THANK YOU

It was our best effort ever.
The College of Education raised $6610 from 138 gifts.
Announcements

Maria José Botelho has organized a symposium on “Identity Texts Reconsidered: Theoretical, Methodological, and Analytical Implications” that she will chair and present in for the Language and Literacy Researchers of Canada/ L’Association Canadienne des Chercheurs en Langue et Littératie SIG during the 45th Canadian Society for the Study of Education conference in Toronto, on May 29, 2017.

Maria José Botelho will direct the 3rd Summer Institute of the Five College Doors to the World Project at Hampshire College from July 9 to 14, 2017. This institute will focus on East Asia, that is, China, Japan, and Korea. Over 20 pre-K-to-grade 3 classroom teachers, literacy coaches, and librarians from several school communities across the United States will participate. These summer institute participants will study how cultural diversity is represented in children’s literature; contextualize children’s literature with the histories and cultures of East Asia; engage in dialogue with children book authors and illustrators, and children’s literature, culture, and critical literacy pedagogy specialists; and, design multimodal mini-units on select books so children can engage with their themes, words, and images through inquiry. This Doors-to-the-World initiative is funded with generous support from the Five College Center for East Asian Studies and the Freedman Foundation.

Presentations, Workshops, and Seminars


Please send your information for the next issue of Spotlight on Research to educore@educ.umass.edu by Friday May, 5
Thursday, May 11
It’s our Graduation Celebration!
Campus Center Auditorium 5 p.m.
All College of Education graduating students are invited - family and guests welcome. Faculty and staff attend, too! Wear party clothes!

Details
http://www.umass.edu/education/events/2017%20Commencement%20Events

PROGRAM

5:00 p.m.
Doors open - Hors d’oeuvres, beverages, cash bar.
Family and group photos at the left of the stage until 5:30 – first come, first served!

5:45 – 7:00 p.m.

Welcome
Robert S. Feldman, Dean, College of Education
Ray Sharick, Graduate Program Director

Recognition of Graduates
Rebecca Woodland, Chair, Department of Educational Policy, Research & Administration
Rich Lapan, Chair, Department of Student Development
Laura Valdiviezo, Chair, Department of Teacher Education and Curriculum Studies

Surprise and Thank you
Ray Sharick and Joseph B. Berger, Senior Associate Dean
WELCOME

our new staff member
Jennie Southgate
Department Administrator
Educational Policy, Research and Administration (EPRA)

Where do you live?
Hadley, MA

What do you like to do when you are not working?
Gardening, swimming and reading

Would you like to share what you did before you had this job with the college?
Prior to coming to the College of Education, I worked in the Department of Political Science providing administrative support for the graduate program and curriculum development. Before that, I worked at Hampshire College in the Dean of Faculty Office doing faculty personnel actions, curriculum management and other administrative duties.

Are you a member of any social, philanthropic or other organizations?
I am an active participant at the Fine Arts Center and support local community organizations such as ILI and Whole Children.

AND.....Do you have pets? If so, what kind and what are their names?
No pets at this point. I had my share of cats, guinea pigs, hamsters, chameleons, snakes, hermit crabs and ant farms over the years, and enjoy being able to travel without the worry of pet care now!

Leadership team meeting minutes and agendas are posted here:
https://www.umass.edu/education/faculty-staff/faculty-resources/leadership-team
Saturday, May 13
Senior Recognition Ceremony
Goodell Building 9 a.m.
For our graduating undergraduates, their families and guests.
Caps and gowns. Reception following the ceremony

PROGRAM

Procession
Welcome
Dr. Robert S. Feldman
Dean of the College of Education

Remarks and Presentation of Medals
Dr. Laura Valdiviezo, Chair,
and Dr. J. Camille Cammack
Department of Teacher Education and Curriculum Studies

Student Presentation
Graduating Students

Thank You and Farewell
Dr. Jennifer Randall
Associate Dean for Academic Affairs

Reception and Refreshments
ANNOUNCEMENT OF COMPREHENSIVE EXAMINATION

ADENA CALDEN, May 9, 2017, 2:00 p.m., room W227 Furcolo.
Chair: Dr. Sandra Madden

