FORMATION OF DISSERTATION COMMITTEES

ANDREA D. DOMINGUE  Proposed Dissertation Title: 'Our Leaders are just We Ourself': Black College Women's Leadership Experiences at Predominantly White Institutions. Statement of the Problem: Black women college students have a collective history of marginalization and discrimination within systems of higher education (Brazzell, 1996; Turner, 2008). Unlike their white women and back men counterparts, these women have unique social location in regards to their racial and gender identity where they experience multiple types of oppression from dominant groups and the target groups they are socially assigned (Collins, 2000; Harris-Perry, 2011). While research argues that leadership development is vital to the college experience as an opportunity to empower and engage students in social change, often the implementation of these models fails to consider how racial and gender identity of student influence leadership development of student peer interactions (Byrd, 2009; Kezar & Moriarty, 2000). The purpose of this study is to examine the specific leadership experiences of black women undergraduate and graduate students at a predominantly white institution.

Chairperson: Dr. Maurianne Adams.

DAVID H. SHANNABROOK  Proposed Dissertation Title: "Using Tablet Touch Movements to Detect User Affective State." Statement of the Problem: An intelligent tutoring system depends upon an accurate student model to make pedagogical decisions, and the student's affective state is an important component off this model. Yet computer sensors to detect affective state can be invasive and complex. Touch actions on a computer table could provide predictive data of the student's affective state. A methodology of detecting user affective state from these touch movements will allow affect awareness in a non-invasive practical manner. Designing the affect detection model will require a method of capturing student touch data in an environment where their affective state is known.

Chairperson: Dr. Beverly Woolf.

Everyone has been asking... School of Education’s GRADUATION CELEBRATION
Thursday, May 9    Campus Center Auditorium  5-7 p.m.

The Beacon Deadline is FRIDAY
- Please submit general news and announcements to: dms@educ.umass.edu by 5:00 P.M. on Friday for inclusion in the following issue.
- All assistantship notices will run in two issues.
- Please submit notices of examinations and formation of dissertation committees to Linda Guthrie. These types of announcements will run for one week.

http://www.umass.edu/education/news/beacon
The 15th Annual
School of Education’s
Language, Literacy, and Culture concentration’s
GRADUATE STUDENT CONFERENCE

Friday, April 19, 2013
4:00–9:30 p.m.
Lincoln Campus Center – 8th floor
(discounted garage parking available)

Featuring:


In addition:

- Graduate student paper and poster sessions
- Data analysis workshop
- John Gumperz & Leo van Lier tribute
- Closing reception with appetizers and cash bar

Hosted by LLC GSO & SAC

For more information:
llcconf@gmail.com
Twitter @LLCconference, or
www.facebook.com/LLCSOE
Jennifer Randall, assistant professor, Department of Educational Policy, Research and Administration, is the School of Education’s 2012-2013 College Outstanding Teaching Award winner. This award recognizes excellence in teaching and honors individual faculty members for their teaching accomplishments.

Mohammad Mahboob Morshed, a doctoral student in the School’s Center for International Education, and a lecturer at the Institute of Educational Development, BRAC University, Bangladesh, was the recipient of a travel award to the national conference of the Comparative and International Education Society (CIES). The “International Travel Award of Distinguished Service in Educational Reform” was established through an endowment from George Soros and the Open Society Institute and was expanded to encourage distinguished researchers and practitioners from developing countries to participate in CIES conferences.

Morshed teaches graduate level courses on educational leadership and educational psychology. He has served as national consultant for AusAid, DFID, UNICEF, Save the Children and several non-government and government organizations in various projects on basic, pre-primary and primary, secondary, and technical and vocational education that address the issues of educational quality and equity of the underserved children in Bangladesh. He was a Commonwealth Scholar in the United Kingdom in 2008-2009. His research interests include quality learning and psycho-social well-being of underserved children in school settings of developing countries. The conference took place in March 2013.

Sally Campbell Galman, professor, School of Education’s Department of Teacher Education and Curriculum Studies, will present a lecture with the Gender and Education Association (GEA) at London South Bank University's Weeks Centre for Social and Policy Research on April 24, 2013. Galman’s lecture is titled, "She is Kind, She is Busy: Carework in Primary School Classrooms Reconfigured" and describes the changing shape of carework as experienced by young children and a female workforce in the current ideological and economic climate.

Two School of Education alumni are among eight Franklin County educators who have been named winners of Pioneer Valley Excellence in Teaching Awards for 2013. Kimberly Scudder (M.Ed. 1986), a special education teacher in Frontier Regional and Union 38 Schools, and Tracy M. Creek (M.Ed 2008), a history teacher in the Greenfield Public Schools, will receive their awards on April 25 along with teachers from Hampshire County schools. The teaching awards are supported by the Harold Grinspoon Charitable Foundation.

Please send items of interest to: dms@educ.umass.edu
ANNOUNCEMENT OF COMPREHENSIVE EXAMINATIONS

MIKA ABDULLAEVA  
May 15, 2013, 1:00 p.m., Room 287, Hills South.  
Chairperson: Dr. Jacqueline Mosselson.

KATHLEEN A. LAZDOWSKI  
April 22, 2013, 10:00 a.m., Room 100, Furcolo Hall.  
Chairperson: Dr. Laura Valdiviezo.

Visiting Scholar Presentation

Wednesday, April 24, 1 PM, Furcolo 22a
Professor Dr. Brunhilde Marquardt-Mau
University of Bremen, Germany

Sponsored by the Mathematics, Science and Learning Technology concentration in TECS

Science for Children Early On

Children’s curiosity, joy of discovery and their explanations of the world are important suppositions for inquiry-based teaching and learning. Through inquiry-based learning children can develop an early understanding of scientific concepts and methods as well as develop an environmental consciousness.

