Creating Resilient Students & Safer Schools: Social-Emotional Learning in Massachusetts
Presented by assistant professor Sara Whitcomb, Ph.D.
Saturday, June 7, 2014
2- 5 p.m.
Campus Center, Hadley Room, 10th floor

Effective social-emotional learning (SEL) is a preventive and evidence-based educational process that teaches children, from pre-k through 12th grade, the skills for wellness that can significantly reduce emotional stresses that lead to violence, addiction and other social challenges. Hear about Whitcomb’s research and effort to help more than 20 schools in Western MA build capacity to effectively and efficiently implement positive behavioral supports and social-emotional learning. A reception will follow the talk.

You’re invited. Please join us!
Project Assistantship
Department of Educational Policy, Research, and Administration
One part-time (10 hour/week) project assistantship is available for fall 2014.
Responsibilities include: The student will work with the Springfield Public School Data Manager and Psychometric Methods faculty in conducting empirical analyses of large-scale assessments and creating a plan for measuring growth.

Qualifications include: All applicants must have a background in psychometrics, statistics and mathematical modeling of educational assessment data. All candidates must also have knowledge of classical test theory, item response theory, multidimensional scaling, test construction, test validation research and experience working in educational assessment.

To apply, please contact Craig Wells at cswells@educ.umass.edu.

Assistantship  International Education  Fall 2014
Department of Educational Policy, Research and Administration
Program Development for the Center for International Education

One 10-hour/week assistantship. This assistantship coordinates CIE efforts to secure new projects and funding from a variety of sources. Duties include managing the program development committee meetings and writing minutes; conducting research on potential donors (individuals, foundations, corporations); conducting research on potential large contracts from bi-lateral agencies; regularly monitoring web sites for RFPs & RFAs; following up leads by calling organizations and funding agencies; recruiting candidates for field positions; helping to organize and write proposals.

Qualifications & Experience: Knowledge of and experience with managing a strategy to diversify funding sources, including foundations, individual donors, and corporations; knowledge of and experience in bidding processes that are common to multi- and bi-lateral donors; experience and ability in writing proposals, concept papers, and job descriptions; excellent organizational and communication abilities and collaborative work style; and experience with web support and database management desirable.

If you are interested in this position, please send a one-page letter to Barbara Gravin-Wilbur by Monday, June 9, 2014 at bgw@educ.umass.edu, stating the following: the position(s) in which you are interested, why you are interested in that position(s), and your experience and expertise in relation to the qualifications listed (i.e., why do you think you would be good at this position.  POSITION CONTINGENT UPON FUNDING.

The Beacon will not be published during most of the summer. It will end publication with the June 26 issue. Publication will resume on August 7. Please plan accordingly. Thanks.
Assistantship International Education  Fall 2014

Department of Educational Policy, Research and Administration

Managing Editor, Comparative Education Review (One 15 hour/week assistantship)

This position is for one of two managing editors who will be working with the Journal’s Editorial Board and are responsible for administering the day-to-day operations of the Journal. He or she will guide and implement a vision for the journal that will advance the Comparative Education Review’s stature and visibility.

The Managing Editor: must possess a sense of clear writing, style, organization, and presentation of information; have personal experience with research and scholarship in the field; have demonstrated understanding of scientific methods, research and publishing ethics, and the peer-review process; have a demonstrated understanding of social media and outreach; demonstrate the ability to adhere to established timelines

Responsibilities include coordinating of the peer-review process (using the Editorial Manager online software), assist in the editing of the submissions in a timely manner, and collaborating with the publisher to increase the Journal’s visibility and readership, in particular through the creation and implementation of a social media outreach strategy (including, but not limited to, Facebook page and Twitter messages).

The Managing Editors will provide oversight of the Journal’s complete production process from submission to publication, and will work directly with the editors and the managing publisher on production process, timelines, and format. Further, Managing Editors will establish and enforce explicit editorial policies for the journal, including policies on authorship, conflict of interest, ethical principles, peer-review process, etc.

