THE COLLEGE OF EDUCATION'S

GRADUATION CELEBRATION!!! IT'S A PARTY!
THURSDAY, MAY 11, 2017
CAMPUS CENTER AUDITORIUM
5 PM - SOCIAL TIME
5:45 PM - PROGRAM BEGINS

Festive appetizers  Cash bar  Wear your party clothes!

Good food, camaraderie, candid and professional photo opportunities.
Our Graduation Celebration is ALWAYS a lot of fun!

WHO is invited: College of Education graduating graduate students and their families and guests; undergraduates receiving a degree in education and their families and guests; faculty and staff.

INFORMATION FOR GRADUATES ATTENDING THE CELEBRATION:

REGISTRATION TABLE: When you arrive at the celebration, please go to the registration table located at the entrance to the auditorium. We’ll provide graduates with a registration card that you will complete and keep with you until your concentration is called to the stage. If you do not fill out the card, your name will not be read during the program!

PROGRAM: When the lights dim, you will be asked to turn your attention to the stage. During the program, each concentration will be announced and at that time you will line up to the right of the stage. Your name will be read, you’ll cross the stage and shake hands with the Dean and your concentration coordinator. After exiting the stage, you’ll stop at the photographer’s location to have your photo taken. Then, you will be asked to go back to your seats so that others whose names are being called may have their moments on stage!
Spotlight on Research
from the Office of Research & Engagement

Presentations, Workshops, and Seminars


Miller, V. (2017, March). Why are the department heads so young? Pressures in managing the expansion of higher education in Ethiopia. Paper presented at the annual meeting of the Comparative and International Education Society, Atlanta, GA.


Nordtveit, B. (2017, March). Meet the editors: A panel convened by CER, CE, and JIED. Panel presentation at the annual meeting of the Comparative and International Education Society, Atlanta, GA.


Please send your information for the next issue of Spotlight on Research to educore@educ.umass.edu by Friday March 31, 2017.
Spotlight on Research
from the Office of Research & Engagement

Publications

Presentations, Workshops, and Seminars


We had an all staff meeting
on Tuesday, March 28 at 2:30 pm in Furcolo 101.
Our April meeting will include members of the college’s Leadership Team. It’s always interesting to hear what Dean Feldman, Joe Berger and others have to say. Please feel free to come to the meeting. It’s casual and conversational. We offer snacks and a chance to be with other staff members and get to know them better, which is always a good thing.

College of Education
tee shirts
will be available during UMass Gives.

If you make a $15 or more gift to the college’s Pay-it-forward fund on Thursday, April 27 you will receive a tee shirt in appreciation of your generosity. Watch the Beacon for details.
CRITICAL METHODOLOGIES SEMINAR SERIES presents

Tim San Pedro
Ohio State University

Wednesday, April 19, 2017
12:00-1:15pm
Furcolo Hall 101

Critical Listening and Storying: Sustaining Relationships Within and Beyond Research

Relying on intersections of Humanizing Research and Indigenous Research Methodologies, San Pedro discusses the importance of centering relationships through critical listening and storying. Doing so provides greater opportunities to co-construct shared truths and realities in our pluralistic society. This work is framed as Projects in Humanization, which attempts to remove the often times dehumanizing “slash” between researcher/participant and into more productive spaces where collective desires for educational, political, and social change may be forged because they come from places of mutual respect, reciprocity, and answerability.

Dr. San Pedro is an Assistant Professor of Multicultural and Equity Studies at The Ohio State University. His scholarship focuses on the intricate link between youth motivation, engagement, and identity construction. In addition to publications in scholarly journals, he is co-editor of Applying Indigenous Research Methodologies: Storying with Peoples and Communities (forthcoming).

FREE AND OPEN TO THE PUBLIC
- light lunch will be served -

UMass Amherst | College of Education

This event is cosponsored by the Department of Student Development / Social Justice Education and Department of Teacher Education and Curriculum Studies.

For event details, visit https://www.umass.edu/events. For more information on the seminar series, visit http://blogs.umass.edu/sjevoices
ISSR Seeking Qualitative Methodology Consultant for Fall 2017

The Institute for Social Science Research (ISSR) is seeking applications for an advanced graduate student with expertise in qualitative methods to join our staff of graduate consultants for our Research Consulting service for the Fall semester of 2017. This is a one-year position, with potential possibility for renewal.

