Dean Gerstl-Pepin,
Welcome
to the Umass Amherst
College of Education
WELCOME
our new staff member!

Andy Goulet
Assistant to the Dean

Where do you live? Easthampton, MA

What do you like to do when you are not working? I play a variety of musical instruments, write poetry, wash dishes, and walk around outside.

Do you have pets? I had a turtle once when I was a child that was too beautiful to name.

SAVE the DATE
for the College’s
GRADUATE STUDENT ORIENTATION
THURSDAY, AUGUST 31, 2017

Leadership team meeting minutes and agendas are posted here: https://www.umass.edu/education/faculty-staff/faculty-resources/leadership-team
Mei Lan Frame received a Summer 2017 Dissertation Fellowship from the Graduate School that will enable her to devote her summer to doing research and writing her dissertation. Her research focuses on legitimating norms, beliefs, and cultural values associated with China’s National College Entrance Exam (NCEE) and the impact these have on the enactment of policy reforms surrounding the NCEE.

Mahboob Morshed also received a Summer 2017 Dissertation Fellowship. He will spend the summer doing data analysis and writing his dissertation. Mahboob’s research investigates the lived experiences of immigrant Bangladeshi parents in western Massachusetts and how parenting serves as an important site for cultural and identity shifts for them in home, community and educational spaces in an era of globalization. While there is some research on Bangladeshi immigrant families located in large cities where they mainly live in their own ethnic enclave, there are apparently no studies of parents living in non-major immigration destinations such as Western Massachusetts where Bangladeshi immigrants are few in number, dispersed and live in predominantly white neighborhoods.

Stephanie Pirroni received a Fieldwork Dissertation Grant to support her efforts to collect data for her research during the 2017 year. Stephanie’s research compares the more traditional competency-based TVET approaches with the human-capability approach that shifts the emphasis from a focus on skills acquisition to a more holistic youth development approach. She will explore whether the human-capability approach encourages a broad range of outcomes such as social, cultural and economic wellbeing in the context of rural Colombia.

Shamo Thar was awarded a summer 2017 Pre-dissertation Fellowship. Her interests focus on Tibetan youth and children who are from remote and unrepresented regions in western China struggling with access to basic schooling and receiving a quality education. Shamo will work on polishing several draft papers she has written for submission for publication. The papers focus on applying cultural capital theory to investigate college access for Tibetan students in Western China, exploring factors that influence Asian students in STEM majors in the U.S., and examining the expansion of Chinese Higher Education. She will also work on developing both her conceptual and her practical comprehensive papers, including designing questions for a survey that she will use for a pilot study in China.
Announcements

Torrey Trust, assistant professor, TECS, received a emerging leader award from ISTE. This award is meant to honor those "leading the way in connecting technology to learning and preparing students for living and working in a connected world." Congratulations Torrey!

Sally Campbell Galman will be an invited panelist at the Vermont Folklife Center and University of Vermont’s Pulp Culture Comic Arts Festival and Symposium, October 19-21, 2017 at the UVM Fleming Museum. This symposium features some of the biggest names in comics, like Joe Sacco, Alison Bechdel and Art Spiegelman.

Publications


Presentations, Workshops, and Seminars


Presentations, Workshops, and Seminars cont.


 TableRow

Engagement

Sullivan, F.R. & Denner, J. (2017, June 21). Teaching computer science is great, but it is not enough: How to teach students to question the role of technology. Education Week.
http://www.edweek.org/ew/articles/2017/06/21/education-should-threaten-techs-status-quo.html

Please send your information for the next issue of Spotlight on Research to educore@educ.umass.edu by June 30
Wilson appointed to AAUW committee

Donna M. Wilson, Ed.D. '08 was appointed to a two-year term as a member of the College and University Relations committee for AAUW (American Association of University Women) in Washington, D.C. She will work with the national organization's personnel and nationwide affiliates in marketing and implementing the college/university partner membership, student affiliate and e-student affiliate programs. Wilson completed her doctorate in Higher Education Policy and Leadership under the guidance of dissertation chair Joe Berger.