If you are interested in this position, please send a one-page letter to Barbara Gravin-Wilbur by Monday, June 9, 2014 at bgw@educ.umass.edu, stating the following: The position(s) in which you are interested, why you are interested in that position(s), and your experience and expertise in relation to the qualifications listed (i.e., why do you think you would be good at this position) POSITION CONTINGENT UPON FUNDING.

FORMATION OF DISSERTATION COMMITTEE

NINA PAPADOPOULOS  Proposed Dissertation Title:  Conceptualizing the overlap between Education and Conflict Sensitivity:  Implications for Effective Operationalization

Statement of Problem: Conflict sensitivity in education is emerging as a key approach to designing and carrying out education in conflict or post-conflict settings based on the convergence of the following theories: access to education serves as a form of protection, education has the potential to contribute to peace building and social cohesion, education has the potential to do harm in exacerbating existing tensions and inequities. While there is considerable evidence establishing the harmful or positive effects education can have on learners, education systems, and society, little attention has been paid to the operationalization of this concept: how conflict sensitivity is systematically and effectively mainstreamed and applied into education programs. Chairperson: Dr. Ash Hartwell
Assistantship  International Education Fall 2014
Department of Educational Policy, Research and Administration
University Support and Workforce Development Program - Campus Coordinator

One 15-hour/week assistantship - The Campus position provides planning and logistical support to HEP home office and field operations on the USWDP, which helps develop higher education in Afghanistan and strengthen linkages to the needs of society and the economy. Home office support includes planning and coordinating project activities such as short-term study tours by Afghan faculty, coordinating periodic planning meetings, and managing all project-related travel. Field-related support will entail acquiring and sending to the field resources that will advance the work of project managers, providing timely feedback on field generated plans and reports, and assisting with human resource management activities related to field staff and consultants.

Expectations and Desired Capabilities - We expect the Campus Coordinator to possess strong skills of time management, human relations, cross-cultural interaction and communication. The Coordinator should be a competent computer user, and an experienced and willing driver with a valid US driver’s license. Importantly, the Coordinator needs to be someone who is mostly resident in Amherst during school breaks and vacation. Experience working on large-scale project abroad preferred as is home-office experience managing field personnel.

If you are interested in this position, please send a one-page letter to Barbara Gravin-Wilbur by Monday, June 9, 2014 at bgw@educ.umass.edu, stating the following: the position(s) in which you are interested, why you are interested in that position(s), and your experience and expertise in relation to the qualifications listed (i.e., why do you think you would be good at this position)

POSITION CONTINGENT UPON FUNDING.

Assistantship  International Education Fall 2014
Department of Educational Policy, Research and Administration
Center for International Education Office and Program Management

One 10-hour/week assistantship - This position manages the main CIE office; is responsible for managing both the content and the setup for the weekly Tuesday meeting; manages the logistical arrangements for CIE events like the retreat, reception, tag sale and other community events; helps with general office management, including filing, doing the weekly schedule and other tasks to assist the financial manager as required.

Qualifications & Experience: good people management skills; experience in motivating people, planning and implementing group activities; good computer skills; experience with web support and database management desirable.

If you are interested in this position, please send a one-page letter to Barbara Gravin-Wilbur by Monday, June 9, 2014 at bgw@educ.umass.edu, stating the following: the position(s) in which you are Interested, why you are interested in that position(s), and your experience and expertise in relation to the qualifications listed (i.e., why do you think you would be good at this position)

POSITION CONTINGENT UPON FUNDING.
**CAMC Actions - Status**  
**AY 2013-2014**  
**Status (Board, Council, Committee)**

