PROJECT ASSISTANTSHIP
Department of Student Development

10 hour/week project assistantship is available for Fall 2015.

Responsibilities include: assists the department with national accreditation reports; provides support gathering and analyzing department data; assists in planning in department meetings; supports department strategic planning and other college-and university-wide initiatives; any other duties as assigned.

Qualifications include: excellent written and oral communications skills; excellent organizational skills; ability to work with various campus constituencies including faculty members, administrators, and students. Priority will be given to doctoral students.

To apply, please send a resume to Judy Pierce @ judithpierce@educ.umass.edu on behalf of Dr. Mary Lynn Boscardin.
FORMULATION OF DISSERTATION COMMITTEE

MARY COAKLEY  Proposed Dissertation Title: Using Strategic Discourse for Building Understanding in Elementary Mathematics: What Do Teachers And Students Think?

Statement of Problem: The task of implementing the standards that dictate changes in pedagogy requires teachers to redesign the structure and culture of learning (Cuban, 2013). Most teachers use a top-down approach to instruction. A majority of what students do in the classroom involves whole group instruction, teacher directed assignments and independent work. It is taken for granted that teachers have the skills, especially the pedagogical content knowledge, to make these changes. Even those who embrace the student-centered approach do not have the expertise to implement instruction correlating to reform ideals (Kennedy, 2004). Furthermore, teachers and students are given little support or time to implement the changes. Specific recommendations about what teachers and students should be doing while learning mathematics has not been explicit or well communicated (Chohran-Smith & Fries, 2005; Putnam & Borko, 2000). These barriers form challenges that have resulted in years of superficial change.

Chair: Dr. Kathleen Davis

Research Assistantship - Small Group Learning
Department of Teacher Education and Curriculum Studies
NSF-funded research project

One 10 hour/week research assistantship position available for fall 2015.

Responsibilities include: The student will primarily work in a research project on small group learning in high school biology classes. S/he will assist with transcribing and initial coding of videotaped small group observations, literature reviews on collaborative small groups in STEM disciplines, data entry into SPSS, and writing for conference presentations and publications.

Qualifications include: The ideal candidate will have a background in Science Education or an equivalent discipline, and strong writing, organizational, and time management skills. The ability to work collaboratively as well as independently is required. Knowledge of quantitative and qualitative research methods is required. The online training program called Collaborative Institutional Training Initiative (CITI) for human subject investigators will need to be completed prior to hiring. For information see: http://www.umass.edu/research/training-and-education

Preference will be given to doctoral students.

To apply, please send a letter of application, your resume or C.V., and contact information for two references to Dr. Martina Nieswandt, mnieswan@educ.umass.edu.
Review of applications will begin immediately and continue until the position is filled. //

www.umass.edu/education
**TEACHING ASSISTANTSHIP**
Department of Teacher Education and Curriculum Studies

One 10 hour/week teaching assistantship available for fall semester 2015 for HUM DEV 270 Child Development.

**Responsibilities include:** assist with course preparation; monitor student attendance and Moodle communication; attend weekly meetings; attend all classes; provide 2 hours per week of scheduled office hours; provide feedback on students’ written work.

**Qualifications include:** excellent written and oral communication skills; organizational skills; ability to work with undergraduate students; knowledge of human development desirable. Doctoral students will be given priority.

To apply, please send a resume and the names and contact information of three references to Dr. Sally Galman at sally@educ.umass.edu.

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**Teaching Associate (TO) – Exploratory Track Seminar**
College of Education, Office of Academic Affairs

One 10 hour/week assistantship position available for fall 2015.

**Responsibilities** include: The TO will teach three sections of the new one credit, one hour a week Exploratory Track Seminar: Careers in Education to exploratory first year students. The Education Exploratory Track is for students interested in education as a career path in a variety of settings (e.g., formal, informal or international). Students who are thinking of pursuing a career in teaching at the early childhood, English as a Second Language, elementary, special education or secondary education levels (i.e., mathematics, science, English and history), or an advanced school professional career such as reading specialist, school counseling and school psychology will benefit as well from the Exploratory Track in Education. Students will be exposed to potential careers in education, learn about licensure requirements, and explore secondary majors that align with their career interests.

**Qualifications** include: The ideal candidate will have a background in education and teaching experience and strong writing, organizational, and time management skills. The ability to work collaboratively as well as independently is required.

Doctoral students only should apply.

To apply, please send a letter of application, your resume or C.V., and contact information for two references to Kim Drake (kdrake@educ.umass.edu). In the subject line of the email please put Exploratory Track TO. Review of applications will begin immediately and continue until the position is filled.

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[www.umass.edu/education](http://www.umass.edu/education)
The Beacon is posted to the college's web site every week.

http://www.umass.edu/education/news/beacon

The Graduate School’s Workshops
https://www.umass.edu/gradschool/office-of-professional-development
for more....

Monday, June 15  3:00 -4:00pm, 538 Goodell (Lounge)
Intro to Grant Searching for Postdocs
This session discusses the basic tools available to UMass postdocs looking for grants and presents some tips on applying for external funding. Geared toward the diverse funding needs of postdocs, this session will be relevant to those seeking funding for UMass-based work or to cover the next stage of their career. Pre-registration is requested.

Tuesday, June 23  12:00 -1:00pm, 538 Goodell (Lounge)
Brown Bag: Aligning your funding applications with your graduate career
Many grants and fellowships seek applicants at specific stages of graduate study. By understanding how these funding opportunities align with graduate education milestones (e.g. achieving candidacy, dissertation writing), students are better able to identify, plan and execute effective proposal submission strategies. Bring your lunch, we'll provide coffee to fuel our conversation! Pre-registration requested.

