Improving higher education in Afghanistan promotes the aspirations of girls and women while increasing opportunities for greater equality in a rapidly changing Afghan society.

Come hear Razia Karim, a graduate student in the College of Education, speak of her personal experiences and perspectives as an Afghan woman.

Karim has returned to Kabul, the capital of Afghanistan, to help rebuild Afghan society after spending much of her young life as a refugee in Pakistan. Karim will be joined by professor Joseph B. Berger to share insights gained through the Center for International Education's Higher Education Program in Afghanistan.

Refreshments will be available. All are welcome. No cost to attend.

Date: June 6, 2015  Time: 2:00 to 5:00 PM  Campus Center- Hadley Room, 10th Floor
Research Assistantship
Department of Educational Policy, Research, and Administration

One 5-20 hours/week (dependent on start date) research assistantship is available for summer 2015

Responsibilities include: This student’s primary responsibility will be supporting work on grant proposals focused on the use of electronic messaging to enhance student access to campus resources (e.g. financial aid, advising) and student success outcomes in a postsecondary environment. To do so, review of literature and technical writing will be required.

Qualifications include: The ideal candidate will have developed skills in grant writing and a solid understanding of technology as it relates to higher education. Strong writing, organizational, and time management skills are required, as is the ability to work both collaboratively and independently. Prior experience with Scott Long’s workflow system and Zotero are preferred.

Priority given to doctoral students. Position contingent on funding.

To apply, please send a brief cover letter and CV to Ezekiel Kimball at ekimball@admin.umass.edu.

Our 2015 Graduation Celebration

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

CHEYNE LEVESSEUR June 16, 2015 1:00 p.m. Room 151 Hills South. “Implementing Universal Social and Emotional Learning Programs: The Development, Validation, and Inferential Findings From the Schoolwide SEL Capacity Assessment.”

Co-Chairs: Dr. Sara Whitcomb and Dr. Jennifer Randall

FORMATION OF DISSERTATION COMMITTEE

MUHAMMAD NAEEM KHAWAJA Proposed Dissertation Title: How school principals respond to value conflicts between their ethical values and school policies in government schools of Azad Kashmir, Pakistan.

Statement of Problem: This study will investigate the process to resolve value conflicts between school law and principals’ ethical values in the context of government high schools of Azad Kashmir, Pakistan. The study will mainly focus on understanding and describing their responses during value conflicts between school law and their ethical values. The study will aim to understand if the participant principals use any clear moral framework to guide their decisions in such value conflicts.

Chair: Dr. Sharon Rallis
TEACHING ASSISTANTSHIP (TO)
Department of Teacher Education and Curriculum Studies

10 hr/week teaching assistantship for fall semester 2015 for EDUC 461. EDUC 461 is a reading and language arts methods course for undergraduate students seeking a minor in education. Begins in August 2015. Must be available Wednesdays 1:00-4:30 for classes, and office hours.

Responsibilities include: Planning and delivering weekly course instruction for one section of EDUC 461, evaluating student work, and holding regular office hours.

Qualifications include: Extensive knowledge of course content, experience teaching reading and ELA methods in U.S. K-5 schools, experience teaching at the college level.

Preferred qualifications include: Excellent oral and written communication skills; exceptional organization and time management skills; ability to manage and resolve conflict and to work independently; technology skills.

Preference will be given to doctoral students.

Please email a letter of application and CV to Dr. Denise Ives at dives@educ.umass.edu by June 6.

TEACHING ASSISTANTSHIP (TA)
Department of Teacher Education and Curriculum Studies

10 hr/week teaching assistantship for fall semester 2015 for EDUC 482E. EDUC 482E is a fieldwork course in reading and language arts for undergraduate students seeking a minor in education. Begins in August 2015. Must be available Wednesdays 3-6:30 for classes.

Responsibilities include: Securing field placements in local elementary schools; managing the online assignment of undergraduate student placements; serving as a liaison between university and P-12 schools; communicating with student teachers and supervising practitioners; directing five to six one-hour pre-practicum seminars; meeting regularly with the supervising faculty member about classes and placement logistics; managing practicum paperwork and evaluating student work; holding regular office hours, as needed.

Qualifications include: Excellent oral and written communication skills; exceptional organization and time management skills; ability to manage and resolve conflict and to work independently; technology skills.

Preferred qualifications include: Undergraduate teaching experience; experience teaching reading in elementary schools; experience placing and supervising students in the field; experience with Moodle and online sign-up websites.

Preference will be given to doctoral students.

Please email a letter of application and CV to Dr. Denise Ives at dives@educ.umass.edu by June 6.
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....