The role of an ISSR consultant is to provide methodological guidance to students, faculty, and other researchers in the UMass community with their research projects. The primary job responsibility is to hold individual meetings with faculty and students in response to walk-in and email requests for assistance. In addition, each consultant prepares and delivers two workshops each semester on a research methods and/or analytical software topic.

The desired qualifications include:
Knowledge of and experience with interviewing methods
A minimum of intermediate knowledge of NVivo for Windows or demonstrated ability to self-teach

A friendly, patient, and helpful demeanor with a genuine interest in assisting others, and excellent communication skills are required for all applicants. A typical appointment is for 5 hours a week during the academic semester, depending upon need and availability. The position does not qualify for tuition remission or full health benefits, but would make a great source of supplemental income to a TA or RA position. Our past Methodology Consultants have done very well in the job market after completing their PhDs; having this experience on your CV is an additional benefit.

The ISSR Methodology Consultants are funded by support from the Graduate School.

To apply please submit a cover letter stating your research interests, scope and depth of methodological expertise (including a list of past graduate methods coursework). Also include your CV and contact information for at least two faculty references who can speak to your research and methodological abilities. Please submit this information to Dr. Jessica Pearlman, the ISSR Research Methodologist, at jpearlman@issr.umass.edu. The deadline for applications is April 7, 2017.
SAVE the DATES!

for TWO College of Education graduation events

Thursday, May 11
It’s our Graduation Celebration!
And it’s a party!
All College of Education graduating students are invited – family and guests welcome.
Campus Center Auditorium 5 p.m. Wear party clothes!

Saturday, May 13
Senior Recognition Ceremony
Goodell Building 8:30 a.m.
For our graduating undergraduates, their families and guests.
Caps and gowns. Reception following the ceremony

The university’s undergraduate and graduate commencement ceremonies take place on
Friday, May 12
GRADUATE EMPLOYEES

There is still time!

Take advantage of our **free dental** & **vision** plans & **$190 gym reimbursement**!

**CONTACT**

Leslie Edwards Davis
(413) 345-2156
uawdental@external.umass.edu

Benefits are not automatic.
Enroll online at hwtrust.geouaw.org/
between April 1 through April 15, 2017.
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.

- Assistantship notices will run in two issues. For information about preparing assistantship notices refer to the Faculty Resources pages (How to Write a Beacon Announcement) of our web site www.umass.edu/education. And speak to the appropriate department chair about the submission process for assistantship announcements.

- 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 dms@educ.umass.edu.

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

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ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

RAYOUNG SONG, April 20, 2017, 1:00 p.m. room W01 Furcolo.  Chair: Dr. Laura Valdiviezo

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ANNOUNCEMENT OF FINAL ORAL EXAMINATION

DURRYLE BROOKS, April 7, 2017, 1:30 p.m. room S125 Furcolo.  “Moving From Trauma to Healing: Black Queer Cultural Workers’ Experiences and Discourses of Love.”
Co-Chairs: Dr. Keisha Green and Dr. Kysa Nygreen

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FORMATION OF DISSERTATION COMMITTEE

DANI ELLE ALLESSIO Proposed Dissertation Title: Intelligent Tutoring Systems, Pedagogical Agent Design and English Language Learners
Statement of Problem: Interactive Learning Environments (ILEs), such as Intelligent Tutoring Systems (ITSs), provide opportunities for socially situated and distributed constructivist-learning experiences. These technologies are becoming more widely used in education (Koedinger et al., 2013; Kim & Baylor, 2015). Despite research indicating that ITSs and animated pedagogical agents enhance learning (Arroyo et al., 2011, 2013; Baylor & Kim, 2015; Domagk, 2010; Mayer, 2005) many ILEs are not designed with English Language Learners (ELLs) in mind. As a result, ELL students may experience difficulty assessing the relevant math content when using a Math ITS. However, ELL students are a large and growing population in U.S. classrooms (U.S. Department of Education, 2015). We need to know more about ELL learners may benefit from working in ITSs that feature pedagogical agents, including understanding how ELL students relate to the design of agents. Such knowledge will help improve ITS learning companions and potentially have a positive impact on ELL student affect and learning outcomes related to mathematics. Chair: Dr. Florence Sullivan
Dr. Antonia Darder
Leavey Presidential Endowed Chair of Ethics and Moral Leadership,
Loyola Marymount University

Antonia Darder is a distinguished international Freirean scholar. She is a public intellectual, educator, writer, activist, and artist. She holds the Leavey Presidential Endowed Chair of Ethics and Moral Leadership at Loyola Marymount University, Los Angeles, and is Professor Emerita of Education Policy, Organization, and Leadership at the University of Illinois, Urbana Champaign.