Tuesdays, June 23, July 14 & 28, and August 11 & 25  9:00am-1:00pm
1367 Du Bois Library
Summer Writing Series
We'll do the coffee; you do the writing! This bi-monthly writing group provides a designated time and place to write while caffeinated this summer. Writing in the presence of others is not only less lonely, but also leads to better accountability. Come late or leave early. First come, first served. Pre-registration is required.

The Beacon will not be published July 9, 26 or 23.
Please plan accordingly.
Thanks.
ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

TERRELL HILL June 16, 2015, time 1:30p.m. room 163 Hills South.
Chairperson: Dr. Kathryn McDermott

Teaching Assistantships
Department of Teacher Education and Curriculum Studies

Four 10 hour/week teaching assistants for fall 2015 for EDUC 503: Sheltered English Immersion (secondary sections). Please note that the exact number of TAs will be contingent upon enrollment. This assistantship begins September 6, 2015.

Responsibilities include: Attending all classes on Tuesday evenings from 5:00-7:30; attending a weekly planning meeting with other TAs under the direction of Dr. Gebhard; and leading a discipline-specific discussion section for secondary English, history, math, or science licensure candidates. In these discipline specific sections, TAs will take attendance; keep student performance records; implement weekly lesson plans; collect and evaluate students’ weekly assignments; provide feedback on course projects; and provide input on the assessment of students’ progress in the course. TAs will also be responsible for responding to students’ emails in a timely fashion and holding weekly office hours.

Qualifications include: A combination of content knowledge in a specific subject areas (e.g., math, science, history, English language Arts) and a knowledge of how to explicitly scaffold ELLs to using disciplinary literacy practices orally and in writing; a knowledge of sociocultural theory (e.g., Moll’s funds of knowledge; Halliday’s systemic functional linguistics, Vygotsky’s Zone of Proximal Development); and an ability to use these theories to design critical content-based units of instruction for secondary English language learners. In addition, applicants should have a demonstrated commitment to equity in education; a knowledge of the schooling experiences of ELL and the policies that shape these experiences; an ability to collaborate and communicate; and an ability to use technology to support teaching and learning (e.g. Word, PowerPoint, Excel, Moodle, Tk20).

Interested applicants should send a brief cover letter that includes the names of two former employers who can provide a telephone reference, and CV/resume to Dr. Meg Gebhard at gebhard@educ.umass.edu. The subject line should read TA 503 and specify the content area (e.g., TA 503 Secondary Science).

These assistantships are contingent upon enrollment and are only for fall 2015. Application deadline: July 1, 2015. Preference will be give to doctoral students.

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Interested in outdoor activities?
Check out our

Outdoor Activities Club
FORMATION OF DISSERTATION COMMITTEE

BRENDA MUZETA  Proposed Dissertation Title: Exploring the Experiences of African Refugee High School Students

Statement of Problem: The influx of refugees in most recent years has raised the number of Africans living in the US today. The population increased from about 80,000 in 1970 to about 1.6 million between 2008 and 2012. The refugee ACT of 1980 allowed large numbers of refugees to enter the United States. Recent African arrivals in U.S. urban high schools face challenges adapting to a new language and culture. There is still very little known about how African students experience school because most of the research on immigrant education has disproportionately focused on certain immigrant groups namely Asian, Latino and West Indian immigrant communities (Okwako, 2011). The study seeks to explore the experiences, perspectives, and identity (re)formation processes of African refugee high school students who migrated to the United States from African countries as refugees. This study is guided by two theoretical frameworks: the sociocultural theory of identity and the Afrocentric Theoretical framworks. One of my major goals of the study it to honor, recognize and bring to life the voices of African refugee high school students (ARHSS) through narrative inquiry. Understanding the needs of African students is crucial to their academic performance and success in U.S. public schools. The current power structure within the educational system is reflective of the power structure of an American society which leaves little room for the value of cultural paradigms that are not conceptually and culturally white (Akoma, 2007).

Chair: Dr. Kysa Nygreen

FORMATION OF DISSERTATION COMMITTEE

ILEANA VASU  Proposed Dissertation Title: Multiple Representations of the Fundamental Theorem of Calculus and Gender in the Enacted Curriculum

Statement of Problem: Calculus is the entry point to STEM fields of study. Many college students and especially female students who opt out of STEM fields of study, cite their experience with college calculus as the main reason they switched out of a STEM major. Calculus teaching at the college level remains dominated by an emphasis on drill and symbolic manipulation rather than on problem solving and sense making. Multiple representations of mathematical ideas are essential to creating mathematical habits of mind and to developing a robust understanding of mathematical concepts, yet multiple representations may not be emphasized in the typical college calculus course. The study identifies a possible gap in the existing mathematics education literature regarding connections between multiple representations of the Fundamental Theorem of Calculus as enacted in the calculus curriculum and the sense students make of this theorem. I hypothesize that students benefit from significant experience with multiple representations of the FTC to develop a deeper understanding and that the meaning made of the FTC is directly related to students’ experiences of the enacted curriculum. I further hypothesize that the use of multiple representations is especially related to mathematically productive learning experiences for female students. This study has potential to provide a more complete understanding of how multiple representations in the context of the classroom curriculum can support learning for all students.

Chair: Dr. Sandra Madden