Grants & Fellowships

Monday, June 8   3:00-4:00pm, 538 Goodell (Lounge)
Intro to Grant Searching
This session discusses the basic tools available to UMass graduate students looking for grants and presents some tips on planning and applying for external funding. Pre-registration is requested.

Tuesday, June 9   9:00am-1:00pm, 904-08 Campus Center
National Science Foundation Doctoral Dissertation Improvement Grants Workshop
National Science Foundation Doctoral Dissertation Improvement Grants (NSF DDIG/DDRIG) award up to $20,000 to support doctoral dissertation research in many disciplines. In this session, members of the UMass faculty, OPD, and UMass Libraries will describe how proposals are reviewed and help participants develop successful application strategies. Panelists will offer tips for crafting Intellectual Merit and Broader Impacts sections, creating data management plans, developing an effective and feasible writing schedule, and managing submission logistics. This session is intended for domestic and international students planning a submission within the next six months. Lunch will be provided and pre-registration is required.

Thursday, June 11  12:00 -1:00pm, 610 Life Science Laboratories
National Institutes of Health F31/ F32 Info Session
This information session will provide an overview of the application processes for NIH Ruth L. Kirschstein National Research Service Award (NRSA) Pre-doctoral (F31) and Postdoctoral (F32) Fellowships. Potential applicants and faculty supervisors are encouraged to attend to learn more about the awards, review criteria, and strategies for crafting a competitive proposal. Lunch will be provided and pre-registration is required.

Thursday, June 11  3:00 -4:00pm, 538 Goodell (Lounge)
Intro to Grant Writing
Intended as a follow-up to Intro to Grant Searching, this session will focus on developing a competitive external funding application. We will outline common application elements and provide tips to craft a clear, cohesive proposal. While prior participation in Intro to Grant Searching is not required, it is assumed that participants will arrive with a basic understanding of how to search for external funding. Pre-registration is requested.

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, entering 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.
TEACHING ASSOCIATE
Department of Educational Policy, Research and Administration

One 15 hour/week teaching associate available for fall 2015 for EDUC 229 Introduction to International Education. This is a team-based learning course. The assistantship will begin on September 6, 2015, and end on January 16, 2016.

Team-based learning (TBL) is an instructional strategy that actively engages students in active learning and critical thinking and has four essential elements: (1) permanent work groups; (2) a Readiness Assurance Process; (3) peer evaluations; and (4) in class application exercises.

Responsibilities include: teach one team-based learning section with support from a teaching assistant; prepare and deliver mini-lectures on topics; create and implement class activities using TBL principles; prepare and facilitate student team learning activities during class; meet with the course lead faculty member and teaching assistants weekly; maintain student records (attendance, grades, etc.,) on Moodle; grade iRAT/tRAT exams, iQuizzes, activities, individual and team projects; facilitate tests for individuals who required accommodations; hold regular office hours; and respond to students’ emails and other inquiries.

Qualifications include: experience teaching; have knowledge about or willingness to learn the principles of Team-Based Learning as a teaching strategy; experience using learning management systems, such as Moodle; excellent written and oral communication skills; organizational skills; ability to work with diverse students; basic knowledge about international education and development issues.

To apply, please send a brief statement of qualifications and resume to Sangeeta Kamat at skamat@educ.umass.edu and Gretchen Rossman at gretchen@educ.umass.edu.

TEACHING ASSISTANTSHIP
Department of Teacher Education and Curriculum Studies

10 hr/week graduate assistanship for FALL 2015

Responsibilities: Assist for Education and the Movies (EDUC 190A), a large undergraduate General Education lecture course. This course offers a critical examination of race, class, gender and sexuality in films about education. The responsibilities of the position are: Attend and assist in facilitating class sessions; attend regular teaching-team meetings; assess student work; manage Moodle grade book; hold office hours; respond to student email and questions; participate in online discussions on the course website. Applicants must be available to attend class sessions, all of which meet on Tuesday and Thursday from 1-2:15pm.

Qualifications: Competitive applicants will have experience facilitating discussion-oriented workshops or classes; the ability to work independently and with a team; deep knowledge of academic literature on race, class, gender & sexuality in education (and/or film), educational sociology, and media literacy. Preference to doctoral students.

To apply: Submit a CV to: Professor Betsy McEneaney, coordinator TESI, emcenean@educ.umass.edu and to Professor Kysa Nygreen at knygreen@educ.umass.edu.
TEACHING ASSISTANTSHIP
Department of Educational Policy, Research and Administration

One 10 hour/week teaching assistantship available for fall 2015 for EDUC 229, Introduction to International Education. This is a team-based learning course. The assistantship will begin on September 6, 2015, and end on January 16, 2016.

