TEACHING ASSISTANTSHIP

Department of Student Development
Social Justice Education concentration
Teaching assistants to teach sections of EDUC 210 for Fall 2012. Applicants must have completed the SJE graduate core and have taught EDUC 392 or 395/202 or equivalent supervised undergraduate diversity/SJE stand-alone courses using interactive/SJE pedagogies.

Job description: Instructional responsibility including curriculum design and pedagogy, for one section per semester of EDUC 210, Social Diversity in Education (General Education I & D) which meets twice weekly, Tuesdays and Thursdays 11:15-12:30. Design and teach sections of 30 students, assign and grade papers and/or projects, hold weekly office hours, and turn in final grades. TA positions are funded through the School of Education and other campus sources

EDUC 210 fulfills part of the University’s general education “diversity” and “interdisciplinary” requirements. It also addresses a requirement for the School of Education minor. Critical thinking, writing, and social justice course content are important ingredients of the course, as well as experiential and interactive pedagogical approaches to social justice education.

Instructors are expected to participate in the weekly instructor’s Practicum

Please submit a letter of interest and a resume to Maurianne Adams adams@educ.umass.edu

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 for two issues.
- Please submit notices of examinations and formation of dissertation committees to Linda Guthrie. These types of announcements will run for one week.

School of Education  813 N. Pleasant Street, Amherst MA 01003
SUMMER RESEARCH ASSISTANTSHIPS
Department of Educational Policy, Research, and Administration
The Center for Educational Assessment
CEA expects up to 5 graduate student summer research assistantships for 10 to 20 hrs/wk. These assistantships are associated with projects sponsored by Measured Progress, Educational Testing Service, and the MA Department of Education.

Qualifications: All applicants must have a background in statistics and mathematical modeling of educational assessment data, experience working in educational assessment, and working knowledge of classical test theory and item response theory.

Responsibilities include: Conducting multivariate statistical analyses; equating analyses; simulating data; editing technical reports; attending project meetings; writing computer code for psychometric activities such as item calibration, score scale linking, and population invariance studies; performing literature reviews on equating, scaling, standard setting, and score reporting; and co-authoring research reports. All candidates should have extensive knowledge of multidimensional scaling, plausible values methodology, test construction, and test validation research.

To apply, please contact Dr. Stephen G. Sireci, (413)545-0564 (Sireci@acad.umass.edu).

RESEARCH ASSISTANTSHIP
Department of Teacher Education and Curriculum Studies
One 10 hour/week graduate research assistantship is available for the 2012-2013 academic year. This post would begin in September 2012 and conclude in May 2013.

Responsibilities are as follows: This graduate student will primarily work on a research project examining immigrant mothers’ experiences. S/he will assist with data collection, grant writing, data analysis and writing for publication.

Qualifications include: The ideal candidate will have developed skills in, or a strong commitment to learning, qualitative research methods. Excellent writing, organizational, and time management skills are required, as is the ability to work in collaboration with PIs in two departments as well as independently. The ability to manage large data sets and use NVIVO9 or 10 is preferred.

To apply, please send a brief cover letter and CV to Dr. Sally Galman at sally@educ.umass.edu.

Students: how to submit information for announcements
Students must submit proper forms for announcements about Formation of Dissertation Committees (D-6) and Comprehensive Examinations (D-4) to Linda Guthrie in 123 Furcolo Hall, Office of Academic Affairs. Linda will submit the items to the Beacon for publication.
FORMATION OF DISSERTATION COMMITTEES


Statement of the Problem: While dialogic discussions have been shown to positively influence student learning, engagement, and use of critical thinking processes, teachers predominantly avoid using dialogic discussions with their classes, opting instead for the more familiar initiate-respond-evaluate (IRE) method. Even teachers who profess commitment to dialogic discussions and undergo professional learning activities to enhance their practice often fall back upon IRE. Therefore, rather than merely showing the benefits of dialogic discussions or designing an alternative professional learning module, this research is designed to explore the micro-interactions within and surrounding successful dialogic discussions.

Chairperson: Dr. Maria Jose Botelho.

KEIKO KONOEDA  Proposed Dissertation Title: “Media Analysis and Production Project for World Language Learning and Development of Critical Media Literacy.”

Statement of the Problem: There is a gap in the literature related to integrating critical analysis and production of arthritic media in world language classrooms.

Chairperson: Dr. Theresa Austin.

TEACHING ASSISTANTSHIP

Department of Teacher Education and Curriculum Studies
Program Supervisor- Elementary and Early Childhood Licensure

10 hr/week teaching assistantship for FALL 2012 for program supervisors for elementary and early Childhood licensure Programs. Supervision of students seeking early childhood or elementary licensure in pre-practicum or practicum in the Fall semester.