She holds a Distinguished Visiting faculty post at the University of Johannesburg, in South Africa; is an American Educational Research Association Fellow and the recipient of the Paulo Freire Social Justice Award.

In 2015, she was nominated for the prestigious Brock International Prize in Education.

Schooling the Flesh: The Body, Pedagogy, & Inequality

In this lecture, Antonia Darder draws on her extensive scholarship on Paulo Freire to talk about the politics of classroom life, and the relationship between students' bodies in the classroom and the social and material processes of knowledge construction.

Key principles of a ‘critical pedagogy of the body’ are elaborated through an examination of dominant ideologies, educational practices, and questions of inequality. This work is presented as necessary for ‘decolonizing the body’ within educational settings, and the transformation of educational practice.
JOIN A GREAT TEAM.
TEACH THIS SUMMER.
APPLY NOW.

IF YOU HAD A TEACHER WHO WAS, IN ANY SMALL OR SIGNIFICANT WAY, RESPONSIBLE FOR YOUR SUCCESS, YOU KNOW WHAT YOU NEED TO DO THIS SUMMER. **TEACH.**

**YOU ARE HUNGRY** for an inspiring intellectual challenge and ready to immerse yourself in an intensive summer experience that will push you to grow personally and professionally. You value contributing to a diverse community of learners who challenge and support one another. You celebrate successes and learn from failures. You believe in a better world for our children. You want to invest your best effort into creating summer learning opportunities for students. You are preparing for a career as a teacher, or you have no idea what you want to do with your life...but something about teaching interests you. You belong in our community. Learn more about the Summer Teaching Fellowship at generationteach.org.

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Application deadlines are the 6th of each month.
Our final deadline is May 15.
Apply early; positions fill very quickly.
The Five College Arts Integration Faculty Seminar Series Presents

Performed Ethnography for Critical Teacher Education: A Research and Teaching Program

Tara Goldstein
Professor, Ethnographer & Playwright
Ontario Institute for Studies in Education
University of Toronto

Friday, March 24, 2017
1:30 pm - 3:30 pm
102 Furcolo Hall
College of Education
University of Massachusetts Amherst

For more information, please contact Maria José Botelho at mbotelho@educ.umass.edu.

Sponsored by Five College Consortium; Hampshire College; Departments of Anthropology and Languages, Literatures, and Cultures, and College of Education of the University of Massachusetts Amherst; Mount Holyoke College; and, Five College Partnership Office.

FRI DAY, MARCH 24
102 Furcolo  1:30 p.m.

Monday – Thursday
9-5:30

Friday  9-2

PLEASE SUPPORT THE HUB
FORMATION OF DISSERTATION COMMITTEE


Statement of Problem: China's higher education cooperation with Africa encourages and creates a new and greater flow of ideas and personnel within regional blocs of the global South. The dynamics of cultural and educational exchanges should be analyzed within the context of the international political economy. On the one hand, China’s higher education engagement with African countries provides a wider range of opportunities that may help African students to compete and to develop a successful career in the growing global job market. On the other hand, however, there might be constraints on development in terms of the forms of current cooperation. Therefore, my research tries to distinguish China’s model from that of the traditional North-South cooperation, with a focus on China’s philosophies and practices in its engagement with Africa’s higher education and human capacity building. And my intended dissertation project will start from investigating whether a two-year or a long-term higher education experience in China leads to attitude change (including career and personal development) for African students, as well as exploring the role of Chinese universities in their engagement with Africa's higher education and motivations for African students to go to study in China. Both positive outcomes and negative impact of the higher education cooperation between China and Africa will be analyzed. Chair: Dr. Bjorn Nordtveit

