of students and teachers. ☐ Discusses the importance of linking issues of students' access to equal educational opportunities to teaching, schooling and their social contexts. . ☐ Refers to but does not reflect an understanding of values consistent with Teacher Education Program's Conceptual Framework ☐ Begins the essay with a thesis statement and carries its development through the essay. ☐ Uses APA 5th Edition Manual guidelines for writing and referencing sources consistently.	☐ Mentions established teaching theories and education philosophies briefly. ☐ Describes examples from students own teaching experiences, but does not refer to grounding principles of teaching and learning that frame those examples. ☐ Refers to developmental nature of learning but does not relate this knowledge to a discussion of teaching methods. ☐ Describes the desire to teach. ☐ Lacks an understanding of the different roles of student and teacher. ☐ Refers to the issue of students' access to equal educational opportunities and the social context of teaching and schooling. ☐ Does not reflect values consistent with Teacher Education Program's Conceptual Framework ☐ Lacks either a thesis or its development throughout the essay. ☐ Does not use APA 5th Edition Manual guidelines.

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EDC G 660 Designing Middle and Secondary Curriculum and Instruction 13

Curriculum Project
Part 1: Identify

Directions: Collect and analyze data in order to identify the classroom climate of your assigned pre-prac classroom and attributes of the learners within that classroom (see chapters 1 and 2 of textbook).

Criteria	Exemplary	Proficient	Developing	Needs Work
Classroom Climate-- Methods	Uses unique and strategic methods to assess classroom climate	Uses formal and informal assessments to determine classroom climate	Only uses informal assessments to assess climate	Does not address classroom climate
Classroom Climate-- Analysis	Sophisticated analysis explores alternative explanations	Conclusions about classroom climate drawn from evidence	Conclusions about classroom climate loosely based on evidence	Conclusions about classroom climate not based on evidence
Learners— Methods	Develops own instruments that investigate interests, learning styles, and cognitive development	Uses data gathered by cooperating teacher and pre-designed instruments	Uses either data gathered by cooperating teacher OR pre-designed instruments but not both	Does not address attributes of learners
Learners— Analysis	Conclusions are drawn from evidence and include students with specific needs	Conclusions about subgroups are drawn from evidence	Conclusions are drawn from evidence and are about class as a whole	Conclusions loosely or not based on evidence
Organization, Grammar and Style	Organization reinforces content; Grammar used correctly; sophisticated style	Clear organization assists reader; A few grammar mistakes; paper flows smoothly	Organization unclear; Several grammar mistakes; stylistically awkward	Grammar mistakes and style makes paper difficult to follow

Part 2: Design Lesson Plan

Lesson Plan Template

All of the following categories should be included in the lesson plan(s) that you submit.

<u>**Placement within Unit**</u> *Why are you teaching this content?*
- Explain how this lesson builds upon content knowledge and skills acquired in previous lessons within the unit.
- Explain how this lesson prepares students to be successful in acquiring content knowledge and skills in subsequent lessons within the unit.

<u>**Background:**</u> *Why* are you teaching this lesson *in the way* you are teaching it?
Drawing on your knowledge of human development and results of formal and informal assessments:
- Explain how the chosen teaching strategies and learning activities are appropriate for teaching the lesson's content knowledge and skills.

- Given the students for whom this lesson is designed, explain how the chosen teaching strategies and learning activities are appropriate in terms of student age, level of English language proficiency, and range of cognitive abilities.

<u>**Lesson Objectives**</u>
Create a numbered list of *all* specific content knowledge and skills that students will acquire from this lesson. Under each objective, list the content knowledge and skills necessary for students to be successful at achieving these objectives as well as the MA Curriculum Framework standard it addresses. If it is unclear, explain how the objective addresses the framework standard. Use the following sentence stems:

1. As a result of this lesson students will be able to . . .
   a. In order to be successful, students will need to know . . .
   b. In order to be successful, students will need to be able to. . .
   c. This objective is based on MA Curriculum Framework standard . . .

<u>**Materials and Resources**</u>
List all the materials necessary for the lesson including reading materials, community resources, and technology.

<u>**Procedures/Activities**</u>
Provide a detailed outline of all the steps of the lesson. Be sure to include both the teacher's role and the students' roles. For example, instead of saying: "Students will work in small groups," include how the teacher will group the students, what the teacher will be doing during small group work, what the students will be doing during small group work including any roles that will be assigned, and the product(s) the small groups will produce. Include approximate timing for each step. Below are some considerations for each part of the lesson:
Beginning: - Make lesson objectives and high standards and expectations clear
             - Engage the students

	-	Connect the lesson to prior knowledge
Middle	-	Use a variety of teaching strategies appropriate for the students and the discipline
	-	Check for understanding before moving on to a new skill or activity
	-	Address how you will transition between activities
	-	Provide opportunities for students to rethink and dig deeper into the material
	-	Connect materials to students' lives and the real world
	-	Provides opportunities for practice
End	-	Summarize the lesson
	-	Make clear the next steps such as homework
	-	Connect the lesson to the larger goals of the unit

Assessments
Explain how you will know that the students have met the lesson's objectives including the various level of understanding students may have. Include a copy of the evidence you will use, such as any assessment tools and student products.

Homework/Extension of Lesson
Explain how the homework extends the lesson. This could include an explanation of how the homework provides opportunities for practice, prepares students for the next lesson, and/or provides opportunities to rethink and reflect on the lesson.

Accommodations
Based on information from IEPs and your own knowledge of pedagogy, explain how the lesson design and materials accommodates all students, including students with special needs, students from diverse backgrounds, and students with diverse learning styles. Specifically include how the lesson meets the specified IEP objectives. Provide explanation of hypothetical students if the particular class does not exhibit diversity in terms of disability, and racial/ethnic/linguistic backgrounds.

Reflection
Explain how you planned this lesson. If you taught this lesson – either in a real K-12 classroom or in front of your peers – describe the feedback you received and reflect on that feedback. Some questions to consider are: What went according to plan, and what happened that was not planned? What instructional adjustments did you make to respond to what happened? What were important moments during the lesson? Why do you see these as important? What were some of the cues that students gave you about the success/effectiveness of the lesson? What would you keep and what would you do differently next time and why?
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Lesson Plan Rubric

Lesson Plan	3 – Exemplary	2 – Promising	1 – Developing	0 – Not Yet

Placement	Clear explanation of how this lesson builds on previous lessons and prepares for future lessons	Explains how the lesson fits into larger curricular goals.	Describes the larger goals but unclear how this lesson fits within them.	No description of how the lesson fits into larger curricular goals
Learning Objectives	States learning objectives that are clearly linked to the Frameworks. Identifies content knowledge and skills necessary for success. Learning objectives focus on student outcomes.	Identifies learning objectives, the Frameworks on which the lesson is based, and the pre-requisites but the link between two or more is not clear.	Lists the learning objectives and the Mass. Curriculum Frameworks. The prerequisite knowledge & skills are incomplete.	One or more are missing: learning objectives, pre-requisites, MA Curriculum Frameworks
Background	Insightful explanation, supported by formal & informal assessments, of how the content and the activities match the diversity of the students.	Explanation considers how both content and activities match the students, based upon some assessments.	Explanation of how the activities fit the content OR the students but not both. Limited or no reference to assessments that contributed to explanation.	No explanation of how the activities fit the content or the students
Materials	Takes advantage of community and/or technology resources along with other engaging materials that best match the lesson and the diversity of students	Identifies materials and resources appropriate for lesson and students	Some materials not appropriate	No materials listed
Procedures	Defines clearly both the teacher's and the pupils' roles in a detailed, sequential outline in the lesson plan. Includes the considerations listed within the Lesson Plan template.	Provides an outline for each step in the lesson plan but does not clearly define the teacher and student roles. Includes most of the considerations listed within the Lesson Plan template.	Presents a general outline of the lesson plan. Includes some of the considerations listed within the Lesson Plan template.	Procedures are unclear or not included. Lists a few of the considerations listed within the Lesson Plan template.
Assessment	Clearly explains how the teacher will use a variety of assessments at the start, during and at the end of the lesson to determine pupils' mastery of the objectives of the lesson at different levels. Provides copies of the planned assessments. If lesson is taught, includes specific post-lesson examples of assessments students have completed. Also includes an analysis of the assessments such as bell curve graphic of student performance on assessment, compilation of assessment outcomes and how the outcomes	Describes and provides copies of how the teacher will know whether or not the students have met the objectives of the lesson at different levels. If lesson was taught, includes limited evidence.	Lists what the teacher will use to know, at the end of the lesson, whether or not the students have met the objectives of the lesson but does not indicate the levels of achievement. If lesson was taught, does not provide evidence	Lacks evidence demonstrating the use of assessments linked to lesson objectives to ascertain levels of pupil achievement.

Part 3: Apply and Evaluate

Directions: Apply the lesson by having at least one student (hopefully more) in your pre-prac class do the lesson and diagnostic and summative assessments and the student feedback. Write up an analysis evaluating what worked well and what did not based on the diagnostic and summative assessments, the student work, observations, the survey results, and any other feedback generated. Use both qualitative and quantitative data.

Criteria	Exemplary	Proficient	Developing	Needs Work
Quantitative Data analysis	Inferential statistics used to make predictions about future success	Descriptive statistics assess success of lesson	Some inaccuracies in calculations	No quantitative data used
Qualitative Data Analysis	Sound theoretical explanations derived from data shows relationships among concepts to explain	Data categorized and labeled with descriptions of boundaries and exemplars	List of anecdotal evidence	No qualitative data used
Triangulation	Logical explanations of any conflicts among sources from at least three different perspectives	Sources from at least three different perspectives corroborate conclusions	Only two perspectives represented OR sources do not corroborate conclusions	Only one perspective represented OR sources do not corroborate conclusions
Conclusions	Evidence-based conclusions assess what worked well and what did not for subgroups and /or individuals with specific needs	Evidence-based conclusions accurately describe what worked well and what did not	Conclusions loosely tied to evidence	Little to no conclusions drawn or conclusions not tied to evidence
Organization, Grammar and Style	Organization reinforces content; Grammar used correctly; sophisticated style	Clear organization assists reader; A few grammar mistakes; paper flows smoothly	Organization unclear; Several grammar mistakes; stylistically awkward	Grammar mistakes and style makes paper difficult to follow

Part 4: Modify and Reflect

Directions: Revise the lesson and assessments based on your evaluation. In your revisions, include better ways to solicit feedback on the lesson. Reflect on what you changed—including the earlier changes you made based on feedback from your peers, what you kept the same, why, and what you learned from doing this project—including how you have changed as a teacher since the beginning of the semester as well as future changes you would like to make and how. Turn in a description of the revised lesson including assessments and the reflection.

Criteria	Exemplary	Proficient	Developing	Needs Work
Revisions	Unique revisions based on evidence that address needs of subgroups and/or individuals	Logical revisions based on evidence	Revisions loosely tied to evidence	Revisions not tied to evidence or no revisions made
Feedback	Unique ideas about how to collect feedback that will reveal useful information about subgroups and/or individual students	Major revisions to ways to collect feedback	Minor revisions to ways to collect feedback	No revisions to ways to collect feedback
Self-analysis	Unique insights into how you have changed as a teacher and the impact on student learning	Description of how you have changed as a teacher and what contributed to those changes	Description of who you were as a teacher at the beginning of the semester and who you are now	No reflection on how you have changed as a teacher
Professional Development Plan	Unique insights into areas you want to work on as a teacher and concrete plans for doing so	General plans for addresses areas that need improvement	Description of strengths and area that need improvement as a teacher	No professional development plan
Organization, Grammar and Style	Organization reinforces content; Grammar used correctly; sophisticated style	Clear organization assists reader; A few grammar mistakes; paper flows smoothly	Organization unclear; Several grammar mistakes; stylistically awkward	Grammar mistakes and style makes paper difficult to follow

Part 5: Design Unit

Capstone Portfolio Instructional Practice Requirements

REQUIRED COMPONENTS OF PORTFOLIO

3. Instructional Practice
This section of the portfolio includes three main parts, described in more detail below.

A. An ~~outline of a unit~~ ~~that you taught during the practicum, using the template included in Appendix A. This outline should not exceed two pages.~~

	Unit Template
I.	What is the title/topic of the unit?
II.	What is the place of this unit within the curriculum? What is its context? How did the unit originate? Was it modified? Cite relevant sources specifically.
III.	What are the relevant Massachusetts Curriculum Frameworks. Quote both the numbers and the standards themselves.
IV.	What is the unit's coherence? What holds it together? • You must include the **goals of the unit**. What are the big ideas (enduring understandings: ideas central to the subject matter) that you are trying to teach or have the students explore? What are the main skills that you are asking the students to practice? (These goals should also be the focus of your culminating assessment.) • ~~If relevant~~, describe the unifying theme/s of the unit. • ~~If relevant~~, include the essential questions (large questions that guide the study) of the unit.
V.	What are the major components of the unit? Please include ~~major areas of focus,~~ **not** a day by day outline.
VI.	~~Describe~~ Include the culminating assessment of the unit. Describe How ~~will~~ students will demonstrate that they have met the unit goals? Will the work of the unit culminate in a final product? If so, describe that product.

Scoring Guidelines for Capstone Portfolio Unit Outlines

Unit Outline	5 – Distinguished	3 – Proficient	1 – Needs Improvement

	Σ Explains the unit's place in the overall curriculum clearly and consistently in terms of widely accepted pedagogical and content literature.	Σ Describes the unit's place in the overall curriculum.	Σ Does not indicate the unit's place in the overall curriculum.
	Σ Discusses relationship of the unit's significant ideas and enduring understandings to the Massachusetts Curriculum Frameworks.	Σ Describes the unit's significant ideas and enduring understandings and the relevant Massachusetts Curriculum Frameworks	Σ Generally mentions the Massachusetts Curriculum Frameworks.
	Σ Differentiates clearly among the ideas that are central to subject matter and the main skills to be mastered through the unit.	Σ Discusses but does not differentiate among the ideas that are central to subject matter and the main skills the unit will instill.	Σ Lists the unit's central ideas, subject matter and skills.
	Σ Explains clearly the central questions that guide the unit and links them to the unit objectives.	Σ Identifies the central questions that guide the unit.	Σ Lists the central questions that guide the unit.
	Σ Explains how the unit's culminating assessments enables the candidate to measure students' performance in relation to the unit goals.	Σ Describes the unit's culminating assessments and mentions how the candidate will know if the students met the unit goals.	Σ Includes a culminating assessment that does not clearly indicate how the candidate will know if the students met the unit goals.

CRITICAL THINKING (CRTH 601) SYLLABUS
UMASS, Boston -Fall 2009
BOB SCHOENBERG, INSTRUCTOR
Bobsch3@gmail.com

This is a 3 credit graduate course offered online via the University of Massachusetts at Boston, accredited by the New England Council of Schools and Colleges.

OBJECTIVES:
To develop further the critical thinking skills and dispositions of the course participants

To help participants understand what critical thinking is and how to apply the skills and strategies of critical thinking in a wide variety of settings.

To help participants develop the capability of helping others become better critical thinkers.

To understand how stress impairs one's ability to think critically and to use stress management to promote critical thinking.

REQUIRED TEXT:
Developing Minds. Edited by Arthur L. Costa. 3rd Edition. 2001. Publisher: ASCD (Association for Supervision and Curriculum Development)
The book can be ordered directly from the publisher.
Call 1-800-933-2723. Website: www.ascd.org. (A limited number of books are at the campus bookstore at UMASS, Boston if you happen to be in the area).
Note: The text will be supplemented by additional articles on the web. Specific articles are listed in the Expanded Course Outline.
Recommended but not required: Critical Thinking in Business by Bob Schoenberg. 2007 Publisher: Science & Humanities Press. Website: www.criticalthinkinginbusiness.com.

LIBRARY BARCODE:
Some reading assignments will be located in E-reserves at the UMB electronic library. Online students may access the UMB electronic library by means of a barcode. To obtain a barcode an online student must e-mail library.circulation@umb.edu and give:
- name as appears at registration
-semester and year
- course name and number
- student ID #
-e-mail address
You will receive an e-mail with barcode information. The barcode is good for the semester you are enrolled in an online UMB course.
The barcode enables you access e-reserves for his course, access electronic resources (books, articles, journals, etc) and e-mail the library with reference questions

COURSE REQUIREMENTS
ALL STUDENTS MUST HAVE A GMAIL ACCOUNT

20% Posting twice per week on the BLOG
10% Running the BLOG as a Team
15% Collaborative Assignments
20% Collaborative Project
15% Mini Research Project
5% Peer Review
15% Final Project/Paper   This will not be a collaborative effort.
(Guidelines for these assignments will be provided)

(Guidelines for these assignments will be provided).
Attendance at two online meetings is mandatory. Each meeting will count as one assignment.

Time Requirements – This course will require at least as much time as a regular face to face graduate course in Critical Thinking and probably more. However, you do not have to travel to the campus or hunt for a parking space or actually sit through a class. But, you do need to plan, accordingly.

A Typical Class - Each week there will be a new class posted. The "class" will consist of some statement(s) written by me usually focusing on a specific topic or theme and will have some activities and assignments for you to do. Much of the learning that will take place will be among each other as you will be working and collaborating with other participants in the class. You will need to check into the classroom at least once a week and Post on the **BLOG** once a week. You should check your email several times a week. Much more time will be spent communicating and collaborating with other participants in the course, particularly in regards to projects. You can check into the classroom and post messages any time of the day or night.

COLLABORATIVE NATURE:
This course is based upon collaborative learning. This means that you will be working together with other participants in this class. Using various technologies, including chat, message boards, email and collaborative files. You will actually have more contact with other participants in this class than you would in a regular face to face class. Much of the learning that will take place will occur as you collaborate and work with each other. My role is more of a facilitator, providing the structure and learning activities. As we embark upon this exciting endeavor in Distance Learning, I suspect that we will all learn from each other, myself included.
To encourage collaboration, each participant in the class will select a "buddy" about the second week of the course. You will be expected to contact each other once a week and/or more often as needed, using either email, chat or even Instant Messaging, or Wimba if you prefer. This is one of several ways that we will develop a sense of community and connection to each other. (Wimba is Live Voice Communication).

ADDITIONAL REQUIREMENTS:
All participants must have experience using the Internet and know some basic word processing skills. In addition, you will need to become familiar with WebCT - the software we use to run this course. Tutorials and a student handbook are available.. Go to http://www.lms.umb.edu. for more information.

Technical Specifications
PLEASE Check your browser as advised by Blackboard.
A 56k Internet Service Provider (ISP) is no longer recommended for connection optimization.
Consult with Tech Support for information about hardware and software requirements, specifically regarding Java software which you will need, or do a Browswer Check when you log into the course.
You may need to download the following software if you do not have it. All of these downloads are free.
Shockwave Player
This free software is required to utilize Chat
http://www.macromedia.com/software/shockwaveplayer
Real Player
This software may be required to view streaming media. Look for the free 'FREE Real Player' link.
http://www.real.com/realone
Adobe Acrobat Reader
Some course files may also require Adobe Acrobat Reader-(.PDF format)
http://www.adobe.com
Microsoft Office Viewers
Users that do not have MS Office installed on their machines will need to download MSWord Viewer (.DOC format), MSPowerPoint Viewer, MS Excel Viewer. (Look for free Microsoft Viewers)
http://www.microsoft.com/downloads

For more technical information or Tech Support email: bostonsupport@umb.edu
Registration Questions? Contact Kitty Galaitsis. Telephone 617-287-7910 or email katherine.galaitsis@umb.edu.
Academic Questions? Contact your instructor - Bob Schoenberg. Bobsch3@gmail.com

GRADES & EVALUATION:
The criteria used to evaluate your papers and projects will be contained in the guidelines which be provided to you. Written papers and other assignments turned in on time will automatically be given a grade of B, unless the assignment is really below par. Assignments which are not of this minimal standard will be returned to you as a "redo". If you "redo" the assignment, you will be guaranteed a higher grade on that assignment, but not necessarily an "A". If you choose not to do the assignment again, the current grade will stand. For example, if you receive the grade of a "B" and do not do the assignment again as a "redo", you will receive the grade of a "B" for that assignment.
Sometimes you will be given an opportunity to revise and resubmit an assignment. This doesn't mean that your work is unacceptable or that you did anything wrong (as in the case of a "redo"). It is an opportunity to do more in-depth, critical thinking . If you revise and resubmit, it will assure you of a higher grade. However, the emphasis must be on learning. This is a graduate course and it is expected that your work will be at least worthy of a B. To earn a higher grade than a B, you will need to revise and resubmit some assignments. You will **not** have the option to revise or redo the Final Paper or Final Project.

Grading: Grades in the graduate programs at UMass Boston can be A, A-, B+, B, B-, C+, C, or F. There is no A+ grade. Students must maintain a grade point average of B to remain in good standing and graduate. Grades of A, the highest allowable grade, are awarded for demonstration of superior and excellent work and are taken seriously by faculty. A's are not universally awarded.

Postings on theBLOG are graded as follows:
√ (check) = credit for Posting
√ - (check minus) = substandard
0 (zero) no credit (Late posting will receive a zero)
√ + (check plus) = exceeded requirements
You get extra credit for doing extra posts – provided they are of quality.

ABOUT LATE ASSIGNMENTS
Late posting to the BLOG will NOT be accepted due to the time-sensitive nature of these discussions.
Policy Regarding Late Classwork and Paper
The following policy applies only if you have turned in 2 late assignments or have an assignment that is outstanding for more than 10 days. If either of these conditions apply, future late class assignments will be accepted, but you will lose points for each day the assignment is late. For late papers/projects you will lose a 1/2 letter grade for each day the paper is late. Extension of deadlines will be provided for extenuating circumstance, on a case by case basis, solely at the discretion of the instructor. Turn assignment in on time and avoid the Late Policy.
Extra Credit - an optional extra credit assignment may be done with the instructor's approval.

AVAILABILITY of INSTRUCTOR:
I do not keep "virtual office hours". You can email me anytime of the day or night. However, I am NOT available on a 24 hour, 7 days a week basis. Usually, you can expect a reply to your email within 24 hours or less. If you have a general question, you should post it on the Frequently Asked Questions Page on my website. Otherwise, please do email me. I check my email, regularly and frequently. However, please be advised that I take one day off a week. From Friday evening until Saturday evening, I do not use my computer or check email. So, if you write to me late Friday afternoon, it's possible I won't respond to your message until Sat. night or even Sunday.

Rather than offer specific office hours, I prefer to work by appointments, realizing that many of you are

busy during the day. I am quite flexible and can often schedule evening and weekend appointments.(Appointments can consist of the use of the chatroom, Wimba). In addition to scheduled appointments and email, I will be hosting some chatroom discussions and discussions using Wimba (live voice communication) where anyone in the class will be able to "chat" with me - exact time to be announced. You'll actually have more access to talk with me than you would in a regular face-to-face classroom where instructors usually keep office hours during the day.

If you have an urgent problem or some type of an emergency, you can call me. However, such a phone call should really be reserved for an urgent matter or an emergency situation. If you know you will be away for a few days or you will be offline (computer failure) you would be well advised to call me and let me know. If I know you're having some sort of problem, I may be able to accommodate you
.
For technical problems with Blackboard/Vista, **always** contact Technical Support at: bostonsupport@umb.edu. You can call them 24/7 at 1-888-300-6920.

Chat with Instructor- I plan to have a chat with each of you at least once during the semester. This will probably take place in a restricted chat room or possibly with "live voice communication". You will need a microphone and need to download and test some software (Wimba) before we do this and/or Skype. The software is free. You may also use the chatroom of Blackboard.

Town Meeting - at least twice a semester, we will all get on line at the same time and using Wimba software (which is free), we will be able to talk to each other live, via a microphone and headset hooked up to your computer. If you have a web camera (optional), we will be able to see each other as well. (You will need to purchase a microphone and a headset to participate in this town meeting unless you already have such equipment). Most computers come with a built in mic and speakers. A headset is preferred as the sound quality is better. PLEASE test your equipment in advance of this.
Please note that our first "Town Meeting" using WIMBA software will take place during the 3rd week of classes. Wimba is Mac compatible! You will need to have access to a PC/Mac for the Wimba Meetings. A headset with mic attached is also necessary to participate in Wimba . (Wimba provides live voice communication via your computer. You will be able to talk with me and other students in the class, regardless of their physical location. This software is free for students of this course).

COMPONENTS of COURSE:
BLOG - You can post a message or respond to one. This is a threaded discussion. Whatever you say should reflect critical thinking. Use of BLOG is restricted to academic topics. "Flaming" or verbally attacking someone, is not allowed. While you certainly can disagree with someone, if you wish to have a personal discussion with someone, take it off line and either use email or the phone. Note that the Messages you post will be archived (saved).

Chat - Unlike the BLOG where you post a message, chat allows you to instantly type something and immediately, everyone in the chatroom will see your message and can instantly respond to it. Certain Chatroom discussions will be archived (saved).

Email is the primary way that we will communicate with each other. It is essential that we have each other's email addresses and that they are correct. **All Students are required to have a Gmail account**.

There may be other areas of the website made available for your use. In addition, you will be able to create your own personal blog as well.

Secured Website - Access to the Blackboad and my personal Website -   is restricted. Only people who are authorized and have a proper password will be allowed to enter. Students in other online classes will NOT have access to this site. The general public can NOT access this site, either. So, there is a degree of confidentiality.

It may be necessary to make some modifications to this syllabus as it is not possible to anticipate every situation that might arise. Distance Education, using a collaborative model, is an exciting development in education, especially with the technology we have available. I look forward to learning and working with you in what I consider to be a new frontier in education.

Bob Schoenberg

Critical Thinking CRTH601- Bob Schoenberg, Instructor

WK. 1 Introduction and Orientation'
- Write Bio-Sketch and post on Blog
- Become familiar with software
- Read Syllabus

WK. 2   What is Critical Thinking
- Review various definitions of Critical Thinking
- Pick a partner for Collaboration
- Collaborate and create a definition of critical thinking
- Post on Blog

Readings:

Scriven and Paul. "Defining Critical Thinking" (web article)
http://lonestar.texas.net/~mseifert/crit2.html

Paul. Foundation for Critical Thinking. "A Brief History of the Ideas of Critical Thinking" (web article) http://www.iac.edu.lv/kd/raksti/kd_vesture.doc

Ennis. (Criticalthinking.Net) http://www.criticalthinking.net

Arthur L. Costa and Robert J. Marzano, "Teaching the Language of Thinking" [DM, pp. 379-383]

Lauren B. Resnick, "Making America Smarter: The Real Goal of School Reform" [DM, pp. 3-6]
LeRoy Hay, "Thinking Skills for the Information Age" [DM, pp. 7-10]

Sheldon Berman, "Thinking in Context: Teaching for Open-mindedness and Critical Understanding" [DM, pp. 11-17]

John Edwards, "Learning and Thinking in the Workplace" [DM, pp 23-28]

Robert Ennis, "Goals for a Critical Thinking Curriculum and Its Assessment" [DM, pp. 44-46]

Dee Dickinson, "Thoughtful Parenting" [DM, pp. 101-105]

WK. 3 Assumptions and Frames of Reference
- Read the article "The Move"
- Collaborate on identifying assumptions and frames of reference
- Remember to post on the Blog
- Begin Class Project (collaboration)

Readings: (Note: these articles are short, well written)

Jonathan Baron, "Actively Open-minded Thinking" [DM, pp. 76-79]
Arthur L. Costa, "Habits of Mind" [DM, pp 80-86]
Jack Lochhead and Aleta Zietsman, "What is Problem Solving?" [DM, pp 54-57]
Robert J. Swartz, "Thinking about Decisions" [DM, pp. 58-66]
Robin Fogarty, "Our Changing Perspective of Intelligence: Master Architects of the Intellect" [DM, pp. 144-149]

Daniel Kies, Dept of English, College of Dupage, The HypertextBooks:
http://papyr.com/hypertextbooks/comp2/assume.htm (Assumptions)

Schoenberg - see brief writing (Assummptions) attached at the end of this page.

The following article on **Frames of Reference** can be view as an HTML page or as a Powerpoint Presentation - Linda Bahn et al.

　　　http://74.125.95.132/search?q=cache:-
t5sHQhNnTEJ:www.palomar.edu/reading/Thomsons120/Frame%2520of%2520Reference%2520
Pres.PPT+frames+of+reference+and+critical+thinking&cd=5&hl=en&ct=clnk&gl=us

WK 4 Metacognition and Fallacies
 • Attempt to solve the "Purpose Face" Problem *collaboratively*
 • Post to the Blog
 • Continue Class Project

　　Readings:

Jonathan Baron, "Actively Open-minded Thinking" [DM, pp. 76-79]
Arthur L. Costa, "Habits of Mind" [DM, pp 80-86]
Jack Lochhead and Aleta Zietsman, "What is Problem Solving?" [DM, pp 54-57]
Robert J. Swartz, "Thinking about Decisions" [DM, pp. 58-66]
Robin Fogarty, "Our Changing Perspective of Intelligence: Master Architects of the Intellect" [DM, pp. 144-149]

Web Article - Jennifer A. Livingston. "Metacognition: An Overview"
http://www.gse.buffalo.edu/fas/shuell/CEP564/Metacog.htm

Web Article "Common Fallacies"
http://www.philosophy.ilstu.edu/ljwaggl/phil238/Common%20Fallacies.pdf

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Critical Thinking CRTH 601 - Bob Schoenberg, Instructor – Weeks 5-8

WK 5 Critical Thinking and Stress
 • Read article on "Stress and Distress
 • Do 1st Exercise
 • Do 2nd Exercise *collaboratively*
 • Remember to Post on the Blog
 • Being 2nd phase of Class Project

　　Readings:
R. Schoenberg. "Management of Feelings" pp. 31-36. E-Reserves (You may need to scroll down a bit to find the beginning of this section). See FAQ for info on how to access E-Reserves.

Thomas Sargent, The Behavioral and Medical Effects of Stress. [Summary of the "Seven Sequences of a Feeling"] Attached File (scroll)
Douglas F. Brenner and Sandra Parks, "Cultural Influences on Critical Thinking and Problem Solving" [DM, pp. 216-221]

Ruby K. Payne, "Thinking in a Culture of Poverty" [DM, pp. 229-233]
Stress Management Article - "PHYSIOLOGY OF THE STRESS RESPONSE"
http://www.managingstress.com/articles/physiology.htm
　　Stress Management for Patient and Physician (some good techniques discussed)
　　http://www.mentalhealth.com/mag1/p51-str.html#Head_

WK. 6 **Strong Sense Critical Thinking and Infusion**

- Posting to the BLOG http://ctbobsch.blogspot.com - Comment on Richard Paul's Strong Sense Thinking OR Jerry Fluellen's Article (Choose One).
- Collaborative Assignment - Critical Thinking in the "Strong Sense"
- Continue with Phase 2 of the Class Project.

Readings:

Richard Paul, "Dialogical and Dialectical Thinking"
[DM, pp. 427-436];

Robert J. Swartz, "In the Grips of Emotion [DM, pp. 164169]; (continuing on last week's theme)

Select one of the essays in Section VII ("Teaching in
School Subjects") in Developing Minds Geoffrey Caine and Renate Nummela Caine,
"Capitalizing on the Invisible Dimension of Organizational Learning" [DM, pp. 96-100]

Richard Paul, *Strong Sense Critical Thinking.* **Scroll down to bottom of page to view this article.**

Jerry Fluellen - "Unpacking Richard Paul's Strong Sense Critical Thinking" (scroll down to page 4 in the following document):

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/79 /18.pdf

WK 8 Fairmindedness and Ethical

- Review some of the "tests" for ethical reasoning. Note that Ethical Reasoning includes several critical thinking skills.
- Read the notice by Fidelity
     a. decide what the issue really is
     b. decide how you think the Board should have voted

- Collaborate with your partner and determine if you agree or disagree with the Board's decision. Use some Fairmindedness and try to view the opposing point of view. Provide a brief statement collaboratively. Note that you and your partner do NOT have to agree with each other.
- Post to Blog
- Continue Class Project

<div align="center">

Critical Thinking – Lessons 9 –13

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Session Nine -**Causal Reasoning and Constructivism**

- Provide an example of Causal Reasoning. Discuss why it might be helpful to use other critical thinking skills (Collaborative Assignment)
- Reflection Paper – 1-2 pages reflecting on how you use critical thinking
- Finish Class Project
- Post to the Blog

READINGS:

Owen Gingerich, "The Galileo Affair" (E Reserves)

Douglas MacEachin, "Biases in Perception of Cause and Effect" The CIA. (Find out what the CIA is doing about Critical Thinking) [Douglas MacEachin is a former CIA Deputy Director of Intelligence. After 32 years with the Agency, he retired in 1997 and became a Senior Fellow at Harvard University's John F. Kennedy School of Government].

The CIA no longer makes this article available, but you can still get it by going to: https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/art14.html

Jacqueline Grennon Brooks and Martin G. Brooks, "Becoming a Constructivist Teacher" [DM, pp. 150-157];

David Perkins, "The Social Side of Thinking" [DM, pp. 158-163]

David Perkins, "Thinking for Understanding" [DM, pp. 446-450]

Barbara Z. Presseisen, "Thinking Skills: Meanings and Models Revisited" [DM, pp. 47-53]

Sloman et at. http://else.econ.ucl.ac.uk/papers/uploaded/199.pdf (copy and paste this address into your browser.

Cause and Effect. A Mini Lesson by Diana Dell, Ed.S.   http://mrsdell.org/causeandeffect/

Session Ten – Problem Based Learning

- Read two articles - Problem Based Learning http://www.udel.edu/pbl/dancase3.html and Hot Headed Moles in Antarctica http://www.udel.edu/pbl/hotheads.html. Follow format given at end of 2nd article and collaborate.
- Post on the Blog
- Submit idea for Final Assignment

Readings:

Illinois Mathematics and Science Academy http://pbln.imsa.edu/model/template/.

John Barell, Cheryl Hopper, and Ann White, "Big Rocks and Powerful Kingdoms: Problem-based Learning in Science and Social Studies" [DM, pp. 256-261]

Robert J. Sternberg, "Teaching Problem Solving as a Way of Life" [DM, pp. 451-454]

John Barrell, "Designing the Invitational Environment" [DM, pp. 106-110]

Douglas F. Brenner and Sandra Parks, "Cultural Influences on Critical Thinking and Problem Solving" [DM, pp. 216-221]

Arthur L. Costa, "Mediative Environments" [DM, pp.135-140]

Rheem. Problem Based Learning, http://www.ntlf.com/html/pi/9812/pbl_1.htm

Session Eleven - Transfer & Critical Thinking in Education, Business and Other Professions

- Find some examples of other professions that use Critical Thinking (Collaborative Assignment)
- Post to Blog
- Submit description of Final Paper or Project

READINGS:

Arthur Costa, "Teaching For, Of, and About Thinking" [DM, pp. 354- 358]

David Perkins and Gavriel Salomon, "Teaching for Transfer" [DM, pp. 370-378]

Barry K. Beyer, "Practical Strategies for Direct Instruction in Thinking Skills" [DM, pp. 393-400]

David S. Martin, "For Administrators: Keeping the Focus" [DM, pp. 123-125]

Laura Lipton and Bruce Wellman, "From Staff Development to
Professional Development: Supporting Thoughtful Adults for Thinking Schools" [DM, pp. 118-122]

Lesson Twelve – Critical and Creative Thinking - Assessments

Some sample questions from the Watson Glaser Critical Thinking Appraisal;
http://www.inc.com/magazine/20060801/hiring-sample-test.html.

The Torance Test measures creativity. Look at this one as well and note what they focus upon for creative thinking. http://www.indiana.edu/~bobweb/Handout/cretv_6.html
http://www.ststesting.com/2005giftttct.html

from ERIC -
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/37/2f/7b.pdf
Chose One of the following to do with your partner for collaboration.

- Discuss with your partner topics covered by the Watson Glaser Critical Thinking Appraisal and compare that to the topics covered in this graduate course.
- Discuss the topics covered in the Torrance Creativity Test.. Based upon your understanding of creativity, do you think this test really measures creativity.Provide other comments and back them up with reasons.
- Post to the Blog

Readings:

Alec Fisher, "Assessing Thinking Skills" [DM, pp. 541-545]

Barry K. Beyer, "A Format for Assessing Thinking Skills [DM, pp. 533- 540]

Monty Neill, "State Exams Flunk Test of Quality Thinking" [DM, pp. 511-516]Elliott Asp, "To Think or Not to Think: Thinking as Measured on State and National Assessments" [DM, pp. 497-510]

Arthur L. Costa and Bena Kallick, "Building a System for Assessing   Thinking" [DM, pp. 517-524

Monty Neill, "State Exams Flunk Test of Quality Thinking" [DM, pp. 511-516]

Assessing Critical Thinking. Barry S. Stein, Ada F. Haynes, and Jenny Unterstein. Tennessee Technological University

 http://iweb.tntech.edu/cti/SACS%20presentation%20paper.pdf

Session Thirteen – Assessment

- Reflect about the course. What were some high points?   How have you been able to use what you have learned from this course? (non collaboratively)
- Post on the Blog
- Submit Final Assignment within a week.

READINGS:

Elliott Asp, "To Think or Not to Think: Thinking as Measured on State and National Assessments" [DM, pp. 497-510]

Monty Neill, "State Exams Flunk Test of Quality Thinking" [DM, pp. 511-516]

Arthur L. Costa and Bena Kallick, "Building a System for Assessing   Thinking" [DM, pp. 517-524]

Robert Stone, "How Teachers Can Assess the Thinking
Skills They Are Teaching" [DM, pp. 525-527]

Kay Burke, "Performances to Assess Standards and Intellectual Growth [DM, pp. 528-532]

Paul, Richard - Critical Thinking Assessment.
http://www.criticalthinking.org/resources/assessment/index.cfm

Alec Fisher, "Assessing Thinking Skills" [DM, pp. 541-545]

University of Massachusetts at Boston
College of Education and Human Development
(formerly the Graduate College of Education)
Critical and Creative Thinking Program

Critical Thinking

CrCrTh 601
Summer 2010 Syllabus

July 19-August 5, 2010, 1:00pm-4:00pm, Monday through Thursday.
Wheatley Hall, Room W-1-019

Instructor: Jeremy Szteiter, Critical & Creative Thinking Program
Email: Jeremy.Szteiter@umb.edu
Phone: (781) 696-4898
Office: Wheatley 2nd floor, room 157
Office hours: Mondays, Wednesdays 11:00-12:00 or by appt.

Course description and overview

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

SECTIONS TO FOLLOW IN SYLLABUS

Course Objectives
Texts and Materials
Requirements
Schedule of Classes

COURSE OBJECTIVES

(1) To develop further the critical thinking skills and dispositions of the course participants, and in particular, to make connections between critical thinking and your own practices in life and work.

(2) To help participants understand what critical thinking is and how to apply the skills and strategies of critical thinking in a wide variety of settings, while appreciating a variety of ways of understanding .

(3) To help participants develop the capability of helping others become better critical thinkers in a wide variety of settings, while modeling a supportive critical thinking community through our in-class experience.

TEXTS AND MATERIALS

Required Texts:

- Shari Tishman, David N. Perkins, and Eileen Jay, The Thinking Classroom: Learning and Teaching in a Culture of Thinking (Boston: Allyn and Bacon, 1995) Arthur L. Costa (ed.)
- Developing Minds: A Resource Book for Teaching Thinking, 3rd edition (Alexandria, VA: ASCD, 2001)

  Some additional required readings will be distributed in class.

REQUIREMENTS

1) Active participation in class, including completing assigned readings between classes, being engaged with in-class activities, and participating in discussion. Readings will be assigned for each day of class. [15%]

2) Micro-journal of critical thinking observations, questions, and ideas based on daily life and work. [10%] (Due Thursday, August 5th - the last day of the course)

3) Three written Reflection Papers (about 700-800 words each) on readings and issues discussed in class. [25%] (due on the Monday following each of the three weeks - July 26th, August 2nd, August 9th)

4) Small group project: As part of a small group, you will design and conduct an in-class learning experience that reflects and applies your developing understanding of critical thinking. [10%] (to be discussed at the end of the first week and presented to the rest of the class during the third week)

5) Critical Thinking Manifesto: (no more than 2 pages) synthesizing your view of ideas about critical thinking. [10%] (Due Thursday, August 5th)

6) Final paper (about 2000 words, plus references as needed). [30%] (Due Friday, August 13th, with a proposal paragraph due Monday, August 2nd)

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in their personal files.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts. A more detailed list of reading assignments will be distributed by the start of the course.

SCHEDULE of CLASSES

General schedule: Classes held on the UMass-Boston campus, Wheatley Hall room W-1-019 (first floor just off of the main lobby). July 19-August 5, Mondays through Thursdays, 1:00-4:00pm. We'll have a short break in the middle of each class session.

WEEK 1: CRITICAL THINKING CONCEPTS

Readings from the 2 required texts, along with some others to be handed out in class, will be assigned for each day of class. Amount of reading will not increase from the schedule shown below, although some required readings may be substituted for others listed here depending upon interests and directions of the class.

1) Monday, July 19th:
What is Critical Thinking? Introductions, orientation to the course, and an exploration of what critical thinking is, what critical thinkers do, and the development of a perspective on critical thinking for one's own practice.

- Brookfield, "What It Means to Think Critically" (from "Developing Critical Thinkers")
- Kida, "Introduction: A Six Pack of Problems" (from "Don't Believe Everything You Think: The 6 Basic Mistakes We Make in Thinking")

2) Tuesday, July 20th:
The language and culture of critical thinking. Dimensions of critical thinking and the idea of enculturating critical thinking in schools, workplaces, and lives.

Readings:

- Tishman et al., pp. 1-15 (Chapter 1 "Introduction" & Chapter 2 "The Language of Thinking") [*optional: skim pp. 17-36 (Chapter 3) for more examples*]
- DM, pp. 7-10 (Hay, "Thinking Skills for the Information Age")
- DM, pp. 11-17 (Berman, "Thinking in Context: Teaching for Open-Mindedness and Critical Understanding")
- DM, pp. 216-221 (Brenner & Perks, "Cultural Influences on Critical Thinking and Problem Solving")
- DM, pp. 379-383 (Costa & Marzano, "Teaching the Language of Thinking")

3) Wednesday, July 21st:
Developing critical thinking skills and dispositions. Ways that we as learners, can develop our critical thinking dispositions, and establish environments that promote critical thinking.

- Tishman et al., pp. 37-44 (Chapter 4 "Thinking Dispositions") [*optional: skim pp. 45-64 (Chapter 5) for examples*]
- DM, pp. 72-75 (Tishman, "Added Value: A Dispositional Perspective on Thinking")
- DM, pp. 76-79 (Baron, "Actively Open-Minded Thinking")
- DM, pp. 80-86 (Costa, "Habits of Mind")
- DM, pp. 106-110 (Barell, "Designing the Invitational Environment")
- DM, pp. 135-141 (Costa, "Mediative Environments")
- DM, pp. 158-163 (Perkins, "The Social Side of Thinking")

4) Thursday, July 22nd:
Applying and assessing critical thinking. Metacognition as a way of thinking about thinking. Frames of reference.

- Tishman et al., pp. 65-72 (Chapter 6 "Mental Management") [*optional: skim pp. 73-96 (Chapter 7) for examples*]
- DM, pp. 497-510 (Asp, "To Think or Not to Think...")

- DM, pp. 517-524 (Costa & Kallick, "Building a System for Assessing Thinking")
- DM, pp. 533-540 (Beyer, "A Format for Assessing Thinking Skills")
- DM, pp. 541-546 (Fisher, "Assessing Thinking Skills")
- DM, pp. 408-412 (Costa, "Mediating the Metacognitive")

WEEK 2: METHODS AND TOOLS OF CRITICAL THINKING

5) Monday, July 26th:
Multiple perspectives and strong-sense critical thinking. Dialogical and dialectical thinking and discussion.

- Tishman et al., pp. 97-104 (Chapter 8 "The Strategic Spirit") [*optional: skim pp. 105-124 (Chapter 9) for examples*]
- DM, pp. 427-436 (Paul, "Dialogical and Dialectical Thinking")
- Paul, "Teaching Critical Thinking in the Strong Sense: A Focus on Self-Deception, World Views, and a Dialectical Mode of Analysis" (*handout*)

6) Tuesday, July 27th:
Methodological believing and doubting as part of critical thinking. Higher-order knowledge and teaching for transfer of thinking skills.

- Elbow, "The Believing Game - Methodological Believing" (*handout*)
- Tishman et al., pp. 125-132 (Chapter 10 "Higher Order Knowledge") [*optional: skim pp. 133-154 (Chapter 11) for examples*]
- Tishman et al., pp. 155-162 (Chapter 12 "Teaching for Transfer") [*optional: skim pp. 163-184 (Chapter 13) for examples*]
- DM, pp. 370-378 (Perkins & Salomon, "Teaching for Transfer")

7) Wednesday, July 28th:
Listening, empathy, and voice. Socratic inquiry.

- Gallo, "Educating for Empathy, Reason, and Imagination" (*handout*)
- DM, pp. 455-458 (Johnson, D & Johnson, R, "Cooperation and Conflict: Effects on Cognition and Metacognition")
- DM, pp. 459-465 (Jackson, "The Art and Craft of 'Gently Socratic' Inquiry)
- DM, pp. 164-169 (Swartz, "In the Grips of Emotion")

8) Thursday, July 29th:
Thinking through writing, and more on the teaching of thinking.

- Elbow, "Teaching Two Kinds of Thinking by Teaching Writing" (*handout*)
- DM, pp. 35-40 (Beyer, "Teaching Thinking Skills - Defining the Problem")
- DM, pp. 248-252 (Beyer, "Developing a Scope and Sequence for Thinking Skills Instruction")
- DM, pp. 253-255 (Kallick & Leibowitz, "Teacher as a 'Thought-Full' Designer")
- DM, pp. 354-358 (Costa, "Teaching For, Of, and About Thinking")
- Choose 1 of these 3:
    - DM, pp. 266-274 (Swartz, "Infusing Critical and Creative Thinking into Content Instruction")
    - DM, pp. 275-283 (Beyer, "What Research Says about Teaching Thinking Skills")
    - DM, pp. 393-400 (Beyer, "Practical Strategies for Direct Instruction in Thinking Skills")

- *OPTIONAL: DM, pp. 359-369 (Costa, "Teaching Behaviors that Enable Student Thinking")*
- *OPTIONAL: DM, pp. 401-407 (Hyerle, "Visual Tools for Mapping Minds")*
- *OPTIONAL: DM, pp. 298-302 (Whimbey et al., "What is Write for Thinking")*

WEEK 3: CRITICAL THINKING IN PRACTICE

9) Monday, August 2nd:
Domain-specific critical thinking.

- DM, any 3 articles from Section VII ("Thinking in School Subjects")
- DM, any 1 article from Section X ("Teaching Thinking Through Technology")
- DM, pp. 54-57 (Lochhead & Zietsman, "What is Problem Solving?")
- DM, pp. 58-66 (Swartz, "Thinking About Decisions")

10) Tuesday, August 3rd:
Multiple intelligences and thinking styles.

- DM, pp. 144-149 (Fogarty, "Our Changing Perspective of Intelligence: Master Architects of the Intellect")
- DM, pp. 192-196 (Lozano, "A Survey of Thinking and Learning Styles")
- DM, pp. 197-201 (Sternberg, "Thinking Skills")
- DM, pp. 202-210 (Lazear, "Teaching For, With, and About Multiple Intelligences")
- Choose 2 of these 3:
  - DM, pp. 442-445 (Treffinger & Isaksen, "Teaching for Creative Learning and Problem Solving")
  - DM, pp. 446-450 (Perkins, "Thinking for Understanding")
  - DM, pp. 451-454 (Sternberg, "Teaching Problem Solving as a Way of Life")

11) Wednesday, August 4th:
Critical thinking and gender. Critical thinking in social contexts.

- Phelan & Garrison, "Toward a Gender-Sensitive Ideal of Critical Thinking: A Feminist Poetic" (*handout*)
- DM, pp. 101-105 (Dickinson, "Thoughtful Parenting")
- DM, pp. 158-163 (Perkins, "The Social Side of Thinking")
- DM, pp. 229-233 (Payne, "Thinking in a Culture of Poverty")

12) Thursday, August 5th:
Course review. Final reflections, recent developments, and future directions.

DESCRIPTIONS OF ASSIGNMENTS, SCHEDULE, AND GRADING

Class Participation (3 points per day x 12 days, + 9 points for general class contribution = 45 total points)

Students are expected to attend class each day and participate in discussions and activities, having read the assigned readings for that day. Please read all items under each class session unless indicated as optional.

Micro-Journal (2 points per item x 15 items = 30 total points)

Over the 3 weeks of the course, keep a list of observations that relate to critical thinking (at least 15 separate entries). Each observation should refer to some situation that you have encountered in professional or personal life, where either some aspect of critical thinking is *demonstrated well* or some aspect of critical thinking is *needed* to improve the situation. Each observation should be only a few sentences - enough to explain the situation

briefly (without naming individuals) and establish the link to critical thinking. Also, these should be situations that you encounter personally ("I found a new way to avoid traffic when I recognized my assumption that...") rather than more global situations ("There was another failed attempt at stopping the oil pipeline leak...").

Reflection Papers (25 points per paper x 3 papers = 75 total points)

Length: 700-800 words each

Each reflection paper is a way for you to examine and present your thoughts on each week of the course, with respect to some of the following questions:

- What has been particularly meaningful or helpful to you? What challenged you? What insights are most important?
- What remaining questions do you have?
- What connections do you see between different ideas presented in the course?
- What connections have you found between the ideas from the course and your own work and life?

Group Project (30 total points)

The group project will be discussed after the first week of the course, and additional details will be provided. This will involve the design of a short activity that can be shared with the others in class and makes use of a concept of critical thinking.

Credit for this project will depend upon a few items:

1. the group will collectively choose an idea to use as a focus for the project and develop a brief written description
2. the group will present an activity to the others in class by the third week of the course (to be presented by Tuesday, August 3rd)
3. each member of the group will individually write a short description of the thinking processes involved in this project (referring to both the nature of working together on this project, and the nature of the concept being examined) (about 200 words)

Critical Thinking Manifesto (30 total points)

Length: up to 2 pages

In the context of our course, a manifesto is a very brief synthesis of elements related to critical thinking that are organized to give you some orientation to critical thinking as you move beyond the course. This can involve the range of perspectives on critical thinking that you have learned in the course along with your own developing idea of what critical thinking means. You might have a sense of many layers of critical thinking and "orders of magnitude", from the everyday specific situations to the broader ideas surrounding thinking of cultures. Don't try to cover all of this; instead, find the "center of gravity" of critical thinking for you - something that represents your current worldview of critical thinking, and the area of focus that has the most meaning for you now and can be a foundation for how you explore critical thinking later.

Final Paper (10 points for proposal + 80 points for completed work = 90 total points)

Length: about 2000 words (this might vary depending upon the nature of the work)

Your final paper (or alternate project as listed below) is a way for you to make a deeper exploration of some connection between critical thinking and another area. This might be something related to your personal or professional life or an area of interest or concern about the world. You might be addressing some of these questions:

- Why am I interested in connecting critical thinking to this topic?
- Who would benefit from understanding and using these connections, besides myself?
- How do the critical thinking concepts from class apply to this topic?
- What are examples of how critical thinking is present or absent from more specific areas within my topic?
- What does it mean to be a "critical thinking practitioner" within this topic?
- What problems might be addressed if critical thinking was to be more effectively applied?
- What am I going to do about this, now that I have further explored a wider range of perspectives on critical thinking?