Responsibilities include: observations, giving verbal and written feedback, problem solving with and supporting pre-practicum and practicum students, supporting supervising practitioners, conducting three-way meetings, conducting debriefing sessions with students, timely completion of ongoing documentation of student performance, attending program supervisor meetings twice a month.

Qualifications: Classroom teaching experience (PreK-6). Excellent communication and problem solving skills.

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

Application deadline: June 29, 2012
Faculty, students, staff & alumni share what they are doing

Theresa Austin, professor, Department of Teacher Education and Curriculum Studies, was elected Secretary Treasurer of the International Society for Language Studies (ISLS) for a four-year term from 2012-2015. ISLS is an interdisciplinary association of scholars who explore critical perspectives on language within historical, political, social and cultural contexts by bridging these arbitrary disciplinary territories and by providing a forum for both theoretical and empirical research for exploring the relationships among language, power, discourses and social practices.

Please send items of interest to dms@educ.umass.edu

FORMATION OF DISSERTATION COMMITTEES

JOHANNA FITZGERALD Proposed Dissertation Title: “Using Personal Response Systems and Diagrams to Foster Student Engagement in Large Lecture: A Case Study of Instruction for Model-Based Reasoning in Biology.”

Statement of the Problem: Effective student learning in large lecture halls is difficult to achieve, especially when learning goals extend beyond traditional factual content knowledge. Clickers have provided a means for increased student participation and engagement in classrooms of all sizes, allowing for movement towards student-driven inquiry-based instruction a the undergraduate level, especially in physics. In biology the use of clickers as quizzing and attendance tools in large lecture halls has expanded. However, less well documented and examined in biology are the cases where instructors use clickers in a way that facilitates cognitive engagement in scientific material and skills. Understanding how to harness clickers and visual aids together to make large lecture biology education more inquiry-based might support instructors in moving away from memorization of content learning goals and structure and towards ‘expert-like’ scientific reasoning objective.

Chairperson: Dr. John Clement.

KAREN A. TALLMAN Proposed Dissertation Title: “A Journal Club as a Community of Practice: Pre-service Science Teachers’ Talk of Formal and Practical Theories of Teaching.”

Statement of the Problem: There are many programs in teacher education that have aimed to bridge theory and practice, but they have not necessarily examined research theory with the teachers’ practical theories of practice. Many teacher education programs are structured to highlight reflective practice. But reflective practice does not necessarily connect these reflections on practice to reflections on formal research theory. Journal clubs are a model for acquainting professionals with the literature of a field through topics identified by concerns of the members, and they provide opportunities for members to acquire new knowledge and to reflect on their practice Nesbitt, 2w011; Price & Felix, 2008; Golde, 2007). This study will investigate how pre-service science teachers make use of educational research in the context of a journal club structured as a community of practice (Wenger, 1988).

Chairperson: Dr. Allan Feldman.
FORMATTION OF DISSERTATION COMMITTEE

NICHOLAS WILSON  Proposed Dissertation Title: “Integrating the divide: A case study of technology integration and student technology use in a one-to-one laptop school.”

Statement of the Problem: This study will examine how students in a ubiquitous computing school come to terms with potential barriers to technology use, such as institutional structures, technology integration practices, and students’ own knowledge, attitudes, and beliefs about technology. This study will document the issues and challenges students face in learning ICT related skills, and the emerging ways of coping with those issues and challenges.”

Chairperson: Dr. Florence Sullivan.

Graduate Assistantship
The Learning Resource Center is hiring two Supplemental Instruction Supervisors. Both positions are assistantship positions.

Supplemental Instruction Supervisor – 20 hours/week
Assists with hiring, scheduling, training, and supervision of Supplemental Instruction staff, provide evening supervision of LRC as scheduled, attend staff meetings as necessary, responsible for collecting data from SI leaders and course instructors and otherwise contributing to the assessment of LRC programs as required, perform other duties as needed in support of the research and development of LRC.
Applicant should provide cover letter describing relevant experience and resume.

Supplemental Instruction Supervisor – 15 hours/week
Assists with hiring, scheduling, training, and supervision of Supplemental Instruction staff, provide evening supervision of LRC as scheduled, attend staff meetings as necessary, responsible for collecting data from SI leaders and course instructors and otherwise contributing to the assessment of LRC programs as required, perform other duties as needed in support of the research and development of LRC.
Applicant should provide cover letter describing relevant experience and resume.

If interested please contact:
Susan Bronstein, Director, Learning Resource Center by June 15th, 2012
sbronstein@acad.umass.edu