ZUMBA! WITH REBECCA WOODLAND
SATURDAY, FEBRUARY 4 10 A.M. FURCOLO 101
SPONSORED BY THE COLLEGE OF EDUCATION OUTDOOR ACTIVITIES CLUB
College of Education
Office of Research and Engagement
Research Fellowship BROWN BAG SERIES

SPRING 2017
FEBRUARY 9, 2017

Teaching Character for Educational and Social Mobility: An Exploratory Qualitative Study

Time: 12:30pm-2:00pm
Location: W016- Furcolo Hall

Kysa Nygreen
Katie McDermott

Unleashing Students’ Creativity: How Teachers Learn to Use 3d Printers to Transform Students from Passive Consumers to Active Creators of Content

Time: 12:30pm-2:00pm
Location: W016- Furcolo Hall

Torrey Trust
Robert Maloy

COLLEGE of EDUCATION
University of Massachusetts Amherst
SPRING 2017 REGISTRATION REMINDER

The last day to register for spring 2017 semester is Monday, February 6, 2017.

- Students not enrolled by that time will be routinely withdrawn by the Graduate School.

- If you are not registering for any courses or credits, you should enroll yourself for the Continuous Enrollment course (GRADSCH 999, class # 19438) before the end of add/drop on 2/6/17.

- All students are required to register each semester until their degree is awarded.

- For students who register for fewer than 5 credits or Continuous Enrollment, the health insurance is not automatic and they must contact University Health Services for coverage information (413-577-5192).

ANNOUNCEMENT OF FINAL ORAL EXAMINATIONS

NOGA FLORY, February 28, 2017, 1:30 p.m. room S167 Furcolo Hall. “Residence Directors as Residential Crisis Workers: Exploring the Role of Campus-Based Critical Incident Stress Management in the Mitigation of Compassion Fatigue.”

Chair: Dr. Sharon Rallis

MARTHA VON MERING, March 6, 2017, 10:00 a.m., room S125 Furcolo. “Using Social Network Analysis to Investigate the Diffusion of Special Education Knowledge within a School District.”

Chair: Dr. Mary Lynn Boscardin

FORMATION OF DISSERTATION COMMITTEE

SHAI MAA MOUSTAFA Proposed Dissertation Title: The Development of an Intercultural Perspective in a College Arabic Classroom in the United States

Statement of Problem: Much attention in the field of teaching Arabic as a foreign language (TAFL) has been paid to proficiency-based pedagogies due to political demands such as the national security concerns in the aftermath of 9/11 (Kramsch, 2005). The current alienating debates surrounding Arab culture as well as the increasing cultural contact due to trends of immigration emphasized the inadequacy of the proficiency-based pedagogies due to their primary focus on transfer of information. A major concern in TAFL was that Arab communities have continued to be portrayed as troubling presence in the U.S. due to issues of terrorism. Thus, shifting the methodological paradigms toward interculturalism became a persisting need (Byram, 2015) as it aides in complicating one’s understandings by bringing two different cultures into a mutual relationship that decenters fixed cultural representations. Most cultural research in TAFL attended to linguistic crosscultural aspects within the proficiency paradigm (Younes, 2014). There is a dearth of intercultural empirical studies that examine TAFL in relation to its cultural complexity.

Chair: Dr. Laura Valdiviezo
Previous issues of the Beacon are on the college’s web site.  
http://www.umass.edu/education/news/beacon-archives
Bjorn H. Nordtveit, associate professor in the department of educational policy, research and administration, is one of seven faculty members from across four colleges and schools who have been named Public Engagement Faculty Fellows by the Public Engagement Project (PEP).

An expert in international literacy and child protection, Nordtveit has worked for more than 10 years with UNESCO and the World Bank in education, mostly in South-east Asia and sub-Saharan Africa. As a fellow, he will produce a guide for education policy makers and practitioners, particularly those affiliated with the World Bank, on how to develop literacy programs.