Alternate projects:

Although some writing is necessary to explain your conclusions and insights about connecting critical thinking to your topic, the paper does not need to be a straightforward research paper or an essay, although you may certainly work with these formats. You may also think about other formats:

- a multimedia project
- an exhibition of materials
- a curriculum
- or others that come to mind

You will have a chance to think this through further by the time that you submit your initial proposal. Because of the intensive schedule and short timing of this course, you may have to scale what you do to the time allowed.

GRADING

You are welcome to submit any assignment early for feedback on a draft before the due date. Due dates refer to the end of the day indicated. You may submit assignments on paper during class or over email.

Late assignment policy: Assignments turned in after the due date and up to two days late will receive %50 credit. After two days, no credit will be given.

Assignment	Due Date	Total Points
Reflection Paper 1	7/26/10	25
Final Paper proposal	7/29/10	10
Reflection Paper 2	8/2/10	25
Group Project presented	8/3/10	20
Micro-journal	8/5/10	30
Group Project write-up	8/5/10	10
Manifesto	8/5/10	30
Reflection Paper 3	8/9/10	25
Final Paper completed	8/13/10	80

Class Participation	each class session	45
TOTALS		300

Final grade: Add up your total points, and divide by 3. The following scale shows the final letter grade:

93-100 = A
87-92 = A-
83-86 = B+
76-82 = B
72-75 = B-
69-71 = C+
65-68 = C

CCT 602: CREATIVE THINKING SYLLABUS -Fall 2008

Dr. Nina Greenwald
Office: W-2-142-10; Office Hours: Tues. 2-3:30 (or by appointment)
(617) 287-6523 (nlgreenwald@comcast.net)

Course Objectives:
At the conclusion of the course, each student should be able to demonstrate:

- An increased <u>understanding of the creative person</u>, the <u>creative process</u> (within the context of normal cognitive processing), and the techniques for enhancing creative functioning.
- Increased self-actualization and skill in creative thinking (sensitivity to problems, fluency, flexibility, originality, and elaboration through visual and verbal exercises).
- Increased knowledge of the application of the concepts and the development of lesson plans and/or scholarly papers.

> Authentic thinking, thinking that is concerned about reality, does not place in ivory tower isolation, but only in communication. Without dialogue there is no communication, and without communication there can be no true education.
> --Paulo Freire, Pedagogy of the Oppressed

Course Requirements:
1. <u>ALL READINGS AND ASSIGNMENTS DONE ON TIME</u>

This permits informed, active participation in class exercises and discussions
 -- a **key** part of the course.

2. <u>JOURNAL KEEPING: NOTEBOOK OF THE MIND</u>

The goal of this journal is to document the unfolding of your own experiences and growth in the course. It should offer you a record of the changes in your thinking, actions, and attitudes. It should include comments on, and connections between the readings, class events and outside experiences.

a. Make a journal entry each week. Hand in first journal entry Week 2 so we can provide you feedback on this type of assignment.

b. Creativity Class "scrapbook" contribution - to facilitate your memory of and transfer of learning to of key course concepts, please select an item to include in your weekly journal (re: creativity, from newspapers, magazines, (e.g., cartoons, news articles, brief essay)

3. <u>TWO REFLECTIVE ESSAYS</u>

Reflections on your progress: twice during the semester (due Week 8 and Week 14) review journal entries to date. Write a 1-2 page essay summarizing commenting on your change and progress. Identify factors that contributed, patterns of development, emergent goals, interests.

4. <u>BRIEF EXERCISES</u>

A short exercise or two may be assigned each week, except for weeks when other assignments are due. Exercises will be distributed weekly.
(see "Weekly Exercises and Assignments Due")

5. <u>AN IN-DEPTH STUDY OF ONE LIFE</u>

Identify a person about whom you want to know more. Read an autobiography, biography, letters, and/or journal of that person. Report on your learning in two ways:

a.   AN IN-ROLE BIOGRAPHY PRESENTATION, with accompanying fact sheet (details to be discussed in class).
b.   AN ESSAY (5-6 pages) addressing specific questions about your person

6. <u>A FINAL PROJECT -</u> a self-selected activity of one of the following:
 (see "Final Paper Assignments" & Possible Topics for Research Papers)
 This may be:

a. a curriculum unit (5-10 lessons); **b.** a materials evaluation paper **c.** a research paper (approx. 10 pages); **d.** an expressive project e. self- designed project (see Nina for approval)

Required Texts:

1. Greenwald, Nina (ed.) <u>Readings in Creative Thinking</u> (special set for class 2002)
2. Shekerjian, Denise. <u>Uncommon Genius</u>, Viking Penguin, 1990.
3. Cameron, J. <u>The Artist's Way</u> (optional)

CCT 602 Creative Thinking, Fall 2008: Topics and Readings

<u>Week</u>   <u>**Topics, Readings and Major Assignment Due**</u>

1- Sept. 2   **Of Course, Your Creative!**
                              1) Introduction and Course overview.
                              2)
                              3) 2- Sept. 9 **Historical Background, Different Approaches, their strengths
                                  and weaknesses**
                              4) <u>Sternberg R. J.& Lubart T.I.</u> The Concept of Creativity: Prospects and
                                  Paradigms. In *Handbook of Creativity*, Sternberg R. J. (ed.), Cambridge
                                  Univ. Press. 1999.
                              5) <u>Albert, R. S. & Runco</u>, *M. A*. A History of Research on Creativity. In
                                  Handbook 1999.

3- Sept. 16   **Promoting and Inhibiting Creativity.**
                              1) <u>Nickerson, R. S</u>. Enhancing Creativity in *Handbook* , 1999.
                              2) <u>Davis, G. A</u>. Barriers, blocks, and squelchers: why we are not more
                                  creative, 1992, ch.2 in <u>Creativity is Forever.</u>

4- Sept. 23   **Creative Persons: Socio-Cultural Influences.**
                              1) <u>Lubart, T. I</u>. Creativity Across Cultures in *Handbook*, 1999.
                              2) <u>Bond, S. J.</u> "How Social Conditions Affect Creativity" in Hayes, *The
                                  Complete Problem Solver*, pg. 301-339, 1990
                              3) <u>Sherkerjian, D</u>. Uncommon Genius, 1990, Part. I. Pg.1-79.
                              4) <u>Powell, M. C</u>. On Creativity and Social Change, in *The Journal of Creative
                                  Behavior*, 1994.

5- Sept. 30   **Creative Persons: Methods of Study.**
                              1) <u>Csikszentmihalyi, M</u>. Implications of a Systems Perspective for the Study of
                              Creativity. In <u>Handbook</u>,1999.
                              2) <u>Sherkerjian, D.</u> *Uncommon Genius*, 1990, Part 1I. Pg. 83-177.

6- Oct. *7*   **Creative Persons: Thinking Styles and Strategies.**
                              A Panel of Creative Guests!
                               1) <u>John-Steiner. V</u>. Visual Thinking and the Languages of Emotion Ch. 4 in
                              The Notebooks of the Mind. 1986.
                              2) <u>Lazar, D</u>. *Seven Ways of Knowing: Understanding Multiple Intelligence*, 2nd. Ed.,
                                  1991, Pg. ix-xxii, 171-174, 197-204.
                              3) <u>Sherkerjian,</u> D. Part III. Pg. 181-224

7- Oct. 14   **The Creative Process. Experimental Studies and Theories**.
                              1)   <u>Dominowski, R. L</u>. "Productive Problem Solving", 1995,
                                  Chap. 4 in *The Creative Cognition Approach.* 1995

Ward, T. B., Smith, S.M. & Finke, R. A., Creative Cognition, in *Handbook,* 1999.

2) Amabile, T. "The Social Psychology of Creativity: A Componential Conceptualization*," The Journal of Personality and Social Psychology,* 1983, pg. 357-376.

3) Schwartz, S. H., A program in General Heuristics for Problem Solving. In *Proceedings of the 2ⁿᵈ Annual National Conference on Problem Solving Across the Curriculum,* 1992, pp. 97-107.

8- Oct. 21   **The Creative Process and Creative Problem Solving (cont.)**
1) Baer, J. Point and Counterpoint: The Reason for Domain Specificity of Creativity. *Creativity Research Journal,* 1998.
2) Brophy, D. R. Understanding, Measuring, Enhancing Individual Creative Problem-Solving Efforts. *Creativity Research Journal,* 1998.
3) Weisberg, R. W. Creativity and Knowledge: A challenge to Theories   in *Handbook,* 1999.
• ***First Reflective Essay Due -*** (Attach weekly entries for weeks 1-7)

9- Oct. 28   **Creative Persons Across Domains.**
Self- Selective Biographical Presentations – Part 1.

10- Nov. 4   **Creative Persons Across Domains.**
Self- Selective Biographical Presentations – Part 2.
Biographical Paper Due.

11- Nov. 11   **Veteran's Day holiday (no class)**

12- Nov. 18   **The Evaluation of Creativity and its relation to Intelligence**
1)   Davis, G. A. Creativity Tests, ch. 8. In *Creativity is Forever.*
2) Plucker, J. Is the Proof in the Pudding? Reanalysis of Torrance's (1958-Present) Longitudinal Data. *Creativity Research Journal,* 1999
3)   Sternberg, R. J. & O'Hara L. A. Creativity and Intelligence in *Handbook,* 1999.
Thanksgiving Break (Nov. 19-23)

13- Nov. 25-
Dec. 2   **The Evaluation of Creativity and its relation to Intelligence**
1) *Davis, G. A. Creativity Tests, ch. 8. In *Creativity is Forever.*
2)   * Plucker, J. Is the Proof in the Pudding? 3) Reanalysis of Torrance's (1958-Present) Longitudinal Data. *Creativity Research Journal,* 1999
3) *Sternberg, R. J. & O'Hara L. A. Creativity and Intelligence in *Handbook,* 1999. ***Begin Small Group Invention Project***

Creativity in Education.

* <u>Greenwald. N. L.</u> Swimming Against the Tide: The Creative Child as   a late Bloomer, in Lynch, M. D., & Harris C. R. (Eds*.) Fostering Creativity in children, K-8.* Allyn and Bacon, 2000.

2) * <u>Feldhusen, J. & Treffinger, D</u>. "Methods of Teaching Creativity and Problem Solving" and "How to get a Project Started in Your Classroom," Ch. 4,5 in <u>*Creative Thinking and Problem Solving in Gifted Education 3ᵈ*</u>. (Eds.) 1985.

3) <u>Edwards, S</u>. The Technology Paradox: Efficiency vs. Creativity. *Creativity Research Journal*, 1999.

4) * <u>Greenwald, N. L</u>. Songs the Dinosaurs Sang in *Gifted Child Today*,   1998.

14- Dec. 9   **Creativity in Organizational Settings, Motivation.**

1) <u>Williams, W. M. & Yang, L. T.</u> Organizational Creativity in *Handbook,* 1999

2) <u>Service, R. & Boockholdt</u>. Factors leading to Innovation: A study of Manager's Perspectives. *Creativity Research Journal,* 1998

3) <u>Jung, D</u>. Transformational and Transactional Leadership and their effects on Creativity in groups. *Creativity Research Journal 2001.*
<u>***Second Reflective Essay Due***</u> - (Attach weekly entries 8-13).

Invention Presentations by Small Groups

Monday Dec. 14   <u>***FINAL PAPER DUE.***</u>

CCT 602   FALL 2008 WEEKLY EXERCISES AND ASSIGNMENTS DUE

These are designed to enhance your creativity and learning, and to provide us with important feedback on your thinking. These assignments, while not graded, are required and a vital part of your participation in this class. They are due on the weeks indicated and will often be discussed in class that week.

Week 1   1) Creativity Definition
                        2) Junky ideas exercise
                        3) Make 3 wishes and 3 predictions regarding your creative development over
                        the next 13 weeks. Be optimistic! Expect wonders!
                        4) initial personal assessments

Week 2   1. **Journal Entry**
                        Do weekly. Submit your first entry for feedback September 19. In these brief
                        weekly entries you are asked to comment on readings and make connections to
                        class events & life experiences. Remember this is an <u>ongoing assignment</u>. You
                        need to <u>keep up with the readings, reflect</u> and do your journal entry each week.
                        2. **Problem Solving Paradigms** – Four fun Challenges!
                                            3. **Make a Wish!**

Week 3   1. Drawing on the Right Side of the Brain: enhancing creativity; reflections on
                        the process

Week 4   1. Idea generating techniques
                        2. Film on socio-cultural factors
                        3. "Debate"

Week 5   1. A personal problem/challenge/opportunity to work on: in a paragraph, state
                        a problem you're grappling with and need to work on. Choose something
                        meaningful to you, but are willing to discuss in class with 1 or 2 people.
                        Redefine your problem, beginning with "In what ways might I…" State or
                        represent it in at least 5 different formulations.
                        2. Idea generating techniques: conceptualizing your biography presentation
                        3. Imaginative "travel" -- scribbles activity

Week 6   **Panel of Creative People.**
                        Develop a Question or two. Bring questions to pose to panelists formally or
                        informally that relates to what you have read about the creative process.
.
Week *7*   **Identify** several underlying common themes among the panelists:

Week 8   **First Reflective Essay Due.** Three page limit word processed or typed**.**
                        <u>Attach weekly journal entries – weeks 2-7.</u>
                                    1. Developing critieria for biographical presentations

Week 9	**No weekly assignment. In-Role Biography presentations due.**

Week 10	**No weekly assignment. In-Role Biography presentations due:** **All Biography papers due**

Week 11	1. **Visual Product Due:** Using the "Scribble Lesson" as a jumping off point, develop a visual product (any medium or combination) and bring it in to display. 2. Your problem: reflect on your progress. What new approaches seem useful now? Have you tried any out? What results? Keep on if necessary. 3. Hands-on creative problem solving and problem representation.

Week 12	1. Sample Tests of Creativity. 2. Values Exercise. Hand in your evaluations from last weeks handout. 3. Self Assessment of your Biographical presentation. 4**. Begin invention process**: bug Listing: products, processes that bug you; include some you'd like to change, modify, improve!

Week 13	1.**Inventions (team process)** – application of Creative Problem Solving model 2.Personal Environment Exercise and Report. Think about an environment in which you feel creatively inhibited or even stifled! What are its characteristics? What specific changes or modifications in this environment would promote greater activity? max two pages.

Week 14	**Second Reflective Essay Due.** Three page limit word processed or typed. Attach weekly journal entries – weeks 8-13. Last minute prep, then invention presentations to inventor guests Pot Luck Dinner; Course Evaluation forms.

Congratulations on you ICG (Incredible Creative Growth)! What wishes regarding your creative development have come true? To what future creative heights do you aspire?

CCT 602:   MID-TERM ASSIGNMENTS

Choose some creative person -alive or dead- who you admire or want to know more
about. After reading some books, articles, or gathering information in
different ways (e.g. interview) you have two assignments: a short oral
presentation and a short paper.

A. Biography Paper - due week 10

Please write an essay (approximately 5 pages) in a clear, cohesive, well-supported way,
on one or more of the following questions. For all questions, relate the
life to relevant class readings. Do the *addendum* questions. <u>Be sure to
reference relevant readings covered in the course.</u>

1.   <u>TRAITS AND MOTIVATION</u>

Many who try to account for imagination see it rooted in the personality and
motivation of productive individuals. They identify as important the
personality traits of confidence, preference for complexity, tolerance for
ambiguity, risk-taking, courage, commitment to task, openness (to the
rational and non-rational), androgyny, flexibility, perseverance, keen
sensory awareness (see Mackinnon, Barron, etc.)

In what ways does your subject's life confirm or disconfirm this explanation? (Cite
examples from life to support your position)

2.   <u>DEVELOPMENT/ENVIRONMENT</u>

Some researchers of imagination see the subject's environment as highly significant in
the forming of creative lives. They cite position in family (first born),
early life events (early personal illness or trauma -e.g., death of a parent
or sibling) or the presence of key figures in the life (as mentors or
adversaries) as significant to the development of the subject's
imagination. How would you describe and explain the <u>development </u>of
your subject's productivity/imagination? Cite evidence to support your
position.

3.   <u>SELF-DESIGNED ESSAY QUESTIONS</u>

Some lives pose unique questions. Develop an essay question on the life of your
subject and address it. Cite evidence to support your position.

ADDENDUM: Required of all. (1 to 2 pages)

Each life is a lesson to all. What lesson or message did your subject's life convey to you? How will you act on, respond to, use it or its implications in your own life? Explain!

B.   **<u>Biography Class Presentations</u>** - This might be intimidating to some. Don't let it be -- please! We are all friends and a creatively supportive group, so risk it! (Due weeks 9 or 10)

GOAL: To bring your person alive for us for a ten minute (rehearsed) presentation. For example, you might take the role of the subject or someone in the subject's life (e.g., relative, friend, enemy, critic) (You may not be yourself).
Help us to see, feel, understand, know the texture of the life of your subject as you do. Be original! The goal is to practice cognitive flexibility, flexible ego control, risk taking, empathic role taking along with the specific strategies of brainstorming, forced relationships and logical thinking.

METHODS: Some possibilities:
1) Monologue (interior thinking, dramatic)
2) Dialogue
3) Interview others, Q&A format (e.g. game show)
4) Reading and commentary (e.g. obituary)
5) Comments by a descendent, ruminations, etc.
6) Comments by a spouse (e.g. think humor!)
7) Skit, scenario, with or without the class
8) Re-enactment of one episode from life, one "critical incident", telling detail
9) Presentation of works (prints, slides, etc.)
10) Reminiscence (by octogenarian)

NOTES: 1) Some choices will not present an overview or summary of the life. They will have a few "facts" (e.g. episode re-enactment). Others (a reminisence, etc.) will likely include more "facts". A summary of the life is not the goal of the presentation.

FACT SHEET: Prepare a fact sheet on your subject with some items of importance. Bring one fact sheet for each member of the class on the day you present. Examples of fact sheets will be shown in class.

CCT 602: FINAL PAPER ASSIGNMENT

As indicated in the course outline, there will be a take-home final paper
(10-12 twelve pages) This paper can be any of the four types below:

A.   **Unit to promote and elicit creativity**

You may wish to write a ten-lesson unit focusing on promoting and eliciting the specific skills
and strategies related to creative functioning. Any topic or subject matter may be used: an
interdisciplinary approach is recommended as in writing lesson plans you will actually **use**
with your students. If you can implement some of the plans prior to handing in the unit, please
do so and evaluate their success. If you like, you may attach copies of student work.

    The unit should have:

    I.   <u>Overview of students</u> (age, subject, class size, organization, etc.)

    II.   <u>Rationale or overview of goals and objectives</u>
        A prose statement of your rationale in choosing these specific skills and
        objectives and the way in which they relate to the creative
        process/person/readings.

III.   <u>The lesson plans </u>and their evaluations

IV.   <u>References</u>

B.   **Materials Evaluation**

You may wish to evaluate an existing curriculum designed to promote creativity. In your
rationale, you should establish a definition of creativity and the criteria against which you will
evaluate the material. You should relate these criteria to perspectives on creativity discussed
in class. You should describe and assess the curriculum, and finally indicate whether or not
you would purchase it for use with your students (or in other domains such as for training
purposes in business).

    This materials assessment should have:

    I.   Rationale -definition and criteria
    II.   Materials description - target group, objectives, content
    III.   Evaluations and implication
IV.   References

C.   **Research Paper**

You may wish to write a research paper on a topic of interest to you. About what aspect of creativity would you like to become more knowledgeable? Define a **manageable** subtopic or issue to research. (It is expected that you will read materials in addition to those assigned in class.) The paper may be a critical review of the literature or a speculative exploration of some theory or topic; it should come to a conclusion. Please use the standard conventions of quotes and references and include a bibliography. If you need a reference book on style, see Kate Turabian <u>Chicago Manual of Style.</u>

D.   <u>Expressive Project</u>

You may wish to do a piece of or a series of pieces of expressive work (visual or verbal) and an essay describing the process of its development and the relation of the latter to course readings. If you make this choice, it is expected that your approach to the development of the expressive work will employ or experiment with one or more of the techniques introduced in CCT 602 (in class or in the readings). The accompanying essay should do two things: trace the process of the development of your creative work (2-3 pages); relate the process to specific features of the course readings, making substantive specific references (3 pages).

E.   <u>Cameron, J. The Artists Way</u> (12 week program to be explained; this decision should be made by week two of the course)

Please submit an index card indicating what you have chosen to do for your final project no later than the 11th week of the semester. Indicate both the kind of paper and the specific topic. We will provide immediate feedback on your choice.

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CREATIVE THINKING: COURSE OVERVIEW

THE SHAPE OF THE COURSE

The course has three overlapping phases directed toward our final objective which is to increase our effective, novel thinking by applying creativity-relevant strategies to significant, complex problems where we have some expertise or domain knowledge.

Phase One: Understanding the Creative Process
In phase one, we focus on understanding the creative process and how we use it. In order to develop our creativity-relevant skills, it is helpful to work incrementally: to think big, start small. Thus, we begin with simple problems, concrete elements, and guided explorations (e.g. presented problems with common objects). In this phase of the course as later, case studies will offer us models of applying creative problem solving to complex, real world problems in a variety of domains. These cases will be drawn from architecture, music, literature, design, science and technology. There is a strand of case studies on the theme of social entrepreneurship. The latter cases will offer promising approaches to the chronic challenges of poverty, illness, unemployment and illiteracy around the world.

Phase Two: Understanding Creative Persons
In phase two, we will move on to addressing more complex, ill-defined problems with several elements and less guidance (e.g. Look What's There and Design a System activities). Here we will also focus on creative lives and you will have an opportunity to study in depth someone of interest to you.

Phase Three: Using Creative Strategies
In phase three, the course will culminate with highly ambiguous, more "real-world" problems (e.g. your Personal Problem, your Invention in response to things that "Bug" you). We will address the topic of evaluating creativity in persons and products through exercises and a review of creativity tests.

CRCRTH 602 Creative Thinking: Syllabus – Spring 2008

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RATIONALE AND STRUCTURE OF THE MODULES
In the course, we will study creativity across domains, in areas where systematic work (creative problem-solving) is most beneficial and areas in which intuition and non-rational approaches yield powerful results. We will provide opportunities and requests for the development of both of these kinds of competencies.

Below you will find a brief description of each of the weekly activities and their purpose in building your knowledge and skills in the area of creative thinking, the WHY of what you're doing. In the course modules you will find detailed descriptions of each of these activities which will explain the HOW to of each. Each module has activities that can be done "anytime" and those that benefit from sequencing.

Do Anytime Activities:

- Media Viewing: The media clips are case studies that exemplify the concepts and strategies under discussion. The subjects embody open-mindedness, optimism, courage, perseverance and risk in the face of complex social problems. They offer inspiration.
- Searching the Internet: You will be asked to research a variety of persons and concepts to add to your repository of ideas for activities and to enrich your experience (Occasionally you'll be asked to do an Internet Search as a pre or post reading activity).
- Play: Many activities will invite you to playfully explore materials and ideas in order to develop a fresh perspective and to generate novel ideas.
- Relaxation: Relaxing for five, ideally ten minutes of deep breathing helps to clear the mind and to reveal one's inner voice. Emptying the mind makes room for new ideas. It is recommended that you do so before the activities. You may wish to use "Five Good Minutes" or the Garden of Serenity CD for support.
- Cartoon Caption Writing: Have some fun participating in, or viewing, the New Yorker Cartoon Caption Writing Contest. Humor nurtures imagination.
- Art/Music: Keen sensory awareness supports productivity. I urge you to hone yours by open-mindedly viewing art and listening to music that is different from that which you usually enjoy. (If you want guidance, Michael Gelb in Senzione, a chapter on this topic, in How to Think Like Leonardo Da Vinci, recommends some specific musical works.)

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Activities with Required Sequence:

- Pre-Reading Activities: The purpose of these activities is to help you recall and organize your prior knowledge on the topic. It is essential therefore that you do them before the required reading and media viewing.
- Post reading activities: The purpose of these activities is to allow you to practice and extend the knowledge you have gained through reading and media viewing.

In many of these activities, you will be asked to persevere past your normal stopping point. There are two reasons for this: first, there is significant evidence that doing so not only produces more ideas, but more original ideas. Second, in these variations on the original task, you will be trying new strategies (e.g. finding forced relationships, role-playing) with guidance that you can apply later at will. So relax, be open, let yourself be silly and persevere.

Weekly Writing Assignments:

- Journal: The purpose of the Journal is to invite you to make the readings your own (enhance memory) by reviewing and selecting the concepts you believe are most significant; to question them, to seek clarification or to argue against them. This is a place to question assumptions, discover connections, dialog with the authors. (One page weekly.)
- Diary: The diary or personal notebook is the place for you to record and track your development as a creative problem-solver. It is a place for you to "think about your thinking," to record your evaluative reflections on each week's problems and activities (metacognition). Here you will be able to integrate theory and practice, to discover what helps and what hinders your productive thinking. (One paragraph to a half page weekly.)
- Application: The purpose of seeking prompt and direct application of concepts and strategies is to facilitate their use and transfer to your life. (One paragraph weekly.)

CRCRTH 602 Creative Thinking: Syllabus – Spring 2008

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EXPECTATIONS AND SUGGESTIONS

All required readings and required weekly activities <u>must be done on time</u> and sent to your instructor at ASSIGNMENTS. Where visual products are to be shared you will need to use a Blog. The section on Technical Requirements will explain how. Use the CALENDAR to stay clear on major assignment due dates.

Optional readings, media and activities are offered to enrich your experience. Choose those that meet your needs. But do peek into some that are beyond your current interests because you might discover a new one.

> *Authentic thinking, thinking that is concerned about reality, does not take place in ivory tower isolation, but only in communication.Without dialogue there is no communication, and without communication there can be no true education.*
> Paulo Freire, Pedagogy of the Oppressed

Every effort will be made to create a class community, a safe environment in which to play and risk. You will, in the first week, be assigned a Buddy and placed in a four-person Core Group for some activities. You are encouraged to use e-mail and the DISCUSSION to converse with class members about readings and activities. You will be expected to participate in the one-hour weekly Chat Room Virtual Class, and some assignments will be posted on the Whiteboard for everyone's edification and enjoyment. Your instructors will respond to your e-mails within 48 hours rather than have a posted office hour.

Major Assignments

Reflective Reviews of Diary and Applications I & II

Reflective Review of Diary and Applications #1 – Modules 1 – 6 (1 pg)

Review your Diary and Applications for Modules 1 – 6. What <u>patterns</u> of performance, growth, questions emerge? What strategies/techniques were the most helpful in expanding your approaches to the problems? Which concepts, strategies/techniques were the most easily and <u>usefully</u> <u>applied</u> outside of the course? Were any perceptual, cognitive or personal <u>blocks</u> overcome? What does the review imply for <u>future</u> work? (Due Module 7)

Reflective Review of Diary and Applications #2 – Modules 7 – 12 (1 pg)

Review your Diary and Applications for Modules 1 – 12, with a focus on 7 – 12. What <u>patterns</u> of performance and growth emerge? Assess the degree to which your Wishes and Predictions have been realized. What accounts for the result? What aspects of the course – attitudes, insights, strategies / techniques – will you try to keep with you? How will you maximize that likelihood?

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Biography Presentation: Empathic Role-Taking

Objectives:

1) To **Be** the person briefly; to experience the thoughts and feelings of your person, to communicate from that individual's perspective.
2) As your subject, to do the following Moment in Time Activity through which you will distill and describe the salient features of your life critical to your creative development (e.g. crises, mentors, etc.) or your creative productivity.
3) To share your life with others by posting the activity on the Whiteboard.
4) To read 1 of the posted items and to respond as your subject in the Threaded Discussion section to three persona profiles.
5) To write a brief (1 pg) reflection on what you learned by being and writing in role and by viewing the work of others.

One Moment in Time Activity:

You may choose from either option listed below.

Option 1:

Take a moment and imagine "your" desk (dresser, shelf, box, satchel) – **the place where your personally meaningful items are kept**. The desk should include **at least 5 objects of significance** to you. Describe these to us in whatever way feels appropriate (verbal, visual). One object must be a journal or notebook opened up to the most recent entry or a letter of importance that you have written. What does it say?

Optional Additions: Include additional information. Describe the room. Are there other people in the space? What are you listening to? What is the time of day and why? Where have you come from? Where are you going? Why are you in the room? How old are you at the time?

Note: If your subject would not have a desk or a room of significance, choose a different setting/place for capturing in detail a life-revealing Moment in Time. (Discuss with your instructor if necessary)

Option 2:

Reveal the subject's creativity by being the subject or someone in the life of the subject (e.g. wife, friend, professional rival) or something in the life of the subject (e.g. the subject's creation). Convey these understandings through a written **monologue or dialogue**. For example, let a writer's pen describe the writer's life; let a painting describe the artist; let a spouse describe the subject's creative process. Be sure to make the monologue or dialogue richly detailed and informative.

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Final Project: Museum Exhibit on Creativity

- Our class has been commissioned to design a **virtual museum exhibit on creativity** for UMB to which you must contribute.
- In creating this exhibit, you will be sharing with the visitor your understanding of the nature of creativity. The exhibit should present salient concepts from the course. You may work on this project in your preferred mode: a) alone (presenting 3 concepts), b) with a Buddy (presenting 5 – 6 concepts), or c) with your Core Group (presenting 8 – 9 concepts in greater depth). Note: The scope differences reflect an awareness of the extra time needed for the decision-making that leads to quality, cooperative work. It is expected that the exhibit will contain images and text.
- You must decide what will go into the exhibit and how the information/ artifacts will be organized and presented.
- The project should reveal comprehensive understanding of the material and issues covered during the term offered from a fresh, personal perspective. **Each student will submit a short (2-3 page) essay reflecting on what he/she learned through the experience of constructing the exhibit.** During the last 4 weeks of the term, you will be invited to discuss, brainstorm and develop this project with your buddy, even if you plan to do the final work alone.

Questions to Think About:
- Will you focus on the creative process, creative persons, creative products, or a theme or case study that cuts across all 3 of these (e.g. the process and products of one creative person)? Will that person be you?
- Will you focus on rare culture-altering creativity or the creativity we generate and encounter daily?
- Will you focus your exhibit on a sub-theme, such as things that enhance or inhibit creativity?
- How will you organize and narrate the information to make it engaging to the visitor?
- How will you use visuals, artifacts, and text together to present your information to the viewers?

Potential Sources:
- Web museums – ibiblio.org
- Most major art / science / history museums offer brief experiences to web visitors that are based on static images and text that can serve as models for your basic approach. Note: You are NOT EXPECTED to include video or sound in your exhibit but feel free to use whatever talents and equipment you have available.
- You may incorporate any of your responses to assignments throughout the semester, including: new products and/or artifacts you've developed, visual, sculptural works, up to 35% of the presented material can be selected from the course offerings.

CRCRTH 602 Creative Thinking: Syllabus – Spring 2008

Faculty/Instructors:

Leor Alcalay   Luanne E. Witkowski

leormishko@aol.com   hellolew@massart.edu

Anticipated Audience:

- Having a specific audience in mind is extremely important since it will help you to select the concepts you wish to share in your Virtual Museum Exhibit and the point of view and form in which you want to integrate them.
- To make this assignment most personally meaningful, I recommend you choose an audience pertinent to your life. If you are a teacher, perhaps you want to envision making your Virtual Museum Exhibit directed to your students or your colleagues. If you are a manager, you may wish to create a presentation for your team or clients. If you wish to present the information to family and friends, visualize their interests and needs. Or you may wish to choose the public at large, by imagining yourself the curator of an exhibit directed to a broad cross-section of the population.
- I strongly urge you to identify your audience as one of the first things you do in beginning this project, since it will help you to see the project as manageable and reasonably ambiguous. So, imagine your audience in as much detail as possible. Then, be bold, and have fun!

Final Essay (total 4–5 pp):

Each student will submit a Final Essay containing 2 parts:

Part I (1–3 pp) Should be an explanation of the <u>intention</u> of your exhibit or part thereof; it should explain WHY you chose the concepts and organized as you did. How does your exhibit reflect your understanding of the nature of creativity, creative persons and processes?

Part II (1–2 pp) Should be a reflective statement on what you have learned through the experience of creating the exhibit.

UNIVERSITY OF MASSACHUSETTS/Boston
Graduate College of Education
Curriculum & Instruction Department

Prof. Denise Patmon
CRCRTH 630 Literature & Art – 3 Credits
EDCG 647 – Multicultural Literature for Children and Young Adults - 3 credits
Office – Wheatley, 2/143-10
Office Hours – Thursdays 9:30-11:30 and 3-3:45p.m., and by appointment
Office Phone - 287-7618
Email address – denise.patmon@umb.edu
Fall 2009 Course Syllabus

COURSE DESCRIPTION:
This hybrid course attempts to connect the research and expression of literature and the
arts with the practical aspects of teaching multicultural literature in today's classrooms
preK-12. Students read a broad range of literature representative of the diverse cultural
groups represented in today's society and classrooms. Students will be actively engaged
in the analysis and synthesis of literature and art, resulting in a published text of their
own at the end of the course. Prof. Patmon's operational framework comes out of her
understanding of multiple frames for knowing the word and the world (ala Freire),
coupled with her study of Endo Shusaku's creative thought and practice. Field-based
observations are required (5-10 hours).

COURSE RELATIONSHIPS TO GCE'S CONCEPTUAL FRAMEWORK:
Pre-service and in-service teachers who learn in a respectful community and whose
course work experiences communicate respect and dignity for others are better prepared
to ensure the type of classrooms which will promote respect and dignity for humanity
now and in the future. Students in this course will:

Investigate the domains of reflective teaching and critical pedagogy in order to constantly
analyze their own reading and writing/ teaching and learning;

Deepen their understanding of multiculturalism, race, racism, class, gender, sexism,
ageism, linguistic and religious diversity through a thorough investigation of research in
order to investigate how these are manifested concretely in children's and young adult
literature and the arts;

Examine and alter various models of curriculum development and/or
technology/multimedia as effective tools to improve the teaching of reading through
authentic multicultural literature;

Examine the range of literary genres on a global context;

Create a multicultural literature text;

Examine ways of promoting vocabulary growth in students through the use of multicultural literature;

Observe and analyze a variety of practices which support and encourage an appreciation of literature and the arts in our society;

Explore and develop evaluation procedures and assessment methodologies that support multicultural literature-based reading programs; and

Explore and develop contexts that support and encourage collegiality and lifelong learning in the domains of writing, social justice and equity using multicultural literature and the arts as vehicles of exchange.

REQUIRED TEXTS:
Botelho, M. & M. Rudman. 2009. Critical Multicultural Analysis of Children's Literature: Mirrors, Windows, and Doors. NY: Routledge

Massachusetts English Language Arts Curriculum Frameworks (EDCG 647 Students Only)

RECOMMENDED TEXTS:
Wood. C. 2007. Yardsticks. Turner Falls. MA: Northeast Foundation for Children, Inc.

REQUIRED LITERATURE:
Adewumi, Oluwatoyin. 2009. Inside Ojo's Shed. booksurge.com
Alexie, S. 2009. The Absolutely True Story of a Part-Time Indian. NY: Little, Brown
Desjardins, Cathie. 2008. With Child: Poems. Minneapolis, MN: Tasora Press/Itasca
Dorris, M. 1999. Morning Girl. NY: Hyperion
Endo, Shusaku. 1958. The Sea and the Poison. Tokyo: Bungei Shunju Co. Ltd.
Lasky, Kathryn. 1997. She's Wearing a Dead Bird on Her Head! NY: Hyperion
Munoz, Ryan. 2002. Esperanza Rising. NY: Scholastic
Namioka, L. (1994). Yang the Youngest and His Terrible Ear. NY: Yearling
Sullivan, Charles (ed). 2001. Children of Promise: African-American Literature and Art
    for Young People. NY: Abradale Press

LAB FEE: $30 (cost of children's book production) – Kit Book by Nationwide Learning; Topeka, KS.

REQUIRED WRITTEN ASSIGNMENTS:
Assessment is used to judge student progress, evaluate work, inform teaching and ultimately grade student performance. Each student is strongly encouraged to conference with Dr. Patmon during her office hours. Students will be required to complete the following:

Literature Odyssey/Self Study Paper

Field Work Observation
Curriculum Unit/Literary Critique
Creation of one's own book for children – for publication

COURSE REQUIREMENTS
Attendance/Participation/Presentations/Completion of all Reading and Writing
Assignments – 25%
Literature Odyssey Paper – 15%
Fieldwork Observation – 20%
Curriculum Unit – 20%
Children's Book – 20%

Accommodations:
Section 504 of the Rehabilitation Act of 1973 offers guidelines for curriculum
modifications and adaptations for students with documented disabilities. If applicable,
students may obtain adaptation and recommendations from the Ross Center (287-7430).

Students are required to adhere to the Code of Student Conduct.

Students are advised to retain a copy of this syllabus in personal files for use when
applying for certification, licensure, or transfer credit.

This syllabus is subject to change.

CLASS SESSIONS:
Part I: ***MIRRORS*** – On Self-Reflection
#1   Welcome/Introductions/Course Overview/Expectations/Data Collection
9/10   Cultural Lens – I am From
        Wheatley's Willing to Be Disturbed – Reading/Tea Party
            Critical Lens Development
        Literature Odyssey Essay – Examining Invisible Assumptions
            What is Literature? Why Literature? Cultural Nuances
            "Jones' "The First Day" – In Class Reading Activity
        Preparing for next week
ASSIGNMENT: Read Adewumi's Inside Ojo's Shed. Prepare questions for the author
re: composing process, publishing process, critical and creative thinking process, etc.
Book concept proposals. Bring 3 copies of your Literature Odyssey Essay to class.

#2   Finding One's Voice/Finding One's Art
9/17   Oluwatoyin Adewumi – Guest Presenter
        Writing Response Groups – Literature Odyssey Essay
ASSIGNMENT: Book Concept Proposals Due 10/1. Read Endo's The Sea and the
Poison. Bring 2 copies of revised essay to class on 9/24. Read Botelho & Rudman
(B&R) Chapters 3, 5.

#3   Literary Genres – Western/Non-Western Comparative Analyses

9/24   Utilizing Cultural Schemata/Aristotelian Plot Development
      Endo's Face Theory – <u>The Sea and the Poison</u>
    Multiple Faces of Art
    Debriefing Adewumi's Presentation
    Book Concept Proposal Review
    What's Basic to Teaching Reading?
    Literature Based Reading Programs and Cultural Competence
    Writing Response Groups II – Literature Odyssey Essay
ASSINGMENT: Final Essay Draft due 10/1. Book concept proposals due 10/1. Read
Alexie's <u>The Absolute True Story of a Part-Time Indian</u>. Read B&R Chapters 2,4

Part II: ***WINDOWS*** – Looking at Others
#4 Historical Construction of Children's Literature
10/1 Criteria for Evaluating Multicultural Literature
     Alexie's "the Absolute True Story of a Part-Time Indian"
    Fieldwork Analysis Expectation/Guidelines
    On Critical Pedagogy and Social Justice in the Literature Based Classroom/
      Learning Environment
    Collect Odyssey Papers – Debriefing
    Book Group Work – Proposals Shared and Collected
ASSIGNMENT: Read B&R Chapter 5.

#5 Field Trip – Harvard Art Museum (4p.m.-5p.m. – view collection
10/8   485 Broadway
      Cambridge
      617 495-9400
      www.harvardartmuseum.org
    "The Art and Peril of Reconstructing Roman Space"
      Bettina Bergmann, Professor of Art
      Mount Holyoke College
      (Examining different forms of reconstruction which tell us about both the
      object of reconstruction and the limit of our knowledge and evolving
      historical perspectives.)
    Return book proposals
ASSIGNMENT: Read Sullivan's <u>Children of Promise</u>. Conduct fieldwork observation.
Guidelines to be distributed in class. Read Lasky's <u>She's Wearing a Dead Bird on Her</u>
<u>Head</u>. Work on your children's book. Read B&R Chapters 6 & 9.

#6 Literature, Art & Class
10/15 Debrief Field Trip – Western Aesthetic
    Discuss children's books – Sullivan and Lasky
      African – American Literary Tropes
      Social Construction of Gender
    Fieldwork Observation Updates
    Book Group Work

ASSIGNMENT: Continue to work on your fieldwork observation – DUE 10/29. Read Dorris' Morning Girl. Read Namioka's Yang the Youngest and His Terrible Ear.

#7   Asian – Americans in/and Literature
10/22   Deconstructing Stereotypes/Examining Invisible Assumptions
        Asian Aesthetic
                Discussion of children's books by Namioka and Dorris
        Book Group Work
ASSIGNMENT: Work on your children's book. Read Munoz's Esperanza Rising. Complete your field work observation DUE 10/29. Read Lyon's "Rhetorical Sovereignty: What Do American Indians Want from Writing?" College Composition and Communication 51.3 (February 2000): 447-468.

#8   Native Americans in Literature & Art
10/29   Latino/a Americans in Literature & Art
                Discussion of children's book by Munoz
        Indian Education for All – Movement
                Reviewing Selected Children's Books for Authenticity
        Field work Observation Papers DUE/Debriefing
        Organizing the inclusive multicultural literature-based classroom
        On Curriculum Development - I
ASSIGNMENT: Compose a curriculum based on a children's book of your choice. Work on your book. Read B&R Chapter 8. Selected Literature - TBA

#9   On Language Acquisition and Multicultural Literature
11/5   Caribbean Literature and Eastern European - American Voices (TRANSLATED
                TEXTS – short stories to be distributed in class
ASSIGNMENT: Work on your curriculum project. Work on your book. Read B&R Chapter 8.

#10   Book Group Work
11/12   What's Basic to Writing Children's Stories? - II
                Overview/Modeling
                Imani's Gift at Kwanzaa – Patmon
                Carnival – Patmon
        Intertextuality of Literature and Art – Exploring Literary Genres
ASSIGNMENT: Read With Child: Poems by Cathie Desjardins. Prepare questions for the author. Bring in book project for review by the author/presenter. Complete your curriculum project.

#11   On Poetry
11/19   Roethke's "The Waking"
        Cathie Desjardins – Guest Presenter
        Collect Curriculum Project - Sharing
ASSIGNMENT: Continue to Craft your Children's Book. DUE 12/3 OR 12/10.

Part III: Opening **DOORS**

#12   With Fresh Eyes – Appreciating Children's Literature & Art
12/3   Children's Book – Sharing/Publishing Opportunity
        Enhancing Creative & Critical Thinking inside and outside of the classroom
        Course Evaluation
ASSIGNMENT: Finishing touches to your children's book – if needed. Revision of any project this semester if desired.

#13   Book Publishing Celebration
12/10 New England Authors and Illustrators of Children's Books
        Course Debriefing

Final Children's Book is due no later than Thursday 12/10. All final books will be available in the GCE Curriculum & Instruction Department Office. Prof. Patmon will be on sabbatical during the Spring 2010 academic semester. Please be sure to get your book from her before she leaves on her sabbatical.

WRITTEN ASSIGNMENT DUE DATES:
Literature Odyssey Paper – DUE 10/1
Book Proposals – DUE 10/1
Field Work Observation Paper – DUE 10/29
Curriculum Project – DUE 11/19
Children's Book – DUE 12/3 or 12/10

BEST WISHES!!!

**University of Massachusetts at Boston
College of Education and Human Development, Critical &
Creative Thinking Program
University Honors Program**

Environment, Science & Society: Critical Thinking

**CrCrTh640/Honors 380-01
Fall 2010
Syllabus**

Instructor: Peter Taylor, Critical & Creative Thinking Program
Email: peter.taylor@umb.edu
Phone: 617-287-7636
Office: Wheatley 2nd floor, room 157
Class meetings: Mondays September 13 -December 13 (exc. Oct. 11)

> Honors 380 in W-2-209, 4-6.30pm; CrCrTh640 in McC 2-628C, 6.45-
> 9.15pm, except 4-6.30pm in W-2-209 on 9/13 & 10/4 (and TBA, also
> 11/1 & 12/6)

Office/phone call hours: Monday 2.40-3.40; Tuesday 3.20-4, 5.30-6.30pm
by sign up (ptaylor.wikispaces.umb.edu/PTOfficeHours) or by arrangement
Websites: www.faculty.umb.edu/pjt/640-10.html and links
Private wikispaces for assignment submission: CCT-xx.wikispaces.umb.edu
(where xx is your last name; username & password as for your @umb.edu
email)
Course wikipage for additional info & for sharing work for peer commentary:
crcrth640.wikispaces.umb.edu
Listserv/discussion forum: Emails sent to cct640@googlegroups.com will go
to everyone in the course
Annotated bibliography and WWW bookmarks: groups.diigo.com/group/
envscisociety

CATALOG DESCRIPTION

Through current and historical cases, this course explores the diverse
influences that shape environmental science and politics and their
pedagogical, professional, social, and moral implications for educators,

environmental professionals, and concerned citizens.

Overview for 2010

Current and historical cases are used to examine the diverse influences that shape environmental science and politics. This exploration, in turn, leads to new questions and alternative approaches for students and concerned citizens. Such critical thinking is applied to topics such as ideas of nature, conservation and colonialism, systems thinking, population growth, climate modeling, the tragedy of the commons, socioenvironmental analysis, local knowledge & participatory planning, transnational economics, and dystopian futures.

Students are, at the same time, introduced to a range of perspectives and tools for developing research questions, writing, and collaborations that support inquiry and action. Each 2.5 hour, once-per-week course session includes time for students to practice applying the new perspectives and tools to an environmental topic of their own interest. These tools and perspectives include guided freewriting, personal/professional development workbooks, problem-based learning (PBL), annotating and sharing bibliography entries online, diagramming and mapping complex connections, the dialogue process, strategic participatory/ stakeholder planning process, peer commentary and cooperative group work, historical analysis of key terms (e.g., nature, science, environment, society, critical), dialogue around written work (revision in response to comments), and more.

Regular, small writing assignments and revisions are required and a modest amount of reading. Students can expect to spend 5-7 hours/week preparing for the course outside class meetings. An extended overview and details about sessions are given on the course wiki.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts. (Version 3 October 2010; changes after the start of the semester are marked in blue)

TABLE OF CONTENTS

Sections To Follow In Syllabus

Texts and Materials
Electronic organization and competencies
Requirements
Schedule of Sessions, Preparation and related handouts, Assignment due dates

Bibliography

TEXTS and MATERIALS

Required: Taylor, P. (2005). <u>Unruly Complexity: Ecology, Interpretation, Engagement</u>. Chicago: University of Chicago Press.

Recommended to help with writing: Daniel, D., C. Fauske, P. Galeno and D. Mael (2001). <u>Take Charge of Your Writing: Discovering Writing Through Self-Assessment</u>. Boston: Houghton Mifflin ("new" copies available well below list price on amazon.com)
Elbow, P. (1981). <u>Writing with Power</u>. New York: Oxford Univ. Press. (old editions are OK)
(See also Conlin; Kanar; Perelman, et al.; Turabian)

Other than <u>Unruly Complexity</u>, most readings for the course are individual articles and book chapters that can be downloaded through password protected site.

ELECTRONIC ORGANIZATION and COMPETENCIES

All course materials can be accessed via the online version of this syllabus together with your personal CCT-xx.wikispaces.umb.edu/640checklist wikipage for assignment submission (where xx = your last name). You should create a bookmark to: 1. the table of contents for this syllabus (http://www.faculty.umb.edu/pjt/640-10.html#TOC); and 2. your CCT-xx 640checklist wikipage, then use these as your portals to any other course materials. (It might also help to bookmark password protected site for readings and additional information to prepare for sessions and follow-up afterward that will be posted during the semester on the course wiki, crcrth640.wikispaces.umb.edu/640sessions

The specific technological competencies you will need for this course are described at crcrth640.wikispaces.umb.edu/640Tech.)

ASSESSMENT & REQUIREMENTS:

More detail about the assignments and expectations is provided in the Notes section of the course wiki, and will be supplemented when needed by emails to course listserv. (The same details can also be viewed via links to your CCT-xx 640checklist page and http://crcrth640.wikispaces.umb.edu/640checklist.)

A. Written assignments(2/3 of grade)

The course project is a plan for your future research and engagement on a topic that involves environment, science, and their relation to social context. Engagement might range from teaching, to activism, to personal/professional development, and it also means you are engaged--the topic is one you want to learn more about.
The plan should include the topic, review of relevant publications, and steps in the process of research and engagement (1500-2500 words).
Your topic and research plan are developed through a sequence of assignments:

> A1. Presentation in session 4 on PBL case, A2. Briefing from PBL case, A3-A8. Thoughtpieces (350-600 words) that contrast your previous view of your topic with new thinking and questions that arise from the session, for sessions 5-10, A9. complete draft research plan, and A10. revised final report on research plan.

> Initial submissions of all assignmentsdue on the dates given in the Schedule of sessions below (as well as in your assignment checklist). At least seven should be revised and resubmitted in responses to comments until OK/RNR (=OK/ Reflection-revision-resubmission Not Requested).
> If the complete report is not OK/RNR by the date for submission of grades an incomplete may be submitted (see link on assignment check-list for policies about incompletes).

Participation and contribution to the class process (1/3 of grade)

B. Building learning community through prepared participation and attendance at class meetings(=13 items) and B2. "syllabus quiz" submitted in session 2 and B3. Weekly buddy check-ins (see C1, below) (=3 items for 12 check-ins).

C. Personal/Professional Development (PD) Workbook compiled throughout the semester (9 items), including:

C1. Weekly entries, perused at first conference or before mid-semester break, on a. thoughts and questions about the tools and perspectives introduced in readings, sessions, and other discussions, especially as they relate to your evolving research topic, and b. weekly buddy check-ins (4 items)(see also C3)

C2. worksheeton PD workbook submitted in session 6

C3. Whole PD workbook ready for perusal (in hard copy or on wiki) at the end of the semester (session 13)

C4. Annotated bookmarks to relevant items on the internet, posted on diigo(2 items for 6 postings before session 13)

C5. Process review on the development of your work (due session 13)

D. Minimum of two in-office or phone conferences on your assignments, PD workbook, personal wikipage, and project -- one before session 6; the other by session 10 (=2 items)

E. Peer commentary on your buddy's work in each 4-week period and on another student's draft report (with copy posted on peer share wiki) (=4 items)

The grading system is simple, but unusual, so ask questions to make sure you have it clear: Students should aim for all writing and presentation assignments submitted on the due date and seven, including the complete report, OK/RNR (=OK/ Reflection-revision-resubmission Not Requested) as well as 26 participation items fulfilled.

If you reach or exceed this amount, you get 80 points (which gives you an automatic B+) and the following rubric is used to add further points.

For each quality "fulfilled very well" you get 2 points or 1 point if you "did an OK job, but there was room for more development/attention." You get 0 points if "to be honest, this still needs serious attention."

1. A sequence of assignments paced more or less as in syllabus (and revisions timely),

2. often revised thoroughly and with new thinking in response to comments.

3. Project innovative, well planned and carried out with considerable initiative, and

4. indicates that you will be able to move to research and engagement on your topic.

5. Project report clear and well structured,

6. with supporting references and detail, and professionally presented.

7. Active contribution to and reflection on process of learning from session activities around semester-long projects

8. Active, prepared participation and building the class as learning community, and

9. supporting buddy partners and other class members.