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| Minor Change EDUC 682 to EDUC 764 | CAMC, Fac. Sen. | approved |
| Minor Change EDUC 680 to EDUC 763 | CAMC, Fac. Sen. | approved |
| Minor Change to EDUC 870 (description) | CAMC, Fac. Sen. | approved |
| Minor Change to EDUC 641 (description) | CAMC, Fac. Sen. | approved |
| Minor Change to EDUC 689 (prerequisites) | CAMC, Fac. Sen. | approved |
| EDUC 621B - Race, Class & Gender in HE | CAMC, Fac. Sen. | approved |
| EDUC 674A - Intnl HE Policy | CAMC, Fac. Sen. | approved |
| EDUC 767 - Researching New Literatures etc. | CAMC, Fac. Sen. | approved |
| EDUC # chg 615O to 793E | CAMC | approved by CAMC, FS appr. pending |
| EDUC # chg 691C to 745 | CAMC | approved by CAMC, FS appr. pending |
| HELM Graduate Certificate programmatic change | CAMC, Fac. Sen. | approved by CAMC, FS appr. pending |
| Perm. # Req. 793W to 630 | CAMC, Fac. Sen. | approved by CAMC, FS appr. pending |
| EDUC 750 Apprentice to Research in Lang. Liter. & Culture | CAMC, Fac. Sen. | approved by CAMC, FS appr. pending |
| EDUC 503 Sheltered English Immersion | CAMC, Fac. Sen. | approved 9/13 |
| EDUC 797B Higher Education Policy | CAMC | approved for Fall 2014 only as Spec. Topics Sem. |
| EDUC 190A Education at the Movies, formerly 192A | DAMC, Fac. Sen. | approved as an experimental course |

Continued on page 8

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**ANNOUNCEMENT OF COMPREHENSIVE EXAMINATIONS**

**DIANA BONNEVILLE** June 5, 2014, 8:00 a.m., Room 151 Hills South.  
**Chairperson:** Dr. Sharon Rallis

**NOGA FLORY** June 6, 2014, 11:00 a.m., Room 151 Hills South.  
**Chairperson:** Dr. Sharon Rallis
Teaching Assistantships  
Department of Student Development

Two 10 hour/week teaching assistantships are available for fall 2014 for EDUC 305. EDUC 305 is designed to provide students with an understanding of the major historical and contemporary theories of human development and learning and their educational implications.

Responsibilities include: Maintaining class materials in MOODLE, supporting and overseeing undergraduate student learning, grading student work, managing the grading database, and general assistance to the instructor throughout the course.

Qualifications include: Excellent data management and computer skills, strong organizational skills, familiarity with Educational Psychology content, effective and efficient reading and writing skills. Candidates with prior experience as a Teaching Assistant for undergraduate courses preferred.

To apply, please send a brief letter of application and your resume, with names and email or phone contact information for at least two references, to Carey Dimmitt at cdimmitt@educ.umass.edu. Please use the term "EDUC 305" in the subject line of the email.

Assistantship  
International Education Fall 2014  
Department of Educational Policy, Research and Administration

Two or three 10 hour/week teaching assistantships for EDUC 229. These Assistants are part of a team contributing to the overall quality and experience of the students in EDUC 229 (Introduction to International Education) and responsible for a weekly group discussion as part of the EDUC 229 class.

Responsibilities include: Designing weekly session of approximately 1.5 hours; keeping all attendance and performance records of your small group; creating lesson plans for each session that correspond with weekly reading and focus on concepts stressed in the lecture; documenting lesson plans (in order to turn into class instructor); attending regular meetings with other TAs and class instructor to review class and devise innovative approaches to working with undergraduates; grading weekly papers, a mid-term paper and a final paper; facilitating one large lecture on a relevant topic; responding to student emails in a timely manner.

Qualifications: experience teaching; knowledge of international development and education; commitment to undergraduate student learning; flexibility and a good sense of humor.

If you are interested in this position, please send a one-page letter to Barbara Gravin-Wilbur by Monday, June 9, 2014 at bgw@educ.umass.edu, stating the following: the position(s) in which you are interested, why you are interested in that position(s), and your experience and expertise in relation to the qualifications listed (i.e., why do you think you would be good at this position.) POSITION CONTINGENT UPON FUNDING.
Teaching Assistantship  
Department of Student Development

One 10 hour/week graduate teaching assistantship is available for the fall 2014 semester to support the teaching of EDUC 701 for the School Counselor Education Concentration.