Team-based learning (TBL) is an instructional strategy that actively engages students in active learning and critical thinking and has four essential elements: (1) permanent work groups; (2) a Readiness Assurance Process; (3) peer evaluations; and (4) in class application exercises.

Responsibilities include: assist with class preparation; prepare and deliver mini-lectures on topics; prepare and facilitate student team learning activities during class; attend weekly meetings; provide feedback on students’ written work; read all assigned course materials; create and implement class activities using TBL principles; maintain student records (attendance, grades, etc.,) on Moodle; grade iRAT/tRAT exams, iQuizzes, activities, individual and team projects; facilitate tests for individuals who required accommodations; hold regular office hours; and respond to students’ emails and other inquiries.

Qualifications include: have knowledge about or willingness to learn the principles of Team-Based Learning as a teaching strategy; excellent written and oral communication skills; excellent organizational skills; ability to work with diverse students; experience teaching; basic knowledge of international education and development issues.

To apply, please send a brief statement of qualifications and resume to Sangeeta Kamat at skamat@educ.umass.edu and Gretchen Rossman at gretchen@educ.umass.edu.

DOCTORAL STUDENTS WILL BE GIVEN PRIORITY. POSITION CONTINGENT UPON FUNDING.

FORMATION OF DISSERTATION COMMITTEE

JOHN HEFFERNAN

Proposed Dissertation Title: Cross-Sectional Study of Grades K-6 Students Solving Open Ended Elementary Engineering Challenges

Statement of Problem: Designerly play has been identified as a fundamental component of childhood learning (Baynes, 1994). However, as students enter grade one and beyond, the increasing academic focus has resulted in the loss of opportunities for designerly play (Zhao, 2012). At the same time, there are increasing calls to increase the number, skill, and diversity of STEM workers (Brophy, Portsmore, Klein, & Rogers, 2008). The robotics based Elementary Engineering Curriculum (Heffernan, 2013) - used by students in this study - and other similar projects have the potential to increase the STEM pipeline but the processes of students solving open-ended elementary engineering problems are not well-understood. More research is needed to understand how to teach engineering to students as their cognitive, motor, and social skills rapidly develop in elementary school (Alimisis, 2012; Crismond & Adams, 2012; Penner, Giles, Lehrer, & Schauble, 1997; Roth, 1996; Wagner, 1999). With the advent of NGSS (“Next Generation Science Standards,” 2012) and its use of engineering to teach science and the general need to increase the STEM pipeline (Brophy et al., 2008), the research is both needed and timely.

Chair: Dr. Florence Sullivan
TEACHING ASSISTANTSHIPS
Department of Educational Policy, Research and Administration

Two 15 hour/week teaching assistantships available for fall 2015 for EDUC 115. This is a team-based learning course. The assistantship will begin on September 6, 2015, and end on January 16, 2016.

Team-based learning (TBL) is an instructional strategy that actively engages students in active learning and critical thinking and has four essential elements: (1) permanent work groups; (2) a Readiness Assurance Process; (3) peer evaluations; and (4) in class application exercises.

Responsibilities include: assist with class preparation; prepare and deliver mini-lectures on topics; prepare and facilitate student team learning activities during class; attend weekly meetings; provide feedback on students’ written work; read all assigned course materials; create and implement class activities using TBL principles; maintain student records (attendance, grades, etc.,) on Moodle; grade iRAT/tRAT exams, iQuizzes, activities, individual and team projects; facilitate tests for individuals who required accommodations; hold regular office hours; and respond to students’ emails and other inquiries.

Qualifications include: have knowledge about or willingness to learn the principles of Team-Based Learning as a teaching strategy; excellent written and oral communication skills; excellent organizational skills; ability to work with diverse students; experience teaching.

To apply, please send a brief statement of qualifications and resume to Benita J. Barnes at barnesbj@educ.umass.edu.

DOCTORAL STUDENTS WILL BE GIVEN PRIORITY. POSITION CONTINGENT UPON FUNDING.

Graduate Assistantship
Department of Student Development
Center for Youth Engagement

One 10 hr/week project assistantship for fall semester.

Responsibilities include: Developing professional development training for science teachers in a juvenile corrections setting, working in a juvenile justice correctional system, supporting science classroom teachers in juvenile justice facilities, developing science curriculum using Universal Design for Learning principles, assisting with the adaptation of a biology textbook; assisting in the development of curriculum maps; traveling to correctional facilities, participating in weekly conference calls; providing writing support for grant reports; assisting in the dissemination process of project results.

Qualifications include: Prior experience with the juvenile justice system, a strong interest in juvenile justice education, a background in special education or science education, strong writing skills.

To apply, send a cover letter and resume/CV to Michael Krezmien at krezmienumass@gmail.com.