10. PD workbook, thought-pieces, and process review show: Consistent work outside sessions,

11. deep reflection on your development through the semester and

12. map of the future directions in which you plan to develop.

If you don't reach the automatic B+ level, your points = 7 for each writing assignment (or presentation) that is marked OK/RNR + 3 for each other writing assignment initially submitted <u>by the due date</u> + 1 for each participation item fulfilled up to a maximum of 80.

Overall course points are converted to letter grades as follows: The minimum grade for A is 95 points, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; for C is 50; and for undergraduates only: for C-minimum is 47; for D+ is 44; for D is 41; for D- is 38.
(In theory it is possible for a student to earn 104 points, but this would still be awarded an A.)

The difference in expectations for graduate and undergraduate students lies in what will be accepted as OK/RNR for written assignments and what counts as "fulfilled very well," "did an OK job," "still needs serious attention" in the rubric above.

Plagiarism: Using another person's ideas or material you did not write without citing the source is plagiarism and is unacceptable (see library guide and Academic Honesty policies).

SCHEDULE OF CLASSES

To prepare for sessions and follow-up afterward consult the additional information that will be posted during the semester on the course wiki, crcrth640.wikispaces.umb.edu/640sessions.

9/13, **1. Introductions**
Preparation:
Purchase course texts

Review instructor's portfolio and past evaluations for the course

Begin to get set up technologically

Session:
Typical components of class sessions--Ideas, activities, workshop on application to students' projects--and relation to course goals.
Activity: How do we know if we have a population-environment problem?
Workshop: Introduction to Problem-Based Learning (PBL) case, initial

freewriting, student introductions and initial ideas.
*Follow-up:*B2. Syllabus quiz; Exploration on the internet to find an initial angle related to the PBL scenario that you want to investigate; Email the instructor a progress report on what you have been looking into

9/20, 2. PBL: "Moving beyond global environmental polarization" I
Preparation and Follow-up: info

Session: Questions about syllabus, requirements, wiki, etc.
Discussion of PBL approach and Workshop on PBL case
Critical Incident Questionnaire
Work due this session: B2. Syllabus quiz

9/27, 3. PBL: "Moving beyond global environmental polarization" II
Preparation and Follow-up: info

*Session:*Feedback from Critical Incident Questionnaire
Work-in-progress presentations on PBL case

10/4, 4. PBL: "Moving beyond global environmental polarization" III-presentations
*Preparation:*PBL Presentation & Briefing (see info)

*Session:*Presentations to Panel
Follow-up: includes read Taylor, "How do we know.."
Work due this session: A1. Presentation & A2. Briefing

No class 10/11 (but see Columbus-day-relevant readings by Cronon, O'Hara, Stevens, Wolf)

10/18, 5. Historical changes and tensions in people's views of nature, including views of ecologists
Read: Williams, "Ideas of Nature," Worster, "Scrambling for a place" (see info)

Session: Mini-lecture: William's history of changing ideas of nature
Review of Worster to identify tensions evident in Darwin (which persist today)
Read and revise a multi-person conversation about contemporary ideas about nature.
Follow-up: includes items for reflection and possible integration into thought-piece based on additional readings:
Begon, "The influence of predation and disturbance."
Botkin, Chapters 1 & 12 from Discordant Harmonies
Worster, "Science in Arcadia & The empire of reason"

10/25, 6. Diagramming Systems of Humans and Nature
Read Taylor, Unruly Complexity, chap. 3 (see info)

*Session:*Interactive lecture on interpretation of diagrams, esp. of systems ecologist, H.T. Odum

Examination of diagrams related to students' topics
Follow-up: includes read Odum from <u>Environment, Power & Society</u>
Work due this session: A3. Thought-piece based on session 5; C2. worksheet on PD workbook and research organization; D. First in-office or phone conference before now

11/1, **7. Hidden Complexity of Simple Models**
Read: Hardin, "Tragedy of the commons" (see info)
Session: Simulation of Tragedy of the commons
Identification of causal models related to students' projects and their hidden complexities.
Critical Incident Questionnaire 2
Follow-up: includes read Taylor, <u>Unruly Complexity</u>, chap. 6, part A
Work due this session: A4. Thought-piece based on session 6

11/8, **8. What does it take to make "nature" in some time and place?**
Read: Haraway,"Teddy bear patriarchy" (see info)
Session: View and comment on Paper Tiger TV, "Donna Haraway reads national geographic"
Identifying historical research needed to interpret what lies behind students' topics
Work due this session: A5. Thought-piece based on session 7

11/15, **9. Mapping the resources mobilized in research**
Read Taylor, <u>Unruly Complexity</u>, chap. 5, part B (see info)
Session: Mini-lecture
Mapping the resources mobilized in students' planned research
Work due this session: A6. Thought-piece based on session 8

11/22, **10. Intersecting Ecological and Social Processes**
Read: Pearce, "Inventing Africa" (see info)
Session: Case of soil erosion in Oaxaca, Mexico
Tracing the intersecting ecological and social processes in Pearce, then in students' topics
Follow-up: Read Taylor, <u>Unruly Complexity</u>, chap. 5, part C & chap. 6
Work due this session: A7. Thought-piece based on session 9; D. Second in-office or phone conference before now

11/29, **11. Intersecting Processes II**
Preparation: Read and trace the intersecting ecological and social processes in Butler's fiction (see info)
Session: Dialogue Process on the intersecting ecological and social processes in Butler's fiction
Work due this session: A8. Thought-piece based on session 10

12/6, **12. Locally centered positioning in tension with translocal**
Read Taylor, <u>Unruly Complexity</u>, Epilogue (see info)
Session: Strategic Personal Planning in relation to student's research plan
Mini-lecture on Strategic Participatory Planning
Work due this session: A9. Complete draft plan for research

12/13, **13. Taking stock of where we have come and where we could go**
Session: Historical scan
CCT course evaluation, followed by official evaluations
Work due this session: C4. Whole PD workbook ready for perusal; C5. Process Review; E. Peer commentary on another student's draft report

Work due 12/20: A10. Plan for research, revised in response to peer and instructor comments

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BIBLIOGRAPHY

(Readings used in preparation or follow-up to sessions)
(Other than <u>Unruly Complexity</u>, most readings for the course are individual articles and book chapters that can be downloaded through password protected site.)

Begon, M., J. Harper and C. Townsend (1990). "The influence of predation and disturbance on community structure," in <u>Ecology: Individuals, Populations and Communities</u>. Boston, Blackwell, 739-741, 793, 795.
Botkin, D. (1990). Chapters 1 & 12 in <u>Discordant Harmonies: A New Ecology for the Twenty-first Century</u>. New York: Oxford University Press, 3-25.
Butler, O. E. (1994, reprint 1999) in <u>Parable of the Sower</u>. New York: Quality Paperback Book Club, 45-77.
Elbow, P. (1981). <u>Writing with Power</u>. New York: Oxford Univ. Press.
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University of Massachusetts at Boston
Graduate College of Education
Critical and Creative Thinking Program

Biology in Society: Critical Thinking

CCT 645
Spring 2003 Syllabus

Instructor: Peter Taylor, Critical & Creative Thinking Program
Email: peter.taylor@umb.edu
Phone: 617-287-7636
Office: Wheatley 2nd flr 143.09 (near Counseling & School Psychology)
Class time: Monday 7-9.30pm in McC-4-603
Office/phone call hours: Monday 1.30-3.30pm or by arrangement
Email office hours: Monday & Thursday 7.30-9am. (Emails sent to instructor in this window will be answered right away; emails at other times may take longer to respond to.)
Course Website: http://www.faculty.umb.edu/peter_taylor/645-03.html
General email: Emails sent to cct645@yahoogroups.com go to everyone in the course.
E-clippings: Clippings from the internet sent to cct645clips@yahoogroups.com will be archived for all to read at www.yahoogroups.com/group/cct645clips

CATALOG DESCRIPTION

Current and historical cases are used to examine the political, ethical, and other social dimensions of the life sciences. Close examination of developments in the life sciences can lead to questions about the social influences shaping scientists' work or its application. This, in turn, can lead to new questions and alternative approaches for educators, biologists, health professionals, and concerned citizens.

LONGER COURSE DESCRIPTION

Critical thinking about the diverse influences shaping the life sciences. Topics include evolution and natural selection; heredity, development and genetic determinism; biotechnology and reproductive interventions. We interpret episodes in science, past and present, in light of scientists' historical location, economic and political interests, use of language, and

ideas about causality and responsibility. You address the course material on a number of levels: as an opportunity to learn the science and interpretive approaches; as models for your own teaching; and as a basis for discussions about practices and philosophies of education, construed broadly as a project of stimulating greater citizen involvement in scientific debates.

SECTIONS TO FOLLOW IN SYLLABUS:

Texts and Materials
Requirements
Topics at a glance
Schedule of Classes and Preparation
Reports from Students' Projects
Bibliography

Additional material downloadable from or linked to the course website includes:

Course Overview and Objectives
Noteson Teaching/Learning Interactions, including assignment guidelines
Rubrics(for individual assignments &for course as a whole) and Objectives in relation to the Thoughtful and Responsive Educator Handouts, some non-copyrighted Readings, and other Resources.

PREREQUISITES: CrCrTh601 and 602, or permission of instructor

TEXTS

A set of primary readings will be available for personal photocopying by week 4.
Books and additional readings listed in the schedule of classes are available on reserve. (Arrange time in your schedule to read or photocopy relevant selections in the Healey Library.)

REQUIREMENTS:

More detail about the assignments and expectations is provided in the Notes on Teaching/Learning Interactions and Rubric handouts, and will be supplemented when needed by handouts and emails.

Written assignments and presentations (2/3 of grade)

A. Project: A research paper <u>or</u> set of lesson plans that draws on the course themes and activities for critical thinking about developments in the life sciences in their social context. A sequence of 5 assignments is required-- initial description, notes on research and planning, work-in-progress presentation, complete draft report, and final (1500-2500 words) report.
B1. PBL briefing presented in class and handouts (2 assignments).
B2. Three mini-essays that weave the course material--readings, activities, homework tasks--into your own thinking.

Participation and contribution to the class process (1/3 of grade)

C. Prepared participation and attendance at class meetings (=13 items)
D. Personal/Professional Development (PD) Workbook submitted for perusal in conference before week 6 (with worksheet in week 6) & at the end. (=2 items)
E. Minimum of two in-office or phone conferences on your assignments and project, by weeks 6 and 10 (=2 items)
F. Peer commentary on another student's draft report (with copy submitted to PT or included in PD workbook)
G. Assignment Check-list maintained by student and submitted week 12
H. Process Review on the development of your work, included with your PD Workbook at end-of-semester perusal

TOPICS AT A GLANCE

1 (1/27) Introduction to course activities and process
2 (2/3) Problem-based learning unit, week 1 (case of embryo mix up)
3 (2/10) Problem-based learning unit, week 2
4 (2/24) Problem-based learning unit, week 3: Presentation of Briefings
5 (3/3) Biological origin stories and their structure
6 (3/10) Interpreting ideas about nature as ideas about society
7 (3/24) Multiple layers of a scientific theory (reconstructing Darwin's presentation of natural selection)
8 (3/31) What causes a disease?--the consequences of hereditarianism in the case of pellagra
9 (4/7) Social negotiations around genetic screening
10 (4/14) Work-in-progress Presentations on Student Projects
11 (4/28) Intersecting processes -- Complexities of environment and development in the age of DNA
12 (5/5) Metaphors of control and co-ordination in development
13 (5/12) Taking Stock of Course: Where have we come and where do we go from here?

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act

of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.
This syllabus is subject to change, but workload expectations will not be increased after the semester starts. (Version 27 January 03)

SCHEDULE OF CLASSES

Detailed instructions for preparing for PBL unit and other classes will be distributed through handouts (also posted on the course website) and emails

Class 1 (1/27) Introductions

Introduction to: Course description; Case study activities (activity); Personal and professional development (PD) workbook (activity); Fellow students and their concerns; Group work; Problem-based learning unit (classes 2-4)

Case: Pollitt, Katha. "When is a mother not a mother?"
Additional reading, Yoxen, 1-17.
Homework tasks include: Prepare for Problem-based learning unit (handout), mini-essay 1, review the syllabus and overview, get set-up to use the internet and computers, begin your PD workbook, sign up for first conference, etc. (see handout).

Class 2 (2/3) Problem-based learning unit, week 1 -- "Guidance needed -- quickly!" (a case of embryo mix up)

(handout on preparation), (worksheet)
A Asmt due: Mini-essay 1

Class 3 (2/10) Problem-based learning unit, week 2

No class, Monday February 17th.

Class 4 (2/24) Problem-based learning unit, week 3: Briefings

A Asmts due: Present briefing & submit related handouts

Class 5 (3/3) Biological origin stories and their structure

Case: How did we get here?--Origin stories
Readings: Martin, "The egg and the sperm: How science has constructed a romance," Lewin, "The storytellers."
Homework before class: Examine biology texts for the gender bias claimed by Martin and others
(handout on preparation)
Activities:
Mini-lecture: The structure of Genesis, chapter 1, and/or Hrdy, "An Initial Inequality."
Science as story-telling -- Small group and whole-class discussion of readings

Additional readings: Landau, "Human Evolution as Narrative," Beldecos, et al. "The importance of feminist critique," Fausto-Sterling, "Society writes biology," "Life in XY Corral"

A Asmt due: Mini-essay 2
Homework: Exercise towards an initial formulation of your course project. Worksheet on PD workbook and research organization (as part of participation item on PD workbooks)

Class 6 (3/10) Interpreting ideas about nature as ideas about society, which involves exposing what is only implicit, what is not literally stated

Reading: Williams, "Ideas of nature"
(handout on preparation)
Activities:
Interpreting images of society and nature in the West since the middle ages (slide show)
Reconstruction of Williams' historical account
Additional reading: Berger, "Why look at animals," Worster, chaps. 1 & 2.

A Asmt due: Initial description of proposed project
A First conference mut be completed before class 6 to discuss the course thus far, your mini-essays, initial ideas for projects, and your PD workbook
A Schedule second conference before class 10 to discuss progress on your projects and incorporation of heuristics from the course

No class, Monday March 17th.

Class 7 (3/24) Multiple layers of a scientific theory (argument, analogy, metaphor, and defences)

Case: How did Darwin try to convince people of Natural selection as the mechanism of evolution? --
Reading: Darwin, <u>On the Origin of Species</u>, Introduction & Chaps. 1, 3, part of 4.
(handout on preparation)
Activity:
Close reading and reconstruction of Darwin's exposition of his theory of natural selection.

Additional readings: Lakoff and Johnson. "Concepts We Live By." (on metaphors), Moore, "Socializing Darwin," Rudge, "Does being wrong," Taylor, "Natural Selection: A heavy hand."

A Asmt due: Mini-essay 3

Class 8 (3/31) Styles of causal explanation & their relation to ideas about politics/ social action

Case: What causes a disease?--the consequences of hereditarianism in the case of pellagra
Reading: Chase, "False Correlations = Real Deaths."
(handout on preparation)
Activity:
Take the roles of Goldberger and Davenport to convince others to act on your scientific account
Interpreting parent-offspring height patterns
Additional reading (after class): Harkness, "Vivisectors and vivishooters." (Pellagra and human experimentation)

A Asmt due: Notes on research and planning for your project

Class 9 (4/7) Social negotiations around genetic screening

Cases: Listening to multiple voices/constituencies in the implementation of new reproductive technologies -- the case of amniocentesis
PKU: Substituting a genetic condition for chronic illness and second-generation effects
Readings: Rapp, "Moral pioneers," Paul, "The history of newborn phenylketonuria screening"
(handout on preparation)
Activity:
Designing a forum to help supplement advances in genetic screening with communities developing a) greater tolerance for normal variation; b) social measures to care for people suffering from abnormal variation; and/or c) multiple voices/constituencies/ethical positions around gene-based medicine.

Additional reading: Yoxen, 157-173

Class 10 (4/14) Work-in-progress Presentations on Student Projects

with peer/instructor evaluations
(handout on preparation)
[If link gives an error, the report is not yet posted]
Frank Fallon (fallonfrank@msn.com) Ethics, medicine
Donna Glynn (dglynn97@aol.com) Science story writing in a standards based curriculum
Meghann McNiff (meghann.mcniff@hanscom.af.mil) Hormones in Society
Matthew Puma (mopuma@charter.net) Sociobiology and minds
Charly Rauscher (charles_rauscher@dfci.harvard.edu) Genetic testing and prostate cancer
Jean Rene (jrelem1@yahoo.com) Dialetical method and nature
Maryann Scheufele (anzascheuf@aol.com) Whole grains and biotechnology
Davis Sweet (sweetd@sprynet.com) Darwinian evolution and intelligent design
Jenne Todd (jennetodd@earthlink.net) Bats to Humans: Mammall evolution

A Asmt due: Work-in-progress Presentation on Project

No class, Monday 4/21

Class 11 (4/28) Intersecting processes -- Complexities of environment and development in the age of DNA

Readings: Taylor, "Genes, gestation, and life experience," American Psychological Association, "New model of IQ development
(handout on preparation)
Activity:
Diagramming intersecting processes (to analyze change as something produced by intersecting economic, political, linguistic, and scientific processes operating at different scales)
Additional readings: Taylor, "Distributed agency," Underhill, "Life shaped," Freese et al., "Rebel without a cause"

A Asmt due: Complete Draft of Project Report (2 copies and by email attachment or on disk)

Class 12 (5/5) Metaphors of control and co-ordination in development

Readings: Gilbert, "Animal development," "Cellular politics"

(handout on preparation)
Activity:
Game of Life and analogies with Development (in computer lab, McC 2-608)
Inventing alternative metaphors of control and co-ordination
Additional readings: Goodwin, How the Leopard Changed its Spots, Oyama, "Boundary issues," Sapp, "Struggle for Authority"

A Assignment Check-list maintained by student

Class 13 (5/12) Taking Stock of Course: Where have we come and where do we go from here?

Readings: Taylor, "We know more"
(handout on preparation)
Activities:
Mini-lecture about fostering critical thinking about science-in-society
Review of Personal & Professional development Plans
GCOE and narrative Course evaluations

A Asmt due: Final version of Project Report
A Bring PD workbook for perusal, to be picked up before grades are submitted, from Department of Curriculum & Instruction office, W-2-093
A Asmt due: Process Review

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(Additional readings may be suggested for deeper consideration of the issues raised in both biomedical sciences and in interpretation, critical thinking, and ethical and political analysis)

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CHILDREN AND SCIENCE
Critical and Creative Thinking 652
Spring 2005

Instructor: Dr. Carol Smith
Office: McCormack Bldg, 4th floor, Rm 265
Office Hours: Tues/Thurs, 12-1:30 & by Appointment
Telephone & email: 617-287-6359 (with answering machine) Carol.Smith@umb.edu
Course website: http://psych.umb.edu/faculty/smith/652syll.html

Class Times: Wednesday 4 - 6:30 PM
Class Meeting Place: W/2/056
Vacation Dates: Spring Vacation: March 12-20

Course Description:

The goal of this course is to understand the interpretive frameworks students of various ages bring to science class and how those frameworks influence their learning of scientific frameworks.   We will explore student frameworks for a variety of science domains (e.g., the nature of earth and the movement of heavenly bodies, the human body, the nature of matter, force and motion, groundwater) as well as their more general conceptions of how they learn and do science. In addition, we will explore the teaching conditions which help students (a) bridge between their initial conceptions and scientists' conceptions and (b) deepen their understanding of scientific inquiry. Through the course, you should gain skill (a) in devising, giving, and analyzing clinical interviews designed to uncover student ideas and (b) in planning lesson sequences to promote conceptual understanding, critical thinking, and conceptual change.

Course relationship to the Professional Education Unit's (PEU) conceptual framework:

The course will help you develop a commitment to pursuing life-long learning about science education pedagogy through making you aware of the journals, websites, and professional associations that are forums for exchange of ideas about the nature of students' initial conceptions in science and the pedagogical practices that enable students to transform those conceptions. This course will also help you develop deeper understandings of science content, conceptual change teaching and assessment strategies, and innovative educational software that is designed to help students difficult science topics. This course will help you understand and value student ideas and realize that students can master key ideas in science if they are given the time and space to "reason" their way through to new understanding. Finally, this course will help you develop the knowledge, skills, and dispositions that are required to be a "reflective practioner": one who continually studies the thinking of students in your classroom, experiments with different teaching approaches, and uses this information to improve instructional practice.

Objectives of the Course:

1. Become aware of the literature on student preconceptions in science (and of the journals and professional meetings where such research is discussed) and acquire knowledge of the important findings of this literature.
2. Develop skill in devising, giving, and analyzing an individual interview that is designed to probe student conceptions about a particular science topic.
3. Become aware of the teaching strategies that allow you to engage students' initial ideas, help them clarify and extend their ideas, help them construct an understanding of new ideas (that were initially unintelligible to them), help them evaluate competing ideas in light of their capacity to explain patterns of evidence, help them revise ideas in light of their ability to account for evidence.
4. Become aware of the research findings about the effectiveness of the above teaching strategies and of the ways that reflective practioners and science education researchers have studied and assessed the effectiveness of teaching practices.
5. Analyze the discourse practices of exemplary teachers who engage their students in "reflective discourse".
6. Examine innovative educational software and reflect on the ways it can be used as a tool to promote student understanding of inquiry as well as difficult science topics
7. Develop skill in evaluating existing curricular materials in terms of the extent to which they promote inquiry, understanding of inquiry, and conceptual change, as well as devising new lessons (or modifying existing materials) so that they accomplish these goals
8. Develop your own skill at first-hand inquiry: making observations, representing observations, finding patterns of data, creating models to explain the data, using models to make new predictions, revising models in light of further data, etc.

Course Readings:

1. Osborne, R. and Freyberg, P. (1985) Learning in Science: The implications of children's science. New Zealand: Heinemann. (available for purchase in the bookstore)
2. Primary readings: Articles by leading researchers in the field (available on Electronic Reserves for UMB). These articles will be the central readings for the course that are closely discussed in class. You may access and print them from home (on the internet) or from one of the Computer Labs on campus. (see attached handout with password and instructions for how to access these articles).
3. Independent reading for papers. Note: Healey Library has the main journals that have research about student preconceptions (I will provide you will a list of key journals). In addition, you may find articles by searching the ERIC database (http://www.eduref.org) or by looking through the files of articles that I keep on student preconceptions. The Curriculum Resource Center (Healey Library 5th floor) has some curriculum materials, including 2 volumes of Tik Liem's book Invitations to Science Inquiry kept on reserve. I also keep of file of innovative curriculum materials and websites of researchers who are developing new curricular materials. Finally, three online links to science lessons are: (a) the ScienceNetlinks website (run by the AAAS) http://www.scienelinks.org; (b) the Eisenhower National Clearinghouse (www.enc.org); and the AskEric website (www.eduref.org).

Required Assignments:

1. **Moon Journal & Reflection paper** (Weekly journal entries; final reflection paper due April 27th, about 7-8 typed pages)**:** Throughout this course you will be engaged in first-hand inquiry about the moon in which you will raise questions and gather information about the patterns of the moon's appearances and disappearances and develop and test models to explain your data. As part of this inquiry you are expected to keep a moon journal in which you record your daily observations about the moon and respond to particular homework assignments on any given week. You are NOT allowed to consult any "expert" sources about the moon during this project. Rather your theorizing should develop in light of your initial knowledge about the moon, the daily observations that you make, and the exchange of ideas that occurs with classmates. At the end of the project you will be asked to write a moon journal reflection paper (approximately 7-8 pages), submitted along with a complete copy of your journal entries, in which you describe the evolution of your thinking during this inquiry and any things that you learned from this experience that would affect your views about inquiry teaching in science. In describing the evolution of your thinking, you should discuss your initial ideas, questions asked, predictions made based on those initial ideas, observations gathered to test predictions, modifications made to initial ideas in light of observations, new rounds of prediction/observation and testing, general patterns noted in observations, explanations of those patterns, etc. Your moon journal papers will be evaluated based on thoughtfulness and engagement with the inquiry process (strength of observations, willingness to consider deeper conjectures, strength of reasoning and argument about conjectures) rather than on the "correctness" of your answers per se.

2. **Rationale and design of an interview paper** (due on March 2nd, about 5 pages, plus interview script appended). In this paper, you will identify a science topic about which you want to probe a student's conceptions, identify and read 2-3 prior research articles that have probed student conceptions in this area, develop some hypotheses about what you expect your students' conceptions will be like based on this prior research, and then devise a script for your student interview that will allow you to probe their understanding in an imaginative and thorough manner. Your paper will be evaluated based on your understanding of the prior literature, your ability to formulate some specific hypotheses about how students may think about the topic and to contrast that way of thinking with the current expert conception, and the appropriateness and richness of your interview design. (Note: it is OK to build on, or use portions of interviews that prior researchers have used. Your interview does not have to be completely original.) Prior to undertaking you interview, I will give you detailed feedback on your proposed interview and you may revise the interview script in light of my feedback.

3. **Analysis of a student interview paper** (due on March 22nd, about 7 pages typed, plus an appended interview transcript). The purpose of this paper is for you to present your analysis of your student interview (after you have conducted the interview), along with a typed transcript of the interview. That way, I can look at the interview myself and offer comments about the extent to which I agree with your analysis. In presenting your analysis, you need to consider what you think students' underlying concepts are in this area, how they are organized, the evidence in your interview that supports your analysis, and the way students' conceptions appear to be similar to/different from an experts'. You should also reflect on the strengths/limitations of your interview and ways that it could be improved. Your paper will be evaluated based on the thoroughness and insightfulness of your interview and analysis as well as on your capacity to constructively criticize yourself as an interviewer

and to suggest improvements.

4. **Teaching project paper** (due on May 11th, about 12 pages typed, with appropriate appendices). The purpose of this final project is for you to demonstrate understanding of the teaching strategies that promote student inquiry, understanding of inquiry, and conceptual change. You may approach this assignment in one of two ways, either (a) describing how you would approach designing a series of lessons that take a conceptual change approach to teaching a topic and that also involve students in inquiry and deepening their understanding of inquiry; or (b) evaluating an existing series of lessons in terms of their ability to promote an understanding of inquiry and conceptual change, and then suggesting ways these lessons can be modified or improved. Note, as part of doing this project you will need to identify interesting curriculum materials that address a science topic that interests you. Your paper will be evaluated based on what it shows about your understanding of teaching strategies that promote inquiry, understanding of inquiry, and conceptual change.

Summary of Course Requirements and Methods of Evaluation:

Requirement	Relevant Objective	Due Date	Percent of Grade
Design of interview paper	1,2	March 2nd	15%
Interview analysis paper	1,2	March 23rd	15%
Moon journal	8	April 27th but kept daily	10%
Moon journal reflection paper	8	April 27th	15%
Teaching project paper	3,4,7	May 11[h]	20%
Attendance, participation, and completion of in-class exercises[1]	1,2,3,4,5,6,7,8	All classes	25%

[1]It is expected that students will attend class regularly and come to class prepared to take part in discussion. At most, only two classes should be missed if students expect to earn a grade of B or better in Attendance/participation.

Accommodations: Section 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to and discuss them with each professor within a reasonable period, preferably by the end of the Drop/Add period.

Academic honesty: Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Student Bulletin, Undergraduate catalog, and relevant program student handbook(s).

Policy on Incompletes: Incompletes can only be if you have an emergency or exceptional circumstances toward the end of the semester, if only a small portion of the work remains to be completed, and if you meet with me prior to the end of the semester to fill out an incomplete contract.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, or transfer credit.

TENTATIVE SCHEDULE OF TOPICS AND READINGS
(Readings are to be completed prior to coming to class)

Part 1: Student Conceptions and Models

Week 1 (Jan. 26). Introduction (Classes Cancelled: Snow Day)

Week 2 (Feb. 2). Exploring children's science: models of the earth and heavenly bodies
- Osborne & Freyberg, chap 1 (Children's Science) & 2 (Science Teaching and Science Learning), pp. 1-27.
- Nussbaum, J. (1985). The Earth as a cosmic body. In R. Driver, E. Guesne, & A. Tiberghien, <u>Children's ideas in science</u> (pp. 170-192). Philadelphia, PA: Open University Press.

Week 3 (Feb. 9). Exploring children's science: what's alive?
- Osborne & Feyberg, chap. 3 (Language in the Science Classroom), pp. 29-40.
- Carey, S. (1988) Conceptual differences between children and adults. Mind and Language, 3, 167-181.
- Kuhn, T. (1957). "The heavens in primitive cosmology" and "The apparent motion of the sun" (pp. 4-12) In <u>The Copernican Revolution</u>. Cambridge, MA: Harvard University Press.

Week 4 (Feb. 16): Exploring children's science: models of the human body
- Carey, S. (1985) Chapter 2 "The Human Body" (pp. 41-71). In <u>Conceptual change in childhood</u>. Cambridge: MIT Press.
- Kuhn, T. (1957). "The birth of cosmology--the two-sphere universe" (pp. 25-41). In <u>The Copernican Revolution</u>. Cambridge, MA: Harvard University Press.

Week 5 (Feb. 23): Exploring children's science: models of matter
- Osborne, R. & Freyberg, P. (1985) Appendix A "Finding out what children think", 151-165.
- Carey, S. (1991) Knowledge acquisition: Enrichment or Conceptual Change (read part starting with "The Evidence", pp. 269-287). In S. Carey and R. Gelman, (Eds.) <u>Epigenesis of Mind</u>. Hillsdalell, NJ: Lawrence Erlbaum Associates.
- Novick, S. and Nussbaum, J. (1981) Pupils' understanding of the particulate nature of matter: A cross age study. <u>Science Education, 65 (2</u>), 273-281.

Week 6 (March 2): Metacognition: student's conceptions of science and learning
- Carey, S. & Smith, C. (1993). On understanding the nature of scientific knowledge, <u>Educational Psychologist</u>, 28, 235-243, plus Appendix A-C.
- Driver, R. et al. (1995). A framework for characterizing features of students epistemological reasoning in science. In <u>Young people's images of science</u>.
- Rigden, J.S. & Tobias, S. (Jan, 1991). Tune in, turn off, drop out. <u>Sciences</u>, 16-20.

- **Paper 1 (Rationale and Design of Interview) is due**

Part 2: Teaching for Conceptual Change and Understanding

Week 7. (Mar. 9): Teaching for Conceptual Change: Overview of a Framework for Science Teaching
- Roth, K. (1984) Using classroom observations to improve science teaching and curriculum materials (pp. 1-20)
- Strike, K. & Posner, G. (1985). A conceptual change view of learning and understanding. In L. West and A. Pines (Eds.), Cognitive structure and conceptual change (pp. 211-231). New York: Academic Press.
- Osborne, R. & Freyberg, P. (1985) Chapter 7 "Assumptions about teaching and learning" & Chapter 8 "The role of the teacher", pp. 82 - 99.

SPRING VACATION WEEK: March 12-20

Week 8. (Mar. 23): Classroom dialogues
- Osborne, R. & Freyberg, P. (1985) Chap. 6 "Facing the mismatches in the classroom", 66-80.
- Minstrell, J. (1982) Explaining the 'at rest' condition of an object, Physics Teacher, 20, 10-14.
- Minstrell, J. (1984) Teaching for the development of understanding of ideas: Forces on moving objects. AETS Yearbook.
- Swift, J. Nathan, Gooding, C. Thomas, & Swift, Patricia R. Using Wait Time to Improve the Quality of Classroom Discussion. In Research Matters...To the Science Teacher.
- Sadker, M. & Sadker, D. (March, 1986). Sexism in the classroom: From grade school to graduate school. Phi Delta Kappan, 512-515.

- **Paper 2 (Analysis of Interview) is due**

Week 9. (March 30): Using metacognition to enhance classroom dialogues and student learning.
- Hennessey, M. & Beeth, M. (1993) Students' reflective thoughts about science content: A relationship to conceptual change learning. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA. (pp. 1-32)
- Beeth, M. and Hewson, P. (1999) Facilitating learning of science content and scientific epistemology: Key elements in teaching for conceptual change. Paper presented at the meeting of the National Association for Research in Science Teaching, Boston, MA.

Week 10. (April 6): Pathways to learning: Using bridging analogies and models to enhance understanding
- Osborne, R. & Freyberg, P. (1985) Chapter 5 "Relating the new to the familiar", pp. 51 - 65.
- Brown, D. (1992) Using examples and analogies to remediate misconceptions in physics: Factors influencing conceptual change. Journal of Research in Science Teaching, 29, 17-34.
- Smith, C., Maclin, D., Grosslight, L., and Davis (1997) "Part 2: Comparison of the Effectiveness of Two Approaches to Teaching About Matter and Density", pp. 357-369, Cognition & Instruction.
- Waters, B. (1994). The groundwater curriculum. (Introductory excerpts).

Week 11. (April 13). Pathways to learning: Cycles of model evaluation and revision.
- Lehrer, R., Schauble, L., Strom, D., & Pligge, M. (2001). Similarity of form and substance: Modeling material kind. In S. Carver & D. Klahr (Eds.), Cognition and instruction: Twenty-five years of progress. Mahwah, NJ: Erlbaum.
- Passmore, C. and Stewart, J. (2002) A Modeling Approach to Teaching Evolutionary Biology in High Schools, Journal of Research in Science Teaching, 39 (3), 185-204. (Section 1 and 2 of the Natural Selection Curricular Materials at the website: http://www.wcer.wisc.edu/ncisla/muse)

Week 12. (April 20) Using technology to enhance science learning
- Perkins, D. & Unger, C. (1994). A new look in representations for mathematics and science learning, Instructional Science, 22, 1-37.

Week 13 (April 27). Moon model presentations/Improving Assessment
- Atkin, J., Black, P. & Coffey, J. (2001). The case for strengthening assessment in the science classroom, pp. 11-22. Washington, D.C.: National Academy Press.
- Donovan, J. (1989) Chapter 4 "Writing in science" in Process writing: A comprehensive methodology for teaching thinking and learning science, (pp. 89-110) Master's thesis, Critical and Creative Thinking Program, University of Massachusetts/Boston

- **Moon Journals and Reflection Paper Due**

Week 14 (May 4) Assessing the adequacy of current science curricula and assessments
- Kesidou, S. and Roseman, J. (2002) How well do middle school science programs measure up? Findings from Project 2061's Curricular Review, Journal of Research in Science Teaching 39 (6), 522-549.
- Stern, L. and Ahlgren, A. (2002) Analysis of Students' Assessments in Middle School Curriculum Materials: Aiming Precisely at Benchmarks and Standards, Journal of Research in Science Teaching, 39 (9), 889-910.
- Massachusetts Department of Education, Science & Technology Exam Questions for Grades 4, 8, and 10. Massachusetts Comprehensive Assessment System.

Week 15 (May 11) Conclusions and course evaluations
- Brief presentations of individual projects
- **Teaching Project Paper is due**

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Department of Curriculum and Instruction
Graduate College of Education

EDC G 654 Applied Behavior Analysis: Extended Applications II
Fall 2010

Course Two of Five
SYLLABUS

Primary Instructor: Jim Chok, Ph.D., BCBA-D
Telephone and email: 978.654.4390; james.chok001@umb.edu

Office Hours: Instructor is available via email. If you wish to speak via telephone, please make arrangements via email or leave a message at the above telephone number. In addition, I will generally be in class by 3:30pm. Please feel free to use this time to discuss any class related matters.

Teaching Assistant: Lisa Freedman, M.S., BCBA

Program Coordinator: Frank Bird, M.Ed., BCBA
Telephone and email: 978.654.4323; **frank.bird@umb.edu**

Number of sessions: Nine sessions; Wednesdays 4:00pm-9:00pm

Dates of Course Meetings:
November 10, 17
December 1, 8, 15, 22 (online)
January 5, 12, 19

Total Instructional Time: 45 hours

Locations:
UMASS-Boston: Healey Library, Lower Level, Presentation Room 3
Directions: Access the Healey Library building through the second floor catwalk (follow signs to the
Healey Library from the parking lot). As you enter the library, the elevators will be to your right. Take
the elevator to the lower level. You will see the Instructional Technology Center (ITC) in front of you
as you exit the elevator. Follow signs to Presentation Room 3.

Catalog Description:
This is the second course in a series of five graduate courses concentrating on Applied Behavior Analysis. It follows the established national curriculum to meet: (1) the actual professional competencies that individuals will need as Applied Behavior Analyst Practitioners, and (2) eligibility requirements to sit for the examination at the BCBA or BCABA level. Course Two will address the content areas of Experimental Evaluation of Interventions, Ethics, Measurement of Behavior and Displaying and Interpreting Behavioral Data. At the completion of the course students will be able to meet the professional standards identified per the task objectives of each class session.

EDC G 654 meets Behavior Analyst Certification Board, Inc™ requirements for the following:
    a. Experimental Evaluation of Interventions: 20 hours (of 20)
    b. Research Ethics: 5 hours (of 15)
    c. Measurement of Behavior and Displaying and Interpreting Behavioral Data: 20 hours (of 20)

Objectives of Course:
1. Each student will incorporate and describe the use of professional standards within the area of experimental evaluation, measurement of behavior, data display and interpretation and ethical considerations via the research study proposal consistent with BACB competencies outlined in Content Area 1, 5, 6, and 7.

2. Each student will identify and describe the definitions, characteristics and principles of applied behavior analysis, consistent with BACB competencies outlined in Content Area 5, 6, and 7.

3. Each student will identify responsible and ethical codes of conduct regarding their professional competence in the application of behavior analysis consistent with BACB competencies outlined in Content Areas 5, 6, and 7.

4. Each student will incorporate and describe how cultural, urban and/or other diversity considerations need to be considered when developing behavior intervention strategies.

5. Each student will identify and describe experimental evaluation of interventions, measurement of behavior, data display and data interpretation and ethical considerations consistent with BACB competencies outlined in Content Areas 1, 5, 6, and 7.

6. Each student will use high technology and low technology applications for gathering references, collecting and analyzing data, and sharing findings with colleagues.

Required Text:

Cooper, J. 0., Heron, T. E., and Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed). Upper Saddle River, NJ: Prentice Hall.

The above text will be referred to as "CHH" throughout the remainder of the syllabus.

Bailey, J. S., & Burch, M. R. (2005). *Ethics for Behavior Analysts.* Mahwah, NJ: Lawrence Erlbaum Associates.

Required CD Learning Module:

CBA Learning Module Series 2008 (Version 6): Dr. Stephen Eversole, Behavior Development Solutions. This CD is required and can be extremely useful while preparing for the BCBA examination. We value it highly as an instructional tool. This CD can be accessed and purchased at: www.behaviordevelopmentsolutions.com/

Assignments:

1. Reading Quizzes: Students will come to all class meetings with all reading requirements met, and with a general understanding of the content and purpose of each reading. Students will be expected to
demonstrate knowledge of these readings via four in-class quizzes. Note that only three of the quizzes will count toward the final course grade. Quizzes will be conducted at the beginning of class, and will be turned in within the first 10-minutes of the class meeting. Students will be expected to take these quizzes without the use of any resource materials (e.g., texts, slide presentations, articles, notes, etc). [30 points (10/quiz), 30% of final grade]

2. CD-Rom Timings: It is expected that students will demonstrate via the CD Rom log tracking sheet a minimum of three entries per week. The CBA modules that must be completed by the last class meeting are, in the following order: Measurement of Behavior: 6.1-6.8, Displaying and Interpreting Behavioral Data: 7.1-7.4, and Experimental Evaluation of Interventions: 5.1-5.10. Final content modules must demonstrate 100% proficiency. Final content modules (n = 22) must demonstrate 100% proficiency. [15 points (0.68/module), 15% of final grade]

3. Research Design Project: Students will be expected to formulate a hypothesis regarding the treatment of an applied behavior in their setting after surveying the literature. Students must also choose a methodological design to carry out their study. A written introduction of the project, along with the methods section will be due by Class 8 [25 points, 25% of final grade]. Please keep in mind that you must choose a behavior that you can assess (during the third course in this five course sequence) and for which you can carry out an intervention (during course four of the sequence) *More details will be forthcoming.*

4. Final Exam: Students will be expected to demonstrate knowledge of the content areas addressed in this class. The final exam will include multiple choice and short answer questions. This exam will be given during the 9th session and students will turn in their exam and answers to the exam proctor. Students are expected to take this exam without the use of any resource materials (e.g., texts, slide presentations, articles, notes, etc.). [30 points, 30% of final grade]

5. Classroom Attendance and Participation: Participation includes participating in discussions on the material, completing required reading and writing prior to class, and taking responsibility for helping create a positive learning situation by arriving promptly, listening respectfully, and participating in in-class activities. Upon the first absence, students will miss any point opportunities for the night (e.g., quizzes). Upon a student's second absence, s/he will automatically lose half of his/her final letter grade. A third absence will result in an additional loss of half a letter grade. Four or more absences will jeopardize the student's ability to remain enrolled in the course.

Methods of Evaluation:

Students are evaluated by the following methods, weighted as follows:

Domain/Assignment	Percent of Grade
Reading Quizzes	30%
CD-ROM Modules	15%
Research Design Project	25%
Final Exam	30%

Assignment Due Dates:

Assignment	Session and Date
Quiz 1	November 17th
Quiz 2	December 8th
Quiz 3	December 15th
Quiz 4	January 5th
Research Design Project	January 12th
CD – ROM Modules	January 12th
Final Exam	January 19th

*Late assignments will NOT be accepted and will result in a score of 0%. An assignment is considered late when it is not submitted by the start of class.

November 10, 2010: 4:00-9:00pm

Objectives for Session 1: BACB™ Task Content Area 6

6-1 Identify the measurable dimensions of behavior (e.g., rate, duration, latency, or inter-response times).

6-2 Define behavior in observable and measurable terms.

6-3 State the advantages and disadvantages of using continuous measurement procedures and sampling techniques (e.g., partial and whole interval recording, momentary time sampling).

6-6 Use frequency (i.e., count).

6-7 Use rate (i.e., count per unit of time).

6-8 Use duration.

6-9 Use latency.

6-10 Use inter-response time (IRT).

6-11 Use percent of occurrence.

6-12 Use trials to criterion.

6-13 Use interval recording methods.

Required Readings:

CHH (Ch. 4)

Wolf, M. W., (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis, 11,* 203-214.

Meany-Daboul, M. G., Roscoe, E. M., Bourret, J. C., & Ahearn, W. H. (2007). A comparison of momentary time sampling and partial-interval recording for evaluating functional relations. *Journal of Applied Behavior Analysis, 40,* 501-514.

November 17th, 2010: 4:00-9:00pm

Objectives for Session 3: BACB™ Task Content Area 6
6-4 Select the appropriate measurement procedure given the dimensions of the behavior and the logistics of observing and recording.
6-5 Select a schedule of observation and recording periods.
6-14 Use various methods of evaluating the outcomes of measurement procedures, such as inter-observer agreement, accuracy, and reliability.
10-3 Design and use systems for monitoring treatment fidelity

Required Readings:

CHH (Ch. 5)

CHH (Ch. 10) pp. 235-237 on Treatment Integrity

Codding, R., Livanis, A., Pace, G. M., & Vaca, L. (2008). Using performance feedback to improve treatment integrity of classroom wide behavior plans: An investigation of observer reactivity. *Journal of Applied Behavior Analysis, 41,* 417-422.

December 1, 2010: 4:00-9:00pm

Objectives for Session 2: BACB™ Task Content Area 7
7-1 Select a data display that effectively communicates quantitative relations.
7-2 Use equal-interval graphs.
7-4 Use a cumulative record to display data.
7-5 Use data displays that highlight patterns of behavior (e.g., scatter plot).

Required Readings:
CHH (Ch. 6)

Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1985). A scatter plot for identifying stimulus control of problem behavior. *Journal of Applied Behavior Analysis, 18,* 343-351.

Kahng, S., Iwata, B. A., Fischer, S. M., Page, T. J., Treadwell, K. R. H., Williams, D. E., & Smith, R. G. (1998). Temporal distributions of problem behavior based on scatter plot analysis. *Journal of Applied Behavior Analysis, 31*, 593-604.

December 8, 2010: 4:00-9:00pm

Objectives for Session 4: BACB™ Task Content Area 7
7-3 Use Standard Celeration Charts.
7-6 Interpret and base decision-making on data displayed in various formats.
2-7 Interpret articles from the behavior analytic literature.

Required Readings:
      CHH (Ch. 6)

      Fahmie, T. A. & Hanley, G. P., (2008). Progressing toward data intimacy: A review of within-session data analysis. *Journal of Applied Behavior Analysis, 41,* 319-331.

      Stewart, K. K., Carr, J. E., Brandt, C. W., & McHenry, M. M. (2007). An evaluation of the conservative dual-criterion method for teaching university students how to visually inspect AB-design graphs. *Journal of Applied Behavior Analysis, 40,* 713-718.

December 15, 2010: 4:00-9:00pm

Objectives for Session 5: BACB™ Task Content Areas 3 and 5
3-10 Define and provide examples of functional relations.
5-1 Systematically manipulate independent variables to analyze their effects on treatment.
5-2 Identify and address practical and ethical considerations in using various experimental designs.
5-3 Conduct a component analysis (i.e., determining effective component (s) of an intervention package).
5-4 Conduct a parametric analysis (i.e., determining effective parametric values of consequences, such as duration or magnitude).

Required Readings:
      CHH (Ch. 7)
      CHH (Ch. 10) pp. 230

Hanley, G. P., Iwata, B. A., Thompson, R. H., & Lindberg, J. S. (2000). A component analysis of "stereotypy as reinforcement" for alternative behavior. *Journal of Applied Behavior Analysis, 33,* 285-297.

Jolene R. Sy & John C. Borrero. (2009) Parametric analysis of presession exposure to edible and nonedible stimuli. *Journal of Applied Behavior Analysis,* 42, 833-837.

December 22, 2010: 4:00pm-9:00pm
ONLINE CLASS

Objectives for Session 8: BACB™ Task Content Areas 5 and 1
5-2 Identify and address practical and ethical considerations in using various experimental designs.
1-12 Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated.
2-7 Interpret articles from the behavior analytic literature.

Required Readings/Assignments:
　　CHH (Ch. 10)

　　Bailey & Burch (Ch. 10)

　　Morris, E. K. (2009). A case study in the misrepresentation of applied behavior analysis in autism: The Gernsbacher lectures. *The Behavior Analyst, 32,* 205-240.

January 5, 2011: 4:00-9:00pm

Objectives for Session 6: BACB™ Task Content Area 5
5-1a Use withdrawal designs.
5-1b Use reversal designs.
5-1c Use alternating treatments (i.e., multi-element, simultaneous treatment, multiple or concurrent schedule) designs.
2-7 Interpret articles from the behavior analytic literature.

Required Readings:
　　CHH (Ch. 8)

Wincze, J. P., Leitenberg, H., & Agras, W. S. (1972). The effects of token reinforcement and feedback on the delusional verbal behavior of chronic paranoid schizophrenics. *Journal of Applied Behavior Analysis,* 5, 247-262.

Northup, J., Fusilier, I., Swanson, V., Huete, J., Bruce, T., Freeland, J., Gulley, V., & Edwards, S. (1999). Further analysis of the separate and interactive effects of methylphenidate and common classroom contingencies. *Journal of Applied Behavior Analysis,* 32, 35-50.

January 12, 2011: 4:00-9:00pm

Objectives for Session 7: BACB™ Task Content Area 5
5-1d Use changing criterion designs.
5-1e Use multiple baseline designs.
2-7 Interpret articles from the behavior analytic literature.

Required Readings:
        CHH (Ch. 9)

        Hartmann, D. P., & Hall, R. V. (1976). The changing criterion design. *Journal of Applied Behavior Analysis,* 9, 527-532.

        Kahng, S., Boscoe, J. H., & Byrne, S. (2003). The use of an escape contingency and a token economy to increase food acceptance. *Journal of Applied Behavior Analysis*, 36, 349-353.

        Saigh, P. A. (1986). In vitro flooding in the treatment of a 6-year-old boy's posttraumatic stress disorder. *Behaviour Research and Therapy, 24,* 685-688.

        De La Paz, S. Self-regulated strategy instruction in regular education settings: Improving outcomes for students with and without learning disabilities. *Learning Disabilities Research & Practice, 14, (2),* 92-106.

January 19, 2011: 4:00-9:00pm

Session 9 Topics: Conclusion for course 2
        Final Exam
        Instructor Evaluation

Course Relationship to the Professional Education Unit's (PEU) Conceptual Framework:
The faculty and staff of the Graduate College of Education are committed to the goal of preparing **thoughtful and responsive educators** for the urban school systems of the twenty-first century. This course has been designed to support the development of the University's defined qualities of a thoughtful and responsive applied behavior analyst in the following ways:

COMMITMENTS
- Commitments to experimental evaluation of interventions, measurement of behavior, displaying and interpreting behavioral data and ethics: Readings, discussion and incorporating behavior change procedures in the design of a Case Study

- Life long learning: Familiarity with professional organizations, peer coaching assignment to give and receive feedback

- Dedication: Implementation and analysis of a plan to improve the learning and social behavior of a student with disabilities

- Modeling and mentoring: Sharing case study behavior intervention plan with peers to expand information and skill base of others

UNDERSTANDINGS
- Understandings of content: Completion of practice texts in behavior change procedures and systems support

- Pedagogy: Application of the content to an individual case study

- Assessment: Case Study and in class video simulations that require student to define and analyze the environment and targeted behavior, collect data, and analyze data to evaluate effectiveness of intervention.

- Technology: Use of high and low technology applications to collect and organize references, collect and analyze data, and present information to peers

PRACTICES
- Caring: Embedding ethical standards for safety and respect and individual identity within Case Study plan

- Collaboration: Assignment to serve as a peer coach, giving and receiving peer feedback that improved the quality of each student's Case Study

- Reflection: Assignment to analyze research articles, reflection on lessons learned as part of Case Study, class participation in discussions

- Social justice: Requirement to explicitly include ways in which Case Study incorporates consideration for cultural diversity and disability, reflection on the effectiveness of Case Study to increase ability of student to learn to utmost of student's capacity, sharing those lessons learned and need for further work with peers.

These qualities seem to us to best characterize the thoughtful and responsive educators we envision. It is with these goals in mind that this course is offered to help each student address the educational concepts, practices and concerns that are encountered in special education.

Accommodations

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present and discuss these recommendations with each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog and relevant program student handbook(s).

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus will be a guide to our work, deviations from which may be necessary.

The faculty and staff of UMass Boston's Graduate College of Education and Professional Education Coordinating Council are committed to the goal of preparing thoughtful and responsive educators to serve urban school systems and communities. We design our courses and field experiences to support students' development and demonstration of:

- *Commitments* to ethical behavior, lifelong learning, dedication, modeling, and mentoring
- *Understandings* of content, pedagogy, assessment, and technology
- *Practices* which embody caring, collaboration, reflection, and social justice

EDC 689/690 Teacher Research encourages the development of collaborative practices and a stance of lifelong professional inquiry by enabling students to design modest but meaningful research projects that are grounded by authentic, classroom-based questions in conjunction with their practicum experiences.

Course Description
This course introduces students to the purpose and practice of teacher research. Cochran-Smith and Lytle define teacher research as "systematic and intentional inquiry carried out by teachers" (1993:7). These practices differ from the observations, adjustments, and assessments that teachers do daily. Teacher research is characterized by careful documentation and analysis of teaching practice over time. It enables teachers not only to explore central questions in our own settings, but also to create and share new knowledge about the practice of teaching. In this class, we will ask critical questions about teaching and learning, apply various methods of data collection and analysis, and design teacher-research projects based within students' own classroom sites.