Public Engagement Faculty Fellows will draw on their substantial research record to impact policy, the work of practitioners and public debates. The fellows, who receive a stipend and technical training in communicating with non-academic audiences, will also travel to Beacon Hill to share their research with lawmakers.
May 2017 Doctoral Degree Deadlines for Ed.D. and Ph.D. candidates filing to graduate for the May 2017 degree period

March 29, 2017 is the deadline to submit your TYPED Doctoral Degree Eligibility Form, TYPED Form D-9 (Result of Final Oral Examination) and one original signature page to Kristin Tyler, Office of Academic Affairs, Furcolo Hall.
- Submit your TYPED Doctoral Form D-8 and final draft of your dissertation to Kristin Tyler to schedule your final oral defense **4 weeks plus 2 additional business days in advance of the defense date** in order to meet the Graduate School’s 4 week deadline.
- Schedule your defense no later than March 22, 2017 to have time to make any necessary edits.
- Rooms are reserved by emailing the College of Education’s room request at: educ-roomrequest@educ.umass.edu
- March 29, 2017 is the deadline to submit your TYPED Doctoral Degree Eligibility Form, TYPED Form D-9 (Result of Final Oral Examination) and one original signature page to Kristin Tyler, Office of Academic Affairs, Furcolo Hall.
- The Doctoral forms are fillable and are found at the following URL. If you have any difficulty, please open the documents in Internet Explorer or Safari: http://www.umass.edu/education/students/current/advising-guidelines/doctoral-guidelines
- Please note that handwritten, incomplete, and/or incorrect forms will not be accepted.
- Kristin will submit these forms to the Graduate School.
- April 12, 2017 (by 4:30pm) is the deadline for you to electronically submit your dissertation and the Survey of Earned Doctorates to the Graduate School. **THIS IS A FIRM DEADLINE!**
Leadership team meetings minutes and agendas are posted here:
https://www.umass.edu/education/faculty-staff/faculty-resources/leadership-team
Steve Sireci in conversation with NPR’s education correspondent Eric Westervelt on the state of education under the Trump administration, and more,
Friday, February 17, 1:30 p.m.
Commonwealth Honors College Event Hall
157 Commonwealth Avenue   Umass Amherst

NEPR welcomes its Education Correspondent, Eric Westervelt, to UMass Amherst for a conversation on the state of education under the Trump administration, including the nomination of Betsy DeVos as Education Secretary, what the new travel bans implemented by President Trump mean for colleges and universities in the U.S., and more.

Westervelt will be joined on stage by Stephen G. Sireci, professor, educational policy, research, and Administration, and Director of the College of Education’s Center for Educational Assessment.
This event is free and open to the public.

The University of Massachusetts Amherst
Center for Research on Families’ Tay Gavin Erickson Lecture Series:
Jose Blackorby, Ph.D, Senior Director of Research and Development, CAST, Inc.
Thursday, February 16, 2017 | 4:00 p.m.
Room 804-808 Campus Center, UMass Amherst
FREE AND OPEN TO THE PUBLIC.

For more information visit: http://www.umass.edu/family  Contact: Angela Russo at angelarusso@umass.edu

Dr. Jose Blackorby will discuss the current status of Universal Design for Learning (UDL) policy, research and implementation, as well as new challenges the field faces that come with growth. UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It is being increasingly adopted by schools as well as by curriculum and technology vendors.

Blackorby serves as the Director of Research and Development for CAST and the Director of the Center for Education and Human Services at SRI. He has authored reports and articles that have provided important information for the development of state and federal policy regarding special education, education reform and innovation, charter schools, and human services. Currently, he is the PI on the National Study of Alternate Assessments, which is documenting states progress in implementing alternate assessment systems for students with significant cognitive disabilities.

This lecture is sponsored by the Center for Research on Families’ Tay Gavin Erickson Lecture Series. The Center for Research on Families (CRF) is an endowed interdisciplinary research center in the College of Social and Behavioral Sciences and College of Natural Sciences at the University of Massachusetts Amherst. The Tay Gavin Erickson Lecture Series brings internationally recognized speakers with expertise in family research to campus each year. The lecture series began in 1999 through an endowment established in memory of Tay Gavin Erickson.
**Publications**


**Presentations, Workshops, and Seminars**


Please send your information for the next issue of Spotlight on Research to educore@educ.umass.edu by Friday February 3, 2017
The purpose of the Graduate School/College of Education Graduate Fellowship Program is to promote the recruitment and retention of academically excellent students. Fellowships will be awarded to incoming doctoral students from across the College. At any one time, the College of Education will have seven active non-working Fellowships, with two allocated to each department and one allocated at the College level. The College will pay a stipend equal to a 20-hour working assistantship and will also pay for single health insurance. If students opt for family health insurance coverage, they will pay the additional cost.