FORMATION OF DISSERTATION COMMITTEE


Statement of Problem: The NRC’s Framework for K-12 Science Education and the related Next Generation Science Standards (NGSS) call for significant shifts in science teaching and learning. In order to meet these shifts teachers will need to provide many opportunities for students to make their thinking public, reason about complex ideas, and develop arguments and evidence-based explanations. Engaging students in dialogic pedagogies like Academically Productive Talk (APT) (Chapin & O’Connor, 2003, 2007; Michaels et al., 2007) that positions students as thinkers and knowers and is respectful, equitable, and focused on reasoning has been shown to lead to increases in student test scores, long-term learning, transfer to other disciplines, and increases in cognitive skills (Adey & Shayer, 2001; Bill et al., 1992; Chapin & O’Connor, 2004; Mercer et al., 2004, 1999; Resnick et al., 2015; Shayer, 1999). However, orchestrating APT is complex and rare in most classrooms. Little is known about the kinds of professional development experiences and instruction that can support this work nor how to support the teacher educators that provide this support in science (Heller, et. al, 2012; Wilson, Schweingruber, Nielsen, 2015). This study will examine teacher leaders involved in a PD program focused on APT and reform based instructional practices in science. The study will examine what aspects of APT these teacher leaders enact and what challenges they face as they try to implement practice based discourse with other teachers. Chair: Dr. Martina Nieswandt

ANNOUNCEMENT OF FINAL ORAL EXAMINATION – ROOM CHANGE

KERRY WEIR, April 6, 2017, 9:00 a.m. room N113 Furcolo. “The Leadership Experiences of Female Special Education Administrators.” Chair: Dr. Mary Lynn Boscardin
DROP-IN hour with Joe Berger

Thursdays, 11 a.m.-12 noon
in The Hub

This is a good time to run your ideas, concerns, thoughts and questions by our Interim Senior Associate Dean of the College and Director, Center for International Education.

Office of Research and Engagement (ORE)

Daily Office Hours: 8:30 am - 5:00 pm

Drop-in Hours

Monday: 10:00 am - 11:00 am
Tuesday: 2:00 pm - 3:00 pm
Wednesday: 1:00 pm - 2:00 pm
Thursday: 3:00 pm - 4:00 pm
Friday: 9:00 am - 10:00 am

Note these Commencement dates and events

Thursday, May 11 College of Education’s Graduation Celebration
Friday, May 12 UMass Amherst undergraduate and graduate Commencement
Saturday, May 13, College of Education’s Senior Recognition Ceremony
**SPRINGFIELD PUBLIC SCHOOLS**

**Teachers & Educational Specialists**

**Recruitment Events**

**2017-2018 School Year**

**When:**

**Wednesday, April 12, 2017**
PK-3, Elementary, Middle and High School
Critical Need Teachers-- Special Education
Teachers of Students with Moderate or Severe Disabilities
PK-3, ABA/Lab, Autism Program, Primary Learning Centers, Social/Emotional Program, Life Skills, Student Support, Language Learning Disability Program, Evaluation Team Leader & Sped Content area teachers.

Mathematics, Science and English as a Second Language Teachers

Vocational Teachers in the following areas: Electrical, Metal Fabrication, Carpentry, Design/Visual Comm., Health Assisting, Information Support Services & Networking.

**Thursday, April 13, 2017**
High School Teachers
All Content Areas Teachers of Students with Moderate or Severe Disabilities

Mathematics, Science and English as a Second Language Teachers

Vocational Teachers in the following areas: Electrical, Metal Fabrication, Carpentry, Design/Visual Comm., Health Assisting, Information Support Services & Networking.

**Tuesday, April 25, 2017**
Middle School Teachers
All Content Areas & Special Education Teachers of Students with Moderate or Severe Disabilities

Mathematics, Science and English as a Second Language Teachers

**Wednesday, April 26, 2017**
PK-3, Elementary, Middle and High School
All Content Areas & Critical Need Special Education Teachers of Students with Moderate or Severe Disabilities
PK-3, ABA/Lab, Autism Program, Primary Learning Centers, Social/Emotional Program, Life Skills, Student Support, Language Learning Disability Program, Evaluation Team Leader & Sped Content area teachers.

Mathematics, Science and English as a Second Language Teachers

**Thursday, May 4, 2017**
Professional Educational Specialists All Grade Levels

**Time:**

4:00 p.m.

**Where:**

Forest Park Middle School,
46 Oakland Street Springfield, MA

Bring 3 copies of your resume and be prepared to meet with school leaders and district administrators. For inquiries contact: Lucy Perez, HR Administrator for Recruitment & Retention at perezluc@springfieldpublicschools.com or 413 787-7180

Visit our website to view job postings and to apply today!