Course Objectives:
Through this course, students will:

- consider and internalize inquiry as a stance toward teaching and learning (*Commitments*, *Understandings*, *Practices*)
- ask authentic questions about their practice (*Commitments*, *Understandings*)
- gain competence in the appropriate application of qualitative research methods (*Commitments*, *Understandings*, *Practices*)
- analyze and interpret various forms of data related to a central research question (*Commitments*, *Understandings*, *Practices*)
- function as a collaborative research community to support each others' teaching and learning (*Commitments*, *Practices*)
- consider the relation of equity, diversity and/or exceptionalities to their research questions and project designs (*Commitments*, *Practices*)
- use the internet in conjunction with traditional literature as resources for research (*Commitments*, *Understandings*)

Prerequisites
Although there are no course prerequisites, students in Track B are expected to be student teaching concurrently while taking this class.

Required Readings
• Hubbard, R.S. and Power, B.M. (2003). *The Art of Classroom Inquiry*. Portsmouth, NH: Heinemann.
• National Writing Project (1996). *Cityscapes.* Berkeley, CA: National Writing Project

Course Approaches

This class depends on your attendance, active participation, and most importantly, your location within a site where you are responsible for consistent teaching/learning throughout the semester. For Track C [EDC 690] students, this is your classroom; for Track B [EDC 689] students, this should be your student teaching classroom. If you do not have such a location already, you will have serious difficulty in completing this course.

For the first four weeks, we will become familiar with the general purpose and practice of teacher research and begin to develop methods to document and analyze our classroom settings. The next six weeks of class-time will evolve based on your research questions. Typically, we will consider a specific topic or method related to teacher research theory/practice while also reflecting on and sharing various issues related to your own sites and topics of inquiry. For the last four weeks, we will be presenting and responding to each other's work. Class sessions will include discussions by the full class and in small groups, short lectures, exercises, guided practice, and presentations by current and former students or practitioners.

Assignments

Journal**:** You will keep a weekly journal to document your research activities, including notes observations, ideas, questions, discoveries, progress, obstacles, and reflections that are important in your on-going research process. Please bring this journal to class, and also make a copy for me each week.

Data Assignments: You will collect different types of data appropriate to your project that we will discuss in class. You should keep track of your methods and findings in your journal.

Literature Review: You will review at least five research- or practice-based articles from educational journals and electronic databases that are relevant to your topic of research and presented/critiqued in your final report.

Portraiture: Based on observations from your own site, you will use portraiture to document a question or finding in your research. Guidelines will be distributed in class. (2 pages)

Project Updates: Updates are concise, written summaries that discuss what you have done, what obstacles you have faced, what questions you have now, and what happens next in your project. There will be 3-4 updates during the semester with specific guidelines distributed in class or via email.

Final Project Presentation/Report: At the end of the semester, you will present a summary of your project findings and reflections in class (15-20 minutes), and submit a final research report (10 pages) that includes: a short literature review; a description of your research questions and their context and significance; your methods, findings and analysis; the implications of your project for classroom/school practice and further research; and your reflections on the process of doing teacher research. Guidelines will be distributed in class.

Grading

Your grade will be based on the following:

• Process Work:
  • Journal and data assignments [15%]
  • Project updates [15%]
  • Attendance and participation [15%]
• Products:
  • Literature Review [15%]
  • Portraiture [10%]
  • Research Presentation and Report [30%]

Accommodations

Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, you can obtain adaptation recommendations from the Ross Center (617-287-7430), and discuss them with the professor, preferably before the end of the Drop/Add period.

Please keep a copy of this syllabus in your files for use when applying for certification, licensure, or transfer credit. Also, please note that this syllabus will be modified to respond to students' interests and to take advantage of specific teaching/learning opportunities that emerge during the semester.

Course Outline/Schedule (subject to change depending on class interests/needs)

Class	Date	Topic	Reading	Assignments
1	9/08	Introductions What is Teacher Research?		
2	9/15	Exploring Teacher Research	Cityscapes: Fecho & Resnick	Journal
3	9/22	Research Questions/Sites	Cityscapes: Banford & Berkman	Journal
4	9/29	Research Methods Review: Using the Literature	Hubbard and Power Ch 1 & 3	Journal Update: Research question
5	10/06	Data Collection & Using the Literature	Hubbard and Power Ch 2 & 5 Cityscapes: Reread Fecho	start literature review of at least 3 articles
6	10/13	Lessons from the Field	Hubbard and Power Ch 4 & 6 Cityscapes: Jumpp	Journal
7	10/20	Data Collection: Focus on observations/fieldnotes	Hubbard and Power Ch 2 Cityscapes: Miller	Journal Update: Data Fieldnotes Survey data & tallies
8	10/27	Data Collection: Focus on interviewing	Hubbard and Power Ch 2	Journal Interview data
9	11/03	Site documents and sociograms	Portraiture handout Cityscapes: Cziko	Journal
10	11/10	TBA		Journal Update: Data Analysis
11	11/17	Lessons from the field	Cityscapes: Chin	Journal Portraiture
12	11/24	TBA		Journal
13	12/01	Teaching/Practicum reflections		Journal Update: Lessons
14	12/08	Presentation of research		
15	12/15	Presentation of research		Research Report Self-assessment

CCT 611: Investigating Authentic Problems Through PBL (Seminar in Critical Thinking)

Spring 09 Wed. 7-9:30 PM (Wheatley-1-12)
Nina Greenwald: nlgreenwald@comcast.net
(617) 287-6523 (office hours: Wed. 2-3:30)

"A problem is an opportunity in work clothes."
"Tell me I forget; show me I remember, involve me I *understand.*"

Description:
The best way to get better at problem solving is to *experience* the thought, habits of mind and actions needed to tackle real world problems!

Problem-based learning (PBL) is a powerful process that simultaneously develops problem solving strategies and disciplinary knowledge bases and skills by placing individuals in the active role of problem solvers confronted with an ill-structured real world problem. This robust CCT process is shaped and directed by students with the instructor as metacognitive coach. Students, not the instructor, take primary responsibility for what is learned and how, using a PBL model developed by the instructor to investigate authentic problems. The instructor "guides on the side", raising questions that challenge students' thinking and help shape self-directed learning so that the search for meaning and understanding becomes a personal construction of the learner.

Because students take ownership of what gets learned, how and when, there is often no syllabus for a PBL course of study. That said, the order and pacing of PBL steps and stages and whole group weekly discussions outlined in this syllabus should be considered tentative.

Readings:
Greenwald, Nina L. Science in Progress, Pennsylvania Society for Biomedical Research, 1999.

Woods, Donald R. Problem-Based Learning, McMaster University, 1994.

Processes:
1) application of a 10 step model to an authentic problem

small group investigation of the problem and communication of results to a relevant audience; accompanying team written report to include group assessment of problem solving and team skills

2) PBL personal encounters portfolio (individual): ongoing reflections on thinking challenges and personal experiences with PBL to include exit self-assessment

Week 1- Jan. 28 Authentic Learning

Self-directed learning: some essential questions
>   What is learning?
>   What is authentic learning?
>   Self-directed learning?
>   What is understanding?
>   Constructivist teaching and learning (teacher/student role shifts)

Activities
>   best learning experiences
>   solving problems with different intelligences

Readings (Week 2)
>   Woods, Chapter 1: Are Your Ready for Change?
>   Greenwald 1-10
>   Selected articles (given in class)

HW: learning styles (Woods inventories)

Week 2- Feb. 4 Authentic Learning cont'd.

Big ideas from the readings: ill-defined problems
Activities:
>   big ideas listing
>   sharing learning styles insights
>   what is PBL? (it starts with a "mess")
>   examples of messy problems

Reading: (Week 3)
Greenwald: What is PBL? (pp. 11-22)
Woods: What is PBL? Problem Solving Skills (2.1-3.26)
Greenwald: A Model for Guiding Students in PBL (p. 22-36)
selected articles (given in class)

Week 3- Feb. 11 A PBL Model

PBL process: ill-defined problems
Activities:
      A model for engaging PBL
      identifying/sharing problems, dilemmas

Reading: (Week 4)
Bradford: Effective Teamwork
Woods: What is small group PBL? (4.1-4.6)
Woods: Group Skills (5.1-5.10)

Week 4- Feb. 18 Drafting Ill-Defined Problems

Activities:
      ill-defined scenarios (free writing)
      ill-defined problem: (**PBL: Step 1**)
      teams vs. groups
      team skills: listening

Reading: (Week 5)
selected reading (self-directed learning; problem finding)

Week 5- Feb. 25 Questioning and Team Skills cont'd.

Unpacking information to identify problems
Activities:
      IPF questioning: **PBL Step 2**
      teambuilding behaviors/strategies
      application of PF strategies to messy problem scenario:

strategies for recording PF results: **PBL Step 3**
Reading: (Week 6)

Woods: What is self-directed, interdependent, small group PBL? (6.1-6.5)
selected reading: pattern finding; concept mapping

Week 6- Mar. 4 Mapping Problem Finding Results

pattern finding; problem representation
Activities:
      synthesizing information to discern patterns, relationships
      problem prioritization: **PBL Step 4**
      strategizing: who does what, when, where, how?
Readings: Week 7
Woods: Self-directed interdependent learning skills (7.1-7.17)
Greenwald: Stages if Inquiry (31)

Week 7- Mar. 11 Problem Investigation

What is your goal(s)? (What do you want to learn?) How?
Activities:
      KNF
      Stages of Inquiry
      strategizing: who does what, when, where, how?

Readings: Week 8
selected reading: research design and methods

SPRING BREAK: March 14-March 22

Week 8- Mar. 25 Problem Investigation cont'd.

Readings: Week 9
selected reading: independent study; data analysis
personal encounters journal due (first half of semester)

Week 9- April 1 Problem Investigation cont'd

What did you find out? From whom, what sources? Need to know?
Activities: PBL Step 5
      data assessment (source credibility? gaps? paradoxes?)
      intergroup sharing: "pits, berries" of the process

Week 10- April 8 Problem Investigation cont'd.

How will you organize/analyze your data? Activities: PBL Step 6
> tools for making sense out of your data?
> ways to present your data?

Readings: Week 11
selected reading: making inferences; drawing conclusions

Week 11- April 15 Problem Investigation cont'd.

What did you learned about your problem? Conclusions?
Activities: PBL Steps 6 and 7

Readings: Week 12
selected reading: metacognitive dialogue

Week 12- April 22 Solutions/ Recommendations?

Who is your relevant audience?
Activities: PBL Steps 8/9
Readings: Week 13
Woods: Self-assessed, self-directed, small group PBL (8.1-8.5)
Woods: Self-assessment skills (9.1-9.16)

Week 13- April 29 Hone Solutions, Communicate Results

designing team self-assessment measures
Activities: PBL Steps 8/9
Readings: Week 14
Woods: Putting It All Together (10.1-10.6)

Week 14- May 6 Presentations to Relevant Audiences

• finalizing the team presentation: **PBL Steps 9/10** • <u>**team written reports due**</u>

Week 15- May 13 What have you learned?
• **personal encounters portfolios due**
• **self-assessment due**

University of Massachusetts at Boston
College of Education and Human Development
Critical and Creative Thinking Program

Processes of Research & Engagement

CrCrTh 692
Spring 2011 Syllabus (for online section)

Course description

In this course you identify a current social or educational issue that concerns you, e.g., you want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on. You work through the different phases of research and engaging others on that issue--from envisioning a manageable project to communicating your findings and plans for further work. The classes run as workshops, in which you are introduced to and then practice using tools for research, communicating, and developing as a reflective practitioner. The class activities and course as a whole provide models for guiding your own students or supervisees in systematically addressing issues that concern them.
If you are a CCT student, you should integrate perspectives from your previous CCT courses and will end up well prepared for--or well underway in--your synthesis project. Students from other graduate programs and the honors program will find this course helpful for development of dissertation/ research proposals and initial writing about their topics.

Instructor: Jeremy Szteiter, Critical & Creative Thinking Program
Email: Jeremy.Szteiter@umb.edu
Skype name: jeremyszteiter
Phone: 617-942-3580
Office: Wheatley 2nd floor, room 157
Office hours: by phone/Skype/WIMBA: by appointment as needed
Live online participation time (using WIMBA): to be arranged for a mutually convenient time for sessions 2, 4, 5, 6, 7, 9, 10, 11, 13.

Essential portals to course materials

(*bookmark these on the browser of each computer you use*):

- Blackboard OR Syllabus, www.faculty.umb.edu/pjt/692-11online.html,

including Table of Contents with links to specific Sessions.
- Private wikispace for assignment submission: CCT-xx.wikispaces.umb. edu (where xx is generally your last name; username & password as for your @umb.edu email)

    with links to course-related Notes on the assignments and examples of previous students' assignments. The Notes link to more detailed (and publicly-accessible) guidesheets on using the tools, including templates where relevant. *Be prepared to click through to the notes and read the guidesheets before getting to the to-do part of any assignment.* Students who prefer to stay in one "realm" can access course materials through a single pdf compilation, www.faculty.umb.edu/pjt/692-11.pdf, *available after 1/30.* If you prefer to work with a hard copy, print out the lengthy pdf, then organize it with dividers or post-its in a binder. When the printed text is a different color (or fainter) then it's a live link on the web version. Unless the URL is given explicitly, the link is generally to somewhere in the pdf compilation.
- Technological competencies needed for this course.

    Non-technological alternatives to the wiki can be arranged if you find the technologies to be consuming time and attention that would be better used for the engaging with the central learning activities of the course.

    (Graphic overview of these essential materials and their relationships and accompanying Video tour)

Additional sites (*you may choose to bookmark them separately, or access them through Blackboard*):

Glitches--use this link to report glitches in online materials--bit. ly/692glitches
Voicethreadfor spoken discussions-- voicethread.com/?#u915443 (password provided by instructor)
Email group discussions--groups.google.com/group/cct692online/ topics (contribute by signing in with username & password provided by instructor OR by replying to an email from this [cct692online] email group)
Peer sharewikipage for peer commentary--crcrth692.wikispaces.umb. edu/peershare
Sign up pageto present preliminary work in front of class-- crcrth692. wikispaces.umb.edu/692SignUp
Password-protected access page(for password-protected readings and copies of previous reports)--www.faculty.umb.edu/pjt/pp.html
Phases of Research and Engagement, with links to the tools/processes

introduced during course sessions--www.faculty.umb.edu/pjt/Phases.
html
Assignment check-listand links for details about the assignments and
expectations (=replica of what is on each CCT-xx personal wiki)--
www.faculty.umb.edu/pjt/692checklist.html
Pacing chartfor a guide to how to pace and prepare assignments and
tasks for the appropriate session-- www.faculty.umb.edu/
pjt/692Pacing.html
Examplesof previous students' assignments, with annotations--www.
faculty.umb.edu/pjt/692Examples.html
A compilation of Research and Study Competencies--www.cct.umb.
edu/competencies.html
Book manuscript(in development), using materials from CrCrTh692
and 693.
Briefingson issues in research and engagement (some of which are
included in the examples for Phase I)--www.faculty.umb.edu/pjt/
briefings-TOC.html.

Table of Contents-sections to follow in syllabus:

Course Objectives

By the end of the semester, for each of the goals listed below, students will
be able to identify

a) things that reflect what you have achieved well related to this goal,
and
b) things you have struggled with/ need more help on/ want to work
further on.

These goals are divided into two sets:
I. "My Project Product Shows That…"

A. I can convey who I want to influence/affect concerning what
(Subject, Audience, Purpose).

B. I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.

C. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.

D. I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.

E. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.

F. I have gained direct information, models, and experience not readily available from other sources.

G. I have clarified the overall progression or argument underlying my research and the written reports.

H. My writing and other products Grab the attention of the readers/ audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.

I. I have facilitated new avenues of classroom, workplace, and public participation.

J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.

II. Developing as a Reflective Practitioner, Including Taking Initiatives in and Through Relationships

1. I have integrated knowledge and perspectives from other courses into my own inquiry and engagement in social and/or educational change.

2. I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.

3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc.

4. I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher/facilitator of others, and reflective practitioner.

5. I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.

6. I have developed peer and other horizontal relationships. I have

sought support and advice from peers, and have given support and advice to them when asked for.

7. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't wait for them to tell me how to solve an expository problem, what must be read and covered in a literature review, or what was meant by some comment I didn't understand. I didn't put off giving my writing to my advisor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do.

8. I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective inquiry until I could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry).

9. I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work--criteria other than jumping through hoops set by the professor so I get a good grade.

10. I have approached the course (and the program I am a student in) as works-in-progress, which means that, instead of harboring criticisms to submit after the fact, I have found opportunities to affirm what is working well and to suggest directions for further development.

TEXTS AND MATERIALS

Required:

Elbow, P. (1981 or later reprints). <u>Writing with Power</u>. New York: Oxford University Press.
Hacker, D. (2000) <u>A Pocket Style Manual</u>. Boston: Bedford/St. Martins - OR equivalent pocket manual on writing.
You also need:
i) a workbook/journal to carry with you at all times;
ii) an organized system to store handouts and loose research materials (e.g., a 3 ring binder with dividers and pockets, an accordion file, or file folders); and
iii) an organized system to file and backup material on your computer (and synchronize with your flash drive if needed)

Recommended:

- as guides to writing: Daniel, D., C. Fauske, P. Galeno, and D. Mael. (2001). <u>Take Charge of Your Writing: Discovering Writing Through Self-Assessment</u>. Boston: Houghton Mifflin.

- as a more detailed guide on technical matters of writing scholarly papers: Turabian, K. L. (1996). <u>A Manual For Writers of Term papers, Theses, and Dissertations.</u> Chicago: University of Chicago Press (also in library's reference section).
- bibliographic software for references (e.g., Endnote, or for free RefWorks)

Overview of ASSESSMENT & REQUIREMENTS

Project Options

Options for the course project include: A Literature Review of what other people have written or done in the area you intend for your Synthesis or other Research Project
A Grant, Research or Project Proposal
Short versions of the options for the CCT Synthesis Project, namely,

> Long essay/paper;
> Case Study/Practitioner's Narratives;
> Curriculum Unit/ Professional Development Workshop Series;
> Original Products (with documentation); and
> Arts Option (Performance) (also with documentation)

In contrast to the CCT Synthesis Project, the Final Report or Documentation of this project is shorter--10-20 pages (2250-4500 words) as against 20-40 pages--and it is typically more open, indicating where further work is planned or needed. (If the report presents an activity for a class, organization, or your own personal development, you may have fewer words for the same number of pages.) The project should not be seen as producing a "term paper," but as a process of development that involves:

- dialogue with the instructor and other students; and
- revision (re-seeing) in light of that dialogue.

A sequence of 14 assignments, participation items, and tasks facilitate that development. Provided you submit an initial version of the assignment on the due date, the instructor's responses will be designed to help you develop your project.
Detail about the assignments and expectations is provided on the assignment check-list and links. In brief:
<u>Written assignments and presentations</u>, 2/3 of course grade: Initial attempts for at least 11 of 14 assignments, however sketchy or minimal, must be submitted by the due dates=noon (EST) on first day of the session. (Substitutions are possible--consult with the instructor.)

At least 7 of the assignments should be revised and resubmitted in response to instructor's comments until "OK/RNR" (=OK/ Reflection-revision-resubmission Not Requested) is received. The work in progress presentation and the complete report must be in the 7.

Participation and contribution to the class process, 1/3 of course grade. At least 18 of the 23 items should be fulfilled.

Overall course grade: The system is simple, but unusual. It is designed to keep the attention off grades and on teaching/learning interactions. Read the Rationale and ask questions to make sure you have it clear.

80 points or a B+ is earned automatically for 7 Written items marked OK/ RNR plus 21 Participation items fulfilled. (Not requiring every assignment or item allows you to make choices based on your other commitments about which participation items and revisions to skip.)

If you reach that level, a simple rubric is used at the end of the course to add further points.

If you don't reach the automatic B+ level, your points = 3 for each writing assignment submitted on the due date + an additional 4.5 for each writing assignments OK/RNR + 1.5 for each participation item fulfilled, up to a maximum of 80 points.

Overall points are converted to letter grades as follows: The minimum grade for A is 95 points, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50 points.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in their personal files.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts.
Version 30 January '11

SCHEDULE of CLASSES

Overview

       Session 1 (week starting Monday 1/31) Getting oriented, orienting oneself: a. The course as a process; b. Initial ideas about individual projects
       Session 2 (week starting 2/7) Initial sources of information and

informants
Session 3 (week starting 2/14) a. Models of engagement; b.
Organizing and processing research materials
Session 4 (week starting 2/21) Initial formulations -> Governing
Question
Session 5 (week starting 2/28) Propositions, Counter-propositions,…
Session 6 (week starting 3/7) Design of Research and Engagement
Process.
Session 7 (week starting 3/14) Interviewing
Session 8 (week starting 3/21) Preparation for Public Presentations
on Work-in-Progress
Session 9 (week starting 3/28) Practice Presentations on Work-in-
Progress
Session 10 (week starting 4/4) Presentations on Work-in-Progress,
open to Public
Session 11 (week starting 4/11) Getting and Using Feedback on
Writing
Session 12 (week starting 4/18) Direct Writing & Quick Revising
Session 13 (week starting 4/25) Peer commenting on drafts
Session 14 (week starting 5/2) Taking Stock of the Course: Where to
go from here?

The Sessions are structured to introduce ten phases of research and
engagement. Preparation for each session, assignments (each one identified
by the letter of the Phase), and recommended tasks are intended to keep
you moving through the phases.
The order and timing of the phases for your project may vary according to
the opportunities that arise, especially if your project centers on new
teaching practices, workshops in the community, or other kinds of
engagement as an intern or volunteer. In any case these phases are
overlapping and iterative, that is, you revisit the "earlier" phases in light of

   a) other people's responses to what you share with them, and
   b) what you learn in the "later" phases.

(Refer to assignment check-list and links for details about the assignments
and expectations and to the chart for a guide to how to pace and prepare
assignments and tasks for the appropriate session.

Session 1
Getting oriented, orienting oneself
Preparation:
Think about what current social or educational issue concerns you, e.g., you

want to know more about it, advocate a change, design a curriculum unit or a workshop, and so on.
Preview Phase A. Overall vision; Goal: "I can convey who I want to influence/ affect concerning what (Subject, Audience, Purpose)."

Session Exercises:

a. The course as a process

Listen to Audio Recording while viewing overview for Intro remarks on Developing as a Reflective Practitioner--including Taking Initiative in & through Relationships--and on Phases of Research and Engagement.
Listen to Audio Recording (3 parts): Interview an alum of this course, Alyssa Hinkell, about experience of doing the course: 1) (overall experience [note: the students are from a face2face section with Peter Taylor, the course designer, not the online instructor, Jeremy Szteiter]; 2) technical tips [note: all the talk about wikis is mostly really about tools and processes on the web; very little course material is on the wiki]; 3) more tips)
Complete 7-10 minutes Free writing on your prior experiences (good and bad) in the areas of research, writing, engagement, and/or reflective practice.

b. Initial ideas about individual projects

In-session exercises on Proposed investigation--Who do you want to reach? What do you want to convey to them? Why do you want to address them about that? What obstacles do you see ahead? (Individual brainstorming, first stab at Governing question and Overview paragraph of proposed project, and reports on Governing question to the group) (a variant of Think-Pair-Share) [Reports by Voicethread discussion]

Follow-up:

Re-view Phase A. Overall vision; Goal: "I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose)."
Read Elbow, chaps. 1-3 on writing, freewriting, and sharing.
Practice using freewriting and using your workbook/journal.
Syllabus Quiz or Treasure hunt, to get acquainted with course materials and arrangements.
Preview previous years' reports to get a sense of the scope of previous projects and reports. (This is a password-protected webpage-do not make these reports available beyond this course.)
Submit information sheet
Sign up to volunteer to have your work discussed in front of session for certain assignments, session 4, 6, 9, or 11 (=extra participation item i).
Review previous years' evaluations (linked to Peter Taylor's portfolio).
Review briefings, decide if you want to add one (=extra participation item h), and submit a topic by session 3.
Look ahead to what work is due in the next session.

Session 2

Initial sources of information and informants
Preparation:
Preview Phase B. Background information; Goal: "I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now."
Read one student's reflection on his resistance to finding out what others have done.
Establish off-campus connection to UMass library. Also get the library barcode for your student ID card from the library (alternative for online students)
Read "What is plagiarism?"
Session Exercises:
Complete on-line tutorial and explore the library wikipage for the course. Use the catalogs or databases to locate articles or sections in books for your research. Look especially for scholarly articles (i.e., ones having extended bibliographies) that <u>review</u> the range of things that others have said and done, or discuss the state of some <u>active controversy</u> that exposes the range of research on the issue.
Follow-up:
Initiate your bibliographic and note-taking systems.
Towards assignment. B2: Identify an initial informant, make contact, make appointment for a conversation before session 4, prepare verbal report on conversation with informant to be given during session 4.
See first page of a well-chosen review article (for a project on teaching creativity).
Look ahead to what work is due in the next session.
Work due by the first day of this session:
Participation item b, Syllabus Quiz.

Session 3
Preparation(for part b of session):
Make a copy of research organization worksheet
Preview http://www.cct.umb.edu/competencies.html and http://www.faculty.umb.edu/pjt/virtualoffice.html. Record items you need to pursue in your own practice on your copy of the research organization worksheet.
Session Exercises:
a. Models of engagement (see Phase F and I)
Audio & visual recording (scroll down along with the audio): Presentation by alum, Jeremy Szteiter, showing how one person built on their Processes of Research & Engagement project into a CCT synthesis and beyond.
b. Organizing and processing research materials (see phases B and C)
Audio Recording: Note-taking (including discussion of example of active "dialogue" with what you're reading), summarizing, and annotating references.

Audio Recording (continued): Organizing one's computer.
Voicethread discussion: Share ideas about organizing and processing research materials.
Record items you might bring into your own practice on your copy of the research organization worksheet.
Follow-up:
Review previous years' alum presentations (if interested): Presentation1, Presentation2, Presentation 3

Begin to implement a system to organize your research. Be ready to describe this system in detail during the first office hours conference (due by session 5-what is the organization of your computer files (e.g., the directory/folder structure you're using) and what is the organization of your paper files (e.g., the sections you're dividing your material into & how you're using any other notebook etc.).
Look ahead to what work is due in the next session.
Work due by the first day of this session:
A. Governing Question and Revised single paragraph overview of your subject, audience, purpose, B1. Sense-making digestion of relevant article

Session 4
From Initial formulations -> Governing Question
Preparation:
Preview Phase C. Possible directions and priorities; Goal: "I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, decide most important direction expressed in revised Governing Question."
Re-read the first two pages of Elbow, chapter 3, on sharing and giving.
WIMBA Session Exercises:
From phase B: Verbal report on conversation with initial informant.
For all phases: Discussion of sharing one's work with others and getting support over other concerns that arise during research.
For phase C:
Creative and critical aspects of any phase of research and writing ("opening-wide, focusing & formulating").
Discovering/inventing/defining subject-purpose-audience.
Mapping--student presentation, with instructor probing.
Exercise: Initial map-making, then probed by another student in breakout rooms.
Follow-up:
Complete support survey.
Complete initial map.
Look ahead to what work is due in the next session.
Work due by the first day of this session:
B2. Review or controversy article w/ paragraph OR Report on conversation

with initial informant [verbally in session 4. If meeting hasn't happened by session 4, submit a brief written report after the meeting happens describing how it moved you towards fulfilling goal B.]

Session 5
Component Propositions
Preparation:
Preview Phase D. Propositions, Counter-Propositions, Counter-Counter-Propositions… ; Goal: "I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions."
WIMBA Session Exercises:
For all phases: Discussion based on support survey.
For phase D: Identify component propositions, counter-propositions, etc. and formulate research tasks that follow. Begin this as an in-session exercise, then discuss in pairs (in breakout rooms), then in whole group.
Follow-up:
Continue propositions -> research task exercise.
Participation item c: Sign-up for second conference (to be held before session 11).
Look ahead to what work is due in the next session.
Work due by the first day of this session:

B3. Annotated bibliography of reading completed or planned, C. Revised map (incl. updated Governing Question), c. first in-office or phone conferences on your projects before this session, d. Research workbook & organization perused during conference before this session, g. support survey

Session 6
Design of Research and Engagement Process
Preparation:
Preview Phase E. Design of (further) research and engagement; Goal: "I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence to realize these objectives."
Session exercises (partly in WIMBA):
Strategic personal planning
WIMBA one-on-one sessions with instructor.
Translating strategic personal planning into research design (incl. sequence and timeline).
Follow-up:
Complete Strategic personal planning process and translation into Research design.
Look ahead to what work is due in the next session.
Work due by the first day of this session:

D. Summarize the different component propositions/arguments for your topic.

Session 7
Interviewing
Preparation:
Preview Phase F. Direct information, models & experience; Goal: "I have gained direct information, models, and experience not readily available from other sources."
Write down your top 5 questions you would like someone to talk to you about because you can't easily get answers from published literature
Session exercises (partly in WIMBA):
Audio Recording: For phases E & J: WIMBA Discussion of Mid-project self-assessment/ (gap between where you are and would like to be), plus (time permitting) competencies and evolving research organization.
Discussion of getting people to speak about/explain what they usually don't; dealing with experts; effective questions. 5 question activity.
Building on 5-question activity, prepare interview guide, then practice interviewing (in pairs in WIMBA breakout rooms). (When you are interviewed, you pretend to be the person the interviewer tells you they would be interviewing.)
Follow-up:
Revise/refine interview guide.
Review Notes and assignments from a 1998 sociology course on qualitative research (incl. Interviewing, observing, etc.)
Review briefing: "Interviewing is not just asking questions and receiving informative answers".
Adapt release form, if needed.
Look ahead to what work is due in the next session.
Work due by the first day of this session:
e. Mid-semester self-assessment of project, competency list, and research organization, h. Draft of briefing (=optional extra participation item).

Session 8
Preparation for Public Presentations on Work-in-Progress
Preparation:
Preview Phase G. Clarification through communication; Goal: "I have clarified the overall progression or argument underlying my research and the written reports I am starting to prepare."
Session exercises*(involving Audio Recording alternating with exercises):*
Analyze overall arguments implicated in a previous student's research.
Clarification of the overall structure of your argument.
Visual aids, and their use in aiding this clarification.
Draft sequence of visual aids that highlight your overall argument.
Supply working title for your presentation that conveys what is distinctive

about your project.
Follow-up:
Complete in-session exercises.
Look ahead to what work is due in the next session.
Work due by the first day of this session:
E. Research & engagement design, B4. Updated annotated bibliography, F1. Interview guide

Session 9
Practice Presentations on Work-in-Progress (Phase G continued)
Preparation:
Prepare Practice Presentations on Work-in-Progress .
Submit (by the first day of session 9, on your personal CCT wiki) Powerpoints, notes, or other materials for your practice presentation (for uploading to WIMBA & sharing).
WIMBA Session Exercises:
Presentations (10 minutes) to whole class (one volunteer) and to breakout groups (each other student) with peer plus-delta evaluations, plus an additional tips.
Follow-up:
Digest peer and instructor comments on practice presentation.
Look ahead to what work is due in the next session.
Work due by the first day of this session:
G1. Practice Presentations (equivalent of initial submission for G1), h. revised Briefing (=optional extra participation item).

Session 10
Presentations on Work-in-Progress, open to Visitors (Phase G cont.)
Preparation:
Practice your Presentations on Work-in-Progress.
Submit (by the first day of the session, on peershare wikipagea title for your presentation that conveys what is distinctive about your project [replacing the governing question] and powerpoints or other visual aids (for possible upload to WIMBA; *Give each powerpoint slide a number to make it easy for online viewers to keep track during your talk*) **WIMBA Session Exercises:**
Presentations on Work-in-Progress, open to visitors.
Presentations on Work-in-Progress, with short peer plus-delta comments, plus any additional tips, on each talk added to a Voicethread discussion. The order of presentations is given on the peershare wikipage. (Unless presentations are uploaded to WIMBA, download and follow each presentation as the presenter speaks to us via WIMBA.)
Follow-up:
Digest peer and instructor comments on presentations.
Look ahead to what work is due in the next session.
Work due by the first day of this session:

G1. Work-in-Progress Presentations (equivalent of OK/RNR for G1).

Session 11
Getting and Using Feedback on Writing (Phase G continued)
Preparation:
Read Legendre, "Exploring your writing preferences," identifying which type you are for each of the four pairs. Take note of your strengths and issues to work on (summarized at the end).
Read Elbow, chap. 13; re-read chap. 3.
WIMBA Session Exercises:
Varieties of ways to respond

Peer review of narrative outlines or overall arguments, in the class as a whole (one person) and then in pairs (in breakout rooms).
Writing Preferences-assemble for the class as a whole, then discuss.
Follow-up:
Read, or at least dip into, Elbow, sections III-VI.
Look ahead to what work is due in the next session.
Work due by the first day of this session:

F2. Brief written report on interview conducted, participant observation, or workshop attended, G2. Narrative Outline, c. second in-office or phone conferences on your projects before this session.

Session 12
Direct Writing & Quick Revising
Preparation:
Preview Phase H. Compelling communication; Goal: "My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to."
Read Elbow, chaps. 4-6; reread chapters 1-3.
Session Exercises:
Audio Recording: Introduction to Direct Writing & Quick Revising, then use this method for 90 minutes to produce a narrative draft.
Journal/workbook/research system perused by instructor.

either this session or next submit update on system to organize your research-what is the organization of your computer files, e.g., the directory/folder structure you're using, and what is the Organization of your paper files, e.g., the sections you're dividing your material into & how you're using any other notebook etc.

Follow-up:
Write and revise.
Look ahead to what work is due in the next session.
Work due by the first day of this session:
d. Research workbook & organization "perused" during this week or next for

changes made in response to comments.

Session 13
Peer commenting on drafts (Phase H continued)
Preparation:
Complete your draft report. (To count as complete, a draft must get to the end, even if some sections along the way are only sketches.)
Submit complete draft report by the first day of the session.
Preview Phase I. Engagement with others; Goal: "I have facilitated new avenues of classroom, workplace, and public participation."
Review briefings on grant-seeking, participatory action research, facilitation of group process, writing a business plan, video resources, volunteering, and others of interest to you).
Session Exercises:
Drafts commented on by other students and returned with comments to peer share wikipage.
For phase I: Voicethread Discussion of engagement beyond the course.

> You should be ready by this point to practice/present what you've developed/discovered in, e.g., next semester's CCT Network series.
> Open question for discussion: What is the means of best presenting the group's work to the wider public, and of supporting each other in doing so?

Follow-up:
Revise in response to peer comments.
Look ahead to what work is due in the next session.
Work due by the first day of this session:
H. Draft Complete Report, f. Last peer commentary, given during the session on one or more students' drafts.

Session 14
Taking Stock of the Course: Where to go from here?
Preparation:
Keep writing and revising (Phase H cont.).
Preview Phase J. Taking stock; Goal: "To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing."
Session Exercises:
Taking stock in multiple ways with the aim of:

> a) feeding into your future learning (and other work), you take stock of your process(es) over the semester;
> b) feeding into instructor's future teaching (and future learning about how students learn), instructor takes stock of how you, the students,

have been learning.

CCT evaluation process, including Sense of Place Map
Voicethread discussion of (shareable) insights that emerged and reactions to the exercise, and
evaluation that starts with a self-evaluation (to be administered by survey gizmo-watch email or blackboard for the link).
College of Ed. course evaluation.
Closing circle (plus-delta).

Follow-up:
Revise in response to instructor's comments and complete report.
Look ahead to what work is due in the next session.
Work due by the first day of this session:
Completion contract (if needed; see policies).

Work due one week after session 14:
H. Report, J. Self-assessment in relation to goals .
Titles of final reports - TBA (Copies will be accessible via Password-protected access page)

University of Massachusetts at Boston
College of Education and Human Development
Critical & Creative Thinking Program

Action Research for Educational, Professional, and Personal Change

CrCrTh693
Fall 2010
Syllabus

Instructor: Peter Taylor, Critical & Creative Thinking Program
Email: peter.taylor@umb.edu
Phone: 617-287-7636
Office: Wheatley 2nd floor, room 157
Class meetings: Tuesdays 6.45-9.15pm, September 7 -December 7 (exc. Oct. 12) in Sc 4-64
Office/phone call hours: Monday 2.40-3.40; Tuesday 3.20-4, 5.30-6.30pm by sign up or by arrangement
Listserv/discussion forum: Emails sent to cct693@googlegroups.com will go to everyone in the course

Essential portals to course materials (*bookmark these on the browser of each computer you use*):

- Syllabus, www.faculty.umb.edu/pjt/693-10.html, including Table of Contents with links to specific Sessions.
- Private wikispace for assignment submission: CCT-xx.wikispaces.umb. edu (where xx is generally your last name; username & password as for your @umb.edu email)
   with links to course-related notes on the assignments and examples of previous students' assignments. The notes link to more detailed (and publicly-accessible) guidesheets on using the tools, including templates where relevant. *Be prepared to click through to the notes and read the guidesheets before getting to the to-do part of any assignment.* Students who prefer to stay in one "realm" can access course materials through a single pdf compilation, www.faculty.umb.edu/pjt/693-10.pdf, which can also be printed out and referred to in hard copy.
- Technological competencies needed for this course.

Non-technological alternatives to the wiki and diigo can be arranged if you find the technologies to be consuming time and attention that would be better used for the engaging with the central learning activities of the course.
(Graphic overview of these essential materials and their relationships)

Additional sites (*which you may choose to bookmark separately*):

Peer sharewikipage for peer commentary: crcrth693.wikispaces.umb.edu/peershare
Annotated WWW bookmarks: groups.diigo.com/group/actionresearch
Password-protected access page: http://www.faculty.umb.edu/pjt/pp.html (for password-protected readings and copies of previous reports)
Action Research Cycles and Epicyclesframework: http://www.faculty.umb.edu/pjt/ActionResearchEpi_Cycles.html
Office hours sign up: ptaylor.wikispaces.umb.edu/PTOfficeHours
Class breaks and refreshment arrangements: crcrth693.wikispaces.umb.edu/693SignUp
Archived materials from previous years: cct.wikispaces.umb.edu/693Archives

Table of Contents-sections to follow in syllabus:

COURSE DESCRIPTION

This course covers techniques for and critical thinking about the evaluation of changes in educational practices and policies in schools, organizations, and informal contexts. Topics include quantitative and qualitative methods for design and analysis, participatory design of practices and policies in a framework of action research, institutional learning, the wider reception or discounting of evaluations, and selected case studies, including those arising from semester-long student projects.

- Consider the central motivation for the course in the CCT curriculum: "If you have good ideas how do you get others to adopt and/or adapt them?" -- in other words, how do you build a <u>constituency</u> around your idea? This concern can lead you into evaluating how good the ideas actually are (with respect to some defined objectives) so you can demonstrate this to others. It can also lead you to work with others to develop the idea so it becomes theirs as well and thus something they're invested in. Action Research, in the "Cycles & Epicycles" framework taught in this course, involves group facilitation, participatory planning, and reflective practice, as well as systematic evaluation.
- In this spirit, in this course you:
  - experience, learn, and practice various ways to promote participation and reflective practice (including your own participation);
  - examine critically the evaluations of others (or the lack of the appropriate evaluations); and
  - undertake a project in an area of your particular concern in which you design (and, optionally, carry out) an Action Research process.
- Students from a variety of programs should find this course a suitable vehicle to enhance your interests in educational, professional, or personal change.

PREREQUISITES: Nothing formal; only an interest in some aspect of Educational, Professional, and Personal Change. **For CCT students, this course is best taken after Processes of Research and Engagement,** but this sequence is <u>not</u> mandatory.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.
This syllabus is subject to change, but workload expectations will not be increased after the semester starts. (Version 20 December 2010 [after reorganizing links so they all appear at the start]; changes after the start of the semester are marked in blue)

TEXTS and MATERIALS

Required: Calhoun, E. F. (1994). <u>How to Use Action Research in the Self-Renewing School</u>. Alexandria, VA: ASCD.
Schmuck, R. (either 1997 or 2006). <u>Practical Action Research for Change</u>. Arlington Heights, IL: Skylight. (Used copies of old editions may be available via amazon.com)

Recommended to help with writing: Daniel, D., C. Fauske, P. Galeno and D. Mael (2001). <u>Take Charge of Your Writing: Discovering Writing Through Self-Assessment</u>. Boston: Houghton Mifflin ("new" copies available well below list price on amazon.com)
(See also Conlin; Elbow; Kanar; Perelman, et al.)

Recommended if you are interested in the larger approach to research and engagement that informs this course: Taylor, P, J. Szteiter (2010ms.) <u>Taking Yourself Seriously: A Fieldbook of Processes of Research and Engagement</u>, http://cct.wikispaces.umb.edu/TYS3, viewed 10 July '10
Recommended if you are interested in facilitating group process: Schuman, S., Ed. (2006). <u>Creating a Culture of Collaboration: The International Association of Facilitators Handbook</u>. San Francisco, Jossey-Bass.
Readings for the course consist primarily of individual articles and book chapters, most of which can be downloaded from password protected site.

REQUIREMENTS

Your 693checklist wikipage (and links to it) provide details about the assignments, expectations, and rationale. (The same details can also be viewed via http://crcrth693.wikispaces.umb.edu/693checklist (and links to it).)

Written A. Action Research written assignments and work-in-progress presentations (2/3 of grade)

Project = Design and report on (1500-2500 words) an Action Research Process related to an action or intervention in a specific classroom, workplace or personal teaching/learning practice, an educational policy, an educational institution, or a social policy. Your design should include all the aspects of the Action Research Cycles and Epicycles (ARcycling2.html), including:

- how you will learn from evaluations of past changes or interventions like yours,
- how you would facilitate the reflective and/or collaborative process in which a constituency comes to join with you in shaping a change or intervention (or at least supporting your efforts), and

- how you would evaluate the outcome with a view to expanding further the constituency for adopting/adapting the change or intervention.

Carrying out the design is applauded, but not required. If you carry out the design (or some of it), you should report on what you have actually done and how you would proceed differently if you were to do it over. It is important that you do not let implementing your action/intervention eclipse attention to designing the other aspects of the Action Research.
The project is developed through a sequence of assignments:

A1. reflection on introductory action research in sessions 1&2, A2. initial description (based on strategic personal planning), A3. KAQ, A4. evaluation clock, A5. initial work-in-progress presentation with notes on research and planning, A6. narrative outline, A5revised. updated work-in-progress presentation (taking into account comments on initial version and notes), A7. complete draft report, and A7revised. final (1500-2500 words) report.

Initial submissions of all assignmentsdue on the dates given in the Schedule of sessions below (as well as in your assignment checklist). At least five, including the complete report, should be revised and resubmitted in responses to comments until OK/RNR (=OK/ Reflection-revision-resubmission Not Requested).
If the complete report is not OK/RNR by the date for submission of grades an incomplete may be submitted (see link on assignment check-list for policies about incompletes).

Participation and contribution to the class process (1/3 of grade)

B. Building learning community through prepared participation and attendance at class meetings(=13 items) and B2. "syllabus quiz" submitted in session 2 and B3. Weekly buddy check-ins (see D1, below) (=3 items for 12 check-ins).
C. Summaries on diigo (or revisions to existing summaries) of readings for sessions 9, 10, and 12 (=3 items)
D. Personal/Professional Development (PD) Workbook compiled throughout the semester (7 items), including:

D1. Weekly entries, perused at first conference or before mid-semester break, on a. possible application of tools to your project and b. weekly buddy check-ins (2 items)(see also D3)
D2. worksheeton PD workbook and research organization submitted in session 6
D3. Whole PD workbook ready for perusal (in hard copy or on wiki) at

the end of the semester (session 13)
D4. Annotated bookmarks to "Clippings" on diigo(2 items for 6 postings before session 13)
D5. Process review on the development of your work (due session 13)

E. Minimum of two in-office or phone conferences on your assignments, PD workbook, personal wikipage, and project -- one before session 6; the other by session 10 (=2 items)
F. Peer commentary on your buddy's work in each 4-week period and on another student's draft report (with copy posted on peer share wiki) (=4 items)

Students should aim for all writing and presentation assignments submitted on the due date and 5 OK/RNR (=OK/ Reflection-revision-resubmission Not Requested), including the complete report, as well as 27 participation items fulfilled.
If you reach or exceed this amount, you get 80 points (which gives you an automatic B+) and the following rubric is used to add further points.

For each quality "fulfilled very well" you get 2 points or 1 point if you "did an OK job, but there was room for more development/attention." You get 0 points if "to be honest, this still needs serious attention."
1. A sequence of assignments paced more or less as in syllabus (and revisions timely),
2. often revised thoroughly and with new thinking in response to comments.
3. Project innovative, well planned and carried out with considerable initiative, and
4. indicates that you will be able to move from design to implementation in your specific situation.
5. Project report clear and well structured,
6. with supporting references and detail, and professionally presented.
7. Active contribution to and reflection on process of learning from session activities around Action Research and semester-long projects.
8. Ability to shift between opening out and focusing in as required to complete full Evaluation clock
9. Active, prepared participation and building the class as learning community.
10. PD workbook shows: Consistent work outside sessions,
11. deep reflection on your development through the semester and
12. map of the future directions in which you plan to develop.

If you don't reach the automatic B+ level, your points = 10 for each writing assignment (or presentation) that is marked OK/RNR + 3 for each other writing assignment initially submitted by the due date + 1 for each

participation item fulfilled up to a maximum of 80.

Overall course points are converted to letter grades as follows: The minimum grade for A is 95 points, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50.
(In theory it is possible for a student to earn 104 points, but this would still be awarded an A.)

Plagiarism: Using another person's ideas or material you did not write without citing the source is plagiarism and is unacceptable (see library guide and Academic Honesty policies).

SCHEDULE OF SESSIONS

Session 1 (9/7) Introduction to Action Research Cycles and Epicycles, I
Preparation:
Purchase course texts
View video introduction
Review instructor's portfolio and past evaluations for the course
Begin to get set up technologically
Session:
The framework of Action Research Cycles and Epicycles is introduced through a compressed example performed by the class members during this session (following this guidesheet).
Critical Incident Questionnaire
Follow-up:
Read and make notes on the Action Research Cycles and Epicycles framework, which you will need to revisit several times over the course of the semester to appreciate fully.
Set up tasks, a.k.a. "Syllabus quiz"
Sign up for buddy for each of the 4-week periods
Buddy check-in before session 2 should involve peer assistance in items on the Syllabus Quiz, especially getting set-up technologically, finding your way around the course materials, and articulating questions to get the help you need.
Set up your PD workbook.
Sign up for first conference (to which you should bring your PD workbook).
Send questions to the course email listserv if you need help. In particular, don't spend more than about 5 minutes confused by the wikis.
Look ahead to what preparation is needed for the next session.
Look ahead to what work is due in the next session.

Session 2 (9/14) Introduction to Action Research Cycles and

Epicycles, II

Preparation:

Read Schmuck, 1997, p. vii-29; 2006, p. ix-29. Think about the relationship between his systematic treatment of the topic and your experience in session 1.

Read one or two final projects by alums of the course: Jan Coe, Alyssa Hinkell, Marie Levey-Pabst, John Quirk

Session:

Feedback on Critical Incident Questionnaire I

Questions on Syllabus, course mechanics, uploading assignments to wikis and other technological competencies

Use AR cycles & epicycles framework and guidesheet to:

- Interview an alum of the course, Marie Levey-Pabst, about her experience developing an Action Research process.
- Review and analyze final projects by alums of the course, Jan Coe, Alyssa Hinkell, Marie Levey-Pabst, John Quirk

Focused Conversation on Action Research experience to date (handout)

Follow-up:

Reading on Focused Conversations: Stanfield, 6-29; (optional) Nelson, .. Focused Conversation for Schools

Look ahead to what work is due in the next session.

Work due this session:

B2. Syllabus quiz (uploaded to your CCT-xx 693 checklist wikipage)

Session 3 (9/21) Strategic Personal Planning,

applied to initial formulation of a course action research design project so it incorporates your wider personal and life concerns (and thus recruits you firmly into your constituency)

Preparation:

Read Spencer, chaps. 5 & 7, Weissglass, "Constructivist Listening,"

Review Project reports from previous semesters (online using password protected site.)

For a preview of clustering and naming of clusters (which is part of Strategic planning), peruse vision charts from the course as a whole.

Session:

Supportive Listening (a variant of constructivist listening) on one's hopes/ fears/ideas/questions re: educational, professional, and/or personal change

Strategic personal planning workshop (about the educational/organizational/ personal change you want to facilitate/promote)

In-Session drafting of initial description of AR design project

Follow-up:

(for those interested in Strategic Participatory Planning, of which Strategic

Personal Planning is a variant) Materials from ICA Facilitators Manual, CEDAC, Our Economy, Taylor, "Epilogue," 204-210, Schmuck on "cooperative" action research
Look ahead to what work is due in the next session.
Work due this session:

A Asmt. A1: 1st Reflection on your Experience as Novice Action Researchers in relation to the Considered Formulations from Other Sources (in ths case, the prescribed readings so far from Schmuck)

Session 4 (9/28) Examining the background and evaluations of previous actions before pressing forward,

using tools and interactions with others to open up problems and focus in on needed inquiry
Preparation:
Read Entin, "Reflective Practitioner," Greenwald, "Learning from Problems."
Session:
Use of KAQ framework.

Follow-up:
Look ahead to what work is due in the next session.
Work due this session:

A Asmt. A2: Initial Paragraph Overview of Project (revised in response to PT's comments by email on in-Session draft)

Session 5 (10/5) Formulating informative comparisons as a basis for evaluations, I

Preparation:
Arrange new buddy for the next 4-week period
Read Goode Clipping on the effects of a smoking ban; Overview of relationship of evaluation to facilitation of change; Guide to the Evaluation clock
Session:
Guided by audio recording, use the Comparison steps (2-4) of the evaluation clock to

- analyze published evaluations of past actions (e.g., smoking ban clipping), then
- design evaluations that may be part of students' projects

Follow-up:
Re-read guide to the Evaluation clock
Look ahead to what work is due in the next session.
Work due this session:

A Asmt. A3: KAQ assignment

10/12 No Session

Session 6 (10/19) Formulating informative comparisons as a basis for evaluations, II
Preparation:
Topic for buddy check-in: Using the comparison steps (2-4) in the evaluation clock to design evaluation as part of your project (Asmt. 4a)
Session:
Introduction to statistical formulations of comparisons and background assumptions
Peer coaching on Evaluation clock assignment and its extension to students' Projects, wiki use, KAQ, and PD workbooks.
Follow-up:
Schedule second conference by session 10 to discuss your projects and use of evaluation clock
Look ahead to what work is due in the next session.
Work due this session:

A Asmt. A4a. Use the comparison steps (2-4) in the evaluation clock to design evaluation as part of your project
A E1. First conference must be completed before session 6 to discuss your Action Research ideas, the course thus far, and your PD workbook (bring to conference)
A D2. Submit worksheet on PD workbook and research organization
----
Session 7 (10/26) Work-in-progress presentations, I
Preparation:
Work-in-progress Presentation I on Project
Session:
Work-in-progress Presentation I on Project
Follow-up:
Look ahead to what work is due in the next session.
Work due this session:

A Asmt. A5a, initial: Work-in-progress Presentation I on Project and A5b. Notes on Research and Planning for Student Projects
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Session 8 (11/2) Reflection on your Experience as Novice Action Researchers with the Considered Formulations from Other Sources, II
Preparation:
Read Schmuck, pages 29-146, Calhoun, How to Use Action Research (especially chapters 1-3), Weiss, chapter 1, and (optional) Weiss, chapters 2 &4.
Preview Small group work roles.
Session:
Video on work in heterogeneous groups.