Sullivan’s commentary in Education Week

Florence Sullivan’s commentary, “Teaching Computer Science is Great, But It’s Not Enough”, co-authored with Jill Denner, is featured in Education Week.

http://www.edweek.org/ew/articles/2017/06/21/education-should-threaten-techs-status quo.html

Faculty interviewed about STEM in China

Betsy McEneaney and Martina Nieswandt were interviewed by China Science Daily about STEM education during their trip in China.

http://news.sciencenet.cn/htmlnews/2017/6/379598.shtm
http://news.sciencenet.cn/dz/dznews_photo.aspx?id=28018

Galman panels at pop culture fest

Sally Galman is an invited panelist at the Vermont Folklife Center and University of Vermont's Pulp Culture Comic Arts Festival and Symposium, October 19-21, 2017 at the UVM Fleming Museum. She will speak about comics and ethnography. This symposium features some of the biggest names in comics, such as Joe Sacco, Alison Bechdel and Art Spiegelman, Galman says.
**Early Grade Reading Graduate Certificate Approved**

The College of Education’s Early Grade Reading in Developing Countries Graduate Certificate has been approved by the Faculty Senate!

The Early Grade Reading Graduate Certificate is the first university program that focuses specifically on early grade reading in developing countries.

This **15-credit, fully online** program was developed by the College’s Center for International Education and the international education concentration. It consists of **5 courses** and offers professional development for practitioners and policymakers working on early grade reading projects around the world.

All courses are offered via UMass Amherst Continuing & Professional Education. The program is coordinated by Cristine Smith and Kate Hudson.

For more information, see [http://blogs.umass.edu/egrcert](http://blogs.umass.edu/egrcert) or email egrcert@umass.edu.

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**COLLEGE ACADEMIC MATTERS (CAM)**

The CAM minutes are online

[http://www.umass.edu/education/faculty-staff/faculty-resources/college_academic_matters](http://www.umass.edu/education/faculty-staff/faculty-resources/college_academic_matters)

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**FRIDAY is the deadline for submissions to The Beacon**

- **Deadline for submissions** is 5:00 P.M. Friday for inclusion in the following week’s issue.

- **Please submit** notices of examinations and formation of dissertation committees to **Kristin Tyler** at ktyler@educ.umass.edu. These types of announcements will run for one week.

- **Please submit** news and announcements about departmental or concentration-related conferences, workshops, events and activities of interest to the college community to Denise Schwartz at dms@educ.umass.edu.

- **Do you have questions about content, format and how to submit?** Email dms@educ.umass.edu

Thank you.
FORMATION OF DISSERTATION COMMITTEES

BETHANY LISI  
**Proposed Dissertation Title:** Discovering the "Positive Deviants" among Early Career Female Faculty Members at Liberal Arts Colleges  
**Statement of Problem:** Much of the current discourse on early-career tenure track faculty work has highlighted the idea that faculty are surviving the system amidst low job satisfaction (O’Meara, Terosky, & Neumann, 2008). Words like “managing” and “navigating” imply faculty are finding ways to cope in their professional environments. Few studies have focused on the positive lived experiences of early-career faculty members as they approach their tenure review, concealing the work of those early-career faculty, particularly female faculty, who are thriving in the academy and their intentional approaches to create successful professional lives and careers. To elaborate, there are four key positions missing from the literature on early-career tenure-track female faculty: 1) studies that take an assets-oriented approach to studying this population; 2) studies that examine early-career professional growth in real time during the probationary period; 3) studies that document early-career faculty experiences at liberal arts colleges; and 4) studies that use a collective case study approach.  
**Chair:** Dr. Ezekiel Kimball

