Between November 13 – 17, 2017, please join the school psychology program and their student organization, the University of Massachusetts Amherst School Psychology Association, in celebrating the nationally recognized School Psychology Awareness Week (SPAW)!

This year’s awareness week theme is “Power Up! Be a Positive Charge” which encourages us all to take small action steps that will lead to positive change.

**-- JOIN US! --**

Starting on Monday, November 13th you’ll find “Positive Charge” lightbulbs posted in the central Hub area of Furcolo. We encourage all students, faculty & staff to stop at these light bulbs and post a note highlighting how you and/or other members of our community are taking small steps that result in positive change. In honor of SPAW, let’s light up Furcolo with positivity!
Read these deadlines please

Graduating at the February 2018 degree period?

12/1/2017 (December 1) is the deadline to submit forms to Kristin Tyler, Office of Academic Affairs, to file to graduate at the February 2018 degree period for the M.Ed., Ed.S., and doctoral degrees as follows:

**M.Ed.:** Typed M.Ed. Degree Eligibility Form (Non-thesis Students) and typed Form M-2

**Ed.S.:** Typed Ed.S. Degree Eligibility Form and typed Form ES-2

**Doctoral:** Typed Doctoral Degree Eligibility Form, typed Form D-9 (Result of Final Oral Examination), and one original signature page

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Previous issues of the Beacon are on the college’s web site.
http://www.umass.edu/education/news/beacon-archives

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Do you have a message for the College’s monitors?
Send it two weeks in advance of the event or activity’s start date (please) to dms@educ.umass.edu

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**Ask Steve the education librarian**
Steve McGinty, education librarian, holds office hours in The Hub, Tuesday afternoons from 3:00 to 4:00. You can ask him anything about the libraries and education!

**Drop by – no appointment needed.**
Can you help?
Teacup raffle to benefit your favorite charity

The College of Education’s annual Winter Teacup Raffle to benefit the UMass Community Campaign (UMACC) will be coming up soon in December.

This event is a fundraiser for local charities and for raising awareness about UMACC.

Any faculty, staff, or students who would like to be involved with planning and facilitating this event, please contact Jennifer Masztal at jmasztal@educ.umass.edu by Friday November 17 if interested in
Announcements

Sangeeta Kamat, EPRA, has been named an editor for a newly released journal. Philosophy and Theory in Higher Education is an international refereed scholarly journal committed to advancing understanding of the role(s) and purpose(s) of higher education. The journal strives to be inclusive in scope, addressing topics and issues of significance to a wide range of scholars and practitioners concerned with the relationship between higher education and society. Rigorous submissions informed by diverse philosophical and theoretical orientations, including, but not limited to, critical theory, existentialism, feminism, queer theory, post-colonialism, Marxism, liberalism, poststructuralism, postmodernism, and posthumanism will be welcomed.

If you are interested in submitting your work to the PTIHE Journal, please view our open call(s) and submit here: https://ptthe.submittable.com/submit.

Next Special Issue call for papers - 'Imagining the Future University' - Abstract submission deadline December 15, 2017.

Publications

Theresa Austin, TECS, co-authored the chapter, "Using music for deconstructing immigrant discourses: A critical analytic approach." This chapter "encourages teachers to use popular music as a vehicle for critically unpacking ideologies about immigrants. The book the chapter is a part of offers educators who are not currently engaged with supporting immigrant students to become aware of the issues that affect undocumented students and their families. The text offers various strategies to work as advocates for and with undocumented youth." The entire proceeds from the sales of the book will go to support undocumented youth.

Publications cont...

**Bharat Rathod, doctoral student, EPRA**, explores a “microaggressions theory to illustrate implicit, subtle and complex forms of caste-based microaggressions that appear prevalent in university campuses in India. A taxonomic classification of caste-based discrimination indicates four types of microaggressions conveyed to lower caste students by the higher caste groups. The microaggressions framework facilitates new theoretical ground to comprehend caste-based invisible forms of discrimination. Further, it raises critical awareness of how discrimination operates in everyday institutional life, as well as the need for institutional interventions to stop caste-based microaggressions.”


**Presentations, Workshops, and Seminars**

**Brahim Oulbeid, doctoral student, TECS**, argues that “Non-native speaking college teachers of Arabic value their value their group membership as NNS practitioners despite the challenges of juggling the teaching loads within institutional contexts where they are subject to anxiety because of lack of support and mentorship. Implications for research point to the need for Arabic language programs to revisit the language- culture dichotomy and provide preservice teachers with strategies to cope with the challenges of their classrooms and the realities of their institutional settings.”