Small group work on two activities: a) guidelines for small group work with adults and b) comparison of PT's and Calhoun's frameworks for Action Research

Critical Incident Questionnaire II on course to date

Follow-up:

Submit to course listserv your guidelines from session activity a) and comparison from activity b).

(optional) Read other accounts of Action Research: Madison Metropolitan School District, "Classroom action research," Spina, "Six key principles," Winter, Learning from Experience

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A4b due: Use the full evaluation clock to design the evaluation part of your project.

Session 9 (11/9) Reflection on your Experience as Novice Action Researchers with the Considered Formulations from Other Sources, I

Preparation:

Arrange new buddy for the next 4-week period

Read at least three from Hitchcock & Hughes, Chap. 3, "Access, ethics, and objectivity," Chapter 5, "Designing, planning and evaluating Research"; Greenwood & Levin, Chaps. 8 & 11, "Action research cases," & "Action science and organizational learning"; Rokovich, et al., "Implementing change"; Jenkins, "Action learning"; CEDAC, Our Economy; Greenwald, Learning from problems, Madison Metropolitan School District, "Classroom action research" (and linked pages), study of CIT

Session:

Feedback on Critical Incident Questionnaire II

Dialogue Process session on engagement and ethics in Action Research

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

Nothing (so catch up on any overdue submissions)

Session 10 (11/16) Influences of Political Context on Evaluation and Educational Research

Although it is not expected that your projects tackle the larger political context of making changes in education (broadly construed) or draw on sophisticated theories about evaluation and educational change, this Session put these areas on your maps.

Preparation:

Read at least one of:

Woodhead, "When psychology," Hunt, "The dilemma," Metcalf, "Reading between the lines." Muir, "Science rules OK," Rokovich, San Jose School District

Session:
"Jig-saw" digestion and discussion of readings
Follow-up:
Look ahead to what work is due in the next session.
Work due this session:
A Asmt. A6: Narrative Outline for Project Report

Session 11 (11/23) Work-in-progress presentations, II (taking into account comments on previous presentation & notes on research & planning)
Preparation:
Work-in-progress presentation (taking into account comments on previous presentation & notes on research & planning)
Session:
Work-in-progress presentations
Titles of Projects

> Roberta Bersani, "Becoming an Educational Coach"
> Aimee Blaquiere, "Work, Meet Play: Finding Ways to Introduce and Assess Play in my Work"
> Renessa Ciampa Brewer, "The Application of CCT in the Graphic Designer's Concept Development Process: A Self-reflective and Evaluative Action Plan"
> Kendra Bucklin, "xx"
> Gina Dillon Podolsky, "Developing an Online Program that Increases the Use of the LARC through the use of Social Media and Critical and Creative Thinking in the 18-29 Population"
> Carl Ericson, "Xx"
> Jeff Hamilton, "My professional development: Design, communication, action research"
> MaryLu Horn, "Building a Curriculum Design Team: How Small Changes Affect Instructor Satisfaction"
> Michael Johns, " Dialogue to bring veterans into the community "
> Julie Johnstone, "Community Service or Service Learning: Evaluating the service program at CSW"
> Susie Kallon, "Create Training/Workshop: How to become a Effective Mentor"
> Alison Palmucci, "Outside the Classroom: Creating a public forum for sharing the work of artists who teach and teachers who create"
> Jeremy Poehnert, "How can I become a reflective practitioner?"
> Lisa Williams, "To Create a High Performing Team by Modifying My Leadership Skills and Incorporating the Concept of 'Team'"

Follow-up:
Look ahead to what work is due in the next session.
Work due this session:

A Asmt A5, updated: Work-in-progress Presentation II on Project
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Session 12 (11/30) Generating politics from below in relation to Educational and Action Research

Preparation:

Read at least two of:

Carr & Kemmis, <u>Becoming Critical</u>, CEDAC, <u>Our Economy</u>, Couto, " The promise," Greenwood, "Action science and organizational learning," Taylor, "Epilogue," McLeod, et al., "Changing how we work," Senge et al., "Fostering communities"

Session:

Video segment on Myles Horton and the Highlander Center, a longterm source of educational and social change, followed by reflective exercise. Dialogue Process session on participatory action research and theory in relation to action (incl. reflective practice)

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A7: Complete Draft of Design Project (on peer share wikipage as well as your CCT-xx 693 checklist wikipage)

Session 13 (12/7) Taking stock of course & of change: Where have we come & where do we go from here?

Preparation:

Read Cashin, "Student ratings of teaching"

Review samples from previous years)

Read (selections TBA and optional): Stanfield, <u>Courage to Learn</u>, Stanfield, <u>The Workshop Book</u>, Tuecke, "Creating a wall of wonder,"

Session:

Selected taking stock activity, either Historical Scan (aka Wall of Wonder) or Process Review or Practical Vision of Future Personal and Professional Development (TBA)

CCT course evaluation

College of Ed. course evaluation

Follow-up:

Review previous semesters' evaluations *Work due this session:*

A D3. PD workbook brought to session (hard copy or on wiki) for perusal, including D5. Process review

A F. Make comments on draft design project of another student (not necessarily your buddy); upload comments back to the peershare wikipage and email the author that you have done so.

One week after session 13

Work due:

A Asmt. A7 revised: Final Project report

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(readings [except those marked not PPR] online using password protected site.)

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\#\# indicates useful readings to help in writing and revising.

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Department of Curriculum and Instruction
Graduate College of Education

EDC G 655 Applied Behavior Analysis for Special Populations: Special Settings and Supports

Summer 2010

Course Five of Five
SYLLABUS

Primary Instructor: Frank Bird, M.Ed., BCBA
Jim Ellis, Ph.D., BCBA-D

Telephone and email: Frank Bird **(**978)654-4323, fbird@melmarkne.org

Course website: https://learning.umassonline.net/webct/logon/1259902476101

Office Hours: Teaching assistant is available by email from 6-9 pm Tuesday through Thursday. That is, the teaching assistant will respond to email during these hours only. If you wish to speak via telephone with the instructor, please make arrangements via email or leave a message at the above telephone number.

Teaching Assistant: Kim Mayer, M.Ed.., BCBA
Email: kmayer@melmarkne.org

Program Coordinator: Frank Bird, M.Ed., BCBA
Telephone and email: 978.654.4323; **fbird@melmarkne.org**

Number of sessions: Nine sessions; Wednesdays 4:00pm-9:00pm

Dates of Course Meetings:
June 2, 9, 16, 23, 30
July 7 (on-line), 14, 21, 28

Total Instructional Time: 45 hours

Catalog Description:
This is the fifth course in a series of five graduate courses concentrating on Applied Behavior Analysis. It follows the established national curriculum to meet 1) the actual professional competencies identified through a national process that individuals will need as Applied Behavior Analyst Practitioners and 2) eligibility requirements to sit for the examination at the BCBA or BCABA level. Course five will address the content areas of experimental evaluation of interventions, ethics, measurement of behavior, assessment and principles, processes and concepts. At the completion of the course students will be able to meet the professional standards identified per the task objectives of each class session.

EDC G 655 meets Behavior Analyst Certification Board, Inc.™ requirements for the following:
      a. Discretionary within the Content Areas- **45 hours** (out of 45)

Course Relationship to the Professional Education Unit's (PEU) Conceptual Framework:
The faculty and staff of the Graduate College of Education are committed to the goal of preparing **thoughtful and responsive educators** for the urban school systems of the twenty-first century. This course has been designed to support the development of the University's defined qualities of a thoughtful and responsive applied behavior analyst in the following ways:

COMMITMENTS
- Commitments to experimental evaluation of interventions, measurement of behavior, displaying and interpreting behavioral data and ethics: Readings, discussion and incorporating behavior change procedures in the design of course work products.

- Life long learning: Familiarity with professional organizations, peer coaching assignment to give and receive feedback

- Dedication: Implementation and analysis of a plan to improve the learning and social behavior of a student with disabilities

- Modeling and mentoring: Sharing course work products with peers to expand information and skill base of others

UNDERSTANDINGS
- Understandings of content: Completion of practice texts in behavior change procedures and systems support

- Pedagogy: Application of the content to course work products

- Assessment: Course work products and in class video simulations that require student to define and analyze the environment and targeted behavior, collect data, and analyze data to evaluate effectiveness of intervention.

- Technology: Use of high and low technology applications to collect and organize references, collect and analyze data, and present information to peers

PRACTICES
- Caring: Embedding ethical standards for safety and respect and individual identity

- Collaboration: Assignment to serve as a peer coach, giving and receiving peer feedback that improved the quality of each student's course work products

- Reflection: Assignment to analyze research articles, reflection on lessons learned as part of course work products, class participation in discussions

- Social justice: Requirement to explicitly include ways in which course work products incorporate consideration for cultural diversity and disability, reflection on course work products to increase ability of the student to learn to utmost of student's capacity, sharing those lessons learned and need for further work with peers.

These qualities seem to us to best characterize the thoughtful and responsive educators we envision. It is with these goals in mind that this course is offered to help each student address the educational concepts, practices and concerns that are encountered in special education.

- Ethical Considerations

- Principles, Processes and Concepts

- Measurement

- Experimental Evaluation

- Assessment

Objectives of Course:

1. Each student will conduct a series of classroom assignments. Guidelines and format will be provided to the students. Students will be required to demonstrate competencies outlined in BACB Content Areas 1, 5, 7, 8, 9.

2. Each student will incorporate and describe the use of professional standards within the area of ethical considerations, principles, processes and concepts, measurement, experimental evaluation and assessment consistent with BACB competencies outlined in Content Areas 1, 5, 7, 8, 9.

3. Each student will incorporate and describe how cultural, urban and/or other diversity considerations need to be considered when developing behavior intervention strategies

4. Each student will use high tech and low technology applications for gathering references, collecting and analyzing data, and sharing findings with colleagues.

Expected Student Behavior:
This course is an interactive course taking place between 4 separate sites over ITV technology. At times, the technology may experience difficulties across sites that may hinder and impede part of the course lecture. During these difficult instances, it is expected that students will remain patient and professional while the technical difficulties are corrected. In cases where course content may be missed, content will be posted on line for student review.

Due to the class site and geographical challenges, the following student behaviors are expected:
- Timely attendance and punctuality. All students must be in their seats by 4:00 pm ready to begin the session. Class will start promptly at 4:00 pm.
- All students will be given a half hour dinner break during the session. It is expected that students will return no later than the specified time to the session.
- Any student not present in their seats by the designated begin time of the session will not receive credit for attendance.
- A quiet learning environment is needed. Due to background noise interfering with broadcasting of the session to other sites, students need to limit background noise such as shuffling papers and other conversation.
- All cell phones and pagers must be turned off during class time.
- Each student will identify themselves by name during each session when answering a question or commenting on a topic or presenting an assignment.

Required Text: No required text for this course. Students will be assigned a series of articles pertaining to the class topics.

Required CD Learning Module: Not required for this course.

Required assignments:

1. <u>Classroom Attendance and Participation</u>: Participation includes participating in discussions on the material, completing required reading prior to class, and taking responsibility for helping create a positive learning situation by arriving promptly, listening respectfully, and participating in in-class activities. [10% of final grade]

2. <u>In-Class Workbook Activities:</u> During class time, students will be provided with workbook activities pertaining to the class topic. These workbook activities will be presented in Session 1 through Session 7. Each student will complete the workbook activities either individually or in small groups. Completed activities will be passed in at the end of class. Credit will be provided on a pass/fail criteria. [10% of final grade]

3. <u>Session Assignments:</u> Per session 3, 4, 5 and 7 a written assignment will be provided to the students to complete, with a total of 4 assignments. Students will be required to complete all 4 assignments. The assignments will be specific to the class content and will require students to write brief (3-4 pages) summaries and/or review case studies and respond accordingly. The specifics of each assignment will be provided by the designated instructors and a rubic per assignment will be provided [80% of final grade; each assignment worth 20%].

PLEASE NOTE: ANY ASSIGNMENTS THAT REQUIRE A PAPER-THE WRITTEN PRODUCT MUST BE IN APA FORMAT, 3-4 PAGES IN LENGTH AND DOUBLE-SPACED. ALL REFERENCES MUST BE IN APA FORMAT. INDEPENDENT OF WRITTEN CONTENT, FULL CREDIT WILL ONLY BE GIVEN BASED ON THESE CRITERIA.

Methods of Evaluation:
Students are evaluated by the following methods, weighted as follows:

Domain/Assignment	Relevant Objectives	Percent of Grade
Workbook Activities	1-5	10% (determined by pass/fail)
Attendance and Participation	1-5	10%
Session Assignments	1-5	80% (4 assignments; each worth 20%)

UMASS Grading System:

100-94= A
93-90= A-
89-86= B+
85-82= B
81-78= B-
77-74=C+
73-70= C
69-66= C+
65-62=D-

Assignment Due Dates:

Assignment	Session and Date
Workbook In-class Activities	Sessions 1-9; to be handed in at the end of class for these sessions. ITV sites should mail them to Kim Mayer at Melmark New England 461 River Road Andover, MA 01810
4 Session Assignments (Session 3,4,5,7) Students choose **four** assignments out of the six	**Assignments must be completed within 1 week of the session** Session 3 Assignment due by: **6/23/10** Session 4 Assignment due by: **6/30/10** Session 5 Assignment due by: **7/14/10** Session 7 Assignment due by: **7/21/10** All assignments must be deposited into the Blackboard Assignment Drop-Box by the due date

*Late assignments will NOT be accepted and will result in a score of 0%. An assignment is considered late when it is not submitted into the drop box by the due date.
*More than 1 absence (as defined by coming to class late or missing class in its entirety) will result in a score of 0 in regards to attendance and participation
<u>**Accommodations**</u>

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430).   The student must present and discuss these recommendations with each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog and relevant program student handbook(s).

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.
This syllabus will be a guide to our work, deviations from which may be necessary.

EDC G 655 Applied Behavior Analysis for Special Populations: Special Settings and Supports

Schedule Outline

June 2, 2010: 4:00-9:00pm

Session 1: **Ethical Decision Making Following the BACB Guidelines for Responsible Conduct for Behavior Analysts**

Instructor:
James T. Ellis, Ph.D., BCBA-D
Senior Director of Research and Consultation Services/Melmark New England

Dr. Ellis received his Doctorate in Clinical Psychology from West Virginia University and is a licensed clinical psychologist. For nearly 15 years, Dr. Ellis has worked extensively in the field of community based human service delivery systems throughout New England. He has primarily worked to provide effective services to children with autism spectrum disorders and their families. Prior to coming to Melmark New England, Dr. Ellis served as Clinical Director of Home-based Services and as an Educational and Behavioral Consultant for an agency serving children with autism spectrum disorders. Currently, Dr. Ellis provides consultation services to parents and educators of children with autism, as well as overseeing the consultation services provided by Melmark New England. Dr. Ellis has written articles for professional journals and made a number of presentations on topics including play intervention with children with autism, early intervention with children with autism, and teaching functional communication to children with autism. Dr. Ellis has taught courses through the Department of Counseling Psychology, Rehabilitation, and Special Education at Northeastern University and the Department of Special Education at the University of Massachusetts- Boston.

Required Readings:
Cottone, R. R., & Claus, R. E. (2000). Ethical decision-making models: A review of the literature. *Journal of Counseling and Development*, 78, 275-283.

Jacob, S., & Hartshorne, T. S. (2003). Ethics in school psychology: An introduction. In *Ethics and Law for school psychologists* (4th ed., pp. 1-27). Hoboken, NJ: John Wiley & Sons, Inc.

Singer, G. H., Gert, B., & Koegel., R. L. (1999). A moral framework for analyzing the controversy over aversive behavioral intervention for people with severe mental retardation. *Journal of Positive Behavior Intervention*, 1(2), 88-100

Ruggiero, V. R. (2007). The basic criteria. In *Thinking critically about ethical issues* (7th ed., pp. 77-96). McGraw-Hill Primis.

Lattal, A. D., & Clark, R. W. (2005). Making Ethical Decisions. In *Ethics at Work* (pp. 117-146). Aubrey Daniels International, Inc.

Process and learning methods: Class Lecture, practice activities, presentations, peer coaching, class participation, article reviews

Objectives for Session 1:
1. Students will demonstrate a working understanding of each of the ethical guidelines identified by the BACB
2. Students will be able to identify possible ethical conflicts that they might encounter
3. Students will demonstrate an understanding of different variables impacting the development of ethical guidelines and standards
4. Students will be able to describe ethical decision-making processes that can be functional within the context of service delivery
5. Students will be able to apply an ethical decision-making process to real world ethical conflicts

Workbook Activity: To be assigned during the class (please note that these exercises are embedded into the Powerpoint presentation)

Session Assignment: No Session Assignment

June 9, 2010: 4:00-9:00pm

Session 2: <u>Evidence-Based Practice: The Importance of Empirically-Supported Treatment</u>

Instructor:
Arthur R. Campbell, Ph.D., BCBA-D
Independent Behavioral Consultant

Dr. Campbell received his Ph.D. in 1992 from the University of Kansas in Developmental and Child Psychology. Dr. Campbell has been employed in the field of human services for over 30 years in both direct service and administrative capacities, with a primary focus on Applied Behavior Analysis and Organizational and Clinical consultation. Dr. Campbell has provided consultation to school districts, provider agencies, and families in many states. He has also consulted nationally with the United States Justice Department, as well as internationally in several foreign countries.

Required Readings:
Hasser, D. L., Kelly, A. N., Pritchard, J. K., & Cautilli, J. D. (2008). The licensing of behavior analysts: Protecting the Profession and the Public. *Journal of Early and Intensive Behavior Intervention,* 5(2), 8-19.

Digennero Reed, F. D., & Reed, D. D. (2008). Towards an understanding of evidence-based practice. *Journal of Early and Intensive Behavior Intervention,* 5(2), 20-29.

Zane, T., Davis, C. & Rosswurm, M. (2008). The cost of fad treatments in Autism. *Journal of Early and Intensive Behavior Intervention,* 5(2), 44-57.

Bloh, C. & Axelrod, S. (2008). IDEA and the means to change behavior should be enough: Growing Support for Using Applied Behavior Analysis in the Classroom. *Journal of Early and Intensive Behavior Intervention,* 5(2), 52-57.

Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S. & Woolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, 71 (2), 165-179.

Objectives for Session 2:
1. Students will be introduced to the principles of Evidence-Based Practice.
2. Students will participate in a systematic approach of forming opinions regarding treatment options in the field of autism.
3. Students will identify additional research needed to strengthen the empirically supported treatments for autism

4. Participants will develop an appropriate response to a hypothetical letter from a parent of a child with Autism who is seeking advice about a treatment approach

Workbook Activity: To be assigned during the class (these exercises are available to downloaded from this session's folder)

Session Assignment: No Session Assignment

June 16, 2010: 4:00-9:00pm

Session 3: <u>**Providing Effective Consultation Services**</u>

Instructor:
Pat Dennis, M.Ed.
Educational and Behavioral Consultant/Melmark New England

Pat Dennis received her Master's in Educational Administration and is certified in teaching students with intensive special needs. She has over 20 years experience working with people with autism and related neurological disorders. During those 20 years, Pat Dennis has worked in both private and public schools as a teacher, administrator, and consultant. Ms. Dennis has extensive training and experience using principles of Applied Behavior Analysis. She currently consults to public schools, primarily working with middle and high school students with Autism and Asperger's Disorder, as well as students who have emotional and behavioral disorders. Ms. Dennis provides workshops for parents and professionals on a variety of topics, including teaching methodology, understanding autism, conducting functional behavioral assessment, and writing behavior support plans.

Ali Pedego, Ph.D., BCBA-D
Educational and Behavioral Consultant/Melmark New England

Dr. Pedego has her Ph.D. in Special Education with an emphasis in behavior disorders from the University of Oregon and her Masters in Clinical Psychology from West Virginia University. Dr. Pedigo has extensive experience providing educational and clinical services to children with severe challenging behavior. She has over 25 years experience working with children, adolescents, adults, families, and teachers. Her experience includes work with children and adolescents with pervasive developmental disabilities, severe behavior disorders, and mental health issues, as well as working with adjudicated youth and their families. Dr. Pedego has worked in public and private school settings, mental health organizations, home settings, and residential placements as teacher, clinician, and consultant. She has also spent a portion of her career conducting research and supervising graduate level students. Currently, Dr. Pedego provides IEP driven consultation for various students, as well as program-wide consultation focusing on system development.

Required Readings:
Best Practices in School Pyschology IV; *Chapter 41*(Zins, Joseph E. & Erchul, William P.)

Mattessich, Paul W., Marta Murray-Close, B.A., & Barbara R. Monsey M.PH. (2001); *Collaboration: What Makes it Work; Chapters 1-3* Fieldstone

Alliance, Saint Paul, Minnesota

Sugai, George M. & Tindal, (1993); *Effective School Consultation, chapters 1 & 11* Brooks/Cole Publishing Company, Pacific Grove, California

Process and learning methods: Class Lecture, practice activities, presentations, peer coaching, class participation, article reviews

<u>**Objectives for Session 3:**</u>

1. Provide a general overview of some of the types of situations in which consultation may occur
2. Discuss the roles of the Behavioral and Educational Consultant and the limitations of each
3. Discuss some of the conflicts and challenges encountered by consultants
4. Review some of the ethical questions that may be encountered by the consultant
5. Discuss some of the differences between consultation in public and private schools

Workbook Activity: To be assigned during the class (these exercises are available to downloaded from this session's folder)

Session Assignment:
Describe a case on which you have been asked to consult (if you have not consulted on a case then create one).

Type your report and be certain to include the following 5 sections indicated below. You will be graded on the completeness of each of these sections. In addition, you will need to describe some potential obstacles to the recommendations being made and also estimate how much time you think it will take to conduct your assessment and to write up your report.

Please note that points will be deducted for papers which are not carefully reviewed and edited prior to submitting for a grade. Spell and grammar checks should be used. Maximum length of paper is 4 pages. Papers that exceed this maximum will not be graded.

I. **REFERRAL QUESTION**

Describe why you were asked to consult to this case; For example-recent increase in interfering behaviors, difficulty completing schoolwork, increasing rates of inappropriate peer interactions, wanting to develop a plan for inclusion, etc.(3-4 sentences)

II. DEMOGRAPHICS (AGE/SEX/GRADE, ETC.)

Describe child's age/sex/grade, etc. For example: Joey is a 6 year old student diagnosed with Autism. He attends Lakeville Elementary School and is fully included into a first grade classroom (2-3 sentences). He currently receives services for….

III. ASSESSMENT (WHAT/WHERE/WHEN/WHY)

Include: Definition of behaviors, where student was observed, time of day, activities he/she were engaged in, why observation was done at that time/place (e.g., staff reported an increase of behaviors during recess time), length of observations. Include complete definitions of behaviors targeted and 5-6 sentences outlining the remainder of the assessment. Be sure to include direct and indirect assessments which you conducted (a grid can also be used).

IV. SUMMARY OF YOUR ASSESSMENT

Describe assessment findings; may include brief description of activities observed, include function of behavior (if applicable), general overview of student during observation (2-3 paragraphs)

V. RECOMMENDATIONS

5-10 recommendations based upon assessment; clearly describe steps to take to increase targeted skills or decrease interfering behaviors.

VI. ESTIMATE OF TIME TO COMPLETE ASSESSMENT AND REPORT

Should include an estimate of the amount of time (in hours) for the following: observation/direct assessments; indirect assessment; summary of assessment; recommendations; report write-up.

Assigned: 6/16/10
Due in Assignment Drop Box: 6/23/10
Returned with Grade in Assignment Drop Box: 6/30/10

June 23, 2010: 4:00-9:00pm

Session 4: <u>Social Skills</u>

Instructor:
Jessica Everett, Ph.D., BCBA-D
Senior Educational and Behavioral Consultant/Melmark New England

Dr. Everett has her Doctorate in Applied Developmental Psychology from Fordham University. She has worked as a consultant in Massachusetts for over eight years and has provided consultation to students from toddlerhood to adolescence with a range of developmental disabilities and mental health needs. Previously, Dr. Everett conducted diagnostic evaluations for children with autism spectrum disorders and served as the project coordinator for the New York City and Lower Hudson Valley Regional Center of the New York Autism Network.   She has provided consultation to a variety of professionals within public school systems, as well as to parents and families at home and in the community. Dr. Everett's current consultation primarily involves intensive services provided for individual students across their school and home programs. In that role, Dr. Everett designs curriculum and instructional strategies as well as serving as a liaison between various team members. Dr. Everett is also involved in assisting public school systems in designing and implementing social skills curriculum for students with diverse needs.

Renee M. Dean, M.A., Ed., BCBA
Educational and Behavioral Consultant/Melmark New England

Ms. Renee Dean graduated from Rutgers University in 1992 with a Bachelor's degree in Psychology. In 1994, she completed her Master's in Curriculum and Instruction at Virginia Polytechnic Institute and State University. From 1994 to 1996, Ms. Dean worked as a teacher in the school and residential program for the New England Center for Children. From 1996 to 1999, she worked as a preschool teacher for children with autism for the May Institute. From 1999 and until joining Melmark in 2006, Ms. Dean provided school and home-based consultation for the May Institute. Ms. Dean's current consultation caseload is a combination of DMR/Division of Autism grant training and separate contracts. Ms. Dean provides consultation to school systems, collaborative school programs, and families. She also provides a number of lecture-based trainings to parents and professionals on a variety of topics related to services for children with autism.

Required Readings:
Chandler, L.K., & Lubeck. R.C. (1992). Generalization and maintenance of preschool children's social skills: A critical review and analysis. *Journal of Applied Behavior Analysis*, 25, 415-428.

Koegel, R.L., & Frea W.D. (1993). Treatment of social behaviors in autism through the modification of pivotal social skills. *Journal of Applied Behavior Analysis*, 26, 369-377.

Nikopoulos, C.K., & Keenan, M. (2004). Effects of video modeling on social initiations by children with autism. *Journal of Applied Behavior Analysis*, 37, 93-96.

Reeve, S.A., Reeve, K.F., Townsend, D.B., & Poulson, C.L. (2007). Establishing a generalized repertoire of helping behavior in children with autism. <u>40</u>, 123-136.

Process and learning methods: Class Lecture, practice activities, presentations, peer coaching, class participation, article reviews

Objectives for Session 4:
1. Students will define social skills and identify core social skills that occur in early childhood development (e.g., social referencing, eye contact).
2. Students will identify social skills that are relevant for school and community learning environments (e.g., conversational skills, social manners).
3. Students will identify tools to assess and develop instructional goals for social skills instruction.
4. Students will identify various modalities of social skill instruction using methodology of applied behavior analysis including: direct instruction; group instruction; and affect-based instruction.
5. Students will apply data collection strategies to social skills instruction, focusing on assessing progress during both individual instruction and in natural environments.
6. Students will discuss and identify strategies to generalize social skill instruction to natural environments as well as identify strategies to maintain social skill acquisition.

Workbook Activity: To be assigned during the class (these exercises are available to downloaded from this session's folder)

Session Assignment:

<u>Assignment</u>
The purpose of this assignment is to have participants practice developing curriculum, teaching methodology, and data collection, based on assessment information that's presented to them. Review the case study and develop 2 measurable objectives (including criteria for mastery and maintenance), a task analysis for teaching each skill, and define how data will be collected.

<u>Case Study</u>

James is a second grade student in a public school classroom. He has a diagnosis of Asperger's Syndrome. He spends most of his day in the regular second grade class, with some pull-out instruction in the special education resource room. James's teacher completed the Walker-McConnell Scale of Social Competence and School Adjustment-Elementary Version in an effort to identify specific areas of need in the area of social skills.

Overall, James scored in the 17th percentile on the scale, with the most problematic sub-scale being peer-preferred behaviors (4th percentile). The results of the Walker-McConnell are compatible with what school staff have informally observed regarding his social interactions with his peers, that is, James usually has more difficulty interacting with his peers than with teachers and other adults in school.

James's teacher gave him a score of "1" (lowest possible score) on three of the 17 items in the peer-preferred sub-scale. Those items are as follows: "Accepts constructive criticism from peers without becoming angry," "Listens while others are speaking (e.g., as in circle or sharing time)," and "Accepts suggestions and assistance from peers."

Assigned: 6/23/10
Due in Assignment Drop Box: 6/30/10
Returned with Grade in Assignment Drop Box: 7/7/10

June 30, 2010: 4:00-9:00pm

Session 5: <u>Play Skills</u>

Instructor:
Barbara Cannon, Ph.D., BCBA-D
Senior Educational and Behavioral Consultant/Melmark New England

Dr. Cannon has a Doctoral Degree from Northeastern University in their combined School and Counseling Psychology Program. She has been working for Melmark New England for close to eight years and has been in the field of providing services to individuals with pervasive developmental disorders and their families for over 25 years. Dr. Cannon provides consultation services and trainings to several different school systems in Massachusetts. Consultation services include both IEP driven consultation for specific children and program-wide consultation.

Kristi W. Lombardo, M.Ed., BCBA
Educational and Behavioral Consultant/Melmark New England

Ms. Kristi Lombardo received her Masters of Science in Education from Simmons College in 1998. She holds a Massachusetts Teaching Certification in Intensive Special Needs (levels N-12) and I am a BCBA. She has held teaching positions in both private and public school settings working with individuals with autism. Ms. Lombardo has been providing consultation to school- and home-based programs since 2001 and joined Melmark New England in 2007. Currently, Ms. Lombardo works closely with public school staff and parents of children with autism and other developmental delays to provide consultation services. Part of her consultation services has also included providing a variety of lecture-based trainings for paraprofessionals, regular education teachers, special education teachers, parents, and community providers.

Required Readings:

Holmes, E., & Willoughby, T. (2005). Play behaviour of children with autism spectrum disorders. *Journal of Intellectual & Develpmental Disability,* 30(3), 156-164.

Lifter, K., Ellis, J., Cannon, B., & Anderson, S.R. (2005). Developmental Specificity in Targeting and Teaching Play Activities to children with pervasive developmental disorders. *Journal of Early Intervention,* 27, 247.

Stahmer, A. (1999). Using pivotal response training to facilitate appropriate play in children with autistic spectrum disorders. *Child Language Teaching and Therapy,* 15, 29

Lifter, K. (1996) Assessing play skills, to appear in <u>Assessing Infants and Toddlers</u> <u>with Special Needs,</u> Columbus Ohio, Prentice Hall.

Lifter, K. (1999) Linking assessment to intervention for children with developmental disabilities or at-risk for developmental delay: The Developmental Play Assessment (DPA) Instrument, to appear in <u>Play Diagnosis and Assessment (</u>revises edition), NewYork, John Wiley and Sons.

Process and learning methods: Class Lecture, practice activities, presentations, peer coaching, class participation, article reviews

Objectives for Session 5:
1. Students will describe the importance of play in development.
2. Students will identify typical development of play in young children.
3. Students will identify aspects of functional and symbolic play in children with ASD.
4. Using the Developmental Play Assessment (DPA), students will assess and develop instructional goals for play skills.
5. Students will identify strategies to teach and facilitate play in young children with ASD.
6. Students will apply data collection strategies to play skills instruction, focusing on assessing progress during both individual instruction and in natural environments.
7. Students will discuss and identify strategies to generalize play skill instruction to natural environments as well as identify strategies to maintain skill acquisition.

Workbook Activity: To be assigned during the class (please note that these exercises are embedded into the Powerpoint presentation and there is also an Adobe file that should be printed out)

Session Assignment:
Review case study below and using notes from class as well as DPA seen in class, describe in three pages or less, the level of play that Matthew (also seen in video during class) is demonstrating, and the play skills that would be the most appropriate to address. Additionally, generally state how you would go about teaching these skills.

<u>Case Study</u>

Matthew
20 months

Matthew is the second of two children; both boys. His older sibling carries a diagnosis of Autism.

Matthew presented with limited communication. He would climb to get what he wanted or gesture. He was starting to isolate his finger for a point, but most often would grab for what he wanted. His eye contact was fleeting and he did not demonstrate joint attention.

He had tantrum behavior consisting of screaming, flopping, head banging and hand biting. He exhibited this behavior when he did not get what he wanted or was being asked to do something he did not want to do.

His engagement with toys was limited. He primarily would dump and fill. He enjoyed dropping items and jumbling them together. He was interested in music and videos, but would perseverate on particular ones.

He enjoyed running and rough housing, but was often off balance and bumped into things. He liked sensory input such as deep pressure and swinging.

He ate a limited number of foods and drank from a sippy cup.

Overall, Matthew did not engage with people and became resistant when attempts were made to do so. He liked to sit and manipulate objects inappropriately and when left alone would happily do so for long periods of time.

Assigned: 6/30/10
Due in Assignment Drop Box: 7/14/10
Returned with Grade in Assignment Drop Box: 7/21/10

July 6, 2010: 4:00-9:00pm (off-line)

Session 7: Work on assignment due 7/14/10

July 14, 2010: 4:00-9:00pm

Session 7: <u>Feeding Issues</u>

Instructors:
Frank Bird, M.Ed., BCBA
Vice President & Chief Clinical Officer Melmark, Inc.

Mr. Frank Bird received his Master in Education in Rehabilitation Counseling from Boston College. He received his Board Certification Behavior Analyst (BCBA) in June of 2001. Mr. Bird has over 30 years experience in the field of community based human service delivery systems in Massachusetts. He has served as a Director of Clinical Services at Vinfen Corporation, a Program Director at The Evergreen Center in Milford, Massachusetts and Vice President of MR/DD Services at The May Institute. He has an extended history of developing clinical support plans for challenging behaviors for children and adults with the diagnosis of autism, mental retardation, acquired brain injury, dual diagnosis and mental illness. His demonstrated abilities include clinical design, staff development, research and training, personnel management and program development.

Mr. Bird has developed over 50 programs in support of individuals with disabilities over the course of his career. He has published articles on functional communication training, reducing challenging behaviors utilizing reinforcement contingencies, acquisition of skills and community habilitation for individuals with dual diagnosis. He has presented over 170 papers and workshops on a variety of clinical topics both locally and nationally and is a clinical consultant for the Massachusetts Department of Developmental Disabilities and Department of Mental Health. Mr. Bird is an Adjunct Professor at the University of Massachusetts/Boston and is the program coordinator of the 5-course graduate series on Applied Behavior Analysis. He is responsible for clinically overseeing children services in Andover and in Pennsylvania. His primary responsibilities include developing and overseeing the Melmark's clinical foundation, ensuring clinical integrity across programs, establishing clinical resources, mentoring young clinicians and educators and contributing to specific clinical needs.

Required Readings:

Casey, S., Cooper-Brown, L., Wacker, D., & Rankin, B. (2006). The use of descriptive analysis to identify and manipulate schedules of reinforcement in the treatment of food refusal. *Journal of Behavioral Education,* (15)1, 41-52.

Girolami, P., Boscoe, J., & Roscoe, N. (2007). Decreasing explusions by a child with a feeding disorder: Using a brush to present and re-present food. *Journal of Applied Behavior Analysis,* 40, 749-753.

Matson, J., Cooper, C., Mayville, S., & Gonzalez. (2006) The relationship between food refusal and social skills in persons with intellectual disabilities. *Journal of Intellectual & Developmental Disability,* 31(1), 47-52.

Patel, M., Reed, G/, Piazza, C., Mueller, M., Bachmeyer, M., & Layer, S. (2007). Use of a high-probability instructional sequence to increase compliance to feeding demands in the absence of escape extinction. *Behavioral Interventions,* 22, 305-310.

Piazza, C., Patel, M., Gulotta., C., Sevin., B., & Layer, S. (2003). On the relative contributions of positive reinforcement and escape extinction in the treatment of food refusal. *Journal of Applied Behavior Analysis,* 36, 309-324.

Process and learning methods: Class Lecture, practice activities, presentations, peer coaching, class participation, article reviews

Objectives for Session 7:
1. Students will be able to describe different feeding problems
2. Students will be able to identify how feeding problems develop
3. Students will learn how to assess feeding problems
4. Students will learn how feeding problems are treated

Workbook Activity: To be assigned during the class

Class Assignment: To be assigned at a later date

Assigned: 7/14/10
Due in Assignment Drop Box: 7/21/10
Returned with Grade in Assignment Drop Box: 7/28/10

July 21, 2010: 4:00-9:00pm

Session 8: <u>Organizational Behavior Management</u>

Instructors:
Rita M. Gardner, M.P.H., BCBA
Executive Director Melmark *New England*

Ms. Rita Gardner received her Master of Public Health degree from Boston University's School of Public Health in the School of Medicine. Ms. Gardner has devoted the last twenty-five years in the field of community based services for children and adults with the diagnosis of autism spectrum disorders, acquired brain injuries, neurological disorders and severe challenging behaviors. She has been involved in the organization, design, development and implementation of over 50 community based programs for children and adults. She has written articles for professional journals and made a number of presentations on topics from program expansion, behavior management and transitioning students with brain injury back to the community.

Ms. Gardner has provided project consultation to the Pediatric Alliance for Coordinated Care (PACC), under the direction of the Chief of General Pediatrics at the Children's Hospital, Boston. In addition, she has provided organizational consultation to a program for children with Asperger's Syndrome at McLean Hospital and the Crossroads Center for Children, a school for children with autism. Prior to her work at Children's Hospital, Ms. Gardner directed the service center of Behavioral Health and Rehabilitative Services for The May Institute. The center serves children and adolescents with acquired brain injuries and includes residential services, an approved Massachusetts Department of Education school (ages 5-22), school consultation and home based family training.

Ms. Gardner's legislative advocacy activities include involvement in the Autism Medicaid Waiver through the Division of Autism and sits on advisory committees with the Massachusetts Advocates for Children and Advocates for Autism of Massachusetts (AFAM). Her most recent legislative involvement has been advocating for proposed bills regarding the use of better regulating and restricting aversive treatment and the licensure of Board Certified Behavior Analysts in Massachusetts and advocacy for appropriate responses for the adult service system.

Ms. Gardner is an Adjunct Professor at the University of Massachusetts/Boston and is an instructor for a 5-course graduate series on Applied Behavior Analysis. She became a Board Certified Behavior Analyst (BCBA) in May of 2002.

Helena L. Maguire, M.S., BCBA
Senior Director of School Services Melmark *New England*

Ms. Helena Maguire received her Master of Science in Human Services Administration from the University of Massachusetts/Boston. She has worked extensively in the field of community based human service delivery systems in Massachusetts. Ms. Maguire has served as a Program Director at Vinfen Corporation and as the Director of Adult Services at the May Institute. In both of these positions, she was responsible for the development and implementation of the staff orientation training curriculum, training for supervisory personnel and in-service training for all staff. Ms. Maguire has presented numerous papers on staff management and staff training techniques, both at the local level and at the national level.

Ms Maguire's primary role at Melmark *New England* is overseeing all clinical and operational school functions as well as staff training and professional development. Currently, she serves as a consultant to local public schools and collaboratives specializing in the areas of severe behavior disorders, parent and teacher training and strategies for successful inclusion.

Ms. Maguire is a dynamic staff and parent trainer. She inspires individuals to reach for the highest level of skills whether it be her colleagues or the students she teaches.

Ms. Maguire is an Adjunct Professor at Endicott College and the University of Massachusetts/Boston and is an instructor for a 5-course graduate series on Applied Behavior Analysis. She earned her Board Certification in Behavior Analysis (BCBA) in May of 2002.

Required Readings:

Malott, R.W., Shimamune, S., & Malott, M.E., (1992). Rule-governed behavior and organizational behavior management: An analysis of interventions. *Journal of Organizational Behavior Management.* 12, 103-116.

Reid, D.H. 7 Parsons, M.B., (2000). Organizational behavior management in human service settings. In J. Austin & J.E. Carr (Eds.), *Handbook of Applied Behavior Analysis* (pp. 275-293). Reno, NV: Context Press.

Riley, A.W., & Frederiksen, L.W., (1984). Organizational behavior management in human service settings; Problems and prospects. *Journal of Organizational Behavior Management,* 5, 3-16.

Stajkovic, A.D., & Luthans, F. (2001). Differential effects of incentive motivators on work performance. *Academy of Management Journal,* 44, 580-591.

Process and learning methods: Class Lecture, practice activities, presentations, peer coaching, class participation, article reviews

Objectives for Session 8:

Workbook Activity: To be assigned during the class

Session Assignment: No Session Assignment

July 28, 2010: 4:00-9:00pm

Session 9: <u>History of ABA</u>

Instructor:
James Chok, Ph.D., BCBA-D
Behavioral Psychologist/Neuropsychologist/Melmark *New England*

Dr. Chok received his Ph.D. in Clinical Psychology from the University of North Carolina at Greensboro in 2006. After receiving his Ph.D., he completed a two-year child neuropsychology postdoctoral fellowship at McLean Hospital/Harvard Medical School. During his fellowship, Dr. Chok provided consultation to the Shore Educational Collaborative in Chelsea, MA, with a focus in developing individualized behavior programs that are informed by each child's neuropsychological makeup. He has published several articles in peer-reviewed journals and presented findings at national and international conferences on topics ranging from the identification of risk factors for schizophrenia, to the evaluation of behavioral interventions for psychological disorders.

Dr. Chok's primary responsibilities at Melmark *New England* include conducting neuropsychological assessments for students, providing therapy for students, and developing individualized behavior support plans.

Required Readings:

Czubaroff, J. (1988). Criticism and response in the Skinner controversies. *Journal of the Experimental Analysis of Behavior, 49,* 321-329.

Hineline, P. N. (1990). The origins of environment-based psychological theory. *Journal of the Experimental Analysis of Behavior, 53,* 305-320.

O'Donohue, W. (1998). Conditioning and third-generation behavior therapy. In W. O'Donohue, *Learning and behavior therapy* (pp. 1-14). Boston: Allyn and Bacon.

Reed, D. D., & Luiselli, J. K. (2009, April). Antecedents to a paradigm: Ogden Lindsley and B.F. Skinner's founding of "behavior therapy." *The Behavior Therapist, 32,* 82-85.

Spence, K. W. (1956). Historical and modern conceptions of psychology. In *Behavior theory and conditioning* (pp. 1-24). New Haven, CT: Yale University Press.

Process and learning methods: Class Lecture, presentations, class participation, article reviews

Objectives for Session 9:
1. Provide history of Applied Behavior Analysis

Workbook Activity: To be assigned during the class (please note that these exercises are embedded into the Powerpoint presentation)

Session Assignment: No Session Assignment

Dialogue Class at U-Mass Boston
Syllabus for January 2009
Accelerated Winter Session

Instructor: Allyn Bradford **CrCrTH616**
Phone: 617 868-3867 **Wheatley 2-125**
E-Mail: AllynB@aol.com **Hours: 6-9 PM, Mon-Thurs**

Definition: Dialogue is designed to create meaning. The process works collectively within the context of a group that is developing skills in creative listening, suspending judgment and thinking about thinking.

Process: To practice the art of Dialogue requires a disciplined approach to how we speak and how we listen. The purpose of this special conversation is to bring out the inner wisdom of both individuals and the collective wisdom of a group.
Dialogue calls for a whole new set of conversational skills.

Allyn

The emergent meaning of the Dialogue process moves through many diverse phases, like a river flowing through a rocky gorge.

In Dialogue we learn to suspend judgment and thereby give enough space to the speaker to fully develop what he or she has to say. After that we may make use of an inquiry that arises from a deep place of wonderment within ourselves. That inquiry is addressed to the center of the group.

We also learn to recognize that each of us has only a partial view of a given topic and therefore need the collective views of the group to gain a more comprehensive view of the matter.

Course Requirements: Daily journal keeping
Reading:Text and handouts
Class participation
Two Experiments on the use of Dialogue
Final paper – Six pages

Text: William Isaacs, Dialogue *and the art of thinking together*, New York, Doubleday,1999.
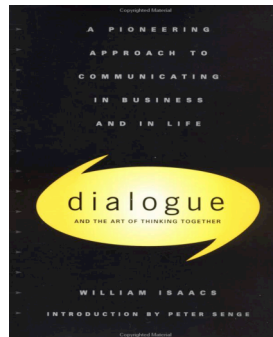
Text Book

Orientation

Each class session will consist of a review of the reading assignment in the text, as assigned, the development of skills related to the Dialogue process and, in addition, the practice of Dialogue.

Assignments

Daily journal keeping (16 points)
Preparation for Class and participation (12 x 2 = 24 points)
Two Experiments on the use of Dialogue (2 x 15 points)
Final paper - Six pages (30 points)

1. Read the Forward and Introduction in the text.

2. **Chapter 1. PP 7-28. A Conversation with a Center, not Sides.** In Dialogue we address the whole group. We risk ourselves in the process, not knowing what response we will get. We speak from the first person, not from borrowed authority or opinions.

3. **Chapter 2. PP 49-109. Why We Think alone and What We Can Do About it.** As Bill Isaacs writes in this chapter:"To think is to sense the emerging potential of a situation, to perceive what is not yet visible, and to give it voice. To think is also to listen to our own automatic reactions and gain perspective on them."

   First paper due.

4. **Chapters 3-4. PP 71-109. The Timeless Way of Conversation and Listening.** Practicing empathic listening: Without listening, there is no learning. A conversation is a two way street, with give and take on both sides. In a larger group it can also come from all sides exchanging views and opinions, seeking the wholeness that transcends points of view of individuals.

5. **Chapter 5-6, PP 110-158. Respecting and Suspending.** When we listen with respect we are, in effect, honoring the other person or persons. We suspend judgment and look for value in what they say. We listen in a learning mode. We have all felt the painful rejection of someone across a desk who is preoccupied. Respect and Suspending Judgment frees us up from stereotypical assumptions.

6. **Chapter 7-8 PP, 159 to 202. Voicing and Patterns of Advocacy and Inquiry***.* Our voice contains countless inflections that convey meaning, purpose and desire. As the great Persian poet, Rumi conveys in these lines: "*Define a narrow me and you starve yourself of yourself. Nail me down in a box of cold words and that box is your coffin…Why won't you admit that who I am is not your perception?*"

7. **Chapter 9, PP 203 to 238. Overcoming Structural Traps,** Open, Closed and Random Systems paradigms characterize our institutions, though like all systems, they are often too near to us or too distant for us to perceive them. Families, Schools, Churches and Businesses all operate with functions that are systemic. Since systems are unseen and unpredictable they are extremely difficult to change.

8. **Chapter 10-11, PP 239 to 279. Setting The Container and Fields of Conversation***,* The Container holds the conversation together like a basket of fruit. The Container creates an environment of mutual trust and respect because it establishes the norms of the Dialogue process. Though the Dialogue group will pass through many different phases of development, there is always the Container there to hold it together.

   Second Paper Due

9. **Chapter 11 continues through to Chapter 13, PP 279 to 310. Field IV, Convening Dialogue and The Ecology of Thought***.* As Bill Isaacs tells us, "In the fourth space of Dialogue people become quite understanding of one another's inability to be articulate, because they experience their own limits…There can be a space of immense discovery—on where we find, for instance, that the language we use tends to blind us to certain experiences."

10. **Chapter 13 continues through to Chapter 15 page 350.** In this reading, Isaacs takes up the theme from ancient Greek literature of the Good, the True and the Beautiful. All three of these, he points out, are now separated from each other and therefore dysfunctional. The Good becomes tyrannical and oppressive. The Truth becomes mere scientific fact. Beauty, with out the implications of the Good and the objective constraints of the True is false.

11. **Chapter 15 continues through to page 413.** Here Isaacs finds ways of restoring the place of The Good, The True and The Beautiful in our society and culture, though it is in a very different context than where it origninated in ancient Greece.

12.   An article by Otto Scharmer regarding Generative Dialogue, which takes the process beyond the circle held together by a Container and takes Dialogue into the application of change in the context of Social Technology.

University of Massachusetts (Boston)
Graduate College of Education
Critical and Creative Thinking Program

CrCrTh 616: Dialogue Processes
Spring 2011 Syllabus
Olen Gunnlaugson, PhD. Adjunct Professor

COURSE DESCRIPTION* *Dialogue Processes* is structured as an online learning community for cultivating practical, reflective and transformative approaches to engaging and facilitating dialogue processes. Building from the MIT Dialogue Project in the early 90s, this course will focus on Otto Scharmer's groundbreaking work with the four fields of conversation and presencing—a generative dialogue approach. The course is designed to develop our individual and collective capacities for bringing significant changes in how we think, communicate and learn together in conversation. There will be regular skill and capacity building exercises, coaching triads and a final project that involves conducting a reflective or applied dialogue based project in your organization, community or peer group. The course will be delivered through Vista, Skype, Wimba and draw on inspirational web-based audio and video files where possible.

COURSE OVERVIEW From the middle of the twentieth century leading into our present day, interest in dialogue grew considerably across disciplines, bringing about a renaissance of practical applications and approaches to dialogue. Briefly considering this body of work will prepare us for our exploration of Scharmer's recent approach to dialogue with his model of the four fields of conversation and presencing. Informing our semester long learning journey will be weekly lectures and dialogues, weekly online threaded discussion, as well as an assortment of capacity-building exercises, peer-based coaching, personal blogs and practical assignments for applying these cutting-edge conversational tools in your organizations, workplaces and personal life.

* note: course syllabus is subject to revision and change as required

COURSE GRADING Grades will be based on the following:

Online Participation, Readings (25%) There will be weekly posted questions and inquiries designed to deepen your understanding and application of the readings. My expectations for your participation and engagement are based on the quality of your postings (see inquiry guidelines). As the course is not self-paced, everyone is expected to work on their own and together in order to complete assignments on time.

Weekly Group Dialogues & Assignments (25%) There will be weekly group dialogues/lectures and two written assignments for the course in order to support us in making deep dives into the weekly readings and lectures.

Dialogue Coaching & Coaching Journal (25%) The weekly peer-coaching module is designed to build key capacities for generative conversations. I ask that everyone participate in 2 weekly ••• hour coaching calls with their coach and coachee. You will also keep an online coaching journal in the form of a blog to document your growth and development through the course (see coaching journal guidelines).

Final Project** (25%) Your final project is expected to develop from inspiration that you discover in your online inquiries, weekly readings, group dialogues, coaching calls and coaching journals. The final project will cover an essential aspect of the course that is quite meaningful and central to the dialogue-based questions you are exploring in your professional and/or personal life. Further details concerning the final project will be announced in week 3.

SCHEDULE OF SESSIONS The course is divided into a series of thirteen online sessions that correspond to each week.

Week 1: *Launching our learning community* Our first week will begin with everyone introducing themselves online. During this week, I invite you to familiarize yourself with the course homepage, visit the Course Lounge and establish a time with me for a brief check-in (via Skype). After the introductory lecture, I ask that you choose your dialogue artist/theorist for assignment one and let me know as soon as possible.

Week 2: *Historical Overview of Dialogue* The second Week will offer a brief overview of the history behind Scharmer's work in dialogue. During this Week, students will write about a dialogue artist/theorist and complete a 2 page summary portrait to be posted online. This week will also feature the launch of the Coaching Corner, where students will join a coaching group for semester-long adventures in peer-coaching.