BHARAT RATHOD  
**Proposed Dissertation Title:** Dalit Academic Travelogues: Caste, Social Reproduction and Systemic Exclusion in Indian Higher Education  
**Statement of Problem:** Despite the demographic changes in Indian higher education, the spate of suicides by Dalit (lower caste) students in different elite institutions of the country that have come to light in the last decade, reveal deeper on going issues of discrimination, alienation, an exclusion that contradicts the assumption that access equals inclusion or greater equity. Few studies have reported that caste based discrimination and suicides of the Dalit students is pervasive in elite institutions. However, there is scarcely any research on the impact of the changed demographics in elite universities and its implications for the Dalit students, campus politics and campus climate. In this research, I argue that it is essentially important to develop a body of research on the journeys and experiences of Dalit students in Indian academia. This study focuses on the struggles, academic journeys and resilience of Dalit students that will provide us an understanding of how casteist mindsets and caste politics persist in the university life.  
**Chair:** Dr. Sangeeta Kamat

NATIA MZHAVANADZE  
**Proposed Dissertation Title:** Shaping teacher professionalism in post-socialist Georgia: A study of discourse, networks, practices  
**Statement of Problem:** This study aims to understand changing terrain of Georgian educational governance and policy making in the context of teacher professional development policies and explore how the tendencies of post-Sovietization coupled with advanced globalization introduce new discourses, mechanisms and practices of policymaking and how they affect more traditional actors and perceptions of good education in general and teaching more specifically.  
**Chair:** Dr. Sangeeta Kamat

BUS SCHEDULE NOW POSTED IN FURCOLO  
**NEW:** PVTA bus schedules are posted in Furcolo, just inside the N. Pleasant Street entrance, in the open area near the advising offices.
FORMULATION OF DISSERTATION COMMITTEE

CHRISTINA MONTE          Proposed Dissertation Title: Alternative Directives for Experiential Learning

Statement of Problem: Study abroad and service learning programs have seen tremendous growth over the past few decades in the setting of higher education (Bringle & Hatcher, 2011, Niser, 2010). Alongside this growth, institutions of higher education are experiencing pressure to become more globally connected and internationalized (Kreber, 2009; Rhoads & Szelenyi, 2011). With the “globalization of nearly everything (e.g. information, communication, research capacity, and the cross-border flow of problems and opportunities), institutional research and problem solving increasingly crosses borders, and broadens the meaning of campus internationalization” (Hudzik, 2010, p. 100). In addition, research reveals connections between civically engaged students and student success (grade point average and graduation rates) as well as positive influences associated with preparation for employment and personal well-being (Diversity and Democracy, 2012). Study abroad and service learning are experiential learning opportunities consistently recognized for producing positive outcomes in college student development (e.g., Crabtree, 2008; Eyler & Giles, 1999). The extent to which these experiences influence civic engagement in adulthood, however, remains unclear.

However, activities that promote engagement have been linked to educational attainment, and attaining higher levels of education has been identified as a predictor that increases the likelihood of being an engaged citizen, which include behaviors involving activities like voting, volunteering one’s time and services to non-profit organizations and membership in charitable associations (Stroup, Bunting, Dodson, Horne, & Portilla, 2013; Putnam, 2000). Activities associated with engagement fall within the category of prosocial behavior (Bekkers, 2004; Brown, 2002), which refer to that which is considered altruistic behavior and dependent on the moral qualities of the individual (Brown, 2002). Research reveals, however, that prosocial dispositions and behaviors are not necessary an outgrowth of attaining higher levels of education but rather the result of individual course content or educational experiences linked to engagement (Stroup et. al, 2013, Weerts & Cabrera, 2015).