Responsibilities may include: Managing clinical training technology such as videotaping and recording equipment; developing, supporting, and coordinating school counseling practicum sites; supporting supervising practitioners; completing documentation of student practicum supervision involvement; maintaining and developing concentration materials, and other duties as assigned.

Qualifications include: The ideal candidate will be extremely knowledgeable about school counseling and licensure standards. The candidate must have excellent written and oral communication skills and excellent organizational skills. He or she must have the ability to work with faculty members, school counselors, public school administrators, the licensing office, and graduate students in the school counseling program. An appreciation of diversity and multi-cultural values in educational contexts is also required.

To apply, please send a brief letter of application and your resume, with names and email and phone contact information for at least two references, to Carey Dimmitt at cdimmitt@educ.umass.edu. Please use the term "School Counseling TA" in the subject line of the email.

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ANNOUNCEMENT OF COMPREHENSIVE EXAMINATIONS

**LOUISE BAHRY** June 3, 2014, 10:30 a.m., Room 163 Hills South. Chairperson: Dr. Jennifer Randall

**LETA HOOPER** June 5, 2014, 12:00 p.m., Room 100 Furcolo Hall. Chairperson: Dr. Margaret Gebhard

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FORMATION OF DISSERTATION COMMITTEE

**DANIEL DE LA TORRE** Proposed Dissertation Title: The history of Massachusetts transfer and articulation policies in contexts of evolving higher education system structure and coordination

Statement of Problem: State higher education systems use transfer and articulation policies to strengthen academic pathways between two-year/community colleges and four-year/baccalaureate institutions. These policies may vary in composition but typically rely on an established governance structure and systemic coordination to facilitate student transfer between educational sectors. The history of transfer and articulation policy formation in Massachusetts presents a unique case. From 1974 to 2009, transfer policy development involving the state’s two-year and four-year public institutions focused on distinct articulation components and procedural revisions. This series of ratifications took place, however, under different public higher education governance structures and comprised diverse policy environments. This study examines the creation of transfer and articulation policy in this evolving public higher education setting. Questions center on the prevailing higher education system governance structures and levels of coordination during each period of policy formation as well as the individuals and groups who participated in the various policy formation contexts.  

Chairperson: Dr. Ryan Wells
CAMC Actions - Status
AY 2013-2014

Status (Board, Council, Committee)

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Graduate Assistantship
Department of Student Development
Fredrickson Center for School Counseling Outcome Research & Evaluation

Two 10 hr/week project assistantships for summer 2014.

Responsibilities include: Assisting with grant writing, including conducting literature reviews, creating reference sections, editing different sections of the proposal, and formatting the final documents to sponsor specifications.

Qualifications include: Prior experience in grant writing.

To apply, send a cover letter and resume/CV to Karen Harrington at karenh@educ.umass.edu. Please write “CSCORE Assistantship” in the subject line.
**RESEARCH ASSISTANTSHIP**  Investigating Elementary Mathematics Teaching and Learning

**Department of Teacher Education and Curriculum Studies**
**Children, Families, and Schools Concentration**

Two 10 hr/week research assistantships the 2014/15 academic year starting in the fall 2014.

**Responsibilities:** Assisting in collecting of data at elementary school sites (including teacher or student interviews and classroom discussions), transcribing and coding of video and audio transcripts, scanning and analysis of student work, various administrative responsibilities as needed, participating in literature review, attending weekly or bi-weekly project meetings. Opportunities to assist in writing of conference proposals and manuscripts for publication.

**Qualifications:** A qualified candidate will possess research and organizational skills and be able to work independently. Candidates should also have (a) knowledge/background in mathematics education; (b) teaching experiences, preferably in K-12 or equivalent; (c) excellent research writing skills; and (d) previous experience in qualitative analysis (strongly preferred).