[www.springfieldpublicschools.com](http://www.springfieldpublicschools.com)

*The Springfield Promise: A Culture of Equity and Proficiency*
Nieto awarded two honorary degrees
Professor Emerita Sonia Nieto will receive two honorary degrees this spring: one from Rhode Island College (RIC) and the other from Ottawa University, Canada. RIC President Frank D. Sanchez noted that Nieto was nominated in part because of her commitment to RIC through Dialogue on Diversity, her academic expertise and her research.

Ottawa University’s President Jacques Fremont acknowledged Nieto as “one of the most important international voices for cultural openness and bilingual learning, a distinction” that she earned through her “academic rigour and commitment to the teaching profession.” He also noted that Nieto’s “dedication to diversity, equity and social justice in education has played a major role in shaping a whole generation of teachers and education professionals.”

Nieto will be awarded the honorary degrees at RIC’s 2016-17 spring commencement and at Ottawa’s 2017 convocation.

Leadership team meetings minutes and agendas are posted here: https://www.umass.edu/education/faculty-staff/faculty-resources/leadership-team

Office of Research and Engagement Workshops

OGCA—Resources for Grantseekers and Grantees

4/12 from 1:00-2:30 in Furcolo N113
Office of Grants and Contracts Administration staff will discuss resources and procedures for grantseekers and grantees.
Find Your Voice.
Speak Your Mind.

Full-time Mathematics teacher

The Academy at Charlemont, nestled in the foothills of the Berkshire mountains, has been providing an exceptional college-preparatory education to students for over 35 years. Rooted firmly in the classical tradition, and employing a progressive teaching method which honors each child as a learner, partner, and explorer, The Academy is a special place to work.

The ideal candidate would have some experience teaching mathematics at all levels and to middle and high school age children. Other responsibilities for this position include those that are normally part of a school commitment: coaching assignments (as applicable), advising, and other routine duties.

Prior experience teaching Math classes and a Master’s Degree are preferred. A candidate must also possess the interest and energy to thrive within a lively work pace, a genuine appreciation of adolescents, a sense of humor, and the ability to work as part of a team.

Candidates should apply online at http://www.charlemont.org/welcome/employment/.

Debra Horton ’83 was recently named as a 2017 Pioneer Valley Excellence in Teaching Award winner. Horton is a longtime educator who received her undergraduate degree through the Early Childhood Education program. Early in her career she served on staff at the University’s Human Development Laboratory School at Skinner Hall.

She currently teaches in a Sheltered English Instruction second grade classroom in the Westfield, MA Public School District.
What is #UMassGives?
#UMassGives is a 2-day online giving campaign using email and social media platforms to encourage people to give to their favorite part of UMass Amherst. For us, that’s the College of Education! The office of annual giving spearheads this effort.

When is #UMassGives?
#UMassGives begins at 12:01 am April 27 and ends at midnight April 28. The first day of #UMassGives coincides with the Founder’s Day picnic.

How is the College of Education participating in UMass Gives this year?
We created a new scholarship fund - inspired by our students and designed for all of us who care about benefitting another person in an altruistic way.

Announcing the Pay It Forward Scholarship Fund
a fund through which you can positively impact others in acknowledgement of the ways in which others have supported you.

During UMass Gives, donations of any amount allocated to the College of Education’s Pay It Forward Scholarship Fund will support a College of Education student who demonstrates his or her desire to pay it forward.

The recipient of the Pay It Forward Scholarship will be acknowledged at the college’s annual Scholarship Celebration.

Be a part of UMass Gives and Pay It Forward.

It’s easy. We’ll even help you make your donation. Details coming soon.
Here’s how our doctoral student Alicia Gonzales described her **pay it forward** philosophy:

“I am the recipient of the C. Lynn Vendien Professional Scholarship for 2016-2017. I hope that this brief story relays how important and what an impact this scholarship has had on me. A few weeks ago, Russell, my partner, and I were on a hike, and we were imagining our future after graduate school, and in this vision we have income!

He shared with me a few organizations and businesses that he plans on repaying for what they have paid him in resources and information. He asked me what I would love to give back to and I said without hesitation: ‘I would love to give to a scholarship fund, because of what they have done for me.’