According to the Association of American Colleges and Universities, study abroad and service learning are high impact college activities due to their profound beneficial effects on college students from many different backgrounds (Kuh, 2008). Many studies have explored outcomes associated with domestic service learning (Bringle & Hatcher, 1998; Stukas, Clary & Snyder, 1999; Moely, McFarland, Miron, Mercer & Illustre, 2002; Eyer, 2011) and general study abroad (Segalowitz, Freed, Collentine, Lafford, Lazar, & Diaz-Campos, 2004; Sieloff-Magnan & Black, 2007; Kiely, 2011) but few have looked at outcomes after college graduation. While service learning outcomes indicate students acquire increased social conscience, public responsibility, and civic participation (Batchelder & Root, 1994; Battistani, 1996; Bringle & Hatcher, 2007; Astin, Vogelgesang, Ikeda, and Yee, 2000), much of the evidence surrounding service learning has been self-reported immediately after the experience and based on limited evidence (Giles & Eyler, 1994). With study abroad now being looked to for its influence on global citizenship (Lewin, 2009), more research is needed on how this experience influences behaviors and dispositions after college. Research identifying how these activities influence civic engagement into one’s young adult life is necessary so that institutions can measure whether objectives are met. Chair: Dr. Ezekiel Kimball
FORMATION OF DISSERTATION COMMITTEES

MARISA FERRARO Proposed Dissertation Title: Retrofitting educators through sheltered instruction training: A longitudinal case study examining the impact of a five-year district-wide intervention effort

Statement of Problem: While there has been considerable attention the last decade given to the constructs of academic language development and its instructional implications for emergent bilinguals in school contexts (Fillmore & Snow, 2002; Echevarría, Vogt, & Short, 2013), less attention has been given to teacher practices that support academic language development (Bruna, Vann, & Escadero, 2007). The need for teachers to implement approaches that support culturally and linguistically diverse learners’ acquisition of academic language and content has outpaced the research of its effectiveness.

Knight & Wiseman (2006) concluded that research into the effectiveness of professional development programs for in-service teachers of emergent bilinguals is limited. It is precisely this gap in the research that this case study seeks to inform. This study will address an identified national priority for documentation and evaluation of professional development programs to inform teachers of academic language and those practices that support its development in the classroom (Anstrom, et al., 2010).

Chair: Dr. Laura Valdiviezo

JULI A NOVRI TA Proposed Dissertation Title: “Sustaining Peace from Campus to Community” - Students’ Opportunities for Promoting Campus Level Reconciliation - Case Study: Maluku, Indonesia

Statement of Problem: As the home for 18 to 25 years old youth group who represents diverse identities across regions, scholars argue that university provides an opportunity for students to proactively promote campus-level reconciliation that transcends communal division (Barakat & Milton, 2011). Yet, more research to support that aspiration especially on how to utilize that opportunity. My preliminary research (Comprehensive paper 2), shows that students who actively engage in reconciliation works face strong resistances from their ingroup members, including their peers, senior students, family members, lecturers, university leaders, and even local politicians. Without a strong political will from the university leadership and the government to support their reconciliation works, the challenges outweighs the opportunities.

Putting the student voice at the heart of this dissertation, this qualitative research will investigate students’ experiences of promoting campus level reconciliation at Pattimura State University (UNPATTI), the first biggest and only public university in post-sectarian conflict province, Maluku, Indonesia. The term of campus level reconciliation in this study refers to students led efforts in changing “the nature of adversarial relations between the adversaries and each of the parties’ conflict related needs, emotions, and cognitions” (Nadler et al, 2008, p. 4) from hostilities to friendship, in higher education setting, in this case, the Muslim and the Christian students at UNPATTI. Employing case study and phenomenological study, this study will contribute to healing and restoration process through the “clarity of consciousness and awareness of those who are transforming” (Stanfield, 2006, as cited in Mertens, 2010, p. 286), in this case the students of UNPATTI who have been promoting campus level reconciliation. This study will ultimately contribute to the growing body of knowledge on promoting and developing student agency for intergroup reconciliation that transcends communal division in higher education setting. Chair: Dr. Bjorn Nordtveit
FORMATION OF DISSERTATION COMMITTEE

JOSHUA BITTINGER  Proposed Dissertation Title: Pathway through High School to College Entrance and a STEM Major for Students with Disabilities: Three Proposed Models