** For CCT students, the final project is recommended for inclusion in your Reflective Practice and Metacognitive Portfolio (see http://cctrpp.wikispaces.umb.edu/)

Weeks 3-7: *Four Fields of Conversation* Weeks three through seven will introduce Scharmer's four fields of conversation. For four consecutive weeks we will investigate each field of conversation and inquire further into the different modes of listening and speaking, communication habits that reinforce or break these fields, as well as significance of each stage of conversation in your professional and personal life. Weekly dialogues and lectures will guide us through a walk of each field and its culture of conversation. Readings (both mandatory and optional) will be drawn each week from a broad selection of inspiring PDF and DOC files, as well as online articles. Dialogue audio or videos with key theorists will be introduced wherever possible. Facilitation practices will be introduced through the coaching modules.

Week 8: *Applications of the Four Fields & Presencing* For this session, we will look at the four fields of conversation and presencing and explore obstacles and opportunities for implementing these frameworks in different educational, social and organizational settings. We will also address criticisms of these methods and explore best practices to bring back to our conversations.

Week 9: *Facilitation of the four fields of conversation* This session will examine more in detail the transitions between the four fields of conversation, as well as the in-the-moment and foundational practices needed to facilitate these shifts— whether in a one on one conversation or a dialogue group. Approaches to dialogue facilitation and the core capacities required will be addressed in detail.

Week 10: *Coaching Conversations* This final course week will focus more in depth on our coaching conversations. There will be a reflective component of the semester of coaching conversations, as well as a coaching assignment where students explore ways of supporting one another with the development of their final project.

Week 11-12: *Projecteering & Learning Journeys* These final weeks are focused on applying what we have learned in the course through different forms of peer-to-peer learning, evaluation and teamwork. Here I ask that everyone choose a solo or collaborative project for going deeper into a burning dialogue question or issue in their professional or personal lives. Students will be encouraged to create partnerships with others at their work to deepen their learning experiences of dialogue. The option to facilitate a dialogue of your own will also be encouraged. Through this real-world component, you will have the opportunity to apply your new learning in dialogue, set up a dialogue project, and bring the results back to our learning community.

Week 13: *Presentations & Reflections* During our final week, everyone will present their offline projects to the group and reflect on their learning within these projects and the course as a whole.

Participation Requirements

The course will be delivered through a series of thirteen online weekly sessions, with each week taking multiple interactive forms including weekly dialogue/lectures, weekly readings, asynchronous inquiry, phone coaching, web-based audio and video files. This course will rely on the energy, interest and input of each of us to make this a transformative experience for all. Regular participation and online presence is vital.

Required Course Text: Scharmer, O. (2007). Theory U: Leading from the Future as it Emerges. Sol publishers

Recommended Course Texts: Bohm, D. (1996). On Dialogue London and New
York: Routledge Publishers

Isaacs, W.N. (1999). Dialogue and the Art of Thinking Together. New York: Currency Doubleday

Senge, P; Scharmer, C.O.; Jaworski, J.; Flower, B.S. (2004). Presence: Human Purpose and the Field of the
    Future Society of Organizational Learning, MIT

Internet Communication We will meet online weekly over the semester through Wimba, Vista and Skype.
The dates and times of our meetings will be established during week one.

Office Hours I will hold my virtual office hours by appointment via Skype internet phone. Please email me in
advance to schedule a time.

Email: gunnlaugson@hotmail.com Skype ID:
Trifoss

Plug-ins, special equipment and software You will need the free adobe acrobat reader to open the pdf
documents contained in this course. You can find this at www.adobe.com where you have to search around for the
free one or at www.downloads.com You will also need a copy of Skype Internet Phone. You can download a copy of
Skype at www.skype.com

You will also need to purchase a headset with microphone (average cost $5) for your computer to
use Skype. My Skype Username is: Trifoss.

Our Communication Instead of sending me e-mail with general questions regarding this course, please post
them in the Q & A folder (link through site map here) found in the Discussions section instead. I will respond to any
questions posted in the within 48 hours (except on weekends). This is the best place to post all non-private
questions that pertain to the course since other members of the class will benefit from the answers as well.

Method of Instruction Each weekly session will officially start every Monday at 9am EST. The specific plans for each week will be announced at this time. Please visit the homepage at the beginning of each week to review the plan for the week so you can budget your time accordingly. I will not be sending you e-mail reminder. It is therefore imperative that you log on to the course homepage in order to begin the activities planned for the week. You should plan on logging onto the course web site at least 3 times each week to contribute to threaded inquiry and keep up with other activities that may be underway. Plan on spending between 5 or more hours each week on this course (including weekly dialogue/lectures, readings, inquiry threads, coaching assignments & coaching calls).

Creative Thinking, Collaboration and Organizational Change
CCT 618 Syllabus July 2010

Instructors:
Abby Yanow, Adjunct Professor & Boston Facilitators Roundtable (617-625-0211;
    abbyyanow@yahoo.com (Part 3 of course & Course coordinator)
Gregg Turpin, Adjunct Professor & Boston Public Schools (gregg1411@hotmail.com)
    (Part 1 of course)
Renae Gray, Adjunct Professor, CCT (Part 1 of course)
Allyn Bradford, Adjunct Professor, CCT (617-287-6520; allynb@aol.com) (Part 2 of
    course)

Office hours: For an hour directly after each session, or by arrangement
Class email list:
Emails sent to cct618@yahoogroups.com will go to everyone in the course

Class times: 9am-4.15pm, with breaks,
Diversity Awareness –   **July 16-17**
Teambuilding   **July 23-24**
Methods of Group Participation   **July 30- 31**

This syllabus is subject to change, but workload expectations will not be increased after the
semester starts.

COURSE DESCRIPTION
Through interactive, experiential sessions and structured assignments students learn
critical and creative approaches to working in organizations. Skills addressed include:
communication and team-building; facilitation of participation and collaboration in
groups; promotion of learning from a diversity of perspectives; problem-finding and
solving; and reflective practice. Students apply these skills to situations that arise in
business, schools, social change groups, and other organizations with a view to taking
initiative and generating constructive change.

COURSE OVERVIEW and OBJECTIVES
This course builds on two assumptions about education:
• education takes place in many government, corporate, non-profit, and informal
settings;
• many graduates will take leadership roles that are not official administrative ones as
they strive to fulfill the needs of their schools, workplaces, and communities, adapt to
social changes, and collaborate with others to these ends.

The goal is that student leave the course with experience and skills in using new tools in their schools, organizations, and other workplaces for communication and team-building; facilitation of participation and collaboration in groups; promotion of learning from a diversity of perspectives; problem-finding and solving; and reflective practice. The course emphasizes learning through experience during class sessions and through reflection and writing between sessions, with a view to stimulating the students to experiment with and employ in their own workplace the tools introduced during the course. In this spirit, the contribution of the course to producing **Thoughtful and Responsive Educators** (the overarching goal of the **Professional Education Unit** and the **Graduate College of Education**) centers on the **Commitments** of Ethical behavior, Lifelong learning, Dedication, and Modeling and mentoring; the **Practices** of Caring, Collaboration, Reflection, Social Justice; and **Understandings** about Pedagogy in the broad sense of instruction and facilitation.

ASSESSMENT & REQUIREMENTS

Each session of this course takes the form of an interactive, experiential workshop, using worksheets designed to be adapted to your specific work situations. You are expected to:
1. **attend all the hours of both days of all workshops and participate actively** in the exercises and hands-on activities in which you practice with various ideas and tools and adapt them to your own work situations **(30 = 3 x 10 points)**;

2. *work in process*
a. Complete worksheets from the sessions and any homework exercises;

b. Submit twice-weekly emails, two emails per workshop, to cct618@yahoogroups.com. These emails help contribute to building a community of learning and support during the course. Your emails should contribute some original thinking that adds to the conversation. These emails should reflect your own thoughts that have been stimulated by the workshops. It is not sufficient to send a reference to someone else's article or to just quote the article – nor are you expected to read any articles for these emails! **(12 = 6 x 2 points)**; and

c. Write 500-word Reflection Papers after each workshop. The paper for each workshop is worth 10 points, so **(30 = 3 workshops x 10 points).** Guidelines for Diversity workshop will be handed out by the instructors. For Team Building and Groups Participation: write a Reflection Paper, which addresses:

1. What did you learn? What parts resonated for you?
2. What was new for you? What *Aha!* Moments did you have?
3. How or where were you challenged?
4. What, if anything, changed in your thinking?

Do not describe the class activities in this reflection paper – assume that the instructor knows the activities that you refer to in your paper. Do not include definitions from the dictionary, and **do not quote in any length** from the materials you received in class –

this paper should be written from the "I" perspective: <u>What did you experience?</u> What resonated with you?

These items will help you:
3. Develop a **Plan for Practice** (2000-3000 words) demonstrating how and when you plan to put into practice the skills and tools from all 3 sessions of the course - in your work situation or community, and/or how you could adapt and practice using those tools for opportunities in the future. You should include a plan for evaluating the outcome so you learn from experience and practice.   At the workshop <u>we will give you Guidelines</u> to assist you in developing your Plan for Practice. **(28 points)**;

A = 94+, A- = 88-93, B+ =82-87, B = 76-81, B- =70-75, C+ = 64-69, C = 58-63

Please note: You are responsible for following these guidelines for your papers and your email participation. There is no option built into this course for revision to increase grades after they have been determined.

Due dates
Reflection papers -- <u>Friday following the session</u>, by email to instructor.
Diversity – **July 23**
Team Building – **July 30**
Group Participation – **August 7**
Plan for Practice -- <u>Sunday August 15, 5pm</u>, to Abby Yanow via mail.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.
Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts.

SCHEDULE OF SESSIONS

The course is divided into three two-day workshops, each led by a different instructor:
1. Diversity Awareness, 2. Effective Teamwork and 3. Facilitating Participation and Collaboration in Groups.

The workshops are designed to be interactive and experiential, using worksheets designed to be adapted to your specific work situations.

Suggested topics for journal entries and additional information about classes, assignments, and other tasks may be provided in handouts and e-mails.

Workshop 1. DIVERSITY AWARENESS
In this first part of the course you experience and learn approaches aimed at enabling groups and organizations to: become more diverse; address tensions arising from lack of awareness of differences and inequalities; and undertake coalition work that dismantle traditional barriers. Dimensions of diversity addressed include race, class, gender, and sexuality.

Workshop 2. EFFECTIVE TEAMBUILDING
The second workshop introduces creative communication strategies for teamwork that really addresses workplace problems and issues. Through simulations of typical organizational situations you develop skills in giving and getting feedback, presenting your ideas and opinions, and ensuring shorter and more productive meetings. The classes will make you more aware of your communication style, its effect on others, and options for improvement.

Workshop 3. FACILITATING PARTICIPATION AND COLLABORATION IN GROUPS
The last part of the course introduces students to a number of different techniques of group participation, such as working in small groups and stakeholder groups, and World Cafe or Open Space. The topics of discussion within each technique will be chosen in an effort to make the learning experience as close as possible to real-life situations, within our workplaces and our communities. We will focus on the art of careful listening and the crafting of effective questions. You will experience the generativity of the participatory process, in which the wisdom comes from the group. You will be encouraged to consider ways of implementing these techniques into your practice, with your colleagues and in your communities.

BIBLIOGRAPHY (Recommendations only -- Required readings will be distributed in class.)

Books

Bolman, L. and T. E. Deal (1997). <u>Reframing Organizations: Artistry, Choice, and Leadership</u>. San Francisco: Jossey Bass.

Elbow, P. (1981). <u>Writing with Power</u>. New York: Oxford University Press.

Isaacs, W. (1999). <u>Dialogue and the Art of Thinking Together</u>. New York: Currency.

Nelson, J. (2001). <u>The Art of Focused Conversation for Schools</u>. Toronto: Canadian Institute of Cultural Affairs.

Senge, P. et al. (1994). <u>The Fifth Discipline Fieldbook</u>. New York: Currency.

Senge, P., N. Cambron-McCabe, T. Lucas, B. Smith, et al. (2000). <u>Schools That Learn</u>. New York: Currency.

Spencer, L. J. (1989). <u>Winning Through Participation</u>. Dubuque, Iowa: Kendall/Hunt.

Stanfield, B. (Ed.) (1997). <u>The Art of Focused Conversation</u>. Toronto: Canadian Institute of Cultural Affairs.

Stanfield, B. (2000). <u>The Courage To Lead: Transform Self, Transform Society</u>. Gabriola Island BC: New Society Publishers.

Stanfield, B. (2002). <u>The Workshop Book: From Individual Creativity to Group Action</u>. Toronto: Canadian Institute of Cultural Affairs.

Wondolleck, J. M. and S. L. Yaffee (2000). <u>Making Collaboration Work: Lessons from Innovation in Natural Resource Management</u>. Washington, DC: Island Press.

Articles

Baker Miller, J. (1998). "Domination and subordination," in P. S. Rothberg (Ed.), <u>Race, Class, and Gender in the United States</u>. New York: St. Martins Press, 73-80.

Batts, V. (1998). "Modern racism: New melody for the same old tunes."

Community Economic Development Advisory Committee (1995). <u>Our Economy: Our Future, Final Report</u>. York, Ontario: City of York (online reserve www.lib.umb.edu under taylor. password from instructor)

Chew, F. (2000). "Mutualism or parasitism?" ms.

Greenwald, N. (2000). "Learning from Problems." <u>The Science Teacher</u> 67(April): 28-32.

Jenkins, M. (2000). "Action learning: Taking the time it takes." <u>Presented to the International Association of Facilitators, Toronto, April 27 2000.</u>

McLeod, M., P. Senge and M. Wheatley (2001). "Changing how we work." <u>Shambhala Sun</u>(January): 29-33.

Norwood, P. M. and D. C. Saldaña (1998). "Who should be hired?," in T. M. Singelis (Ed.), <u>Teaching About Culture, Ethnicity and Diversity</u>. Thousand Oaks, CA: Sage, 73-79.

Rokovich, M. A., M. Stevens and J. Stallman (2000). "Implementing change at SJUSD: An unfinished case study." <u>Presented to the International Association of Facilitators, Toronto, April 27 2000</u>.

Ross, R. (1994). "Ladder of Inference," in P. Senge et al. (Eds.), <u>The Fifth Discipline Fieldbook</u>. New York: Currency, 242-246.

Warfield, J. N. and G. H. Perino (1999). "The problematique: Evolution of an idea." <u>Systems Research and Behavioral Science</u> 16: 221-226.

Weissglass, J. (1990). "Constructivist listening for empowerment and change." <u>The Educational Forum</u> 54(4): 351-370.

Course Syllabus for Creative Thinking, Collaboration and Organizational Change at U-Mass, Boston, Fall 2009

Welcome To Online Course CRCRTH 618!

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INSTRUCTOR INFORMATION:

Instructor/Facilitator: Allyn Bradford

Telephone Numbers: Land Line: 617 868-3867
Cell Phone: 617 868-2982

E-mail: allynb@aol.com

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Background and Experience:

Allyn comes from extensive experience in developing teamwork in organizations and training centers worldwide.
Among education centers where he has conducted workshops in team building are: the American Management Association, the American Society of Training Directors, the Association of Field Service Managers, the Mecuri Institute in Sweden and the Accelerated Management Institute in England.

He has also conducted workshops in team building for over 25 major corporations in such companies as: Block Drug, General Foods, Avon Products, Honeywell, Digital, Stop & Shop, Johnson & Johnson, Warner Lambert (UK), Monsanto, New England Electric, Telex, Fidelity Trust, Kodak, New England Nuclear, Burger King, FW Faxon, Becton Dickenson, Semicon, The First Years and AT&T Wireless.

Meeting Challenges Through Teamwork

COURSE DESCRIPTION:

Creative Thinking, Collaboration and Organizational Change,
CrCrTh618, Fall Semester at U-Mass Boston

The course is designed to develop your skills in the "give and take" of
successful team communications as you work together through
Information Technology. Using a variety of experiential learning
processes in simulated teams, this course will sharpen both your
thinking and interactive skills as you work with others over the net.
Through practice and feedback students will develop skills in creative
problem solving, presenting their ideas and opinions rationally, and
conducting shorter and more productive meetings.
CrCrTh618 is part of the Critical and Creative Thinking program, under
the College of Ed., 3 Credits.

Text Books: The textbooks we will use for this course are:

The Wisdom of Teams **by Katzenbaum and Smith, ISBN 0-6-052200-
3, Publisher: Harper, a classic in how to develop effective teams.**

The Fifth Discipline Fieldbook, **Edited by Peter Senge, ISBN 035-47256-0, Peter Senge, who is based at MIT, is a world renowned leader in improving the quality of social and business institutions.**

Course Purpose:

To promote individual growth and development within the context of a virtual team.

To empower the students to create their own vision for change and improvement.

To offer a creative process for learning both as an individual member and collectively as a team.

The Learning Process:

Students identify their work values. The teacher/facilitator provides a process to identify the student's own vision, purpose and goals, based on those values.

A further process is then used for students to identify the skills, resources and knowledge required to achieve their goals in the light of their purpose. Their skill development provides the means to implement their own vision.

Experiments are used to learn how to implement real change in line with the student's vision. A problem solving process will be used to create further options for these experiments. Students will develop their teamwork skills over the net through practice, feedback, coaching and reflection.

Discussions on a weekly basis provide an essential part of this learning experience. A topic will be posted at the beginning of each week. Your contributions to the discussions will add to the collective learning of the class. By interacting with others you will broaden your horizon of learning and intellectual development.

You will be working in partnerships at first and then eventually develop a project on which you work together in teams. The project will make use of the skills you have learned in this course.
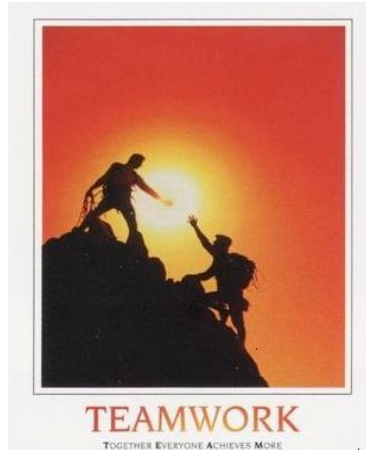
"You can succeed best by helping others to succeed"

Outline of Class Sessions:
Session 1: Introductions, A Profile of Your Team at Work, Problem Identification, Formation of Virtual Teams
Session 2: A Vision for Constructive Change, based on your work values
Session 3: Creating your Purpose and Goals aligned with your team.
Session 4: Skill Identification, Visions in Conflict, Exploring the concept of "Flow, where your skills match the challenge."
Session 5: Personal Mastery to fill the Skill and Knowledge gap, Problem Solving using the Cooperative Response
Session 6: A Team Communication Model for the use of Strategies and Behaviors in the light of Situational Factors, Systems Thinking
Session 7: Team Learning through Synergy, Self Risk and Generating Options, Motivation, Problem Solving (more advanced)
Session 8: Developmental Feedback For Teams: How you come across as perceived by fellow team members, Strategies for improvement. Generating options for Problem Solving
Session 9: Critical and Creative Thinking: How your thinking habits can help you get more of the results you want. Further Problem-Solving.
Session 10: Role Play: How a difficult conversation can be improved through the Cooperative Response. Further Problem Solving
Session 11: Mental Models: what they are and how to use them. Moving from Personal Vision to Shared Vision. Further problem solving.
Session 12: The "Theory of U" and it's practical application to organizational issues and change.
Session 13: Updating Mental Models through Systems Learning and the Dialogue Process.

Tech Specs and Companion Software:
Go to this web page for the latest information:
www.lms.umb.edu

General Requirements:

Have access to a personal computer (Mac or PC)
- Intermediate or above level of computer skills
- Internet connection
- E-mail program and account.
- A 56 kbps modem at minimum
- Netscape 7.x or Internet Explorer 6.x
- Access to a fax machine or fax software
- Microsoft Word
- If you don't have Power Point, you can go to www.microsoft.com and
then "downloads' and then "Office and Home Applications" and then
select PowerPoint Viewer 2003 and then download.
You'll also need the following (free) plug-ins, which can be downloaded
at www.downloads.com.
- RealPlayer
- Shockwave plug-in installed (for chat)
- Power Point viewer (If you don't have Power Point on your computer)
- MS Word viewer (if you don't have MS word on your computer)
- Acrobat Reader

Technical Help: Please contact the Help Desk at
bostonsupport@umassonline.net, or call in at 888-300-6920 with questions
about use of technology issues.

Registration Questions: Please contact Katharine Galaitsis
katharine.galaitsis@umb.edu at the Continuing Education office.

Attachment Compatibility: Not all word processing programs will
produce documents readable by other word processing programs and
not all attachment programs in email programs can create
attachments readable by other programs. Please be prepared to
translate documents into RTF or Rich Text Format. I will be using
Windows XP, PowerPoint, and Adobe Reader. If you do not have
access to these programs, download free viewers available at
www.downloads.com.

Take a good look at the Student Quick Start user guide by clicking here:
www.lms.umb.edu

Thinking, Learning, and Computers
CRCRTH 670 (online)
Syllabus – Fall 2010

Critical and Creative Thinking Program, Graduate College of Education, UMass-Boston

Instructor: Jeremy Szteiter
Jeremy.Szteiter@umb.edu, or szteiter@gmail.com, (781) 696-4898
"Office hours": By appointment, by phone or Skype.

Required materials:

- **headset earphones with a built-in microphone**, for online live-voice communications that will happen occasionally throughout the course; please do not use your computer's built-in microphone with desktop speakers - this will create distracting feedback during these sessions

No books are required. All readings will be distributed electronically through the Blackboard system.

Course Description

This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools.

We will focus on the idea of information literacy in particular, as we seek to understand the growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes accessible through computers, as well as the way that various formats of information and computer-based resources might support thinking and learning. We consider computers in contexts such as collaborative thinking, applications to education and other fields, and understanding ourselves in a digital culture.

Goals and Objectives

- Develop an understanding of how computers may influence critical and creative thinking and learning within professional and personal life
- Establish a framework for defining information literacy within your area of work and defining the role of computers within that framework
- Identify the benefits and limitations of computers in enhancing thinking and learning and consider the balance between using computer-based tools vs. other tools or approaches to developing thinking and learning
- Experience and explore a number of specific personal and collaborative computer-based resources that create new possibilities for understanding information and relationships between ideas, and determine how and when it is appropriate to use them in your own work

Overview of Course Schedule

Generally, we will move through four themes related to thinking, learning, and computers:

Theme 1: Information Literacy

We explore the idea of information literacy as a way to think about the abundant information that becomes accessible through computer-based resources. In particular, we seek to relate critical thinking to information literacy by extending the idea of simply finding and evaluating information to understanding how the information that we find can be used along with other strategies for "knowing". We'll consider how information literacy, the media, and our thinking are interconnected when it comes to understanding the world and think about how the information literacy skill influences the roles we play in work and life.

- Session 1: Understanding Information Literacy (Sept. 13-19)
- Session 2: Information Literacy and Popular Media (Sept. 20-26)
- Session 3: Information Literacy and Personal Identity and Roles (Sept. 27-Oct. 3)

Theme 2: Computers and Collaborative Thinking Within Social Contexts

Particularly due to the expansion of the Internet and World Wide Web, computers become powerful resources for connecting with others. We will consider how our thinking and learning are influenced when we can access not only the basic information of the world but also the minds of others through written, verbal, artistic, and other expressions. We will also practice with a number of online and collaborative tools and make observations about how they affect our thinking.

- Session 4: Computers and Collaborative Thinking I (Oct. 4-10)
- Session 5: Computers and Collaborative Thinking II (Oct. 11-17)
- Session 6: Computers, Culture, and Community (Oct. 18-24)

Theme 3: Field-Specific Applications of Thinking, Learning

In addition to the way that computers can support collaborative thinking, they can also be used as specific tools that can shape information in ways that allow us to view it differently and find unique understanding. Computers present information not only in the form of the written word but also through a number of visual representations. Also, many computer applications and resources claim to directly support learning and even enhance critical and creative thinking. We will explore this idea and examine if, why, and how computers try to accomplish this in ways that are not possible in non-computer approaches.

- Session 7: Computers as Educational/Research Tools I (Oct. 25-31)
- Session 8: Computers and Educational/Research Tools II (Nov. 1-7)
- Session 9: Computers and Visualization Tools (Nov. 8-14)
- Session 10: Computers, Thinking, and Writing (Nov. 15-21)
- Session 11: Computers Within Other Fields of Work: Science, Art, Business (Nov. 22-28)

Theme 4: Future Directions of Human and Computer Thinking

Trends and advancements in thinking, learning, and computers often center around the idea of "intelligence", where computers are designed to mimic the problem-solving and decision-making ability of people, and then go beyond it. We will examine our own thinking through a basic understanding of how computers are designed according to what we believe we know about human thinking. We'll also imagine how the culture of thinking and learning might change as computer technology becomes more integrated into life and is used to automate more and more processes.

- Session 12: Computers as Representations of Human Thought (Nov. 29-Dec. 5)
- Session 13: Future Directions and Considerations (Dec. 6-12)

Online Course Elements

Please see the CCT program's [Student Guide for Getting Started in Online Courses](#).

This course is offered online through UMass-Boston's division of Corporate, Continuing, and Distance Education (CCDE). We use the UMassOnline web-based system (http://boston.umassonline.com/), which uses the software product Blackboard Vista, a content learning management system, to store and present class materials. You will hear this commonly referred to simply as "Blackboard". Each student will receive an account to log in to this system and access the materials (separate from your other UMass accounts), and weekly activities and readings will be located there. Students will also submit assignments through the Blackboard system.

As required by UMass-Boston for fully online courses, our course will have at least 2 live-voice sessions throughout the semester, and participation is required. Most likely, these will be scheduled on Tuesday or Thursday evening, and we will make a strong effort to make sure that they take place when the greatest number of students are available. These sessions take place by using the Blackboard system, which includes a type of online conference call feature where we will have a live-voice, real-time conversation (using headphone microphones). There will be a chance to practice using the Blackboard tools in advance of the scheduled session.

Interactions in our online course depend largely on written communication, primarily by sending messages to each other through the Blackboard system. While we may not have the same opportunity for immediate, highly attentive face-to-face involvement that occurs when sharing the physical space and time of a classroom, we create flexibility by allowing students to decide when and how to complete the work during a week of time. At the same time, we still look to establish a "community" of learners among ourselves, which can be enhanced through some basic principles, such as the following:

- sending messages or posing questions to the whole class whenever appropriate, rather than to individuals, so that all benefit from the discussion and responses
- being timely when responding to messages from others
- being explicit in written communications so that meaning, intentions, and motivations are clear
- following rules of etiquette for online communications

Structure of Each Class Session

Each week, we will participate in some activities that support the topics and themes discussed above. Each session has 3 main segments:

Prereading Activities: These activities serve as an introduction to the week's topic, often involving you directly in using computer-based tools, giving you space to reflect on what you already know and believe, and providing a warm-up to the topic. These activities vary based on the topic and may include a small number of live-voice conversations as a whole class. The Prereading Activities will always total 15 points.

Readings: These are a set of articles that provide research, news on current events, and commentary on the weekly topic. Typically, around 3-4 required articles will be assigned each week, and there may be times when you are asked to choose a few out of several options as they match your particular interest.

Postreading Activities: These activities serve to help you process the readings and engage with others to develop

your understanding of thinking, learning, and computers. These will typically include a 1-2 page written response to the readings, participation in a discussion board with others in the class, and your own identification of another article, web site, project, editorial, or other resource to share with the class that relates to the readings. Later in the course, some other activities might be included, but they will always total 20 points.

The materials for each class session (=weekly period) will be available to students no later than the Monday morning of that session. The entire set of materials for the course, such as readings and activities, are not available to students for all weeks of the course. Just like it would not make sense in a face-to-face classroom to force a whole month of 2-hour class sessions into a single long day, it creates a potential for confusion if all materials were available all of the time. Even in a well-organized online system, everything begins to blend together in a mass of text and links if too much is presented at once. Also, because some assignments involve commenting on the materials, it is helpful to make sure that comments are being made to materials that have already been read by others.

Expectations for Assignments and Grading Structure

Unless otherwise indicated in the specific instructions, please submit all assignments as attachments. Microsoft Word documents (.doc) or Rich Text Format (.rtf) is preferred. Some assignments allow you to interact with or type directly on the course page, but many ask you to submit a document, and you can do this through the Blackboard system.

Instructions for each assignments are included in each one. It is strongly recommended to go through the assignments in the order presented. You will have 1 week to complete all of the assignments for each class session, and all assignments and readings must be completed properly and on time to receive credit. In order for an assignment to be considered "proper", it must include more than a superficial response or idea. Often, there is a source to which you are responding (like a fellow classmate's discussion board post, or an editorial article). Use the idea of "value-added" as a rule of thumb. It is not enough to write on a discussion post that you agree or disagree with someone else – explain why and include an example if possible. Anything that you submit must add value to the original source – is it worth someone else's time to read or view your contribution? Keep in mind that this does not require being completely creative or original, and may include questioning the source,

Each course week runs from Monday to Sunday, as indicated from the weekly schedule above. Generally, all assignments for a previous week will be due at 9:00am on Monday of the current week. Late assignments will not be accepted since many of our assignments involve discussion with and response to messages from other students, with exceptions noted below. Typically in this course, simply completing the assignment properly, as described above, and according to the instructions, provides full credit. For some assignments, the points are indicated as the sum of two values, such as "8 + 2 = 10 points". This means that the assignment is worth 10 points. You receive 8 points upon submitting the assignment on time. After review, you may receive comments, feedback, or additional questions from the instructor. If you respond and address the comments, you will receive the other 2 points. We do this to allow for an additional type of dialogue to occur, where an assignment is not a product that needs to be submitted in perfect form just to please the instructor, but a way to help yourself to make progress toward new understanding but acknowledge that it may not be your final and unchangeable perspective.

Some work may change based on student interest and emerging innovations that may become apparent in the computer/digital world, but amount of work will not increase once the semester starts. Everyone has lives and responsibilities outside of the course, so we acknowledge that online learning can require both time and patience. Please inform the instructor about any concerns or questions that you may have about completing the work.

Course points and Grading:

- 15 points (prereading) + 20 points (postreading) = 35 points/week x 13 weeks = 455 points
- Mid-term reflection paper = 25 points (see Special Projects below)
- Final project = 75 points (see Special Projects below)
- = 555 TOTAL POINTS

Grading: minimum points for A = 515, A- = 483, B+ = 444, B = 415, B- = 385, C+ = 355, C = 305

Policy on Late Assignments

The assignments in this course are scored by a point system that is weighted based on the expected length of time and level of understanding needed to complete it. See the syllabus for more details. Any assignment worth less than 10 points will not be accepted late. Individual assignments worth 10 points or more will be reduced by 50% if turned in up to two (2) days late and given no points if turned in more than two days late. Please communicate early with the instructor if you have any concerns about completing the work, and keep in mind that the time needed for work in an online course may equal the classroom plus homework time required in the face-to-face course. Having said so, life emergencies do happen, but expressing difficulty after the fact and after assignment due dates can make it impossible to maintain fairness in an online course.

Mutual Teaching and Learning

In this course, we will make an effort to create a community of mutual teaching and learning, and some of the activities require engaging with others in the class, responding in a timely way, and getting feedback. Keep in mind that all of the activities are intended to enhance your understanding of thinking, learning, and computers by providing a variety of hands-on practice and conceptual inspiration. Please consider that we all depend upon each other and benefit from our interactions.

At all times, you are welcome to approach the material with respect to your own field of work and use it to make sense out of issues that are important to you.

In other online courses, we know that some of the logistical challenges of online learning come up – technological, communication, etc., and the instructor and students try to "get around" them to get on with the course work. In this course, I propose that we make any of these issues part of the course – let's keep track of them and be particularly conscious of how the online environment affects our ability to learn from each other, especially in the face of what we lose from face-to-face contact.

In this course, some of the assignments are intentionally designed to allow for some ambiguity in the instructions or lack of organization in the presentation. This is a part of what it means to understanding thinking and learning with computers. If you feel that this is the case, please bring up the inconsistency, confusion, or ambiguity in our discussions and messages. It is preferred to bring these out in the open as a very real part of online learning rather than assume that you are unsure about something that everyone else understands.

Special Projects

Two special projects will be assigned along with the weekly activities:

Mid-term Reflection Paper (3-4 pages of double-spaced text -- about 1000-1200 words): This assignment will be due at the end of week 7 of the course. You will submit a written paper that reflects upon the first half of the course, including your perspective on the course material and the course itself, questions or challenges that you have faced, and/or further explorations of concepts that you have found particularly meaningful.

Final Project: Expert Teaching and Learning Portfolio (2-3 page essay + exhibits) Throughout the course, you will work toward an expertise of a specific type of resource related to computers and thinking and develop a "Teaching and Learning Portfolio", which might be used to encapsulate essential details about the resource, suggest best practices for using it, and teach someone else about the resource. Along with an essay describing your project and process, your portfolio might include some (but not necessarily all) of the following exhibits: a lesson plan to be used in a workshop, an instructional video that gives a demonstration of the resource, a wiki page that builds a collection of knowledge about the resource, or a narrative outline that leads a reader through a series of web links that show good examples of the resource in use. You will create the portfolio, share it with others, and have the chance to engage with the portfolio of at least one other student.

Several of the Prereading and Postreading activities directly help you to take steps toward the Expert Portfolio, so you will be creating material along the way that will help you to complete it. These activities are built in to the weekly sessions and are part of the points for that week, they are not "extra work" that you need to do.

Accommodations

Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the Ross Center for Disability Services. The Ross Center for Disability Services is located in the Campus Center, UL 211. You can contact them by calling: 617-287-7430 or sending an email to: ross.center@umb.edu. Once you have received your accommodation letters, please meet with the instructor to discuss the provisions of those accommodations as soon as possible.

DisRes 624 – Cross-Cultural Conflict

Fall 2010

Instructor: Rezarta Bilali   Course Schedule: Wednesday, 6:00-8:30pm
Office: W-04-026A (Wheatley)   Course Location: W-01-0052
Phone: 617-287-7165   Office Hours: W Th 4.00 - 5.30 pm

Email: rezarta.bilali@umb.edu   or by appointment

Course Description

This course aims to provide students with a broad understanding of the role of culture in conflict. The first part of the course focuses on the ways in which culture has been defined, examines analytical approaches to studying culture, and considers dimensions in which cultures vary. Then (Parts 2-4), we will explore the different ways in which culture influences conflict. Some of the questions that we will address in this section include: When does culture inhibit vs. facilitate the escalation of conflict? When do cultural differences become a source of conflict? How can we distinguish the role of culture from ethnicity, religion, race, kin or clan? These include consideration of processes at different levels of analysis including interpersonal, intergroup, institutional, and societal levels. In the last part, we will assess ways in which culture and conflict resolution interact. Specifically we will consider topics such as negotiation, mediation, intergroup contact, reconciliation. A full understanding of the role of culture in conflict requires the integration of knowledge from a range of different fields. Therefore, this course takes an interdisciplinary look by drawing on relevant theory and research from social psychology, political science, anthropology, sociology, etc.

Course format

The course will be taught in an interactive format as a graduate seminar. Short lectures, discussions and debates, readings, research, films, and class exercises will be used to help students better understand the role of culture in conflict.

Readings

All readings for this course are accessible on WebCT, or will be provided by other means by the instructor. You are not required to buy a textbook for this course. However, I have recommended several relevant books that we will use in this course (see page 11). You are recommended to buy the book(s) that best fit your specific interests on cross-cultural conflict.

It is strongly recommended that students make copies of these readings for their own personal use. (Note that when the semester ends you will not have access to WebCT, so you are encouraged to save the soft copies of the articles for later use.) The readings are required and should be read prior to each class meeting, so that we can use our class time to discuss them in depth.

Accessing WebCT: Here is some general information that you will need to view the course in WebCT (Blackboard system). Please visit: http://www.boston.umassonline.net/index.cfm. According to the UMB website, the WebCT Vista user name and password are the same as your UMB student email username and password. Students seeking technical assistance are encouraged to calling help desk 617-287-5220 or emailing helpdesk@umb.edu. For technical assistance related to accessing WebCT, please visit: http://www.umb.edu/it/tech/lms/

Requirements and Assignments

The primary goals of the course assignments are to encourage students to think deeply about the course material, and to provide opportunities to apply the knowledge gained to critically evaluate and address the role of culture in conflicts. Each of the assignments will contribute proportionately to students' final grades in the following way:

1. Short Papers (2 papers, 10% each)   20%
2. Class Participation   20%
   a. Attendance and participation in class discussions
   b. Questions for discussion/ Homework assignments
3. Group Presentation   20%
4. Peer Review   10%
5. Final paper   30%

Short Papers (2 papers, 10% each). For each short paper assignment, students will write a focused, well-written essay (2 pages maximum, double-spaced) concerning a topic relevant to the course material. Each topic will ask students to consider several related questions, to encourage students to explore their own thoughts and articulate their own views on a particular topic. Paper topics will be given to students at a later date and an assignment sheet will be provided for each paper.

Class participation (20%). Class members are required to attend each class and participate in class discussions. Attendance to classes is mandatory. If you miss more than 3 classes during the semester, one grade will automatically be subtracted from your final grade. For example, if your grade based on the grading scheme above is "A", then your final grade will be "A-".

Through class participation, class members should demonstrate that they are actively engaged with the course material, and thinking deeply about the issues raised in the course. Some of the issues we will discuss may be difficult and sensitive in nature, and it is unlikely that we will all share the same views, opinions, and experiences regarding each issue. Class members should not feel compelled to agree with all statements made in the texts, in class discussions, or in lecture. Instead, they should come prepared to ask questions and articulate their own ideas, while listening respectfully to the views of their peers. It is expected that we will create and maintain an atmosphere of mutual respect in this course, so that all will feel comfortable participating in class discussions.

Each class member will prepare at least one "discussion question" for each class. These may be questions, critiques, comments, etc., all designed with the goal of stimulating discussion. The questions should be posted in the Blackboard in the course website (WebCT) **at least 24 hours**

before the start of the class. In addition to the discussion questions students might occasionally be given other small assignments (e.g., bring examples from the media that reflect a particular topic in the course).

Final paper (30%). The final project assignment will give opportunities to conduct in-depth investigations of a conflict of your choosing, with an eye toward examining the cultural contributions to the origins, exacerbation and outcome of a particular conflict. Students will be expected to use the concepts, ideas and theories presented in the course to understand the cultural ramifications of the conflict. Each student must hand in a paper summarizing their research (approximately 10 pages in length, double-spaced, 1-inch margins and 12-point fonts), in which they: a) introduce the topic and the central analytical question of the research conflict; b) analyze the role of culture (or particular cultural dimensions or characteristics) in that conflict using relevant concepts and theories; and c) offer concrete suggestions for interventions that would help to improve the situation and resolve the conflict. Note that the intervention(s) proposed should logically follow from your *cultural* analysis of conflict and should be aimed at addressing some of the cultural dimensions of the conflict in question. The topic of your final paper should be approved by the instructor early in the semester.

Peer Review (10%). All final papers will be peer reviewed. Each class member will review (provide feedback and comments) somebody else's paper. The reviews will be double-blind. Two copies of the review should be submitted to the instructor (one copy will be graded by the instructor, and the second copy will be given to the author). Each author should take into consideration the peer reviews to revise their final papers before submission.

Group presentation (20%). Students will form workgroups, with each group focused on an in-depth study of a specific conflict at the international, societal, institutional, organizational or interpersonal level. The workgroups will collaborate to prepare a class presentation on a topic relevant to the theme of the week in which they will be presenting (i.e., apply course themes to specific cases within your focus). Each group should discuss the topic of their presentation with the instructor. The group presentations will start on Week 5. Presentations should NOT be longer than 20 minutes.

Your Feedback on the Course: At the end of every class I am going to ask you to take one minute to jot down (anonymously) on a piece of paper the main point with which you walked away from that class session. This will help me to see how well I am getting the message across to you. In addition, you can add any thoughts, comments, complaints you may wish to forward to me at that time. I will also ask you to do a midterm evaluation of the course, so that I can (hopefully) respond to your impressions of how the class is progressing.

Academic Integrity. Standards of academic conduct are set forth in the University's Academic Integrity Code (see http://www.umb.edu/academics/undergraduate/office/students/CodeofStudentConduct.html). By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions.

Students with Disability. If you have a disability and feel you will need accommodations in order to complete course requirements, please contact the Ross Center for Disability Services (Campus Center Upper Level Room 211) at 6172877430.

Course Outline

Date	Topics and Readings

PART 1. Understanding Culture

1. Sept. 8   Introductions & Orientation to the Course.

2. Sept. 15   Understanding Culture. Approaches to Studying Culture.

Augsburger, D. W. (1992). *Conflict Mediation across Cultures. Pathways and Patterns,* Westminster/ John Knox Press: Louisville, KE. (pp. 15 - 41). Chapter 1. Conflict: A universal, cultural, and individual process.

Ross, M. H. (2009). *Culture and Belonging in Divided Societies: Contestation and Symbolic Landscapes.* University of Pennsylvania Press: Philadelphia (pp. 1 - 6).

Cohen, R. (1991). *Negotiating across Cultures. Communication Obstacles in International Diplomacy.* United States Institute of Peace Press: Washington, D.C. (pp. 19-32).

Ting-Toomey, S. (2002). Toward a theory of conflict and culture. In P. K. Chew (Ed.). *The Conflict & Culture Reader (pp. 46 -51*). New York University Press: NY.

Triandis, H. C., McCusker, C., & Hui, H. C. (2002). Multimethod probes of individualism and collectivism. In P. K. Chew (Ed.). *The Conflict & Culture Reader (pp. 52 - 55).* New York University Press: NY.

Also see: http://cohesiondev.rice.edu/campusservices/crosscultural/index.cfm , for a guide to Cross-Cultural Awareness and Communication Skills.

Form groups for group presentation project

PART 2. Uses of Culture

3. Sept. 22   Culture, Identity, Ethnicity

Phinney, J. S. (2000). When we talk about American ethnic groups, what do we mean? In K. A. Keough & J. Garcia (Eds.) *Social Psychology of Gender, Race and Ethnicity (pp. 10 - 19).* McGraw-Hill.

Nagel, J. (1994). Constructing ethnicity: Creating and recreating ethnic identity and culture. *Social Problems, 41*, 152 - 176.

Deaux, K. (2000). Reconstructing social identity. In K. A. Keough & J. Garcia (Eds.) *Social Psychology of Gender, Race and Ethnicity (pp. 102 - 111).* McGraw-Hill.

Ross, M. H. (2007). *Cultural Contestation in Ethnic Conflict*. Cambridge University Press: Cambridge, United Kingdom. (pp 1-28).
Chapter 1. Introduction: Easy questions and hard answers, what are they fighting about?

Submit the topic for your final paper. [Write down one paragraph describing the research question and the context of your paper.]

4. Sept. 29   <u>A Clash of Civilizations? Legitimizing Conflict through Culture</u>

Huntington, S. (1993). Clash of civilizations? *Foreign Affairs, 72*, 22-50.

Mamdani, M. (2004). *Good Muslim, Bad Muslim. America, the Cold War, and the Roots of Terror.* Three Leaves Press Doubleday: NY. (pp. 15 - 36)

Ross, M. H. (2007). *Cultural Contestation in Ethnic Conflict*. Cambridge University Press: Cambridge, United Kingdom. (pp. 191-223).
Chapter 7: Dressed to express: Islamic headscarves in French schools.

Recommended
Ross, M. H. (2009). *Culture and Belonging in Divided Societies: Contestation and Symbolic Landscapes.* University of Pennsylvania Press: Philadelphia. (pp. 6 - 17).

Part 3: Culture as Social Structure

5. Oct 6   <u>Cultures of Violence</u>

Staub, E. (1996). Cultural-societal roots of violence. The examples of genocidal violence and of contemporary youth violence in the United States. *American Psychologist, 51*, 117-132.

Bar-Tal, D. (2007). Socio-psychological foundations of intractable conflict. *American Behavioral Scientist, 50*, 1430 - 1453.

Bond, M. H. (2004). Culture and aggression - from context to coercion. *Personality and Social Psychology Review, 8,* 62 - 78.

Recommended

Marsella, A. J. (2005). Culture and conflict. Understanding, negotiating, and reconciling conflicting constructions of reality. *International Journal of Intercultural Relations, 29,* 651-673.

Hand in Short Essay #1

6. Oct 13   <u>Organizational Cultures</u>

Schein, E. H. (1990). Organizational culture. *American Psychologist*, 45 (2) pp. 109-119. *Focus on pp. 113-119.*

Gelfand, M. J., Leslie, L. M., & Keller, K. M. (2008). On the etiology of conflict cultures. *Research on Organizational Behavior, 28,* 137- 166.

Darley, J. M. (1996). How organizations socialize individuals into evildoing. In D. M. Messick, & A. E., Tenbrunsel (Eds.). *Codes of Conduct, (pp. 13 - 43).* Russell Sage: NY.

Recommended
Sarala, R. M. (2009). The effect of cultural differences and acculturation factors on post-acquisition conflict. *Scandinavian Journal of Management*.

PART 4. Where Cultures Meet: Diversity & Multiculturalism

7. Oct 20   <u>Diversity & Multiculturalism</u>

LaFromboise, T., Coleman, H. L. K., & Gerton, J. (2000). Psychological impact of biculturalism: Evidence and theory. In K. A. Keough & J. Garcia (Eds.) *Social Psychology of Gender, Race and Ethnicity (pp. 125 - 134).* McGraw-Hill.

Steele, C. M. (2000). A threat in the air: How stereotypes shape intellectual identity and performance. In K. A. Keough & J. Garcia (Eds.) *Social Psychology of Gender, Race and Ethnicity (pp. 284 - 294).* McGraw-Hill.

Coleman, D. L. (2002). Individualizing justice through multiculturalism. The liberals' dilemma. *The Conflict & Culture Reader (pp. 182 -190).* NY: New York University Press.

Recommended
Ting-Toomey, S. (2002). Intercultural conflict competence. In W. R. Cupach, & D. J. Canary (Eds). *Competence in Interpersonal Conflict, (pp. 121-146).* Long Grove, IL: Waveland Press.

8. Oct 27   <u>Conflict in Organizations: Diversity and Conflict in Workplace</u>

Markus, H. R., & Lin, L. R. (1999). Conflictways: Cultural diversity in the meanings and practices of conflict. In D. Prentice, & D. T. Miller (Eds.). *Cultural Divides. Understanding and Overcoming Group Conflict, (pp. 302 - 333)*. Russell Sage Foundation: NY.

Dhinga, P. (2007). *Managing Multicultural Lives. Asian American Professionals and the Challenge of Multiple Identities.* Stanford, CA: Stanford University Press. Chapter 5. Multiculturalism on the job. The work domain. (pp. 124-156)

9. Nov 3   Culture and Race: How Race is Lived in America?

Dovidio, J. F., Gaertner, S. L., Kawakami, K., & Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology, 8,* 88 - 102.

Page, C. (1996). *Showing my Color. Impolite Essays on Race and Identity*. HarperPerennial: NY. (pp. 46 - 69).
Chapter 3. Survivors' guilt. The discreet angst of the Black bourgeoisie.

Movie Screening: The Color of Fear (1994) -- The documentary portrays a small group of men engaged in an open dialogue about racism.

PART 5. Culture and Conflict Resolution

10. Nov 10   Bridging Cultural Divides: The Role of Intergroup Contact

Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology, 49*, 65-85.

Gaertner, S. L., Dovidio, J. F., & Bachman, B. A. (2003). Revisiting the contact hypothesis: The induction of a common ingroup identity. In K. A. Keough & J. Garcia (Eds.) *Social Psychology of Gender, Race and Ethnicity (pp. 74- 82)*. McGraw-Hill.

Maoz, I. (2000). Power relations in intergroup encounters: a case study of Jewish-Arab encounters in Israel. *International Journal of Intercultural Relations, 24*, 259 - 277.

Hand in Short Essay # 2

11. Nov 17   Culture and Negotiation

Kray, L. J., & Thompson, L. (2005). Gender stereotypes and negotiation performance: An examination of theory and research. *Research in Organizational Behavior, 26*, 103 -182.

Cohen, R. (1991). *Negotiating across Cultures. Communication Obstacles in International Diplomacy.* United States Institute of Peace Press: Washington, D.C. Chapters 4 and 5 (pp. 33 -62).

LeBaron M. (2003). Culture-Based Negotiation Styles available at the Beyond Intractability Website
http://www.beyondintractability.org/essay/culture_negotiation/

Recommended
Gelfand, M. J., & Cai, D. A. (2004). Cultural structuring of the social context of negotiation. In M. J. Gelfand, & J. M. Brett (Eds). *The Handbook of Negotiation and Culture, (pp. 238 - 255).* Stanford, CA: Stanford University Press.

12. Nov 24   Culture and Third Party Intervention

Carnavale, P. J., Cha, Y. S., Wan, C., & Fraidin, S. (2004). Adaptive third parties in the cultural milieu. In M. Gelfand & J. Brett (Eds.), *Culture and Negotiation: Integrative approaches to theory and research, (pp. 280 - 294)*. Palo Alto, CA: Stanford University Press.

Augsburger, D. W. (1992). *Conflict Mediation across Cultures. Pathways and Patterns,* Westminster/ John Knox Press: Louisville, KE.
Chapter 7: Mediation: The necessity of a go-between. (pp. 187-228)

Abu-Nimer, M. (1996). Conflict Resolution Approaches: Western and Middle Eastern Lessons and Possibilities. *American Journal of Economics and Sociology, 55,* 35-52.

Recommended
Celik, A. B., & Shkreli, A. (2010). An analysis of reconciliatory mediation in Northern Albania. The role of customary mediation. *Europe-Asia Studies, 62*, 885-914.

Hand in Final Papers for Peer Review

13. Dec 1   Culture, Reconciliation, Peacebuilding

Abu-Nimer, M. (2001). Conflict resolution, culture, and religion: Toward a training model of interreligious peacebuilding. *Journal of Peace Research, 38,* 685-704.

Lederach, J. P. (2002) Preparing for peace. Conflict transformation across cultures. In P. K. Chew (Ed.). *The Conflict & Culture Reader (pp. 17 -22)*. NY: New York University Press.

Nagy, R. (2009). Traditional justice and legal pluralism in transitional context: The case of Rwanda's Gacaca courts. In J. R. Quinn (Ed.), *Reconciliation(s). Transitional Justice in Post-Conflict Societies (pp. 86- 115)*. McGill-Queen's University Press: Montreal, CA.

Recommended
Marschall, S. (2009). Symbols of reconciliation or instruments of division? A Critical look at new monuments in South Africa. In Ross, M. H. (Ed.). *Culture and Belonging in Divided Societies: Contestation and Symbolic Landscapes, (pp. 151 - 171)*. University of Pennsylvania Press. Philadephia.

Hand in Peer Reviews

14. Dec 8   Conclusions: Cautions, Criticisms and Ethics

Salem, P. E. (2002). A critique of Western Conflict Resolution from a non-western perspective. In P. K. Chew (Ed.). *The Conflict & Culture Reader (pp. 220 - 229)*. NY: New York University Press.

Black, P., & Avruch, K. *Cultural Relativism, Conflict Resolution, Social Justice.* Retrieved on August, 30, 2009 from http://www.gmu.edu/academic/pcs/BlackAvruch61PCS.html

Avruch, K. (2003). Type I and Type II Errors in Culturally Sensitive Conflict Resolution Practice. *Conflict Resolution Quarterly, 20*, 351-371.