Without scholarships, I wouldn’t have had the opportunity to work on a doctoral degree, and I know that repaying what so many people have paid to me will further the education of others- which I believe is so important!

So I thank all of you who have invested in us, **and I hope that we use our gifts to one day turn them into gifts for others**, both monetarily and non!”

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**Why pay it forward?**

Because you can.

Because you have the ability to positively affect someone’s life.

Because it encourages an attitude of kindness.

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**UMASS GIVES**

[www.umass.edu/umassgives](http://www.umass.edu/umassgives)
WORKSHOP: INTRO TO PROPENSITY SCORE MATCHING USING EDUCATIONAL DATA

This workshop will introduce propensity score matching, a quasi-experimental method for improving estimates of causal effects using observational data.

Friday, March 31, 2017
1.00pm -2:30pm
Furcolo W09
Tea and snacks will be provided
For questions: success@educ.umass.edu

This event is co-sponsored by the Center for Educational Assessment
Graduate School Summer 2017 Pre-Dissertation Fellowships

The Graduate School is pleased to offer a pre–dissertation summer fellowship for traditionally underrepresented students in doctoral or MFA programs in HFA, SBS, Education, Isenberg and Nursing. This fellowship is part of the Graduate School’s ongoing efforts to promote greater diversity and inclusive excellence at UMass and in academia more broadly.

Fellowship Description and Requirements:

- $4,000 non–working fellowship for the summer of 2017
- Fellows are expected to devote the summer months primarily to their academic work, e.g. preparing for comprehensive exams, prospectus defense, etc.
- Fellows are expected to submit a statement at the end of the summer, summarizing the progress of their work and anticipated date(s) of comprehensive exams, prospectus defense, etc.
- Fellows may not receive more than one Graduate School–funded fellowship in summer 2017 and should not have another significant source of summer funding.

Eligibility Criteria:

- Applicants must have completed at least two semesters in their PhD or MFA program by summer 2017 and must be in good academic standing.
- Fellowship recipients must not have more than one Incomplete grade on their transcript by the end of the Spring 2017 semester.
- Eligibility is limited to PhD and MFA students in the following colleges:
  1) College of Education 2) College of Humanities and Fine Arts 3) College of Nursing 4) College of Social and Behavioral Sciences 5) Isenberg School of Management
- Eligibility is limited to students from traditionally underrepresented groups in the academy, including but not limited to racial/ethnic minorities, women, first–generation college graduates, military veterans and LGBTQ people, and students representing international diversity.
- This fellowship is open to students of all nationalities who meet the eligibility criteria. We welcome applications by students from the countries directly affected by recently enacted travel restrictions.

Application Information and Deadline:

The application can be downloaded by clicking here or by going to the Summer 2017 Pre-Dissertation Fellowship webpage and clicking on the link under "Application Information and Deadline" at the bottom of the page.

A printed copy of the completed application should be submitted to the office of the Dean of the Graduate School, 514 Goodell, by 5:00 PM on Monday, April 3, 2017.

Questions:

Please contact Associate Dean of the Graduate School Barbara Krauthamer at barbara@grad.umass.edu
Colloquia Day
Spring 2017

“Critical” With/For Whom?: Doing Research on Tricky Ground

Wednesday, April 19, 10:30am-3:30pm
UMass Amherst, Furcolo Hall 101

10:30am  Welcome & Introduction
Dr. Korina Jocson with special guest Dr. Sonia Nieto

10:45-11:45am  Higher Education, Disability and Community Resources
Panel session with SJE and LLC doctoral students
Amari Boyd, Debra Glennon, Aurora Santiago-Ortiz

12:00-1:15pm  Critical Listening and Storying: Sustaining Relationships
Within and Beyond Research
Featured speaker: Dr. Tim San Pedro, Ohio State University

1:30-2:45pm  Youth Cultures, Languages and Literacies
Panel session with SJE and LLC doctoral students
Daniel Morales, Alisha Smith, Roehl Sybing, Andrew Torres

2:45-3:30pm  Multimedia Gallery - Furcolo Hall 102
Digital stories on researcher positionality (EDUC 797C)
Podcast “Applying Critical Pedagogy” (EDUC 618)

FREE AND OPEN TO THE PUBLIC
Join us for this gathering. Light breakfast and lunch will be served.
For related events, http://blogs.umass.edu/sjevoices
THANKS for READING!