Statement of Problem: There is a continued call to better understand the pathways into and through college for underrepresented populations in science, technology, engineering, and math (STEM) careers. The National Science Foundation (2015) highlights people with disabilities along with women and racial minorities as underrepresented groups in STEM. However, most of the research exploring this representation has focused only on gender and race/ethnicity. The pathway to a STEM career (Cannady, Greenwald, & Harris, 2014) is commonly thought to entail the path through college, but it actually begins before postsecondary education in high school and even middle school. Exploring the STEM pathway beginning in high school is important because students rarely reenter the pathway after high school and their plans serve as a good predictor of degree completion (Maltese & Tai, 2011; Syed, Azmitia, & Cooper, 2011; Tai, Liu, Maltese, & Fan, 2006). Limited findings suggest that students with disabilities are more likely to enroll in STEM majors in college (Lee, 2011), yet these students continue to be underrepresented amongst STEM degree holders. Chair: Dr. Ryan Wells

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

JOSHUA MARLAND, July 25, 2017, 12:00 p.m., room N113 Furcolo. “Investigating the Impact of Student Opt Out on Value-Added Measures of Teacher Quality.” Chair: Dr. Dr. Stephen Sireci

2017-18 FAC Season Tickets on Sale

Tickets for the 2017-18 season of performances at the Fine Arts Center are on sale now. Subscriptions and single tickets are on sale now by phone only at 545-2511 or 800-999-UMAS. Online sales will be available July 1 at www.fineartscenter.com.

Newman Center Summer Yoga

July 3—August 10, 2017, Mon/Tue/Wed/Thu 4:30 pm-6:00 pm

UMass Amherst Campus Handicap access available

$15 drop-in; plus session packages Contact yogauamass@yahoo.com
TEACHING ASSISTANTSHIP for EDUC167
Department of Teacher Education and Curriculum Studies

20 hr/week graduate assistantship for FALL 2017

Responsibilities: Assist for Education and Film (EDUC 167), 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 lecture; facilitate weekly discussion sessions; attend teaching-team meetings; grade student work; manage Moodle grade book; hold office hours; respond to student email and questions; provide administrative support. Applicants must be available to attend lecture on Tuesday and Thursday from 11:30-12:45pm.

Qualifications: Competitive applicants will have knowledge of critical research literature on race, class, gender & sexuality in education (and/or film), educational sociology, and media studies/media literacy; demonstrated understanding of and commitment to student-centered learning; experience facilitating discussion-based workshops or classes; knowledge of and experiencing using instructional technologies to facilitate large classes. Preference to doctoral students.

To apply: Submit a CV to: Professor Kysa Nygreen (TESI Coordinator and Instructor of EDUC 167) at knygreen@umass.edu. Please write “TA application” in the subject line.

GRADUATE ASSISTANTSHIP
Department of Student Development

One 10 hour/week graduate assistantship is available for the fall 2017 and spring 2018 academic year in the Department of Student Development to support the coordinator of the School Psychology Program handle management activities related to accreditation procedures.

Responsibilities include: Assisting with the data management within the TK20 portfolio system, aligning accreditation documentation, the student handbook materials, and the school psychology program website, and assisting with the organization of data for self-study reporting.

Qualifications: The ideal candidate must have excellent written and oral communication skills and excellent organizational skills. He or she must have the ability to work with various campus constituencies including faculty members, administrators, and students, and constituents across multiple professional accrediting bodies. Preference will be given to doctoral students.

To apply, please send a brief letter of application and your resume to Judy Pierce judithpierce@educ.umass.edu. Please put SCH PSYCH GA in the subject line of your email.
GRADUATE ASSISTANTSHIP
Department of Student Development

One 10 hour/week graduate assistantship is available for the fall 2017 and spring 2018 academic year in the Department of Student Development. The position will entail supporting the School Psychology Program’s Field Practicum experiences course EDUC 698Q.