To apply, please send a cover letter describing qualifications and resume to Dr. Darrell Earnest at deearnest@educ.umass.edu.

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**Graduate Research Assistantship**
**Department of Student Development**

One 10 hr/week graduate research assistantship is available for the Fall 2014 semester.

**Responsibilities** include, but are not limited to: The student will act as a research assistant for Project Morphological Awareness in Practice (MAP), a study of a professional development innovation for science teachers and special education teachers working in secondary science classrooms. Project MAP will help teachers build the necessary knowledge about literacy, with an emphasis on vocabulary instruction, to support secondary students with specific learning disabilities included in general education science classrooms. The student will assist in the implementation, data collection, management, and analysis for Project MAP, as well as reviewing relevant research, planning and developing future research projects, and writing for conference presentations and publications.

**Qualifications include:** The ideal candidate will have strong writing and organizational skills, as well as excellent time management. The ability to work independently and collaboratively is required. Knowledge of one of the following is preferred: science instruction, reading instruction, secondary settings, students with learning disabilities, or research involving professional development & classroom observation systems.

To apply, please send a brief letter of application and your resume to Alexandra Lauterbach at alauterbach@educ.umass.edu.
Project Assistantship
Office of Academic Affairs

One 10 hour/week project assistantship is available for fall 2014 in the Office of Academic Affairs.

Responsibilities include: Assisting the Field Experience Specialist and Assistant Dean for Educator Licensure on various projects related to clinical experiences including the implementation of new state regulations related to practicum.

Qualifications include: Excellent interpersonal, organizational and communication skills. Technology skills are required, including the use of Tk20, Excel, email and maintaining student databases. Must have middle or high school classroom teaching experience. Previous supervision coursework and/or experience is recommended.

To apply, please submit a letter of application as an email attachment addressing the above responsibilities (which will be used as a writing sample) and resume to: Dr. Marge Magouirk Colbert, Assistant Dean for Educator Licensure, College of Education, University of Massachusetts Amherst, at magouirk@educ.umass.edu

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

NICHOLAS WILSON June 6, 2014, 10:00 a.m., Room 100 Furcolo Hall. “Interrogating the Divide: A Case Study of Student Technology Use in a One-to-One Laptop School.”
Chairperson: Dr. Florence Sullivan

FORMATION OF DISSERTATION COMMITTEE

DANIEL DE LA TORRE Proposed Dissertation Title: The history of Massachusetts transfer and articulation policies in contexts of evolving higher education system structure and coordination

Statement of Problem: State higher education systems use transfer and articulation policies to strengthen academic pathways between two-year/community colleges and four-year/baccalaureate institutions. These policies may vary in composition but typically rely on an established governance structure and systemic coordination to facilitate student transfer between educational sectors. The history of transfer and articulation policy formation in Massachusetts presents a unique case. From 1974 to 2009, transfer policy development involving the state’s two-year and four-year public institutions focused on distinct articulation components and procedural revisions. This series of ratifications took place, however, under different public higher education governance structures and comprised diverse policy environments.

This study examines the creation of transfer and articulation policy in this evolving public higher education setting. Questions center on the prevailing higher education system governance structures and levels of coordination during each period of policy formation as well as the individuals and groups who participated in the various policy formation contexts.

Chairperson: Dr. Ryan Wells
FORMATION OF DISSERTATION COMMITTEE

MOLLY FAULKNER-BOND  Proposed Dissertation Title: Understanding and Interpreting the Performance of English Learners on Assessments of Language and Academic Content