Hand in Final Papers

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<u>Recommended Books.</u>

While you are not required to buy any of the following books, I will use materials from these books in the course. Each book has a different focus (e.g., international relations, organizational conflict, conflict resolution, theoretical vs. applied, etc.), therefore you are encouraged to buy the book(s) that best fit your interests.

Avruch, K. (1998). *Culture and Conflict Resolution*. United States Institute of Peace Press: Washington, D.C.

Augsburger, D. W. (1992). *Conflict Mediation across Cultures. Pathways and Patterns,* Westminster/ John Knox Press: Louisville, KE.

Cohen, R. (1991). *Negotiating across Cultures. Communication Obstacles in International Diplomacy.* United States Institute of Peace Press: Washington, D.C.

Gelfand, M. J., & Brett, J. M. (2004). *The Handbook of Negotiation and Culture*. Stanford University Press: Stanford, CA.

Hampden-Turner, C. M., & Tompenaars, F. (2000). *Building Cross-Cultural Competence. How to Create Wealth from Conflicting Values.* Yale University Press, New Haven, NJ.

Lebaron, M. (2003). *Bridging Cultural Conflict. A New Approach for a Changing World.* Jossey-Bass, San Franscsco, CA.

Lederach, J.P. (1995). Preparing for Peace: Conflict Transformation Across Cultures. New York: Syracuse University Press. 3-10

Ross, M. H. (2007). *Cultural Contestation in Ethnic Conflict*. Cambridge University Press: Cambridge, United Kingdom.

University of Massachusetts Boston
College of Education and Human Development
Department of Curriculum and Instruction

EDC G 606: Sociocultural Perspectives on Education
Fall 2010

Dr. Charleen Brantley
Email: charlebrnt@aol.com *(please allow at least 48 hours before a response)*
Session, Day & Time: Section 4, Thursday, 7-9:30PM
Location: W01-0040
Office Hours: Monday, 6-7PM, W01-0040

Course Description

This course examines the interrelationships among students, schools, and society. Participants learn about the ways in which race, class, language, and ethnicity influence how we define ourselves and each other in our various encounters within the broader culture of US society. The course examines the historical antecedents influencing how the lives of the immigrant and colonized peoples in the US are defined. It is designed as a foundation for understanding the policies, goals, assumptions, strategies, and practices of multicultural approaches to education. It draws on a variety of models to construct educational curricula that are multicultural and socially reconstructionist. Readings are placed within the context of public schooling today in order to develop students' "cultural consciousness" and awareness of the individual and shared societal assumptions we bring to our teaching experiences.

Course Objective

> A hopeful, democratic future depends on whether all students learn and experience academic rigor and social justice in school. If only a few citizens have such teaching when they are small children, young boys and girls, and teenagers, there is no hope for change – just more of the same. (Oakes, xiv, 2003)

Oakes, J., & Lipton. M. (2003). *Teaching to change the world* (2nd ed.). Boston: McGraw-Hill.

> Multicultural education is at least three things: an idea or concept, an educational reform movement, and a process. Multicultural education incorporates the idea that all students - regardless of their gender, social class, and ethnic, racial, or cultural characteristics – should have an equal opportunity to learn in school. Another important idea in multicultural education is that some students, because of these characteristics, have a better chance to learn in schools as they are currently structured than do students who belong to other groups or who have different cultural characteristics. (Banks, p. 3, 2010)

Banks, J. A., & Banks, C. A. M. (Eds.). (2010). *Multicultural education: Issues and perspectives* (7th ed.). Hoboken, NJ: John Wiley and Sons.

This course endeavors to challenge one's thinking about pedagogy and its contributions to the learning process of every student in the urban classroom. The dual objective is for students to begin to critically analyze their own concepts of gender, race, class, language and ethnicity and their implications as well as to begin to research and strategize ways to provide respectful and academically rigorous learning environments for all students.

Required Texts

Banks, J. A., & Banks, C. A. M. (Eds.). (2010). *Multicultural education: Issues and perspectives* (7th ed.). Hoboken, NJ: John Wiley and Sons.

Oakes, J., & Lipton. M. (2007). *Teaching to change the world* (3rd ed.). Boston: McGraw-Hill.

Additional readings/handouts will be provided in class or placed on electronic reserve via Healey Library's website www.lib.umb.edu.

Instructor's Expectations
You are expected to become acquainted with the ideas, examples and controversies addressed by the various authors as they pertain to course discussions. However, we will not discuss the course readings one-by-one. *Moreover, you are expected to read critically, take notes, formulate questions and bring these queries to class to share within the whole-class discussions, small-group discussions, activities, etc.*

Course Requirements and Assignments
The purpose of the assignments is to facilitate critical reflection and inquiry at the graduate level. All assignments must be typed with double spaces, one-inch margins and 12-point font. Refer to *Publication Manual of the American Psychological Association* (5th ed.) for all assignments. Submit one hard copy and retain a copy for yourself. Submission of assignments via email is not acceptable unless prior approval is granted.

1. **6 reflections/discussions from a chapter or chapters of the books and/or additional reading assignments**
   - *due dates:* **September 23rd, September 30th, October 7th, October 14th, October 21st, October 28th** - (2 ½ -3 pages/reflection) *please refer to the rubric*
   - must demonstrate critical analysis and integration of knowledge

2. **curricular proposal**
   - *due date:* **November 18th** *please refer to the rubric*
   - narrative form for teachers to use with students
   - This project is a proposal for a curriculum
     - one unit with a <u>specific</u> theme (race, culture, gender or ethnicity) with overall purpose and rationale
     - student objectives/learning standards from the Massachusetts Curriculum Frameworks (www.doe.mass.edu/frameworks)
     - age-appropriate literature (titles of big books, poetry etc)
     - 4 lessons/each lesson will include

- Behavioral objectives for students (what are they and how do they support the overall purpose of the unit)… *connected with the Frameworks*
- materials to be used (what are the materials and how do they support the objectives and rationale of the lesson)
- rationale (why is s/he teaching this, why is it important for the students to learn this, what's the connection to the overall unit's theme, purpose and rationale)
- approach: what's going to happen
  - generally what is the teacher doing, what are the students doing
  - make certain that the students' activities lead to achieving the stated objectives

***I encourage you to visit the **Curriculum Resource Center (CRC)** located on the 5th floor of the Joseph P. Healey Library. You may find some ideas or resources as you develop your curricular proposal. Ask for **Marilyn Day** or email her at Marilyn.Day@umb.edu or telephone 617-287-5945. The CRC website is as follows: www.lib.umb.edu/crc/.*

3. **inquiry question**   *please refer to the rubric*
   ❖ **due date: December 16th by 1PM**
   ❖ **where: Curriculum and Instruction Department (W-2-157)**
   - 5-6 pages
   - The question has to impact *classroom environment, pedagogy or student learning.* The paper is a developing inquiry, not a final analysis. Think of the paper as a working framework for deeper research. Include in your paper:
     - a concrete, concise question
     - a rationale for your inquiry (why do you think this question is important/why should you begin this inquiry, what are its implications, what are the supporting data –from your reading assignments etc)
     - supporting sub-questions that will lead to answering the "big" question (3-4 questions)
     - 3 synopses/abstracts from scholarly/peer-reviewed articles and/or studies (include unmarked/clean copies of the articles and/or studies)

4. **data collection and analyses (2-5 homework assignments)**

Attendance and Participation
Attendance means your presence and punctuality at all class sessions. Participation is defined as consistent, engaged, informed interactions in all class activities including small-group as well as whole-group activities. *It is critical that ALL students make themselves comfortable to become active and vocal participants in all activities and assignments.*

****NOTE**: Comments about your teaching practice and/or your lived experiences without linking them to today's reading, prior reading and/or the lectures are not equally valued as comments or insights that are situated in the literature and lectures. Comments should demonstrate the learner's scholarship and ability to discuss, debate and perhaps even reach a promising solution or common ground regarding complex issues and topics regarding theory, research and practice.

Evaluation & Grading:
- Attendance: 5%
- Participation: 5%
- Data collection & analyses 10%
- Reflections (6 total): 30%
- Curricular proposal: 25%
- Inquiry question: 25%

Work will be evaluated based on the ***quality of idea(s), organization, clarity, appropriate use of evidence and mastery of graduate-level writing skills***. If you find that academic writing is problematic for you, please contact the Graduate Writing Center (GWC) at 617-287-6550 for assistance. GWC is located in M-3-421.

**NOTE: Late work without a compelling reason is subject to deduction of points. For example, the curricular proposal is worth 25 points. If it is turned in late, approximately 5-7 pts can be deducted from the overall score.

Accommodations
Section 504 of the Americans with Disabilities Act of 1990 offers guidelines for curricular modifications and adaptations for students with documented disabilities. These students may obtain recommendations of adaptations from the Ross Center (617-287-7430). These students must present and discuss these recommendations prior to the first required assignment.

Student Conduct
Students are required to adhere to the Code of Student Conduct which is delineated in the University of Massachusetts Boston Graduate Studies Bulletin. Each student needs to be familiar with the University and College of Education and Human Development's expectations for graduate students.

Students are advised to retain a copy of this syllabus for use when applying for certification, licensure or transfer credit.

Course Schedule
- Articles may be distributed in class periodically throughout the semester.
- Articles may be accessed through electronic reserves.
- Each class will include instructor-led discussions, student-facilitated discussions, whole-class discussions, small-group discussions and/or in-class assignments.

9/9, class #1
Welcome/Introductions/Course overview/Syllabus/Expectations
What is culture?
What is the purpose of education?
How do you think they're connected, if at all?
Introduction to the Massachusetts Department of Elementary and Secondary Education (DESE)

Next Assignment: Read chapter 1(Oakes), read chapter 1 (Banks) and develop critical inquiry questions

9/16, class #2   **Due: Data Collection and Analysis #1: DESE**
                         (demographics and graduation rates) [e-reserve]

Chapter 1 (Oakes): The American Schooling Dilemma: Diversity, Inequality, and Democratic Values; Chapter 1 (Banks): Multicultural Education: Characteristics and Goals

Next Assignment: Read chapter 2 (Oakes), read chapter 2 (Banks) and develop critical inquiry questions

9/23, class #3   **Due: Reflection #1**

Chapter 2 (Oakes): History and Culture: Wrestling with the Traditions of American Education
Chapter 2 (Banks): Culture in Society and in Educational Practices

Next Assignment: Read chapter 3 (Oakes), read chapter 4 (Banks) and develop critical inquiry questions

9/30, class #4   **Due: Reflection #2**
                         Due: Data Collection and Analysis #2: DESE
                         (standardized achievement) [e-reserve]

Chapter 3 (Oakes): Philosophy and Politics: The Struggle for the American Curriculum
Chapter 4 (Banks): Social Class and Educational Equality

Next Assignment: Read chapters 3(Banks) and 6 (Banks); develop critical inquiry questions

10/7, class #5   **Due: Reflection #3**

Chapter 3 (Banks): Race, Class, Gender, and Disability in the Classroom
Chapter 6 (Banks): Gender Bias: From Colonial America to Today's Classrooms

Next Assignment: Read chapter 7(Banks); read Massachusetts Curriculum Frameworks (www.doe.mass.edu/frameworks) - Social Science Standards; develop critical inquiry questions

10/14, class #6   **Due: Reflection #4**

Note: 7-8PM/tutorial session/Center for Library Instruction/Healey Library (4th floor)/Instructor/Reference Librarian: Tina Mullins

Chapter 7 (Banks): Classrooms for Diversity: Rethinking Curriculum and Pedagogy
Massachusetts Curriculum Frameworks (www.doe.mass.edu/frameworks) - *Social Science Standards*
Additional readings

Next Assignment: Read chapter 4 (Oakes) and develop critical inquiry questions

10/21, class #7   **Due: Reflection #5**

Chapter 4 (Oakes): The Subject Matters: Making School Knowledge Meaningful

Next Assignment: Read chapters 8 (Banks) and 9 (Banks); develop critical inquiry questions

10/28, class #8   **Due: Reflection #6**
                             **Due: Data Collection and Analysis #3: Boston Public Schools
                                 (high schools)   [e-reserve]**

Chapter 8 (Banks): Race and Gender in Classrooms: Implications for Teachers
Chapter 9 (Banks): Queer Lessons: Sexual and Gender Minorities in Multicultural Education

*Next Assignment: Read chapters 10 (Banks), 12 (Banks) and English-Only Amendments (**e-reserve**); develop critical inquiry questions*

11/4, class #9   **Due: Data Collection and Analysis #4/Boston Public Schools
                                 (turn-around schools) [e-reserve]**

Chapter 10 (Banks): Approaches to Multicultural Curriculum Reform
Chapter 12 (Banks): Language Diversity and Schooling
English-Only Amendments

Next Assignment: Read chapter 5 (Oakes) and chapter 6 (Oakes); develop critical inquiry questions

11/18, class #10   **Due: Curricular Proposal**

Chapter 5 (Oakes): Instruction: Classrooms as Learning Communities
Chapter 6 (Oakes): Assessment: Measuring What Matters

*Next Assignment: Read chapter 13 (Banks); read Boston v. Samuel (**e-reserve**); develop critical inquiry questions*

12/2, class #11

Chapter 13 (Banks): Educational Equality for Students with Disabilities
Boston v. Samuel

Next Assignment: Read chapter16 (Banks); read chapter 9 (Oakes); develop critical inquiry questions

12/9, class #12

Chapter 16 (Banks): School Reform and Student Learning: A Multicultural Perspective
Chapter 9 (Oakes): The School Culture: Where Good Teaching Makes Sense

Note
inquiry question
- ❖ **due date: December 16th by 1PM**
- ❖ **where: Curriculum and Instruction Department (W-2-157)**

This syllabus is subject to change.

Some say it is no coincidence that the question mark is an inverted plow, breaking up the hard
soil of old beliefs and preparing for new growth.
-Saul Alinsky

<h1 style="text-align:center">Rubric for Weekly Reflections</h1>

4-5 points	2-3 points	0-1 point
adequately demonstrates critical analysis and integration of knowledge	*somewhat* demonstrates critical analysis and integration of knowledge	missing or demonstrates *little* critical analysis and/or integration of knowledge
appropriate use of evidence and *appropriate* graduate-level writing skills	*somewhat* appropriate use of evidence and/or *somewhat* appropriate graduate-level writing skills	*lack* of sufficiently appropriate use of evidence and/or *lack* of sufficiently appropriate graduate-level writing skills
no more than 4 references (quotes and/or paraphrases)	more than 4 references (quotes and/or paraphrases)	more than 4 references (quotes and/or paraphrases)

<h1 style="text-align:center">Rubric for Curricular Proposal</h1>

Unit/Theme: overall purpose and rationale

4-5 points	2-3 points	0-1 point
defined, clear	*somewhat* defined, *somewhat* clear with some confusion	*missing* or *unclear/confusing*
curriculum frameworks are *supportive*	curriculum frameworks are *somewhat* supportive	curriculum frameworks are *missing* or *not* a clear connection is demonstrated

Lesson Plan #1

4-5 points	2-3 points	0-1 point
behavioral objectives are *defined, clear*	behavioral objectives are *somewhat* defined, *somewhat* clear with some confusion	behavioral objectives are *missing* or *unclear/confusing*
curriculum frameworks are *supportive*	curriculum frameworks are *somewhat* supportive	curriculum frameworks are *missing* or *not* a clear connection is demonstrated
rationale is *clear and supportive* of the unit's purpose and rationale	rationale is *somewhat* clear and supportive of the unit's purpose and rationale with *some* confusion or disconnection	rationale is *missing* or *very unclear* and/or *disconnected* from the unit's purpose and rationale
approach is *clear*	approach is *somewhat* clear with *some* confusion	approach is *missing* or *unclear/confusing*
materials are listed – *clearly, adequately*	materials are *somewhat* listed clearly, adequately	materials are *missing* or *not* listed clearly and/or adequately

Lesson Plan #2

4-5 points	2-3 points	0-1 point
behavioral objectives are *defined, clear*	behavioral objectives are *somewhat* defined, *somewhat* clear with some confusion	behavioral objectives are *missing* or *unclear/confusing*
curriculum frameworks are *supportive*	curriculum frameworks are *somewhat* supportive	curriculum frameworks are *missing* or *not* a clear connection is demonstrated
rationale is *clear and supportive* of the unit's purpose and rationale	rationale is *somewhat* clear and supportive of the unit's purpose and rationale with *some* confusion or disconnection	rationale is *missing* or *very unclear* and/or *disconnected* from the unit's purpose and rationale
approach is *clear*	approach is *somewhat* clear with *some* confusion	approach is *missing* or *unclear/confusing*
materials are listed – *clearly, adequately*	materials are *somewhat* listed clearly, adequately	materials are *missing* or *not* listed clearly and/or adequately

Lesson Plan #3

4-5 points	2-3 points	0-1 point
behavioral objectives are *defined, clear*	behavioral objectives are *somewhat* defined, *somewhat* clear with some confusion	behavioral objectives are *missing* or *unclear/confusing*
curriculum frameworks are *supportive*	curriculum frameworks are *somewhat* supportive	curriculum frameworks are *missing* or *not* a clear connection is demonstrated
rationale is *clear and supportive* of the unit's purpose and rationale	rationale is *somewhat* clear and supportive of the unit's purpose and rationale with *some* confusion or disconnection	rationale is *missing* or *very unclear* and/or *disconnected* from the unit's purpose and rationale
approach is *clear*	approach is *somewhat* clear with *some* confusion	approach is *missing* or *unclear/confusing*
materials are listed – *clearly, adequately*	materials are *somewhat* listed clearly, adequately	materials are *missing* or *not* listed clearly and/or adequately

Lesson Plan #4

4-5 points	2-3 points	0-1 point
behavioral objectives are *defined, clear*	behavioral objectives are *somewhat* defined, *somewhat* clear with some confusion	behavioral objectives are *missing* or *unclear/confusing*
curriculum frameworks are *supportive*	curriculum frameworks are *somewhat* supportive	curriculum frameworks are *missing* or *not* a clear connection is demonstrated
rationale is *clear and supportive* of the unit's purpose and rationale	rationale is *somewhat* clear and supportive of the unit's purpose and rationale with *some* confusion or disconnection	rationale is *missing* or *very unclear* and/or *disconnected* from the unit's purpose and rationale
approach is *clear*	approach is *somewhat* clear with *some* confusion	approach is *missing* or *unclear/confusing*
materials are listed – *clearly, adequately*	materials are *somewhat* listed clearly, adequately	materials are *missing* or *not* listed clearly and/or adequately

Total Points for Curricular Proposal: /25

Rubric for Inquiry Question

Inquiry question, supporting questions and rationale

8-10 points	6-7 points	0-5 points
question is *concrete, clearly defined*	question is *somewhat* concrete, defined with *some* confusion	question is *missing* or *not* concrete, defined with *much* confusion
supporting sub-questions *lead* to answering the "big" question	supporting sub-questions *somewhat* lead to answering the "big" question with some confusion or disconnection	supporting sub-questions are *missing* or do *not* easily lead to answering the "big" question
rationale is *concise and clear*, *supporting* the questions	rationale is *somewhat* concise and clear, *somewhat* supporting the questions with *some* confusion or disconnection	rationale is *missing* or *not* concise and clear, *not* supporting the questions - much confusion and/or disconnection

Synopsis/Abstract #1

4-5 points	2-3 points	0-1 point
adequately written synopsis, *clear* summary, *written in his/her own words*	*somewhat* adequately written synopsis with *some* confusion, *somewhat* clear summary and/or not written *completely* in his/her own words	written synopsis is *missing* or *unclear, confusing* and/or *not* written completely in his/her own words
appropriate graduate-level writing skills	*somewhat* appropriate graduate-level writing skills	*lack* of sufficiently appropriate graduate-level writing skills
selected article *adequately* supports the inquiry question	selected article *somewhat* supports the inquiry question	selected article *does not* sufficiently support the inquiry question

Synopsis/Abstract #2

4-5 points	2-3 points	0-1 point
adequately written synopsis, *clear* summary, *written in his/her own words*	*somewhat* adequately written synopsis with *some* confusion, *somewhat* clear summary and/or not written *completely* in his/her own words	written synopsis is *missing* or *unclear, confusing* and/or *not* written completely in his/her own words
appropriate graduate-level writing skills	*somewhat* appropriate graduate-level writing skills	*lack* of sufficiently appropriate graduate-level writing skills
selected article *adequately* supports the inquiry question	selected article *somewhat* supports the inquiry question	selected article *does not* sufficiently support the inquiry question

Synopsis/Abstract #3

4-5 points	2-3 points	0-1 point
adequately written synopsis, *clear* summary, *written in his/her own words*	*somewhat* adequately written synopsis with *some* confusion, *somewhat* clear summary and/or not written *completely* in his/her own words	written synopsis is *missing* or *unclear, confusing* and/or *not* written completely in his/her own words
appropriate graduate-level writing skills	*somewhat* appropriate graduate-level writing skills	*lack* of sufficiently appropriate graduate-level writing skills
selected article *adequately* supports the inquiry question	selected article *somewhat* supports the inquiry question	selected article *does not* sufficiently support the inquiry question

Total Points for Inquiry Question: **/25**

University of Massachusetts Boston
College of Education and Human Development
Department of Curriculum and Instruction

EDC G 406/606: Sociocultural Perspectives on Education

Fall 2010
Tues 4-6:30pm
Wheatley 01-0006

Jack Levy
Office: Wheatley 2-93
Office Hours: Mon-Thurs 9am-3pm and/or by appointment
Office Phone: 617.287.5635
Email: jack.levy@umb.edu

Course Description

This course examines the interrelationships among students, schools and society. Participants learn about the ways in which race, class, gender, language, culture, and ethnicity influence how we define each other and ourselves in our various encounters within the broader culture of U.S. society. The course examines the historical antecedents influencing how the lives of the immigrant and colonized peoples of the U.S. are defined. It is designed as a foundation for understanding the polices, goals, assumptions, strategies, and practices of multicultural approaches to education; and draws on a variety of models to construct educational curricula that are multicultural and socially reconstructionist. Readings are placed within the context of public schooling past and present in order to develop students' "cultural consciousness" of the shared societal assumptions that we bring to our teaching experiences and/or our interactions with individuals from culturally, linguistically, and economically diverse backgrounds.

Course Objectives

At the conclusion of EDC G 406/606, students will be able to:

- Understand the sociocultural foundation of public education in terms of race, class, gender, language and disability, and their relationship to educational policies and practices.

- Describe how students' cultural identities relate to their learning.

- Recognize instances of inequity and discrimination in education and identify strategies to address them and advocate for social justice.

- Identify the basic features of culturally responsive teaching.

- Understand their own cultural assumptions and how these relate to teaching

Required Text

Banks, J. A., & Banks, C. A. M. (Eds.). (7th ed) (2010). *Multicultural education: Issues and perspectives* (6th ed.). Hoboken, NJ: John Wiley and Sons.**

*Additional readings/handouts may be provided in class or accessed through the internet.

** Two copies of the text are on reserve at Healey Library

Extensive excerpts of the textbook are available at:

http://books.google.com/books?
id=e1ITbOA2jhQC&printsec=frontcover&dq=Banks+
%26+Banks+Multicultural+Education&source=bl&ots=8wl0UALVS8&sig=AG432
wZD_aLSh6dOuF1LAMIUUH0&hl=en&ei=cwRXTIGgLIOenwebi-
mWBA&sa=X&oi=book_result&ct=result&resnum=7&ved=0CC4Q6AEwBg#v=onepag
e&q&f=false

Requirements

(Specific descriptions of activities and rubrics are included in the separate Requirements packet.)

Participation (20%) – Participants are expected to fully participate in all aspects of the class. Thus, participants will read the assigned materials, arrive promptly, attend all class meetings for the entire session, and participate in discussions, both in-class and online (at the course Blackboard site). Class participation at the "A" level is defined as being prepared for class (readings and assignments) and participating actively in class discussions and activities.

Guidelines and the rubric for Participation appear in the Requirements packet.

Critical Reflection (20% each for 606 students, 40% for 406 students = 40% total) – The Critical Reflection engages participants in a thoughtful process that connects classroom readings and discussions to current research in multicultural education. 606 participants will write two CR papers, 406 participants will write one.

For each paper participants will select a specific topic discussed in the class. For example, a relevant topic from this course might be "High-Stakes Assessments vs

Performance-Based Assessments." They will then critique one journal article, book chapter or other relevant reading that relates to the topic and the course.

The CR should be **between 2-3 pages** (600-900 words) in length. It should reflect what the reading *means to the participant* as an educator, *how s/he relates to the ideas of the author,* and how and why the participant *can or cannot apply* these ideas into his/her current or future practice. Each CR paper is worth 20% for 606 students, 40% for 406 students.

CR #1 due Oct 5 (606 students only)
CR #2 due Nov 9 (both 406 and 606 students)

Guidelines and the rubric for the CR appear in the Requirements packet.

Culture-Learning Project (40%) - The purpose of the culture-learning project is to begin to learn about some children from a culture different than yours. The culture-learning activities are listed in the Requirements packet. They generally take place out of school, though some might be conducted in the classroom. These activities are introductory in nature - they cannot explain characteristics of large groups of students and the results should not be generalized beyond the students involved (to avoid stereotyping). Rather, they allow us to "get our feet wet" in a systematic manner. Also, many are designed for younger children – please adapt them to an older age group. Also, feel free to expand on the ideas presented in the list (ex: change the questions in a survey or interview), or create entirely different activities.

Please work with children who represent a culture other than your own. If you cannot locate enough children from one particular culture, then select children from more than one, as long as they are different from your own group.

The Culture-Learning Project is **due on Dec 7.** Each participant will also make a brief presentation on the results of the project.

Guidelines and the rubric for the Culture-Learning Project appear in the Requirements packet.

Tentative Course Schedule

Note: Dates and topics may change according to context. Readings in addition to the text chapter may be assigned.

Week 1
Sept 7
	Syllabus Overview
	Introductions
	
	I. <u>Issues and Concepts</u>
	
	Multicultural Education – Characteristics and Goals
	   Historical Development
	   Dimensions of Multicultural Ed
	   School as a Social System
	
	HW
	Text, Chap 2
	Blackboard

Week 2
Sept 14
	Culture in Society and Educational Practices
	   Culture – Alternative Definitions
	   Cultural Issues in Education
	
	 HW
	Text, Chap 3
	Blackboard

Week 3 Sept 21	Race, Class, Gender and Disability in the Classroom Approaches to Multicultural Education **HW** Text, Chap 4 Blackboard

Week 4
Sept 28
	II. <u>Social Class and Religion</u>
	
	Social Class and Ed Equality
	   Educational Structures and Beliefs
	   Teachers, Curriculum and Instructional Practices
	
	HW
	Text, Chap 5
	Blackboard

Week 5
Oct 5
	Religion in American Life
	   Common Themes
	   Separation of Church and State
	   Diversity, Religious Freedom and the Courts
	
	HW
	Text, Chap 6
	Blackboard
	
	First Critical Reflection Paper Due

Week 6
Oct 12
	III. <u>Gender</u>
	
	Gender Bias
	    Curriculum and Instruction
	    Strategies for Gender-Fair Classrooms
	
	HW
	Text, Chap 7, 8
	Blackboard

Week 7
Oct 19
	Gender Bias (con't)
	
	    Feminist Theory
	    Teaching About Women of Color
	
	HW
	Text, Chap 9
	Blackboard

Week 8
Oct 26
	IV. <u>Race, Ethnicity and Language</u>
	
	Culturally Responsive Teaching
	    Illusion of Theoretical Inquiry
	    Use of Dialogue
	    Student Achievement
	    Cultural Competence
	    Conceptions of Self and Others
	
	HW
	Text, Chap 10
	Blackboard

Week 9
Nov 2
	Approaches to Multicultural Curriculum Reform
	    Establishing Multicultural Curriculum
	    Guidelines for Teaching Multicultural Content
	
	HW
	Text, Chap 11
	Blackboard

Week 10 Nov 9	Colorblind Perspective in School Causes and Consequences **HW** Text, Chap 12 Blackboard **Second Critical Reflection Paper Due**

Week 11
Nov 16
	Language Diversity and Schooling
	    Population of English Language Learners
	    Language Policy
	    Programmatic Responses to Linguistic Diversity
	
	HW
	TBA
	Blackboard

Week 12 Nov 23	Language Diversity (con't) High-Stakes Assessment **HW** Text, Chap 13 Blackboard
Week 13 Nov 30	V. <u>Exceptionality</u> Identifying Students w/ Disabilities History of EEO for Students w/ Disabilities Continuing Challenges **HW** Text: Chaps 14, 15 Blackboard
Week 14 Dec 7	Exceptionality (con't) School Inclusion Parent Participation Recruiting and Retaining Gifted Students from Diverse Groups **HW** Text, Chaps 16, 17 Blackboard **Culture-Learning Project Due**
Week 15 Dec 14	VI. <u>School Reform</u> School Reform w/ a Multicultural Perspective Conditions for School Reform Families and Teachers Working Together Presentations – Culture-Learning Project

University of Massachusetts Boston
College of Education and Human Development
Department of Curriculum and Instruction

EDC G 406/606: Sociocultural Perspectives on Education

Fall 2010
Tues 4-6:30pm
Wheatley 01-0006

COURSE REQUIREMENTS

Participation (20%)

Students are expected to fully participate in both the online and face-to-face segments of the class. Thus, students will read the assigned materials, complete online activities including pre-session Blackboard assignments, arrive promptly, attend all class meetings for the entire session, and participate in class discussions. Class participation at the "A" level is defined as being prepared for class (readings and assignments), participating actively in class discussions and cooperative learning activities, and demonstrating the ability to connect past experience and assigned readings to topics being covered in class.

Blackboard: As a follow-up to class discussions, students continue the critical analysis of the themes discussed during class by posting on discussion strands, or forums.
Students should review the *Blackboard* discussion after each class session. Each student will be required to contribute responses to **7 or more topics** throughout the semester. You may post your own reflection, or respond thoughtfully to that of a colleague. If the latter, please select one or more reflections posted by your peers, read it carefully, and comment on it thoughtfully, referring to the readings and other relevant life experiences. You may either respond directly to the reflection or initiate a *puzzlement* of your own based on the reading.

Scoring Rubric
Class Participation (20%)

Rating	Demonstrated Competence

18.20   EXEMPLARY

          Completes all in-class and Bb assignments
          Attends all classes
          Regularly asks questions or makes observations that indicate reflection and
                    analysis appropriate to the topic.
          Participates actively in all class activities.

15.17   PROFICIENT

          Completes most assignments
          Misses no more than one class and one Bb assignment

Occasionally asks questions or makes observations that indicate reflection and analysis appropriate to the topic.
Participates in all class activities.

<15   PARTIALLY PROFICIENT - UNSATISFACTORY

Completes some assignments
Misses more than one class and one Bb assignment
Rarely asks questions or makes comments that indicate familiarity with the topic.
Does not participate in class activities..

Critical Reflection (20% each for 606 students, 40% for 406 students = 40% total)

The Critical Reflection engages participants in a thoughtful process that connects classroom readings and discussions to current research in multicultural education. 606 participants will write two CR papers, 406 participants will write one.

For each paper participants will select a specific topic discussed in the class. For example, a relevant topic from this course might be "High-Stakes Assessments vs Performance-Based Assessments." They will then critique one journal article, book chapter or other relevant reading that relates to the topic and the course.

The CR should be **between 2-3 pages** (600-900 words) in length. It should reflect what the reading *means to the participant* as an educator, *how s/he relates to the ideas of the author,* and how and why the participant *can or cannot apply* these ideas into his/her current or future practice. Each CR paper is worth 20% for 606 students, 40% for 406 students.

CR #1 due Oct 5 (606 students only)
CR #2 due Nov 9 (both 406 and 606 students)

The paper should include three sections:

**Please give the reference for your reading and provide a copy for your professor if it is not available on e-reserves.

1) **Description/Abstract:**   A short paragraph. This paragraph describes the article and captures its salient points. This tells briefly **what** the article is about, captures the central idea of the article, and provides an overview, or abstract, for your reader.

2) **Critique, Analysis**, **Application, and Interpretation** of the material is the focus of this section. This section is where you, the analyzer, apply your growing knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article You analyze the author's assumptions and the article's strengths and weaknesses. You interpret the material based on the readings we have done in class to date. In this section, utilize supporting sources from your readings.

3) **Reflection:** This is a section where you will reflect on what the article means to you and how you connect to it. For example: Why did this article appeal to you, or why did you select this particular article? You should include a section that states what this research, or information means to you as an educator and how you might use it (or portions of it) in your (future) classroom. You might tell what you would/do **similarly** or **differently,** and **why,** to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular environment. This section personalizes the description, analysis, and interpretation to your individual situation.

<div align="center">

Scoring Rubric
Critical Reflection (2)
(20% each)

</div>

<u>Rating</u>   <u>Demonstrated Competence</u>

18-20   EXEMPLARY

Article well chosen, follows all guidelines and requirements
Critique well organized with a clear description, a section for analysis,
interpretation, & connection to readings, and a personal reflection.
Well written with few or no errors or error patterns
Includes a strong reflective statement that connects journal article to classroom
practice

15-17   PROFICIENT

Article well selected, meets requirements & guidelines from syllabus
Critique generally well organized, but may need more work on one of the
sections.
 Well written with few spelling or stylistic errors
Includes reflective statement with connections to classroom practice, but needs to
delve more deeply into the application to the classroom

<15   PARTIALLY PROFICIENT - UNSATISFACTORY

Article chosen meets requirements
Critique organization a bit hard to follow, but contains only a few written errors
Contains only an abbreviated reflective statement, or does not make personal
connections to the article or apply it to the classroom setting

<u>**Culture Learning Project**</u> (40%)

       The purpose of the culture-learning project is to begin to learn about <u>some</u> children from a culture different than yours, in a holistic sense. The culture-learning activities are listed in the Requirements packet. They generally take place out of school, though some might be conducted in the classroom. These activities are introductory in nature - they cannot explain characteristics of large groups of students <u>and the results should not be generalized beyond the students involved</u> (to avoid stereotyping). Rather, they allow us to "get our feet wet" in a systematic manner. Also, many are designed for younger children – please adapt them to an older age group. Also, feel free to expand on the ideas presented in the list (ex: change the questions in a survey or interview), or create entirely different activities.

       Please work with children who represent a culture other than your own. If you cannot locate enough children from one particular culture, then select children from more than one, as long as they are different from your own group.

       The Culture-Learning Project is **due on Dec 7.** Each participant will also make a brief presentation on the results of the project.

A suggested <u>format</u> for the written report:

    a. What is the basic idea or purpose of the project?
        Why did you select or design this activity? What did you want to learn? Why?

    b. Description of participants (e.g. cultural affiliation, number, age, etc.)
        Who were the participants? How many? What cultural group do they represent? What other participant characteristics are relevant to this study?

    c. What was your research (or, guiding) question BEFORE conducting the project? (Did you have any hypothesis, or expectations?)

    d. What were your methods? How did you go about it? What did you do? Why?

    e. What were the results? What happened? What was the outcome? Please include a description of the data which the project produced (ex: questionnaire frequencies, or summaries of interview answers).

    f. Conclusions/Recommendations
        What are your conclusions? What impact will this project have on your teaching? How was it connected to class content? Do you have any recommendations for further study? Other recommendations?

If you can, please attach raw data - completed instruments, verbatim interview accounts, etc. (Naturally, many will not be able to attach the data due to mail limitations.)

Activity #1

"Ice Breaker for Kids"

This is designed mainly to help you "break the ice" in getting to know children. Add, select or modify questions to fit the age and background of interviewees. Try to select FIVE children who have a background you are LEAST familiar with. You can interview them individually or as a group. This is an <u>interview</u> not a questionnaire; questionnaires do not help break the ice. Treat the questions as "grand tour" questions; add your own probes as needed.

Once the interview is FINISHED (not while it is being conducted) write a description of the experience - include age, cultural background of youngster and his/her answers to questions (no names). Imagine you are the teacher of these children. What information did you learn which would help you to teach them more effectively?

1. Tell me about what you like to do when you are not in school.

2. Tell me about your friends.

3. What is your favorite subject? Why?

4. What is your least favorite subject? Why?

5. If you could be King/Queen for a day and make schools better, what kinds of changes would you make? (Try to get serious answers)

6. Tell me about something you have done that makes you feel proud.

7. What would you like to do when you are finished with school (e.g. what kind of occupation would you like)? Why? How does a person prepare to do this?

8. Tell me about the kinds of jobs you know most about.

9. How hard do you feel you have been (or were) pushed in school to learn?

Activity #2

"For Young Children"

Identify FIVE young children; try to select children from cultures you are LEAST familiar with.

This involves a language experience activity designed to get a young child to talk freely about something of interest to him or her. The main objective is to get the child to talk with you, and for you to get to know more about the child. The procedure is similar to any language experience: ask the child to tell you a story about something, you will write the story, then you can help the child read the story back to you. But don't get hung up in the reading/writing aspect, if it hinders the flow of thoughts from the child. You can also do this as a creative writing activity, but start with oral discussion to stimulate ideas. Whether you structure this as primarily an oral or a written activity, remember that your main purpose is to get to know the children better. This activity is too simple to use as it is with older children; if you wish to have older children talk or write about themselves, add questions or probes that will get them to elaborate as much as possible.

If you have difficulty getting the child to talk, ask him/her to draw a picture about one of the story topics below, then explain it to you.

As mentioned, identify FIVE young children from cultures you are LEAST familiar with. But don't look for a story about how the child differs from you---you may discover differences, you may discover similarities. Both are there, most likely.

Some suggested story topics are:

Something you do with your family that is special.
Something you did that was lots of fun.
Pretend you didn't have to go to school tomorrow. Tell me a story about what you would
    do.

You can make up your own topic, but have it be about something that will help you get to know the child better. In your write-up, describe the kids' ages, social and cultural backgrounds (no names), include the stories or pictures and discuss things you learned about the children that might help you teach them better. What are some of their interests, daily life experiences you can relate to school learning?

Activity #3

"Interpersonal Communication Style"

This activity is appropriate when observing two or more students in the same grade interacting with each other. Try to observe at least THREE PAIRS of students (conduct this activity 3 times; each time with a different grade level).

Watch people talking naturally, and if you can do so unobtrusively, write descriptions of their behavior as they talk. Look for things such as:

What distance do they maintain between each other?
What kinds of gestures are used?
In what contexts do students touch each other? How do they touch, and where? (Some
        kids touch a lot, others very little)
What do they do to indicate they are listening?
How does a student "get the floor" when s/he wants to speak? (e.g. does the student
        simply start talking? wait for an opening? use a hand gesture?)
What level of loudness or softness of speech do the students maintain?
Other characteristics?

What relevance does this have for you as a teacher?

Activity #4

"Neighborhood Walks"

Go to a neighborhood where a number of students live. Spend some time walking around, observing and listening. Pay attention to things such as geometric shapes in building designs, kinds of plant life and rocks, kinds of stores, styles of music, kinds of games played by children, etc. Then, after describing the neighborhood, its highlights and your impressions, make a list of things you can use to build upon as examples or lessons.

Try to come up with as many ideas as possible on which you can draw for future lessons. Naturally, refrain from making stereotypical judgments about the neighborhood.

What You Observed   Related Academic Concept   Teaching Ideas

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Activity #5

"Listening Exercise"

Identify an informal location where students gather. This could be a school lunchroom, playground, community center, restaurant, etc.

Listen to what the students are talking about. You can add some questions for clarification, if appropriate, but the purpose is to learn about the interests, concerns, and perspectives the kids share among themselves. If possible, listen on several occasions to find out which topics occur repeatedly, so you can get a sense of what they are generally interested in (as opposed to one-time or minor topics of conversation).

Use some judgment about whether you are eavesdropping on private conversations or not. If you sense that the students would not want you to listen in, don't.

After listening for about a half-hour or more (listen long enough to really hear something discussed), make a list of the topics that were discussed, and the list of what was said. Do this on more than one occasion. What main topics surface frequently?

How could you relate the curriculum (what you teach) to the children's interests and perspectives?

Activity #6

"What Kids Do When Not In School"

Try to find out what kids spend time doing when they are not in school. You can approach this in two ways.

First, try to spend some time "hanging around" with a group after school or on the weekend. Second, ask them to talk about what they do that you didn't see. Probe areas of activity such as church, chores at home, community activities, clubs, jobs and activities with friends. Have them show you as much as they can, if possible, without you getting too nosy.

It is important not to be judgmental about what you learn; being judgmental will get in the way of your learning. Try to develop as complete a description as possible. You may think of activities you can contribute, such as taking children on a field trip; this is fine, as long as you differentiate between what they normally do, versus what they do when you arrange something special.

Activity #7

"Learning Styles"

This is an introduction to investigating learning styles. Below are items describing things to investigate; you will need to decide how to find out about each item. A questionnaire is attached that can be used with older students. Collect this data on at least FIVE students, using the record sheet that follows. Patterns you notice should be used only to alert you to possible learning style preferences that you should investigate.

1. <u>Working alone vs. working with others</u>. You can investigate this either by asking a student, or by observing him/her when there is a choice between the two to see which open s/he selects most often.

2. <u>Preferred learning modality (modalities)</u>. This means, which of the following processes does the student prefer to use for acquiring new information or ideas?

   -- watching   -- touching, hands-on
   -- reading   -- moving the body, active physical
   -- listening   involvement
   -- discussing   -- writing

   You can investigate this by:

   - giving a student choices and recording which s/he chooses most often,
   - recording the success with which a student has learned under each condition above,
   - asking a student which s/he prefers to use for gaining or expressing new ideas or
         information.

3. <u>Content about people vs. content about things</u>.

   You can investigate this by:

   - offering choices (for example, in story content, or math story problems), and observing
         which s/he selects most often,
   - asking a student which s/he usually prefers (don't force a choice--for some people it
         really doesn't matter)

4. <u>Need for structure</u>. Some people need to have tasks laid out for them in detail, other people prefer to create their own structure. The best way to investigate this is to give the student choices between highly structured work and open-ended work, and see which s/he chooses most often. Sometimes you can simply ask the individual, particularly if the student is older, but students do not always understand what you are asking. You can also investigate this by observing who seems lost or does poorly on open-ended assignments (these students probably need structured work), and who seems bored with structured assignments (these students may need open-ended work).

5. <u>Starting with details vs. starting w/ "big picture."</u> Some people do well with meticulous work, attend well to details, can work through small steps to arrive at the larger idea; others need to see the whole picture first and may get bored or lost with details or small steps. For example, when writing stories some students will get all the mechanics correct but their stories may not have much point, while others get a good overall story idea but their first draft is weak mechanically. This is best investigated by observing. As a teacher, be aware that all students need to work on both the details <u>and</u> the big picture, but some will get turned off or lost if you insist on emphasizing one without the other.

If you use the General Learning Survey which follows, pull together items relating to working alone vs. with others, preferred modalities, content about people vs. content about things, and starting with details vs starting with the big picture (they are mixed up randomly in the survey).

Record Sheet

Directions: For each student, record data you collect about each item related to his or her preferred style of learning.

Name of student _____

	How data was collected	Findings

1. Working:
    alone
 	
    with others		

2. Modality:
    watching
 	
    reading
 	
    listening
 	
    discussing
 	
    touching
 	
    moving
 	
    writing		

3. Content:
    people
 	
    things		

4. Need for structure:
 	
    high
 	
    low		

5. Details vs big picture

General Learning Survey

Name_____

Directions: Circle the best answer for each question. If more than one is best, circle both. If none are best, write in what <u>you</u> prefer.

1.   When working on an assignment, would you prefer to:
        A.   work alone
        B.   work with a partner or group
        C.   no preference

2.   If a movie was made from a book, would you prefer to:
        A.   read the book
        B.   watch the movie
        C.   no preference

3.   When a teacher teaches a new idea, do you prefer to:
        A.   listen to the teacher give a lecture
        B.   have a class discussion
        C.   watch a film or demonstration
        D.   start with an activity

4.   If you were in a foods class and you had to bake a cake, would you rather:
        A.   bake the cake by yourself
        B.   bake the cake with two partners, and divide up the work

5.   Would you rather take:
        A.   an oral exam
        B.   a written exam

6.   When a teacher is explaining a new concept or idea, do you prefer the teacher <u>first</u> to:
        A.   give a general preview to give you the 'big picture'
        B.   go through each detail step by step

7.   If you were in a Social Studies class, would you rather study about:
        A.   people
        B.   the physical geography of foreign lands

8.   If you were going to take a quiz on a chapter from a book,   would you rather:
        A.   listen to the teacher give a lecture on the chapter
        B.   discuss the chapter with the entire class after reading it first
        C.   just read the chapter
        D.   write an outline or summary of the chapter

9. If given a choice, would you prefer a job in which:
   A. you were fully responsible for the quality of the job
   B. you shared the responsibility with a group of people

10. If you were required to draw a picture of your house for an art class, would you:
    A. draw the general characteristics first and fill in the details last
    B. draw it detail by detail

11. If you were going to be given a test on a play or drama, would you learn the most by:
    A. reading it by yourself
    B. reading it out loud in class
    C. acting it out in front of an audience

12. When learning a new skill, do you prefer to
    A. watch the teacher demonstrate it
    B. listen to the teacher tell you how to do it
    C. perform the skill as the teacher talks you through it

13. If you were assigned a project (art project, research paper, etc.) would you prefer to have:
    A. deadlines for each individual step or part
    B. one final due date

14. When you are selecting a story to read or a movie to watch, would you prefer the story or movie to be about:
    A. the natural or physical world (e.g., space, plants, geology)
    B. how people relate to each other
    C. somebody having an adventure
    D. a puzzle or mystery (it may or may not have people in it)

15. When you read a story, do you mainly pay attention to:
    A. the overall feelings in the story
    B. the details of the storyline, such as names, specific locations, etc.
    C. the main point behind the story

Activity #8

"Adult Jobs and Areas of Expertise"

Identify the parents or guardians of FIVE students (you only need to select one from each household). Find out what kinds of jobs adults in this area have, related to their work, and through talking with them try to develop an inventory of knowledge areas they have related to their work. Ask questions such as, "I don't know much about what a person actually does in that job; can you tell me how a day goes?"

Also, find out about some additional things - besides their work - that these adults know a lot about. For example, someone may be good at fixing cars, or growing things, or taking care of sick people. You can ask questions about hobbies or other interests.

Compare the information you get with a typical school curriculum or textbook. If you want to collaborate with parents to help children learn, you will need to connect some schoolwork with what parents and other adults in the community know; think of two or three links you could make between academics and what you learned in this activity.

Activity #9

"Name Calling"

These are interview questions about experiences with prejudice. They work best with older students. Plan to interview FIVE students. Think through how you expect the students in your school to answer them in deciding whether or not to do this activity. Also, some schools consider these questions sensitive; <u>definitely</u> clear them first with either a teacher or parent.

1. Tell me about a time in which some students were making fun of another student at school.

- What did the teacher(s) do about it?
- How did students react to what the teacher(s) did or did not do?
- Might the situation have been handled better, do you think? If so, how?
- Did the teacher(s) do anything to teach kids not to make fun of others like the one getting picked on, in the future? If so, what?

2. Can you think of times when girls/boys (opposite sex of the interviewee) in your school have picked on other kids on the basis of sex, or stereotyped your sex unfairly?

- Tell me about it; what did they do or say?
- What if anything did the teacher(s) do about it?
- How effective was what they did?
- Would you have liked to have seen them do something different?

3. Have you been aware of other students being prejudiced against other racial or ethnic groups?

- How did you know they were?
- What did the teacher(s) do about it?
- How effective was what they did?
- Would you have like to have seen them do something different?

4. Can you think of times when kids with disabilities have been picked on or called names?
- Tell me what happened
- What did the teacher(s) do about it?

5. Tell me about the most effective thing you have seen a teacher do to help students who are different get along better and appreciate each other more.
- How do you know it worked?
- Why do you think it worked? (or, what made it work?)

Activity #10

"Who's Friends With Whom I?"

Investigate friendship patterns of kids through structured observation and shadowing. In a structured observation you observe children in class or in a social setting. Try to identify patterns of contact in terms of group affiliation (race, ethnicity, gender, age, etc.) - who are they sitting with? Playing with? Socializing with?

Also, select a student to "shadow" - follow him/her around for about three hours. This can be anyplace: in a classroom (should include recess), at lunch, or outside school. Keep track of every peer he or she interacts with, and the nature of the interaction (e.g. said "Hi", or talked 5 minutes about sports, or checked answers on a worksheet). Note the race, ethnicity and sex of each peer s/he interacts with. Should you tell the student what you are doing? That's up to you. If you do, simply say that you are following him or her for a while to find out what it's like to be a kid at this school, and ask if the student minds a little company.

Analyze your observations in terms of the diversity of peers the student actually interacts with and any patterns in the duration or quality of those interactions. Also consider the quality of this student's relationship with peers at school; do you think school is someplace this student enjoys being for about 7 hours per day?

Activity #11

"Who's Friends With Whom II?"

Investigate friendship patterns in a classroom, using either one of two methods: structured observation, or sociometric suvey. If you do a survey, do it with an entire class of students. If you do an observation, any social setting will do.

Sociometric Survey: (Next page) Go over this first with the teacher. There may be problems that could get stirred up by doing something like this, of which you are unaware. Fill in students' names on the sheet on the next page, duplicate, and distribute. Assure students that you (and perhaps the teacher) will be the only one looking at the survey sheets when they are completed. Tally them for each student. Then determine who seem to be isolates, "stars," cliques; see if there are identifiable social divisions among students (e.g., along sex or race lines). You can also look for mutual "I likes", etc. If you instruct students to leave their own names blank, you can identify who completed each sheet.

Shadowing: Select a student to follow around for about three hours. This can be anyplace: in a classroom (should include recess), at lunch, or outside school. Keep track of every peer he or she interacts with, and the nature of the interaction (e.g., said "Hi", or talked 5 minutes about sports, or checked answers on a worksheet). Note the race and sex of each peer he or she interacts with. Should you tell the student what you are doing? That's up to you. If you do, simply say that you are following him or her for a while to find out what it's like to be a kid at this school, and ask if the student minds a little company.

Analyze your observations in terms of the diversity of peers the student actually interacts with and any patterns in the duration or quality of those interactions. Also consider the quality of this student's relationship with peers at school; do you think school is someplace this student enjoys being for 7 hours per day?

Activity #11 (continued)

Survey Sheet

	I Like	Nice	OK, maybe	Who's that?
1.				
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23.				
24.				
25.				

Activity #12

"Sex Stereotyping"

You can do this as <u>either</u> an interview or a questionnaire. If you do it as an <u>interview</u>, use questions such as the following:

1. Are there any occupations you consider:

    - especially appropriate for a woman? Why?
    -   "   "   " " man ? "
    - inappropriate for a woman? Why?
    -   "   " " man? "

2. Around the house, what tasks do you think are more appropriate for:

    - the females to do? Why?
    - the males to do? Why?

3. In your household, which jobs do:

    - the females do?
    - the males do?

4. If there are very young children in the home, who should have
    the main responsibility for them?

    - why?
    - should that person also hold a job?

Conduct the interview (or questionnaire - attached) with at least FIVE students. When you tabulate results, separate them into those of the girls and boys to see if there are any differences. You might wish to ask students why they responded to specific questions as they did.