**Responsibilities include:** Communicating with school-based personnel to help arrange field placements, assisting with course preparation and leading course discussions, coaching graduate students in the implementation of new testing and evaluation procedures, providing feedback on students’ written work and assisting in the evaluation of students’ performance, assisting with the documentation of clinical training and gathering data necessary to meet accreditation requirements.

**Qualifications:** The ideal candidate must successfully completed a EDUC 708 and EDUC 705. He or she must have excellent written and oral communication skills. The candidate must be able to work with various campus constituencies including faculty members, administrators, and students, as well as foster and maintain excellent relationships with school-based professionals in the community. The candidate must have an appreciation of diversity and multi-cultural values as they related to educational contexts. Additionally the ideal candidate must have strong organizational, time management skills, and be able to complete projects independently. Previous teaching experience is preferred. Preference will be given to doctoral students.

To apply, please send a brief letter of application and your resume to Judy Pierce judithpierce@educ.umass.edu. Please put EDUC 698Q GA in the subject line of your email.

GRADUATE ASSISTANTSHIP
Department of Educational Policy, Research and Administration

One 10 hour/week graduate assistantship is available for fall 2017 and spring 2018 in EPRA. The Associate Book and Media Review Editor will work closely with the Book Review Editor, Editor, and the Editorial Team for the Comparative Education Review.

**Responsibilities include:** selecting new books for review or for review essays that would be of interest to readers of the journal, given the journal’s mission; identifying qualified reviewers and inviting their reviews; maintaining correspondence with reviewers as they prepare their review manuscripts for publication and to ensure they are completed in a timely manner; editing of the book review manuscripts in consultation with the author(s) and the CER Editorial team in preparation for final publication; assisting during the administration and editing phase of manuscripts in coordination with the editorial team; coordinating activities with the editorial team to streamline publishing processes.

**Qualifications include:** The ideal candidate must have experience in international and comparative education, international development, have experience working overseas on international development education projects, have strong administrative and scholarly writing skills, be comfortable working with others, and be committed to meeting publication deadlines.

To apply, please send letter of interest and short resume to bgw@educ.umass.edu. Please put CER Associate Book/Media Review Editor in the subject line of your email.
TEACHING ASSISTANTSHIP
Department of Teacher Education and Curriculum Studies

A 10 hour/week teaching assistant is available for fall semester for Education 497I (Tutoring in Schools).

Responsibilities include: Teaching large and small groups in a team-based learning setting; coordinating field placements of tutors at local schools; responding to student writing assignments; and contributing to the development of the course open educational content wiki


Applicants should submit letter of interest and CV/Resume to Robert W. Maloy at rwm@educ.umass.edu

Seven-minute mindful movement meditation
Furcolo west, second floor bump out space
12:03 – 12:10
WEDNESDAYS

With Chanti; just stop by.

It’s not COE.
You’d think that the college’s acronym would be COE but it is not! COE refers to the university’s College of Engineering.
Please use EDUC or “Education” instead of COE.

Thanks.
Doors to the World 2017 Summer Institute: East Asia!
a global literacy initiative for educators

The Five Colleges Doors to the World Project, a program directed by Maria Jose Botelho, is convening its third summer institute for pre-K to grade 5 teachers, librarians, and curriculum specialists. As part of this weeklong experience with a focus on East Asia (i.e., China, Japan, and Korea), two events are offered that are open to the public.

Holly Thompson Author Talk
July 10, 7p to 9p at Hampshire College
Holly Thompson, author of the children’s book The Wakame Gatherers, will talk about her writing and issues of portraying culture. Originally from Massachusetts, Thompson has lived, worked, and raised a family in Japan, and her books reflect her bilingual, cross-cultural world. Talk will take place in the West Lecture Hall in Franklin Patterson Hall.

Tanabata Celebration
July 11, 6p to 8p in the Jones Library Woodbury Room
Join us for a family celebration of the East Asian tradition of Tananbata. Featuring stories, crafts, and snacks from China, Japan, and Korea, as well as a special storytelling presentation by Motoko. Children of all ages welcome!