Each Fellowship is dependent upon “department funding” (i.e., instructional or discretionary) of a graduate assistantship (at least 10 hours) for the second year.

The following are the guidelines for the submission of nominations.

- Nominations will come from the concentration faculty as they review their applicants for admissions.
- The graduate application (i.e., personal statement, letters of recommendation, transcripts and application itself), and resume or curriculum vitae will serve as the review file.
- Each concentration can nominate up to two applicants for fellowship consideration. Each nomination must have a letter of recommendation from a faculty member within the concentration. The nomination should include a proposed plan for second year funding.
- Nominations will go to the Department Chair for review.
- Each Department Chair will select one applicant to receive the Graduate School/College of Education Graduate Fellowship allocated to the department and forward the review file to the Graduate Program Director.
- Department Chair will rank order the remainder of the nominations and forward three applicant files to be reviewed and selected by an ad hoc committee.
- If a fellowship recipient declines the fellowship then the Dean and Graduate Program Director will return to the top ranked pool and consider whether to select another recipient.

**Deadline Dates**

Due to the limited time available to review applications and offer fellowships in a timely manner, these dates are firm:

- **2/10/2017** Concentration faculty members submit Fellowship Nominations and complete review file to the Department Chair.
- **2/14/17** Chairs submit the name and review file of the applicant recommended to receive the fellowship, allocated to the department, to the Graduate Program Director.
- **2/14/17** Chairs submit up to three additional nominations and review files (rank ordered) to the Office of Academic Affairs.
- **3/3/2017** Chair notifies the recipient of the award recommended at the department level.
- **3/24/2017** Office of Academic Affairs notifies Chairs and recipients of the remaining College awards.
- **4/14/2017** Recipients must notify Chair and Graduate Program Director that they will accept Fellowship Award.
The Institute for Teaching Excellence & Faculty Development
invites you to register for the following workshop:

**IMPLICIT BIAS AND MICROAGGRESSIONS IN THE COLLEGE CLASSROOM**

This event is part of the Spring 2017 TEFD Teaching & Diversity Professional Development Series. It is open to faculty, post-docs, and graduate students.

**Monday, February 13, 2:30PM - 4:00PM**

904-08 Campus Center
tefd@umass.edu to register

Whether conscious of it or not, instructors and students bring most of who they are to the learning environment, including their biases and stereotypes. This workshop is an introduction to the concepts of implicit, or unconscious, bias and microaggressions. The session aims to raise awareness about what constitutes expressions of implicit bias and microaggressions, how these negatively impact student learning, and what we can do to work against them in classroom settings.

**OBJECTIVES**

- Define implicit bias and the multifaceted nature of microaggressions.
- Develop awareness about what constitutes expressions of implicit bias and microaggressions in your classrooms.
- Reflect on your own blindspots: biases, stereotypes, assumptions that you hold about those different from yourself, and how those might affect perceptions and treatment of your students.
- Learn how to proactively challenge your own and others' biases, manage microaggressions, and foster a more inclusive learning environment in your classroom.

Publicize your events on the college’s calendar.
Send information about your department’s or concentration’s events, to
dms@educ.umass.edu
Send your info as early as possible— even months ahead of the event!

See the calendar http://www.umass.edu/education/news/calendar
7-minute movement meditation

12 noon
Wednesdays
Second floor Furcolo West bump-out.

Everyone is welcome.
It is easy to do.
And it really is only 7 minutes.

You’ll feel great afterwards

The Hub.
NEW HOURS

Monday – Thursday
  9-5:30
  Friday
  9-2

COLLEGE ACADEMIC MATTERS (CAM)

The CAM minutes are online
http://www.umass.edu/education/faculty-staff/faculty-resources/college_academic_matters

A brand is more than an identity; it encapsulates the way people think about an institution and the way an institution thinks about itself.

Refer to the UMass BRAND GUIDE when you write and design.
http://www.umass.edu/brand/