In her presentation Professor Marquardt-Mau will demonstrate using concrete examples from her research, how such ambitious suggestions for early and elementary science instruction have been realized in teaching practice and integrated in elementary teacher education. More specific she will address the following questions:

• What demands arise for elementary science education within the tension of scientific literacy and an education for sustainable development?
• How can we connect at children’s views of scientific phenomena and allow them to develop their own learning and thinking processes?
• Why and for what purposes are scientific experiments meaningful, and what competences should children develop through experimentation?
• How can laboratories at the University of Bremen be used for K-4 teacher education?

Marquardt-Mau’s focuses in her research in early childhood and elementary science education is on scientific literacy, education for sustainable development in- and out-of-school learning contexts, intercultural education and sexual education and prevention.

During her stay at UMass Amherst she will continue working with professor Martina Nieswandt (MSLT) on a collaborative project and connecting with colleagues in MSLT and other concentrations and departments across campus.

If you are interesting in talking to Marquardt-Mau during her visit April 22-26, please contact Martina Nieswandt at mnieswan@educ.umass.edu.
UMass Amherst School of Education at AERA

**Benita J. Barnes, EPRA**
Invited panelist, GSC Division J Fireside Chat, “Establishing a Sustainable Program of Research.”

**Sangeeta Kamat, EPRA**

**Katie McDermott, EPRA**
"Assigning Opportunity: Student Assignment Policies, Race, and Class in Three School Districts" (co-authors: Elizabeth DeBray, University of Georgia; Erica Frankenberg, Pennsylvania State University; Anna Fung-Morley, University of Massachusetts Center for Public Policy & Administration); discussant in two sessions: "The Struggle for Educational Equity Within and Between Districts", "School Choice, Stratification, and Engagement in U.S. and International Contexts"

**Katie McDermott, EPRA, and Kysa Nygreen, TECS**
"Is it True That 'Knowledge is Power?' Human Capital, Cultural Capital, and the Politics of Equality."

**Sharon Rallis, EPRA**
Invited faculty scholar and participant in the 2013 David L. Clark Graduate Student Research Seminar in Educational Leadership & Policy.

**Ryan Wells, Cathy Manly EPRA**
"Maintaining Inequality through College Admissions: Exploring the changing use of admission-enhancing strategies." Wells: Division J program committee.

**Theresa Austin, TECS**
Presenter with Fatima Pirbhai Illich, "Negotiating Local Professional Knowledge through Telecollaboration.”
Chair, AERA Sessions: Constructing Self: Hybridized Identities Across Contexts, sponsored by Division G - Social Context of Education / Section 1: Local Contexts of Teaching and Learning; Critical Urban Teacher Development sponsored by SIG-Critical Educators for Social Justice; Focus on Methods in Qualitative Research sponsored by SIG-Qualitative Research; Marginalized Voices sponsored by Division K - Teaching and Teacher Education; Multicultural and Multiethnic Education: Research, Theory, and Practice sponsored by SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Second Language Teacher Resourcefulness: Hybrid Virtual Communities in Language Teacher Education Across Global Sites sponsored by SIG-Second Language Research

**Denise Ives, TECS**
Presenting as a part of the Business Meeting for the Language and Social Processes SIG.
"Looking Backward and Thinking Forward: Roots of and Routes to New Possibilities for Research with Language at the Center."

**Hyejin Jeon, TECS**
"Genre-Based Pedagogy, Systemic Functional Linguistics and Korean L2 learners"

**Barbara Madeloni TECS**
Presenter with Ann Berlak, CSU, “From PACT to Pearson: The Teacher Performance Assessment and the Corporatization of Teacher Education”

*Continued on page 6*
Barbara Madeloni, Kysa Nygreen, Jennifer Cannon, TECS
“The Neoliberal Assault on Teacher Education in the United States: How Corporate Education Reform Is Transforming Our Work, Why We Should Care, and How We Can Resist”

Katrina M. Crotts, EPRA
Moderator, “Large Scale Assessment for ELs”

Molly Faulkner-Bond, EPRA
“Language-as-Resource in Language Instruction Educational Programs: Welfare or Profit-Share?”

Fernanda Gandara, EPRA
Moderator, “‘Let’s Talk About How You Did’: Research on Communicating Student Performance to Connect Assessment and Learning”

Ronald K. Hambleton, EPRA
Discussant, “‘Let’s Talk About How You Did’: Research on Communicating Student Performance to Connect Assessment and Learning”, “Analysis of Topics in JEM, EM:IP and NCME Program Bulletins”

Ronald K. Hambleton, Hanwook Yoo, EPRA
“Evaluation of Factors that Influence the Equating Process”

Ronald K. Hambleton, MinJeong Shin, EPRA
“A Comparison of Subtest Score Equating Methods”

Lisa A. Keller, EPRA
Discussant, “New Directions in Item Response Theory”
Session Chair, “Exploring Reliability and Generalizability Theory”

Joseph Rios, EPRA
“Adaptation of a Working Memory Battery for Assessing Learning Difficulties in Native Spanish-Speaking Students”

Joseph Rios, MinJeong Shin, Louise Bahry, EPRA
“Assessing the IRT Invariance Property Under Violations of Local Independence”

Stephen G. Sireci, EPRA
Discussant, “Improving Assessment of English Learners: Test Administration Formats, Accommodations, and Score Reporting”

Stephen G. Sireci, Joseph Rios, EPRA
“Contemporary Methods for Evaluating the Comparability of Translated Tests”

Craig S. Wells, EPRA
Discussant, “Differential Item Functioning (I)”

April L. Zenisky, EPRA
Discussant, “Validity Connecting Assessment and Learning”

Cassie Sanchez