FORMATION OF DISSERTATION COMMITTEE

MEI LAN FRAME      Proposed Dissertation Title: Reform, Reaction, and Reproduction: China’s National College Entrance Exam and the Issue of Institutional Legitimacy
Statement of Problem: My 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. Prior to 2014, the NCEE was sole criterion for university admission; however, nationally-mandated reforms to the NCEE system now require consideration of artistic achievement, social service, and personal and moral character. Due to the competitive nature of higher education and lack of a “formal” assessment structure for these added criteria, the 2014 reforms have garnered criticism from administrators, teachers, parents, and students. Through a case study of stakeholder perspectives at a high school in China, my goal is to assess the way in which the former NCEE system structures, interprets and circumscribes the views and actions of those who are affected, and thus understand forms of resistance and barriers involved in moving from one type of educational “selection” mechanism to another.
Chair: Dr. Bjorn Nordtveit

FORMATION OF DISSERTATION COMMITTEE

MING-HUI TAI      Proposed Dissertation Title: Supporting Students’ Help-seeking Behavior and Math Learning in an Intelligent Tutoring System
Statement of Problem: Many intelligent tutoring systems (ITSs) provide helpful features to support individual student learning. The goal is to help students learn more and better, at their request at their own pace (Aleven, McLaren, Roll & Koedinger, 2006). Help seeking is a process in self-regulated learning (Roll, McLaren, & Koedinger, 2011). Students with good help-seeking behavior may positively influence their domain-level learning outcomes. However, the challenge is that students usually do not use help features effectively (Aleven, McLaren, Roll, & Kodinger, 2006; Aleven, Stahl, Schworm, Fischer, & Wallace 2003). While intelligent tutoring systems usually support individual learning, there is little research that explores whether student collaboration within an ITS positively enhances domain learning, particularly in the area of help seeking behavior. This study aims to understand whether 6th grade students improve learning and help-seeking behavior in collaboration with a math intelligent tutoring system.
Chair: Dr. Beverly Woolf
A few photos from the GHEAR workshops held on campus this week.

The Worldwide Universities Network’s Global Challenge in Higher Education and Research (GHEAR) addresses the sources, mechanisms, and social structures that give rise to today's higher education challenges, and works collaboratively across the network to propose reform policies for international research and education.

Focus of the WUN GHEAR Global Challenge in 2016-17

**Access** - How do educational policies and practices promote equity of opportunity to succeed in university and beyond?

**Mobility** - How does higher education respond to and facilitate greater mobility of people, learning, and knowledge?

**Investment** - How can financial resources be more effective and efficient in promoting access, mobility, quality and relevance in higher education?

Participants in the 2-day workshop included:

Anthony Andrew, Adjei, University of Ghana
Benita Barnes, University of Massachusetts
Ibrahim Bedi, University of Ghana
Joseph Berger, University of Massachusetts
Gerardo Blanco Ramirez, University of Massachusetts Boston
Nigel Brissett, Clark University
Lijo Chacko, Government to Citizen Changemakers Foundation
Om Parkash Dhankher, University of Massachusetts
Graeme Earl, University of Southampton
Eleonora Gandolfi, University of Southampton
Mohamed Good, University of Massachusetts
Shane Hammond, University of Massachusetts
Fred Hayward, Worldwide Universities Network
John Hearn, Worldwide Universities Network
Katherine Hudson, University of Massachusetts
Susan Jim, Worldwide Universities Network
Sangeeta Kamat, University of Massachusetts
Razia Karim, University of Massachusetts
Suzan Kommers, University of Massachusetts
Sadaf Latafat, University of Massachusetts
Anna Lewandowska, Leeds University
Chia-Yi Lin, National Cheng Kung University Taiwan
Grace Liu, Worldwide Universities Network
Deborah McAllister, University of Auckland

Pilar Mendoza, University of Missouri
Alex Neill, University of Southampton
Katherine Newman, University of Massachusetts
Angela Niazmand, University of Massachusetts
Ebenezer Owusu, University of Ghana
Mamokgethi Phakeng, University of Cape Town
Christopher Sauer, Maastricht University
Emilee Simmons, Leeds University Business School
Ann Singleton, University of Bristol
Cristine Smith-Crispin, University of Massachusetts
Shamo Thar, University of Massachusetts
Hanni Thoma, University of Massachusetts
Kalpen Trivedi, University of Massachusetts
Anthony Welch, University of Sydney
Ryan Wells, University of Massachusetts
Ximena Zuniga, University of Massachusetts
**Trust receives AERA award**

Torrey Trust, assistant professor, learning technology, and ISTE Teacher Education Network president 2016-17, received an award at the recent AERA conference in San Antonio for Best Paper for the Special Interest Group-Instructional Technology.