**Laura Valdiviezo, TECS**, aims at “understanding the meanings and cultural practices of four generations of women of both, Andean and Spanish descent, who lived in the central Andes in Peru. This testimonial work collects the stories of some of the women who both lived and visited the chacra. These are stories of women in the periphery and the way they positioned the language of power, Spanish, and their intimate language Quechua.”

20TH ANNUAL GRADUATE STUDENT CONFERENCE

Empowering Education

NOVEMBER 29, 2017
6:45-9:30 PM  FURCOLO HALL

SPONSORED BY THE COLLEGE OF EDUCATION AND ITS CONCENTRATIONS: LANGUAGE, LITERACY, AND CULTURE; CHILDREN, FAMILIES, AND SCHOOLS; SOCIAL JUSTICE EDUCATION AND THE HERITAGE LANGUAGE CIRCLE & TEACHER EDUCATION AND CURRICULUM STUDIES STUDENT ADVISORY COMMITTEE

ORGANIZED BY THE STUDENT ADVISORY COMMITTEE OF THE LANGUAGE LITERACY AND CULTURE, BILINGUAL, ESL AND MULTICULTURAL EDUCATION, READING AND WRITING PROGRAMS IN COLLABORATION WITH THE OFFICE OF RESEARCH AND ENGAGEMENT

COLLEGE OF EDUCATION
University of Massachusetts Amherst
Maloy and Malinosky’s new book “Wiki Works” published

Wiki Works: Teaching Web Research and Digital Literacy in History and Humanities Classrooms by Robert Maloy and Allison Malinosky shows how teachers and students working together as learning partners can use interactive wiki technologies to transform the teaching of history and humanities topics through web-based research and inquiry-based learning.

In its e-text and print editions, the book presents teaching strategies and technology integration examples from the resourcesforhistoryteachers wiki and other open educational content wikis.

Written for K-12 history/social studies and humanities teachers, college and university-level teacher educators, and college students who are preparing to become classroom teachers in middle and high schools, there are separate chapters on using teacher and student-made wikis to address curriculum standards, teach web research and digital literacy, explore dramatic historical events, develop historical biographies, connect influential literature, discuss special topics, and build flipped learning instructional lessons.

Robert W. Maloy coordinates the history and political science teacher license program in the College of Education. He is co-author of seven books including Transforming Learning with New Technologies and We, The Students and Teachers: Teaching Democratically in the History and Social Studies Classroom. Allison Malinosky is a History and Global Studies Teacher and Academic Technologist at the Williston-Northampton School in Easthampton, Massachusetts. She is also a doctoral candidate focusing on technology integration and the preparation of new teachers.

Because of the Thanksgiving holiday, there will be no Beacon next week.
**CI E’s blog- read, contribute**

The Resources on International Education blog was created by the College’s Center for International Education (CIE) to share information and resources related to writing, research and professional development.

Shamo Thar, resource coordinator at CIE, tells us that it is updated frequently.

[https://ieresourceblog.wordpress.com/blog/](https://ieresourceblog.wordpress.com/blog/)

If you would like to contribute any piece, resource, or idea to the blog please contact Shamo at  xmaotai@umass.edu

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**Because of the Thanksgiving holiday, there will be no Beacon next week.**

UMass winter scene
SEND NEWS and MORE

Please send information that you think will be of interest to our faculty, staff, and students to dms@educ.umass.edu. Items about meetings, awards, workshops, changes, processes, and news and links to interesting articles about education and other subjects are welcome.

SEND PHOTOS (Identify who is in the photo if you can and indicate if you have permission to use it!)

NOTE: Spotlight on Research is compiled by the Office of Research and Engagement (ORE). For Spotlight send your news to educore@educ.umass.edu.

Thanks.

Our acronym is EDUC

PLEASE USE EDUC instead of 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!

The College’s calendar of events and meetings is at
http://www.umass.edu/education/news/calendar

Please send information for the calendar to dms@educ.umass.edu.
EDUC 593A TECH TOOLS SHOWCASE
DEC. 6 3PM-4:30PM
FURCOLO 101 (MAC LAB)

Learn, Explore & Connect
Looking for new digital tools to enhance teaching and learning? Students in EDUC 593A (Teaching & Learning with Technology) will be hosting an open house in the Furcolo Mac Lab to showcase a collection of tools for empowering learners, assessing learning, supporting global collaboration, and supporting knowledge construction (see ISTE Standards for Students). Come explore new tools, receive one-on-one support for setting up tools, and engage in fruitful discussions about teaching and learning with technology.
