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!
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.

Do you have a message for the College’s monitors? Send it to dms@educ.umass.edu
Support your favorite charities with UMACC!

The UMass Amherst Community Campaign is an employee benefit that allows faculty and staff to donate to any charitable organization through payroll deduction, check/cash, or credit card.

Giving through UMACC instead of directly to the charities helps streamline the donation processing with one lump sum instead of multiple individual donations, which helps the charities save on labor and allows more time to focus on their mission.

Everyone who donates through UMACC will receive tickets to a performance from the Department of Music and Dance in the spring semester of 2018 and will be entered to win a $300 Amazon gift card, round-trip airfare for two, UMass hockey tickets, and more.

The Community Campaign is running now until December. Any employee can sign-up to donate $1 per payroll deduction for a $26 yearly donation. See how easy it is to donate by visiting http://www.umass.edu/umacc/

THANK YOU! Jenn Masztal, coordinator of UMACC in the College of Education
Contact Jenn at jmasztal@educ.umass.edu
Announcements

Dr. Theresa Austin of the Language, Literacy and Culture Concentration in Department of Teacher Education and Curriculum Studies presented at the La Cosecha Conference in Albuquerque, New México. The national conference gathers together educators from all types of institutions to promote the multilingual education. Dr. Austin's paper, entitled "Promising Practices: Community Building through Storytelling" introduced three inquiry projects that were used to inspire classroom activities aligned with standards to help involve students in recognizing unsung heroes in their communities. From sociolinguistic research, she drew promising literacy practices using photo voice and narratives that inspire community activism by teachers, parents and students to advocate for their communities.

Presentations, Workshops, and Seminars


Zhu, J. (2017, December). The competing sound changes in the dialects of immigrant communities in Linyi City. Paper presented at the Third Edinburgh Symposium on Historical Phonology, and hosted by the Department of Linguistics and English Language and the School of Informatics at the University of Edinburgh.


Please send your information for the next issue of Spotlight on Research to educore@educ.umass.edu by Friday November 11, 2017
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
Does it Get Better? Longitudinal Perspectives on LGBTQ Well-being from the UK and Canada

Prof. Nathaniel Lewis
Tuesday, Nov. 14, 2017  4-6 p.m.  903 Campus Center

Nathaniel Lewis is a Lecturer (Assistant Professor) in Human Geography at the University of Southampton, UK. He is originally from Albany, New York, and came to Southampton following positions at the University of Nottingham, UK, and Dalhousie University in Canada. His research focuses on migration and health in LGBTQ populations, and he is currently interested in how both of these evolve across both age and historical time. His work can be found in journals such as Health & Place and Social Science & Medicine, as well as in edited collections such as Masculinities & Place. Nathaniel’s visit at UMass is funded by a Research Mobility Programme Fellowship through the World Universities Network.

This talk is sponsored by the School of Public Policy, the Departments of Economics and Community Health Education, and the UMass Queer Youth Research Group.

FORMATION OF DISSERTATION COMMITTEE

JUAN RUIZ-HAU  Proposed Dissertation Title: BORICUAS IN HIGHER EDUCATION: AN ANALYSIS OF PUERTO RICAN LIFE STORIES OF OPPRESSION, RESISTANCE, AND SURVIVAL ALONG JOURNEYS TO THE DOCTORATE

Statement of Problem: More than two thirds of four-year, public colleges and universities in the United States reported increases in graduation rates from 2003-2013 (The Education Trust, 2015). While Hispanic/Latinx became the largest minority population in the United States by 2004 (U.S. Census Bureau, 2004)—and despite the rising enrollment rates for Hispanic/Latinx students (35%) (Pew, 2016)—less than half (15%) are graduating from postsecondary institutions, as compared to their Black (22%), White (41%), and Asian (63%) peers. By disaggregating the Hispanic/Latinx population, educational disparities become more apparent. Puerto Ricans are the second largest Hispanic subgroup after Mexican Americans, accounting for 9.5% of the U.S. Hispanic population in 2013 (Pew, 2013). While they enjoy higher levels of education than the U.S. Hispanic population writ large, just 18% of Puerto Ricans ages 25 and older have at least a bachelor’s degree, as compared to 64% of White students (Education Trust 2016). This suggests that the financial, economic, and non-pecuniary benefits associated with college degree attainment (i.e., job security, specialization, and upward socioeconomic mobility; less reliance on public assistance; community support through taxation; employer-provided retirement and long-term health; parental involvement and their children’s educational outcomes; and social and civic participation) remain just out of reach to many Puerto Ricans. Popular explanations of the low degree attainment rates for Hispanic students often rely on outdated deficit-perspectives (i.e., underprepared, undersocialized, etc.), which only serve to further undermine and marginalize their voices. Instead, this work offers to add to the discourse the voices of Puerto Ricans whom have successfully navigated their journeys to the doctorate as a way to offer strengths-based perspectives into the discussion on degree attainment. This work emphasizes the cultural habits of successful students that help foster within-group kinship and sense of belonging. A more developed sense of belonging through active participation in the campus environment has been tied to measurable outcomes such as increased persistence, higher GPA, number of credits completed, and greater satisfactory academic progress (Hausman, Schofield, & Woods, 2007; Hurtado & Guillermo-Wann, 2013). Chair: Dr. Ezekiel Kimball
Madden and Gonzalez’ “Nurturing Persistent Problem Solvers” published

An article by Sandra Madden, associate professor, mathematics, science and learning technologies, and graduate student Alicia Gonzalez, was published in the November/December issue of Mathematics Teacher, a journal of the National Council of Teachers of Mathematics.

This Focus Issue on “Nurturing Persistent Problem Solvers” offers stories that illustrate how to nurture persistence and “inculcate in students the experience of feeling ... the thrill of overcoming difficulties.” Madden and Gonzalez' article, “Heart Work,” identifies some keys for teachers to use in supporting students in becoming persistent problem solvers.


The Mathematics Teacher is devoted to improving mathematics instruction from grade 8-14 and supporting teacher education programs. It provides a forum for sharing activities and pedagogical strategies, deepening understanding of mathematical ideas, and linking mathematics education research to practice.

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

CHRISTINA MONTE, December 6, 2017, 2:30 p.m. room N173 Furcolo. “Learning Prosociality Through Experience: Modeling the Outcomes of Postsecondary Study Abroad and Service Learning Using ELS:2002 Data.” Chair: Dr. Ezekiel Kimball

CANCELLED - FINAL ORAL EXAMINATION

NI NA PAPADOPOULOS, November 16, 2017, 9:00 a.m. room 130 Montague House.
Chair: Dr. Ash Hartwell
Education in Emergencies Reading Group - Friday Nov 17

Are you interested in education in conflict/post-conflict areas, refugee education, etc? We are a small group of graduate students who meet once in two weeks (every other Friday) to read and discuss an article related to these topics.

This semester, readings have included a life history approach to refugee life and educational trajectory in Uganda and participatory research with youth on gang violence in Guatemala. Readings are chosen by group members.

Our next meeting is Friday November 17, **10.30 am – 11.30 am** at Montague House 120.

Drop us a line and we can put you on the mailing list to receive the readings. We’d love for you to join us!

Questions? Email Kayla (kboisvert@umass.edu) or Eunice (ekua@umass.edu)

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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!**

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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