Some questions on the questionnaire might not be applicable to your situations. Please change as appropriate.

Name_____

Directions: For each sentence, write the best word in the blank. If neither choice is best, write
<u>any</u> word you think should go there.

1. Dr. Martin reads x-rays. _____ helps people. (He, She)

2. We need milk, butter, and eggs. My _____ will go to the store.   (dad, mom)

3. _____ is mowing the lawn.   (Ann, Tim)

4. Dr. Meyer filled a cavity in Maria's teeth. _____ is a dentist.   (She, He)

5. Steve's house is dirty. His _____ must clean it. (dad, mom)

6. _____ Johnson is our principal.   (Mrs., Mr., Ms., Miss)

7. Jim's _____ is a firefighter. (aunt, uncle)

8. A police officer came to the door. _____ was wearing a blue uniform. (She, He)

9. An astronaut came to our school. _____ talked about rockets. (She, He)

10. _____is a good baseball player.   (Tina, Steve)

11. _____ enjoys playing on the computer at home.   (Judy, Willie)

12. Carlos broke his watch. His _____ fixed it. (mom, dad)

13. The mechanic fixed our car. _____ knew what was wrong. (She, He)

14. Nurse Jackson took Rosa's temperature. _____ put Rose to bed. (She, He)

15. _____ likes to bake cookies.   (Joey, Julie)

16. _____ Kelley is our librarian.   (Mrs., Mr., Ms.)

17. _____ is an artist. (Todd, Gwen)

18. _____ must take out the garbage.   (Joan, Jim)

19. It is _____'s turn to do the dishes. (Mike, Sue)

20. _____ is going camping this weekend.   (Joy, Greg)

Activity #13

"What do Kids Already Know? (And Where Did They Learn It?)"

This activity is an interview to find out what knowledge (which may be inaccurate) kids bring to school with them about different groups and where they got that knowledge. The idea here is that kids experience multicultural education outside of school as well as inside. The issue for teachers often is not whether kids should learn about other groups, but what the school should do to develop or even correct what kids are learning elsewhere.

Interview at least three elementary or middle school students, asking each one about TWO groups reflected in the school (again, by race, ethnicity, gender, age, etc.)

For each of group, ask the following questions (and encourage your informant to talk!)

1. Have you had any personal contact with (group)? If not, have you heard that term or do you know who they are?

2. If I were a visitor from outer space trying to find out more about (name of group), how would you describe them to me?
- what have you heard about them?
- what have you seen?
- what has your own personal experience taught you?

3. How certain are you that the information you have is accurate?

4. Where did you learn most of your information? (Ask this first, but then probe to find out what was learned from):
- parents, family
- TV
- movies
- books
- magazines, comics
- school
- personal experience

Scoring Rubric
Culture Learning (40%)

Rating   Demonstrated Competence

38-40   EXEMPLARY

        Conforms to all requirements in topics, sources, format.
        Summaries are thorough.
        Analysis and reflection are thoughtful for all areas.
        Applies knowledge to class content and future teaching situations.
        Writes clearly with few stylistic and grammatical errors.

35-37   PROFICIENT

        Conforms to most requirements in topics, sources, format.
        Summaries are basically thorough, with minor omissions.
        Analysis and reflection are thoughtful for all areas.
        Applies knowledge to class content and future teaching situations.
        Writes clearly with few stylistic and grammatical errors.

<35   PARTIALLY PROFICIENT - UNSATISFACTORY

        Conforms to some requirements in topics, sources, format.
        Summaries are minimal, additional information can be supplied.
        Surface analysis/reflection, does not contemplate many possibilities.
        Does not apply knowledge to class content nor future teaching situations.
        Writes with stylistic and grammatical errors.

CCT 627/EDCG 606: ISSUES AND CONTROVERSIES IN ANTIRACIST AND MULTICULTURAL EDUCATION

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or by appointment
(I am in another day or two besides Thursday
though it will change from week to week.
Please arrange appointments with me other times if you can not attend office hours)
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Required to purchase:
1. Arthur Schlesinger, Jr., <u>The Disuniting of America: Reflections on a Multicultural Society</u>, revised and enlarged edition (1998)
2. Theresa Perry, Claude Steele, and Asa Hilliard III, <u>Young, Gifted, and Black: Promoting High Achievement Among African-American Students</u> (2003)
3. Lawrence Levine, <u>The Opening of the American Mind: Canons, Culture, and History</u> (1996)
4. Vivian Gussin Paley, <u>Kwanzaa and Me: A Teacher's Story</u> (1995)

OTHER READINGS will be in the "ERes" (electronic reserve) system at Healey Library (access through "course reserves" on the main site). I have italicized the author's name that appears on the ERes table of contents (under "title") for the course. [The password for this course for the ERes system is "issues."]

Goals of course:

CONTENT AND INTELLECTUAL GROWTH
- Gaining deeper understanding of the complex issues of race, culture, sexual orientation, religion, and education through dispassionate intellectual inquiry and study (including doing assigned reading), combined with empathetic engagement with the views and experiences of your classmates.

- Encouraging dispositions of mind involved in critical thinking, such as questioning assumptions, searching for alternative ways of looking at an issue, and searching for and learning to recognize evidence for and against views held by yourself and others.

- Encouraging self-reflection, humility, and self-criticism: learning and applying critical thinking dispositions to one's own thinking, especially concerning issues of race, culture, religion, sexual orientation, and education. This includes being open to recognizing one's own prejudices, stereotypes, and limitations of understanding—and striving to correct these limitations.

- Recognizing that teachers at the K-12 level should be life-long intellectual inquirers, who will constantly face issues requiring both a deep understanding of value challenges and social processes, yet for which they may not yet learned the "right answers."

CLASSROOM PROCESS

- Learning skills of constructive listening and constructive personal and intellectual exchange, especially with regard to issues of the course that many people find difficult to talk about rationally and productively with others (particularly with those of different races, cultures, sexual orientations, religions, linguistic backgrounds, and so on). That is, learning to be attentive to and respectful of individual fellow students, and of the collective process of learning; learning to listen to others sympathetically and with an assumption that everyone is seriously engaged with the issues at hand; to take personal responsibility for enhancing and participating in the collective enterprise of learning by making one's own attempt to contribute while also allowing others to make their contributions.

- With respect to complex and emotionally charged topics, learning how to engage in productive conversations in which all participants feel that they have learned something, and in which all prepare themselves by doing assigned reading.

PROFESSIONAL IDENTITY
- Learning how to promote productive interchanges on charged topics, such as the ones in this course, among one's students or/and colleagues.

- Encouraging the adopting of a proactive identity as an antiracist educator and professional—and, more generally, being proactive in working toward social justice in whatever domains one chooses to operate.

- Learning to be a helpfully anti-injustice colleague—a cooperative and respectful colleague to others in your workplace and your profession, a colleague who works to find constructive ways to engage your peers in social justice issues.

ACADEMIC HONESTY:

The University of Massachusetts, Boston, recognizes that the quality of its education requires absolute honesty and integrity in all interactions and transactions among members of the community. Work turned in by students must be their own, and when other sources (print publications, internet sources, other authorities, etc.) are utilized, appropriate attribution must be made of those sources in the student's work. Details of the university's "Academic Honesty" policy (including penalties) are spelled out in the "University Regulations and Policies" section at the end of the Student Handbook. Please consult that section, and let me know if you have any questions. I regard a violation of academic honesty as a breach in a student's relation with me, with your fellow students, with your university, and with your own commitment to your education.

SYLLABUS (almost complete):

Sept 8: Introduction and introductions; discussion of Obama's March 18, 2008 speech on race http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-t_n_92077.html?view=print (or any other source for this speech)

Sept 15: Racism
Reading:
1. A. *Hacker*, "Being Black in America," from <u>Two Nations</u> [1995], 35-54 [**ERes**]
2. *recommended*: "Implicit Racism": go to www.implicit.harvard.edu (click on "demonstration" and follow the links to take the Implicit Association Test on race (other options available besides race, but I want you to take the race one: about 15 minutes altogether)
3. John Judis, "The Big Race," *The New Republic*, May 28, 2008 [**ERes**]
4. *McIntosh*, "White Privilege: Unpacking the Invisible Knapsack," [1988], 79-82 [**ERes**]

5. M. *Bertrand* and S. Mullainathan, "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination," *American Economics Review*, vol. 94, #4, 2004: 991-1013 [**ERes**]
6. Melvin Oliver & Thomas Shapiro, from <u>Black Wealth/White Wealth</u>, 11-45 [2006] [**ERes**]
7. Frank H. *Wu*, "The Model Minority: Asian American 'Success' as a Race Relations Failure, from <u>Yellow: Race in America Beyond Black and White</u> [2002]: 39-77 [**ERes**]

Sept 22: Black identity and school performance
Reading:
1. Theresa Perry, "Up From Parched Earth: Toward a Theory of African-American Achievement," in Perry, Steele, and Hilliard, <u>Young, Gifted and Black</u>: 1-11, 52-108 (skim 12-51) [2003]
2. Claude Steele, "Stereotype Threat and African-American Student Achievement," in Perry, Steele, and Hilliard, <u>Young, Gifted, and Black</u>: 109-130 [2003]
3. A. *Davidson*, "Johnnie Betts on Recasting the Self," from <u>Making and Molding Identity in School </u>(1996) 161-188 [**ERes**] [*there are 2 articles by Davidson on the syllabus; be sure you read the right one for the right week!!*]
4. Stacey Lee, "Reflecting Again on the Model Minority," from <u>Unraveling the 'Model Minority' Stereotype</u>, 2nd edition: 120-142 [2009]

----Reading response #1 due----

Sept 29: Anti-Racist Education
Reading:
1. D. *Boyd* and M. Arnold, "Teachers' Beliefs, Antiracism, and Moral Education: problems of intersection," *Journal of Moral Education*, March 2000: 23-46 [**ERes**]
2. Dorinda *Carter*, "On Spotlighting and Ignoring Racial Group Members in the Classroom," from <u>Everyday Antiracism</u> [2008], 230-234
3. Lisa *Delpit*, "Education in a Multicultural Society," from <u>Other People's Children</u> [1995]: 167-184 [**ERes**]
4. Lawrence Blum, "Multicultural Education as Values Education," 1-34 [1997] http://www.scu.edu/law/socialjustice/File/BlumMEVE.pdf
5. Gloria *Ladson-Billings*, "Making Dreams into Reality" (from <u>The Dreamkeepers </u>[1994]): 127-143 [**ERes**]

---"Bad racial situation" assignment due---

Oct 6: A Critique of Multiculturalism
Reading:
Arthur Schlesinger, Jr., <u>The Disuniting of America: Reflections on a Multicultural Society</u>, revised and enlarged edition (1998), whole book (1-165: easy reading, and not many words per page!!)

---"response to class discussion" (first installment) due--

Oct 13: A Defense of Multiculturalism
Reading:
1**.** Lawrence Levine, <u>The Opening of the American Mind: Canons, Culture, and History</u> [1996], Part I: 1-34, Part III: 103-174
2. Robert *Fullinwider*, "Patriotic History," in R. Fullinwider, <u>Public Education in a Multicultural Society</u> [1996], 203-222 [**ERes**]

----Reading response #2 due----

Oct 20: Immigrant, especially Latino, students
Reading:
  1. Ann Locke *Davidson*, "Marbella Sanchez: On Marginalization and Silencing," from L. Weis and M. Sellers, <u>Beyond Black and White</u>, 15–43 [1996] [**ERes**]
  2. Laurie *Olsen*, "Learning the Language of America," from <u>Made in America</u>: <u>Immigrant Students in Our Public Schools</u>, 90-105 [1997] [**ERes**]
  3. M. and C. *Suarez-Orozco*, "The Children of Immigration in School," from <u>Children of Immigration</u> [2001]: 124-153 [**ERes**]
  4. P. Kasinitz, J. Mollenkopf, M. Waters, J. Holdaway, "Conclusion: The Second Generation Advantage," from Inheriting the City: The Children of Immigrants Come of Age: 342-369

Oct 27: Unauthorized immigration and education: GUEST SPEAKER: Mickaella Perina
  [Reading to be assigned]

Nov 3: [topic and reading to be determined]
----**Reading response #3 due [electronically]**----

Nov 10: Religious Pluralism as a Multicultural Issue
Reading:
  1. Warren *Nord*, "Religion and Liberal Education," in <u>Religion and American Education: Rethinking a National Dilemma</u> [1995], 199–235 [**ERes**]
  2. Stephen *Macedo*, "Multiculturalism and the Religious Right," from <u>Diversity and Distrust: Civic Education in a Multicultural Democracy</u> [Cambridge MA: Harvard University Press, 2000]: 153-165 [**ERes**]
  3. Diana *Eck*, "'Is Our God Listening?'," in <u>Encountering God</u> [1993], 167–199 [**ERes**]
  4. *Banerjee*, "Survey of Religion in U.S. Finds a Broad Tolerance for Other Faiths," *New York Times*, June 24, 2008 [**ERes**]
  5. Kathleen *Sands*, "Public, Pubic, and Private: Religion in Political Discourse," ("The Gay Nature Argument"): 64-74, from K. Sands (ed.), <u>God Forbid: Religion and Sex in Public Life</u> [2000] [**ERes**]
----<u>**final due date**</u> **of 1-page prospectus for final paper**----

Nov 17: Islam and Muslim identity
Reading:
  1. Karen *Armstrong*, "Islam Agonistes" from <u>Islam: A Short History</u>, 141-189 [**ERes**]
  2. Amartya *Sen*, "Religious Affiliation and Muslim History," from <u>Identity and Violence: The Illusion of Destiny</u> [2006]
  3**.** Stan *Karp*, "Arranged Marriages, Rearranged Ideas," *Rethinking Schools Online,* vol. 11, #2, Winter 1996-97: 1-6 [**ERes**]
       http://www.rethinkingschools.org/archive/11_02/Karp.shtml
  4. Carol *Anway*, "American Women Choosing Islam," from Y. Haddad and J. Esposito (eds.), <u>Muslims on the Americanization Path</u>, 145-160 [**ERes**]
  5. *153 Saudi Intellectuals*, "How We Can Coexist," from D. Blankenhorn et al (ed.), <u>The Islam/West Debate: Documents from a Global Debate on Terrorism, U.S. Policy, and the Middle East</u> [2005]: 65-74 [**ERes**]
  6. Kenan *Makiya*, "Arab Demons, Arab Dreams," from G. Packer, (ed.), <u>The Fight is for Democracy</u> [2003], 139-163 [**ERes**]
----**"BAD DIVERSITY SITUATION AND YOU" DUE**----

Nov 24: Homophobia and homosexuality

Reading:
> 1. John *Boswell*, "Introduction" to <u>Christianity, Social Tolerance, and Homosexuality</u> (1980), 3-19 [**ERes**]
> 2. P. *Jung* and R. Smith, "Discerning True and False Threats," from <u>Heterosexism: An Ethical Challenge</u> (1993), 90-103 [**ERes**]
> 3. *Sullivan*, Mass. Supreme Judicial Court, ruling in *Goodridge v. Dept. of Public Health* (same sex marriage case, 2004), 112-120 [**ERes**]
> 4. Helen *Zia*, "Out on the Front Lines," from <u>Asian American Dreams</u> [2000], 230-251 [**ERes**]
> 5. *Sadowski*, "Sexual Minority Students Benefit from School-Based Support—Where It Exists," *Harvard Education Letter*, Sept/Oct. 2001, 1-5 [**ERes**]

----Reading response #4 due----

Dec 1: Anti-homophobia education
Reading:
> 1. George Chauncey, <u>Why Marriage? The History Shaping Today's Debate Over Gay Equality</u> (2004)
> 2. *Walsh*, "Districts Ordered to Allow Student's Anti-Gay T-Shirt," *Education Week*, April 30, 2008 [**ERes**]
> 3. *Walsh*, "Day of Silence in Schools Brings Unity, Controversy," *Education Week*, April 23, 2008 [**ERes**]

----5-page draft of final paper due November 29 [electronically]----

Dec   8: Vivian Paley's vision
Reading:
> Vivian Gussin Paley, <u>Kwanzaa and Me </u>(entire book {very easy reading!})

Dec 15: wrap-up
Reading:
> Lawrence Blum, "Stereotypes and Stereotyping: A Moral Analysis," from *Philosophical Papers*, Nov. 2004: 251-290 [**ERes**]

-------COMPLETED "RESPONSES TO CLASS DISCUSSION" DUE---------

----Final paper due Dec 17-----

Learning, Teaching, and Educational Transformation track

(previously called: "Non-licensure Track in M.Ed." or "Track A")
last update: Feb. 20, 2011
Upcoming Courses, Requirements & Graduation, Joining from/with other tracks, Transfering credits
, Capstone Options, Advisors

Welcome to new and prospective LTET students.
The description to follow conveys the goals of the track and its openness to a broad vision of education. Upcoming courses may be taken by prospective students as well as those who have matriculated or transferred into the track.
 Please take time to read requirements for courses and capstone options -- and for transferring into the track if that's what you're interested in -- so that your interactions with your faculty advisor can be focused on educational more than bureaucratic matters.
 Indeed, please bookmark this webpage so you can refer back to it. (If you do not know your faculty advisor, follow the instructions to arrange this -- or to be reminded who the person is.)

Description

The Master's in Education track in Learning, Teaching, and Educational Transformation allows students to pursue diverse inquiries and practical projects building on a foundation in curriculum development, research and writing, and collaborative action for change and social justice through education. Because this track is designed for individuals who do not wish to be certified in Massachusetts (or who are already certified), it helps students work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy. With assistance from a faculty advisor, students design a sequence of education-related courses to support their specific interests. The current faculty advisors have special interests and experience in Asian American Studies, ethnic studies, urban studies, curriculum studies, teachers as writers, applied behavior analysis, critical and creative thinking, science in its social context, and education in technology-mediated environments.

Upcoming Courses

See WISER for full listing of courses offered by UMB graduate programs. Any of the courses listed as a core course may also be taken as an elective (if not taken as a core course).

Spring 2011

[Here](#) is the new chart for Spring 2011 courses that fulfill core requirements.

Curriculum Organization and Innovation
EDC G 630 K-12 Inclusion
EDC G 652 Applied Behavior Analysis: Basic Principles 2
EDC G 660 Designing Middle and Secondary Curriculum and Learning Strategies
[CRCRTH 602 Creative Thinking](#) (online and face-to-face)

Research and Writing for Reflective Practice
EDC G 621 Teaching Writing in the K-12 Classroom
EDC G 689 Teacher Research
EDC G 690 Teacher Research for Professional Licensure*
[CRCRTH 692 Processes of Research and Engagement](#) (online*)
[CRCRTH 694 Synthesis of Theory and Practice *](#)

- * indicates a suitable course for undertaking the paper option for the capstone requirement.

Mediation, Dialogue, and Collaboration
[CRCRTH 616 Dialogue Processes](#) (online)
[CRCRTH 618 Creative Thinking, Collaboration, and Organizational Change](#) (online)

Urban and Social Justice Education
EDCG 606 Sociocultural Perspectives on Education

Possible Electives (You are not limited to these courses for electives. These listed represent courses commonly selected by LTET students. Review course offerings and consult with your advisor for additional options.**)**
[CRCRTH 650 Mathematical Thinking](#)
[CRCRTH 688 Reflective Practice](#)
[PHIL 501 Philosophical Thought](#)
[WOST-597 Gender, Race and the Complexities of Science and Technology](#)
See [CRCRTH courses](#) for more elective options.

Summer 2011
Curriculum Organization and Innovation
[CRCRTH 602 Critical Thinking](#)

Research and Writing for Reflective Practice

Mediation, Dialogue, and Collaboration
[CRCRTH 618 Creative Thinking, Collaboration, and Organizational Change](#)

Urban and Social Justice Education

Possible Electives (You are not limited to these courses for electives. These listed represent courses

commonly selected by LTET students. Review course offerings and consult with your advisor for additional options.**)**
CRCRTH 612 Seminar in Creative Thinking
CRCRTH 655 Metacognition
Summer CCT courses

Students graduating in May/June or August should complete their capstone requirement in the spring and submit their application to graduate with $180 commencement fee to the LTET coordinator (via LTET mail slot in W-2-93*) at the start of February. Students graduating in December should complete the capstone in the fall and submit their application to graduate in early September.

- *Mailing address: LTET Coordinator, Department of Curriculum & Instruction, Wheatley 2-93, UMass Boston, 100 Morrissey Blvd., Boston, MA 02125
- Please email LTET to let coordinator know to look out for your forms.
- If you add/drop courses after you submit the application, send an email to the LTET coordinator, who will forward it to the Graduate Registrar, who will attach it to your application.

Course Requirements

Four Core Courses (12cr.)
New (for students matriculating in or after Spring '09 and others if they elect this option)

One in curriculum organization and innovation	e.g., EDC G 642, 630, 660; CrCrTh 601, 602, 630, 640, 645, 652; BWPEDU 510
One in research and writing for reflective practice	e.g., EDCG 621, 654, 689, 690; CrCrTh 611, 692, 693; BWPEDU 501, 530
One in mediation, dialogue, and collaboration	e.g., DisRes 624; CrCrTh 616, 618, 670 (theme: Information Literacy)
One in urban and social justice education	e.g., EDC G 606, 672; CrCrTh 627

The choice of core courses must be recommended by the student's advisor and approved by the Program Director.
(Course descriptions for CrCrTh courses; BWPEDU; EDCG courses, DisRes, see Graduate Bulletin

Old Core (for students who matriculated before Spring '09)

One in curriculum organization and innovation	EDC G 642
One in critical and creative thinking	any CrCrTh course
One in dispute resolution	any DisRes course

One focused on urban education   e.g., EDC G 606, 672

Alternatives to these core courses can be recommended by the student's advisor and must be approved by the Program Director.

Seven additional courses, focused on a specific area of interest (21cr.)
Two upper-level (300- or 400-level) undergraduate courses may be approved by the Program Director to be counted toward this requirement.
Students with specific areas of interest that match another Masters Program or Graduate Certificate listed in the Graduate Bulletin are encouraged to contact that Program for advice and to be assigned an advisor. Students may transfer credits from a UMass Boston Certificate program into the non-licensure M.Ed. track (subject to the usual condition for transfer credits that the grade must be B or higher). This option is especially relevant for students from the following Certificate programs:

- Applied Behavior Analysis
- Critical & Creative Thinking
- Science in a Changing World
- Teaching Writing in the Schools
- Instructional Technology for Educators.

Downloadable NonlicensureTrackflowsheet.doc to plan courses

Transfer of pre-matriculation credits or credits taken elsewhere
6 graduate credits taken either at UMB before matriculation or elsewhere at any time can be transferred in. The courses must be equivalent to coursework within the LTET program track--If you haven't yet taken the course, it's safest to get prior approval. To get approval, first check with your faculty advisor if you have any questions about whether the course(s) meets the equivalency standard (or requirement). They may ask you to get a copy of the syllabus. Once it's OK with them, get the LTET coordinator's approval (usually by email). Then arrange to get your transcript sent to LTET coordinator, c/o Department of Curriculum & Instruction, W-2-93, who then submits the necessary form to the registrar.

- Other Conditions: A letter grade of 'B' or higher must have been obtained in the course. The course cannot have been applied towards another degree. The course has to have been taken within the past 7 years.

Joining from/with other tracks

See here for more details, but, in brief, you can:
Switch to the LTET track from

- another M.Ed. track

- another graduate Masters of Certificate program

Add LTET while continuing in your existing program

- Linking LTET M.Ed. to Professional Licensure
- Linking LTET M.Ed. to Graduate Certificate Leading to Initial Licensure in Moderate Disabilities

Capstone Options

Students, after consultation with their advisors, choose which option to take and inform the LTET track coordinator.

1. Comprehensive examination

- This option is a take-home essay examination, sent to you by email attachment. Students are given 30 days (from start of April or November) to complete the assigned questions and return them for evaluation by faculty committee. Students complete this during their final semester in the program. The exam currently consists of three questions, which require short essay answers "addressing significant issues in contemporary education and reflecting the study and research each student has carried out in pursuit of the degree." This rubric (LTETCompRubric.doc) shows how your answers will be evaluated. Evaluations will be emailed to you by the date that grades have to be submitted.
- Remind the program coordinator at the start of your final semester that you are taking the comp and confirm your preferred email address for communication about the comp.

2. Written paper with oral presentation.

- This option for the capstone project is an opportunity for students to integrate into their professional lives the ideas and theory, skills and strategies, experiences and collaborations from across their studies and associated activities. Students are invited to combine an essay with "exhibits" from their work during the program. The exhibits can take a variety of forms, such as original curriculum materials, a professional development workshop series, a video case study, a practitioner's portfolio, an implemented teacher inquiry project, other excerpts from coursework, or a proposal for action research. The essays are expected to locate the exhibits in relation to what others have written and done in the relevant area as well as to integrate students' reflections on their own professional practice, changes while studying in the program, and future directions. The forms and length of the essays will depend on the particular nature of the projects. For example, if the exhibit were a 2-4 page action research proposal, an extended essay (20-40 pages) that reviews and critiques literatures appropriate to the research questions would be expected to accompany it; a shorter essay (10-20 pages) would be appropriate to accompany a video case study.
- Students wishing to pursue the option of a written paper with oral presentation for their capstone project are advised to enroll in a course designed for intensive research and writing

appropriate to the forms of the project (e.g., EDCG 689, 690, CrCrTh692, 694). The course instructor and one other LTET faculty member then serve as advisors for the project, but (<u>given that the capstone paper requires something more than the course requirements</u>) this arrangement and the form of the capstone project must be established and approved by the LTET coordinator before the start of the semester in which it is undertaken. Oral presentations before the advisors and peers are arranged toward the end of that semester.

Required form: LTETcapstoneproposal.rtf

Learning, Teaching, and Educational Transformation track

(previously called: "Non-licensure Track in M.Ed.")
last update 18 Sept. '10
(see main page for info about the track)

Key Instructions to Help us to help you:
 1. Read the information and instructions contained in these LTET wikipages, in emails, and in links given on emails. This means advisors can use their previous time to help you with academic issues and special circumstances.
 2. Inform us when you change your email, or change which email you regularly read.
 3. New LTET students: let us know if you have a preference for an advisor or if you want us to assign you an advisor.(If you come from the ABA certificate, let us know that as well.)

Core faculty & advisors

email addresses = firstname.lastname@umb.edu
Peter Kiang (Asian-American Education)
Peter Taylor (Critical & Creative Thinking; Science, Technology & Values) (office hours)
Mary Brady (Applied Behavioral Analysis *only*) (LTET coordinator)
Denise Patmon (Teaching of Writing; Global and Social Justice Education)
Eunsook Hyun (Curriculum Studies)
Donna DeGennaro (Instructional Technology for Educators or Teaching and learning in Technology-mediated environments).

To get assigned an advisor
When you come to a new student orientation meeting or first check in with the College of Ed Student Services office, Wheatley 2-119, ask for the faculty advisor of your choice (phone: 617-287-7625; email: grad.teachered@umb.edu)
OR
Wait for one to be assigned to you before the start of your first semester.
Contact the LTET coordinator immediately if you have questions.

Go here for all the forms you need
Transfer in credits--procedure
Applications to graduate can be reviewed and signed by the Office of Student Services, but make sure you let the LTET coordinator know that this has been done.

Email

The new (since Jan. '10) UMass student email system, Blackboard system for online courses, and wiki accounts on wikispaces.umb.edu now all use the same password.

All university official business will be sent only to your University email address. Students who have not set up **email forwarding** in the past or new students may set a redirect within the inbox rules in the UMass Boston email ("Live") system. Choose menu Option -> Forward Your Mails Using IN Box rule. That means you have to log into your University (@umb.edu) email address at least once to set up that forwarding.

You don't know that email address? On the WISER system you can look up your Student Email Address if you don't already know it. You don't actually use email in WISER - you can only SEE what your Student Email Address is.

You know your University email address, but **you don't know the password**?
Follow the steps on http://webmail.umb.edu
LTET track will use your personal email unless we know that you use the @umb.edu address or have set email forwarding.

Current advisor/advisees

let us know of any mistakes or if you are missing from this list
If your advisor goes on leave, please consult the LTET coordinator

Student	*Advisor*
Erin Aiello	Mary Brady
Widad Al-Edanie	Peter Kiang
Jennifer Arno	Donna DeGennaro
Tracy Attaya	Mary Brady
Stephanie Barron	Peter Kiang
Nathaniel Baum	Donna DeGennaro
Sarah Bielicki	Mary Brady
Kendra Bucklin	Denise Patmon
Henry Carol	Mary Brady
Rachel Carr	Donna DeGennaro
Lorraine Casamento	Peter Taylor
Laura Chiuppi	

Keri-Ann Cooney	Mary Brady
Amanda Curtin	Mary Brady
Marc Deitsch	Mary Brady
Elena Dicenso	Mary Brady
Maura Donlan	Donna DeGennaro
Billy Jo Engel	
Amy Fredrick	Mary Brady
Rachel Gaines	Donna DeGennaro
Michael Gaynor	Donna DeGennaro
Scott Goddess	Peter Taylor
Mary Han	
Brian Holt	Mary Brady
Meredith Hunter	Denise Patmon
Lindsay Kaplan	Mary Brady
Jessica Karl	Mary Brady
Meaghan Kearney	Mary Brady
Emoke Kibedi	Mary Brady
Merissa Kleimola	Mary Brady
Diangha Lamery	Peter Taylor
Sharon Lausch	Mary Brady
Steven Lawrence	Peter Taylor
Jean Francois Luckson	Mary Brady
Raymond Macone	Donna DeGennaro

Kristen Melso	Mary Brady
ErinKate Morrison	
Izumi Nishida	Mary Brady
Peter Palingo	Denise Patmon
Amanda Pajor	Mary Brady
Eduardo Perez-Dalla	Mary Brady
Shannon Seaver	Peter Kiang
Deborah Seele	Donna DeGennaro
Kristen Shemak	Mary Brady
Shiho Shinke	Peter Kiang
Marykate Smith	Peter Taylor
Jennifer Stephens	Mary Brady
Elizabeth Troiani	Mary Brady
Jacqueline Turner	Mary Brady
Nicole Vaysburd	Mary Brady
Nichole Verissimo	Mary Brady
Chris Ward	Peter Kiang

Learning, Teaching, and Educational Transformation track

(previously called: "Non-licensure Track in M.Ed." or "Track A" [LTET home page])

Joining the track from/with other tracks or programs

last update 1 November '10

Do you want to switch to the LTET track **or**

- ○ add LTET **while continuing your existing program (or vice versa)?**

Switch to the LTET track

From another M.Ed. program

Send 📄 MEd001.PDF -- to the LTET coordinator together with your proposed LTET course plan (📄 NonlicensureTrackflowsheet.doc). You must fulfill the LTET core requirements in order to graduate, and might have already met some of them within your previous track.

- Alternatives to the listed core courses can be recommended by your faculty advisor but must be approved by the LTET coordinator. (If you do not have a faculty advisor from your previous track or want an LTET advisor instead, the LTET coordinator will arrange an LTET faculty advisor for you.) The LTET coordinator signs off on the switch once there is a course plan that covers the LTET core requirements.

From another Master's program

Send a few paragraphs regarding why you are interested in LTET and this form to the LTET coordinator together with a note authorizing access to your original applications materials (transcripts, letters of recommendation, personal statement, etc.). The LTET admissions committee reviews and decides as soon as possible (usually within two weeks of receipt).

Add LTET while continuing your existing program (or vice versa)

This is most feasible if you are in a Certificate program, because at UMass Boston the same course can count both for a degree and a Certificate. Students have an advisor in each program under whose supervision the student fulfills the requirements of each program.

- (Note: Students who wish to apply for admission to a Graduate certificate and the LTET track simultaneously need to submit separate applications to Graduate Admissions and note Nov 1 and April 1 deadlines that apply for many programs.)

Add LTET to an existing Certificate program

Credits from a UMass Boston Certificate program may count for the non-licensure M.Ed. track (subject to the usual condition for transfer credits that the grade must be B or higher).
Students who have matriculated into another UMB Certificate program may apply to add the LTET M.Ed. track by sending this form to the LTET coordinator together with a note regarding why you are interested in LTET and authorizing access to your original applications materials (transcripts, letters of recommendation, personal statement, etc.). The LTET coordinator reviews (or the admissions committee if the coordinator has any questions about the request) and decides as soon as possible (usually within two weeks of receipt).
This option is especially relevant for students from the following Certificate programs:

- Applied Behavior Analysis #
- Critical & Creative Thinking
- Science in a Changing World
- Teaching Writing in the Schools
- Instructional Technology for Educators.

- # Note: Students who are taking the LTET track and the ABA Certificate can meet the LTET Research course requirement with EdcG 654 and the LTET Mediation Core with EdcG 655.

Linking LTET M.Ed. to Professional Licensure
Students with initial licensure in MA can take 12 credits with EDCG prefixes to apply for professional licensure (for elementary ed) or 12 credits in their subject discipline (for middle & secondary ed).
They can then fit these 12 credits into the 33-credit CCT or 33-credit LTET requirements to get a Masters as well.

Linking LTET M.Ed. to 27-credit Graduate Certificate Leading to Initial Licensure in Moderate Disabilities (as approved by DESE)
Students who have matriculated into this Graduate Certificate may apply to add the LTET M.Ed. track by sending this form to the LTET coordinator together with a note regarding why you are interested in LTET and authorizing access to your original applications materials (transcripts, letters of recommendation, personal statement, etc.). The LTET coordinator reviews (or the admissions committee if the coordinator has any questions about the request) and decides as soon as possible (usually within two weeks of receipt). You can request that your LTET advisor be the same person as your Moderate disabilities advisor, in which case LTET will do the cross-program consultation to see if this is possible.

- The Certificate courses SpeG 625, 626, 631 or 632 count for the LTET Curriculum Core requirement and SpeG 607 counts for the LTET urban and social justice education requirement.

Add a Certificate program to LTET

Linking CCT certificate to LTET M.Ed.
Send this form to the CCT Program coordinator, Peter Taylor.

- If you take CrCrTh601 & 602, then together with any three other M.Ed. courses, you qualify for the CCT Certificate and can then submit this form to the CCT Program coordinator at any time to apply to graduate with a CCT certificate.

Linking 27-credit Graduate Certificate Leading to Initial Licensure in Moderate Disabilities to LTET M.Ed. (as approved by DESE)
Students who have matriculated into the LTET track may apply to add this Graduate Certificate by sending this form to the Student Services Center (SSC) along with a letter of intent regarding why you are interested in adding the Certificate and authorizing the Special Education Graduate Program Director to access your original applications materials (transcripts, letters of recommendation, personal statement, etc.) (The SSC will assemble and pre-review the materials before review by the Special Education Program director; see Certificate admission requirements). Students admitted to the 27 credit licensure program will be advised by faculty in Moderate Disabilities. This will ensure that they receive guidance and support in determining the order of courses they take toward an accredited program.

- Note: Students who wish to apply for admission to this Graduate certificate and the LTET track simultaneously need to submit separate applications to Graduate Admissions (see Special Education Program Certificate admission requirements and note Nov 1 and April 1 deadlines).

First Name	Last Name	Student ID	email	Advisor	matric	graduate (Year then Semester)	app to grad sbmtd (initials)	capstone grade	inactive when?
Erin	Aiello			Mary Brady	2010 Fall ABA		MB 12 22 10		
Widad	Al-Edanie				2009 May		2/11/11 maybe august grad		
Jennifer	Arno			Peter Kiang Donna DeGennaro					
Stephanie	Barron			Peter Kiang	2009 Fall		2 7 11 MEB		
Alexandria	Bastajian			Mary Brady	2010 Spring trans Elem lic.				
Nathaniel	Baum			Donna DeGennaro	2010 Fall (trns Mdl/Sec 7 6 10				
Sarah	Bielicki			Mary Brady	2010 Fall ABA				
Rebecca	Bowen			Mary Brady	2010 Fall 12 16 10 trans from Spanish GradCertif				
Kendra	Bucklin			Denise Patmon	2010 Fall				
Henry	Carol			Mary Brady	2010 Fall ABA		2 1 11 MEB		
Rachel	Carr			Donna DeGennaro	2010 Spring tsfrd from mdlsec licensure 4 21 10				
Laura	Chiuppi			Peter Taylor	2010 Fall				
Brianna	Coffin			Mary Brady	2011 Spring				
MIchelle	Cohen			Mary Brady	2011 Spring ABA				
Courtney	Cooke			Mary Brady	2010 Fall trans from Teacher Ed				
Keri-Ann	Cooney			Mary Brady	2010 Fall ABA		2 7 11 MEB		
Amanda	Curtin			Mary Brady	2010 Fall				
Marc	Deitsch			Mary Brady	2010 Spring ABA				
Maura	Donlan			Donna DeGennaro	2009 Fall				
Billy Jo	Engel			Peter Taylor	2010 Fall trans from licensure				
Amy	Fredrick			Mary Brady	2010 Fall readmit submitted 8 10 ABA		2 8 11 MEB		
Eric R	Fuerschbach,			Mary Brady	2010 Fall transfer from Mdl/Sec				
Rachel	Gaines			Donna DeGennaro	2009 Fall				
Michael	Gaynor			Donna DeGennaro					
James	Giddings			Donna DeGennaro	2011 Spring				
Mary	Han				2010 Fall				
Henriques	Charles			Peter Kiang	2011 Fall				
Brian	Holt			Mary Brady	2010 Fall ABA				
Meredith	Hunter			Denise Patmon	2008 Fall	2011 Spring	1 26 11 MB		
Lindsay	Kaplan			Mary Brady	2010 Spring ABA		1 14 11 MEB		
Jessica	Karl			Mary Brady	2010 Fall trans from BTR				
Meaghan	Kearney			Mary Brady	2010 Fall ABA		1 14 11 MB 2/14/11 MEB August Grad		
Emoke	Kibedi			Mary Brady	2009 Fall				
Merissa	Kleimola			Mary Brady	2010 Fall ABA				
Diangha	Lamery			Peter Taylor	2009 Spring				
Sharon	Lausch			Mary Brady	2010 Fall				
Steven	Lawrence			Peter Taylor	2010 Fall (trns Mdl/sec 7 7 10)				
Jean Francois	Luckson			Mary Brady	2010 June re-transferred 6/8/10 including CCT grad cert		2 8 11 MEB		
Gail	Macdonald			Mary Brady	2011 Spring trans from ECH MEd				
Raymond	Macone			Donna DeGennaro	2009 Fall				
Kristen	Melso			Mary Brady	2010 Fall ABA		2 7 11 MEB		
Sabine	Menard			Mary Brady			2 15 11 MEB		
ErinKate	Morrison				2010 Fall trans from History MA				
Izumi	Nishida			Mary Brady	2010 Fall ABA				
Amanda	Pajor			Mary Brady	2010 Fall				
Eduardo	Perez-Dalla			Mary Brady	2010 Fall				
Mary Ann	Pessa			Mary Brady	2011 Spring ABA		2 11 11 still needs Bridgewater Grad Trnas MEB		
Sonya	Peters-Bailey			Mary Brady	2011 Spring trans from Elem Teacher Ed				
Shannon	Seaver			Peter Kiang	2010 Fall	2010 Fall			
Deborah	Seele			Donna DeGennaro	2010 Spring trans from Mdl/Sec Licensure Spanish				
Kristen	Shemak			Mary Brady	2010 Fall ABA				
Marykate	Smith-Despres			Peter Taylor	2009 Sprng	2011 Spring	exam?? 2 1 11 MEB		
Elizabeth	Troiani			Mary Brady	pending app to waive statute of limitations				
Jacqueline	Turner			Mary Brady	2009 Fall				
Nicole	Vaysburd			Mary Brady	ABA	Fall 2010			
Nichole	Verissimo			Mary Brady	2010 Fall ABA				
Chris	Ward			Peter Kiang	2010 Spring (transferred from Middle/Sec) Initial Licensure				
Jennifer	Wawrzynowicz			Mary Brady	2011 Spring ABA				
PennyLou	Yarde			Mary Brady	2011 Spring trans from Mdl/ Sec licensure		2 8 11 MEB		
Hang	Zhou			Peter Kiang	2011 Fall				

Graduated

First Name	Last Name	Student ID	email	Advisor	matric	graduate (Year then Semester)	app to grad sbmtd (initials)	capstone grade	inactive when?
Jennifer	Stephens			Mary Brady		2008 August??			
Richard	Azulay			Mary Brady		2009 Fall		PWD	
Ekua	Ewool			Mary Brady		2009 Fall			

First	Last	Advisor				
Alexandra	Garcia-Mata	??		2009 Fall		
Mark	Greer	Janna Jackson	2007 Fall	2009 Fall		
Woong Soon	Lee	Peter Kiang		2009 Fall		
Jessica	Tran	Peter Kiang	2008 Sprng	2009 Fall		
Tracy	Attaya	Mary Brady	2010 Spring (expected??)	2009 Fall??		
Mary Elizabeth	LeFaivre	Peter Taylor		2009 Spring?		
Katie	Aberdale		2009 Sprng	2010 Spring (comp)		
		Peter Kiang				Low Pass
Keri	Call	Mary Brady		2010 spring (redone from fa		Low Pass
Kerri	Devin	Mary Brady		2010 August w/ Spring comp		low pass
			2007 Fall signed readmit 4 22 10			
Elena	Dicenso	Mary Brady		2010 August		low pass
Scott	Goddess	Peter Taylor	2010 Fall tsfr from TNY	2010 Fall		Low Pass
Amanda	Marcellino			2010 Spring		Low Pass
Kristina	Smith	Mary Brady	2010 Spring	2010 August		Low Pass
Christine	Budai	Janna Jackson	tsfrd from licensure	2010 spring (paper)		Pass
Ann	Carbone		2010 Spring (readmit)	2010 Spring		Pass
Lorraine	Casamento	Peter Taylor	2009 Spring	2010 Fall		Pass
Sinead	Comer	Mary Brady	2009 Fall	2010 August (comp in April)		Pass
Mike	Fanning	Peter Taylor		2010 Spring		pass
Allison	Fleischner	Peter Taylor	2008 Fall	2010 Spring		Pass
Andrea	Goggin	Mary Brady	2008 Fall	2010 Spring		pass
Malkes	Gomes	Donna DeGennaro	2006 Summer	2010 Spring		pass
Lincoln	Kamau	Mary Brady	2009 Fall	2010 Spring		pass
Corinne	Mathews	Peter Taylor	2009 Fall tsfr from Elem Ed	2010 August		Pass
Becky	Morin	Mary Brady	tsfrd from licensure	2010 Spring		Pass
Jo Ann	Peterson	Peter Kiang	2009 Fall	2010 Spring		Pass
Katie	Salvatore (Carsone)	Peter Taylor	2009 Fall	2010 August w/ spr comps		Pass
Jennifer	Scott	Mary Brady	2009 Fall	2010 Spring		Pass
Shiho	Shinke	Peter Kiang	2003 Sprng	2010 Fall		Pass
Estela	Simaku	Mary Brady		2010 August w/ Spring comps		Pass
Lorin	Stasko	Peter Kiang	from SpEd	2010 Spring		Pass
Nicole	Vaysburd	Mary Brady	2009 Fall	2010 Fall	9.30.10 MB	Pass
Lisa	Wirth	Mary Brady	2010 Spring	2010 August		Pass
Sarah	Vendetti	Mary Brady	2010 Fall trans from teacher ed	2011 Spring	1 27 11 MB	Pass (2010 Fall)
Julie	Bazinet		2009 Sprng			
		Mary Brady	2008 Fall	2010spring		Pass (almost w/ distinction)
Cara	Linehan	Peter Taylor		2010 August		Pass Summer comps
Adrienne	Frey	Mary Brady		2010 Spring (capstone pap		Pass w Distinction
Denise	Peterson	Mary Brady	2009 Fall	2010 Spring		Pass w/ Distinction
Alayna	Coates	Peter Taylor	2010 Spring tsfr from Prof Licensure	2010spring		pass with distinction
Daisy-Marie	Isler	Mary Brady		2010 Spring		pass with distinction
Peter	Palingo	Denise Patmon		2010 Fall		Pass with Distinction
Kristen	Carlson	Donna DeGennaro	2009 Fall	2010 August (comp in April)		Pass, redid initial F

No longer active -- Program fee not paid to keep file active

First	Last	Advisor				
Alissa	Christopher	Mary Brady	2009 Fall	2009 Fall		?
Elizabeth	Burch	Mary Brady		2008 Spring		2009 Fall
Sabine	Menard	Peter Kiang	2007 Fall			2009 Fall
Rachel	Belsky	Mary Brady				2009 Fall
Elitane	Clenord	Peter Kiang				2009 Fall
James	Coffey	Donna DeGennaro				2009 Fall
						2009 Fall
Jennifer	Comeau	Mary Brady		2008 Summer		
						2009 Fall
Caitlyn	Cook	Mary Brady		2009 Summer		
						2009 Fall
Susan	D'Amore	Mary Brady		2006 Summer		
Matthew	Dunn	Did not work with him Mary Brady				2009 Fall
Carol	Galileos	Donna DeGennaro				2009 Fall
Meghan	Killoran	Mary Brady	2007 Spring			2009 Fall
Molly	LaPointe	Peter Taylor				2009 Fall
Janet	Loftus	Peter Taylor				2009 Fall
						2009 Fall
Caroline	Mannion	Peter Kiang				2009 Fall
Laura	Marino	Donna DeGennaro				2009 Fall
Kristin	McGrath	Mary Brady	2006 Fall			2009 Fall
Patricia	Murray		2006 Fall	dropped out of program		2009 Fall
		Mary Brady				
Ananth	Pandian	Peter Taylor	?			2010 Fall
Kara	Paolella	Mary Brady		2007 Summer		2009 Fall
Ryan	Snyder	did not work with him Mary Brady				2009 Fall
Jennifer	Symonds	Peter Taylor	2009 Sprng			2009 Fall
Jennifer	Thompson	Mary Brady		2007 Summer		2009 Fall

LTET Faculty Arrangements & Support System

Draft approved by LTET faculty-31 Oct. '09 + subsequent changes in blue (subject to modification when Director of Teacher Ed. gets set up)

Overall spirit

Given that all LTET faculty have substantial advising and administrative commitments to other programs, we need to check in from time to time to make sure that we are clear about:

- each other's limits of involvement in LTET;
- the support we need from each other and the staff to counteract the common pattern that, unless one provokes a crisis by "quitting," one is left to exploit oneself (i.e., to allow other life and work commitments to suffer);
- the agreed-upon scope (perhaps limited) of efforts to build the track beyond its present state; and
- the backup/successional plans for anyone who takes on the coordinator role.

We should also recruit a licensure Teacher Ed. faculty member to share work of advising students who come to LTET to finish when the licensure track doesn't work out for them.

Admissions

1. LTET coordinator to approve/deny obvious cases* and consults with another LTET faculty member on borderlines (incl. all with a GPA <3.0). LTET GA will upload to googledocs and filemaker pro a list of admitted students, student ID and personal (non-UMB) emails within a week of admission decisions.

- Unless Teacher Ed admissions committee is re-established. Using criteria established by Departmental or Teacher Ed admissions committee (if there are any).

2. SSC will keep applications (and subsequent paperwork) on file (separate from licensure students) (until a new home for files is established under the Director of Teacher Ed).
3. Students joining LTET from other tracks or programs follow procedures at http://candi.wikispaces.umb.edu/LTETPartnerships.

Advising

1. Each admitted student will be assigned a faculty advisor as soon as possible after admission and before

the semester starts. To this end, the LTET coordinator (or designate):

- a) will use the list of admitted students (see above) to contact students about preferences, if any (and direct them to the LTET Wikipage to initiate a degree of self-advising);
- b) will peruse applications to identify advisee-advisor matches;
- c) will inform advisors and advisees of pairings and record the info on the Google docs spreadsheet and LTET Wiki.

2. Advisors will contact advisees as soon as possible and create a course plan with the student, update it periodically, and send SSC a copy each time for the files (until a new home for files is established under the Director of Teacher Ed).

3. SSC will

- point incoming LTET students (e.g., at orientation events) to the LTET Wiki and the option to ask for a specific advisor
- advise on a walk-in or phone-in basis
- refer to the Google docs or Wiki for the student's advisor when the advisor should be involved
- alert the LTET faculty of advising problems needing their attention and decision-making (including any conflicting guidelines from C&I chairs, Dean, etc.). (Waivers of or alternatives to the listed LTET core requirements can be recommended by the student's advisor but must be approved by the LTET coordinator.)
- move student files to storage (or whatever the appropriate place is) when they graduate or withdraw
- forward to the LTET coordinator applications to switch into LTET or add LTET to an existing program of study, applications to graduate, transfer credit requests and associated transcripts. The LTET coordinator will review and forward these to the Registrar.

4. LTET coordinator (or designate) will

- arrange with the "filemaker assistant" to keep uptodate records of students' progress, graduation, or withdrawal.
- use students' non-UMB emails as well as their UMB addresses to send alerts about deadlines for application to graduate and capstone exam
- coordinate with the LTET grad. assistant so that capstone exams are distributed at start of April and November (see below)
- assist course instructors when a student chooses the capstone paper option (see below)
- keep Wiki updated as a source or information about upcoming courses (including those suitable for undertaking the new capstone option) and for timely emails about events, registration, etc.
- pass on new information to CEHD Webmaster
- review applications to graduate (checking against most recent transcript) and mark core courses in the margin (Curric; Med/Collab; Research; Urban) and record that this is done in googledocs list of students

Capstones

Note: capstone grade does not appear on student's transcript.
Exams:

- LTET coordinator distribute capstone exams and rubrics to students by email.
- Each exam is reviewed by two faculty members, with reviews sent to LTET coordinator, who checks whether the assessments match. If not, the two reviewers are asked to confer and, if needed, the LTET coordinator asks for a 3rd reader.
- LTET coordinator emails assessment cover sheets and grade to students.

LTET grad. admin. assistant will

- receive the responses (in pdf form), helping students scan their responses if needed, confirm receipt of the exam to the students, distribute them equally to available LTET faculty for assessment (2 faculty/exam; not to student's advisor).

Papers:

- Students wishing to pursue the option of a written paper with oral presentation for their capstone project are advised to enroll in a course designed for intensive research and writing appropriate to the forms of the project (e.g., EDCG 689, 690, CrCrTh692, 694). If not, they need to arrange a 2nd LTET faculty advisor.
- The course instructor and one LTET faculty advisor -- arranged by the student and course instructor with advice from the LTET coordinator -- (or the two LTET faculty advisors) then serve as advisors for the project. This arrangement and the form of the capstone project must be established before the start of the semester in which it is undertaken. Required form: LTETcapstoneproposal.rtf
- Oral presentations before the advisors and peers are arranged by the advisors and advertized by the LTET coordinator toward the end of that semester.
- [Subject to review and revision] Grade for the capstone paper is decided by LTET advisor in consultation with course instructor (or LTET advisors) using a rubric (TBA).

Reviews and Annual reports

LTET coordinator(s) lead in preparing AQUAD reviews and annual reports, with other LTET faculty contribute revisions and endorsement of final product.

Promotion of LTET

Graduate Bulletin Copy for 10-12: 📄 LTETforBulletin10.doc
 Jeremy Szteiter, the CCDE-funded assistant coordinator of CCT, is working to arrange CCT course offerings for LTET students and can collaborate in new initiatives to promote LTET.
TBA