Statement of Problem: Approximately 10 percent of the US K-12 population consists of students who are learning the English language in addition to learning academic content in areas like English language arts (ELA) and mathematics. States are required to help these students, referred to as English learners (ELs), learn English as quickly as possible so that they can participate in academic settings where English is the language of instruction without needing special support. While they are learning English, however, ELs may struggle in English-only classrooms, and also may struggle to show what they know and can do on academic content assessments in English. Not surprisingly, achievement gaps between ELs and non-ELs are well-documented, as are differences in the meaning, reliability, and validity of test scores across the two groups. To expedite ELs’ transition out of EL status, and to ensure that EL scores are used and interpreted appropriately prior to their mastery of English, research is needed to shed more light on how ELs’ language development affects their content learning and performance. This relationship is likely a dynamic one that may vary over time as students’ English proficiency increases. It also may vary across students depending on background characteristics such as their home language, native language literacy, or age. Chairperson: Dr. Stephen Sireci

FORMATION OF DISSERTATION COMMITTEE

PEGGY MARTALOCK  Proposed Dissertation Title: Young children positioned as storytellers in the classroom: An examination of teacher-child interactions and the storytelling event

Statement of Problem: Children that do not have opportunities for wide ranging oral language experiences and exchanges may be at a disadvantage for later academic language and literacy development (Dickinson & Tabors, 2001; Hart & Risley, 1992, 2003; Watson, 2002). Research suggests that a salient feature of any curricular activity are the nature and qualities of the teacher-child interactions (Chapman, 2000; Copenhaver-Joahnos, Bowman & Rietschlin, 2009; Justice, Mashburn, Hamre & Pianta, 2008). Storytelling, or narrative, is recognized as a fundamental part of language, literacy, and overall sense-making of our world both culturally (Dyson Haas & Genishi, 1994; Engle, 1995) and theoretically (Bruner, 1990; Wright, C., Diener, M.L. & Kemp J. L. 2013; Vygotsky, 1978). Young children positioned as storytellers is not often a formal part of an early education curriculum. This research study targets two early childhood classrooms in a large, urban, public school district that are incorporating into their formal curriculum the activity of children as storytellers. This study explores the positioning of children as storytellers and the subsequent nature and qualities of adult – child interactions during storytelling events. Particular attention is paid to how storytelling interactions are used by teachers and children to support developing oral language capacities. Chairperson: Dr. Claire Hamilton

The Beacon will not be published during most of the summer. It will end publication with the June 26 issue. Publication will resume on August 7. Please plan accordingly. Thanks.
FORMATION OF DISSERTATION COMMITTEE

LAUREL PELTIER  Proposed Dissertation Title:  Special Education Leadership Practices that Support Post-School Success for Students with Severe Disabilities
Statement of Problem:  The primary purpose of this research project is to explore the connections between the skills and knowledge of special education leaders and transition outcomes for students with intellectual disabilities.  Specifically, this research project will explore the special education leadership practices employed by secondary transition programs that are supporting students with intellectual disabilities to access inclusive college-based classes and activities on campus.

Chairperson:  Dr. Mary Lynn Boscardin

FORMATION OF DISSERTATION COMMITTEE

CHERYL BROOKS  Proposed Dissertation Title:  Problem-Based Learning in STEM Education:  An Outcome-based Comparison to Internships
Statement of Problem:  Previous studies have identified the key skills and competencies that modern-day engineers and scientists need in order to be competitive in a global economy. However, a continued need exists for STEM workers who are better prepared for careers in the STEM fields. Thus, suggesting that there may be a gap between science and engineering education and practice. While studies indicate that students who participate in internships have improved technical and professional skills than those who have not participated in internships, researchers have not examined how problem-based learning compares with industry internships. This study will examine the learning outcomes of students who participated in these two types of experiential learning (internships and problem-based learning) vis-à-vis the skills that employers in the STEM fields are seeking. The implication of this study is that problem-based learning could provide an alternative mechanism for students to develop the technical and professional skills that are needed for STEM practice.

Chairperson:  Dr. Benita Barnes

We post news and information on the College’s Facebook frequently.
https://www.facebook.com/UMassSchoolofEd

Please Share The Beacon
If you receive the Beacon weekly, please send it to your listservs so that all students, staff, faculty and friends of the College have an opportunity to read it.