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**Rallis receives AERA award**

Sharon Rallis, Dwight W. Allen Distinguished Professor, educational policy, research and administration, received the 2017-18 Distinguished Scholar Award from the Research on Evaluation Special Interest Group at the recent AERA conference in San Antonio.

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**Chapley receives Teacher Recognition Award**

Stacey Chapley, a master's student in secondary teacher education and a science and health teacher at Frontier Regional School, South Deerfield, Mass., has been named one of five recipients of the 2016-17 Teacher Recognition Awards by Amgen Biotech Experience. Amgen sought nomination for this award from colleagues, departments and students to identify five teachers in Massachusetts who go above and beyond implementing the ABE labs in their classrooms.
The HUB is closing for the season.
It will be open next week, Monday, Tuesday and Wednesday
9 a.m.—3 p.m.
Wednesday, May 10 is its last day of operation
until fall semester begins.

More awards!

Our alumnus Kyung T. Han won the
NCME Annual Award, which
recognizes exceptional achievement
in multiple categories.

Our alumna Linda Cook received the
NCME 2017 award for career
contributions to educational
measurement.
Seeking nominations for CAM

Jennifer Randall is seeking nominations for an at-large position on the College Academic Matters Committee. Please self-nominate by contacting Jennifer at jrandall@educ.umass.edu

Debra Horton, BA 1984, was recently named 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, Mass. Public School District.

Norm Gold, EdD 1981, sent us the following: “I just received the 2017 newsletter and read it with great interest. I loved reading the profiles of current/recent graduate students and seeing how the core principles of the College of Education continue to resonate: I sense ongoing commitment to equity and social justice in all that you do. I wanted to share how my experience in the 1970s (on campus from 1974-77) solidified the course of my career in education, and how encouraged I am that the work of the College continues.

I am leading an exciting California-wide, three-year project to guide and mentor a group of early- and mid-career professionals who are committed to carrying on work of advocacy and leadership for quality education for English Learners -- students in our schools who are immigrants or children of immigrants. English Learners are among the most vulnerable students in our schools; as you know, they and their families are facing an increasingly hostile national environment. We are so fortunate to have allies here in California, and to know that reinforcements are on the way from incubators of talent as resilient and persistent as the UMass College of Education.”
TEACHING ASSISTANTSHIPS
Program Supervisors--Early Childhood Licensure

Teaching assistantships for FALL 2017 for Program Supervisors for the Early Childhood Licensure Program, Department of Teacher Education and Curriculum Studies. Supervision of students seeking early childhood licensure PreK-2 with and without disabilities; responsibilities include observations, giving verbal and written feedback, problem solving with and supporting practicum students, supporting supervising practitioners, conducting three-way meetings, conducting debriefing sessions with students, timely completion of ongoing documentation of student performance, attending weekly seminar meetings on Monday mornings, attending program supervisor meetings twice a month.

Qualifications: Classroom teaching experience (PreK-2 preferred). Excellent communication and problem solving skills.

Applicants should submit letter of interest, resume, and names and contact information for two references to Sally Galman sally@educ.umass.edu and Camille Cammack at jcammock@educ.umass.edu.

Please include Early Childhood Program Supervisor Application in the subject line.

Application deadline: May 30, 2017

Pam Hollander, EdD 2005, has a new book, Readiness Realities: Struggles and Successes During the Transition to College, which looks at her 20 years of experience teaching first-year college students and argues that the conversation about college readiness is crucial in relation to K-12 public education and higher education.

Read more at https://www.sensepublishers.com/catalogs/bookseries/other-books/readiness-realities/.