PROJECT AND RESEARCH ASSISTANTSHIPS

Department of Educational Policy, Research and Administration
Center for International Education

Project and research assistantships (10 to 20 hours/week) available for Fall 2012 in connection with international education both in the non-formal and formal sectors.

Responsibilities may include: undergraduate teaching, research, training, curriculum development, evaluation, and administration.

Additional hourly work may be available on CIE funded projects. All assistantships are contingent upon funding. Applicants should send a resume and a letter specifying background and skills by July 1, 2012 to:
Center for International Education, 285 Hills South, UMass, Amherst, MA 01003
Phone: (413) 545-0465
E-mail: cie@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.
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

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
RESEARCH ASSISTANTSHIP  
Department of Student Development

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 the effects of an iPad application designed to promote reading comprehension skills of students with autism. S/he will assist with data collection and analysis, and may assist with manuscript authorship.

Qualifications include: The ideal candidate will have developed skills in or a strong commitment to learning: principles of applied behavior analysis, single subject research design, interobserver reliability, behavioral data collection, graphing and visual inspection of data, ethics of ABA, characteristics of learners with autism, and knowledge of reading instruction. Excellent writing, organizational, and time management skills are required.

To apply, please send a brief cover letter and CV to Dr. Jason Travers at travers@educ.umass.edu. //

FORMATION OF DISSERTATION COMMITTEES

GAIL YOUNG HILYARD
Proposed Dissertation Title: “How important is trust between student and instructor in students’ learning developmental mathematics at community colleges?”
Statement of the problem: The problem is that math educators don’t have sufficient answers to the above question, and yet struggle with issues of motivation, retention, and math anxiety. Remedial developmental education has become a national crisis in this country. “The scope of this problem is national. 2,000,000 students a year take developmental mathematics courses in the United States.” (MassCC,2006). Chairperson: Dr. Howard A. Peelle.

MEREDITH B. COATES
Statement of the Problem: The attrition rate for new teachers in America is very high. Principals may have varied perceptions of the ways in which they can support new teachers in the field.
Chairperson: Dr. Linda L. Griffin.

ANNOUNCEMENT OF FINAL ORAL EXAMINATION

PATRICK TUDRYN
July 31, 2012, 10:00 a.m., Room 151, Hills South. “Examining Leadership Practices and the Roles of Special Education Leaders through the Distributed Lens.”
Chairperson: Dr. Mary Lynn Boscardin.
Faculty, students, staff & alumni share what they are doing

**Brenda Juarez**, assistant professor, Department of Student Development, and **Kysa Nygreen**, assistant professor, both of the Department of Teacher Education and Curriculum Studies, were awarded 2012 Faculty Research Grant/Healey Endowment Grants (FRG/HEG). The Healey grant is offered through the University of Massachusetts Amherst Vice Chancellor for Research and Engagement internal granting program, developed to encourage scholarly research and creative activities by pre-tenure members of the University faculty. The goal of the awards is to promote excellence in research, including by increasing extramural sponsored research activity, fostering the dissemination of new research, or otherwise attracting recognition and funds for faculty research. The expectation is that the award will produce an effort which will enhance the researcher’s capacity to publish and to acquire future outside funding.

**Ryan Wells**, assistant professor, Department of Educational Policy, Research and Administration, was selected to participate in the Institute for Higher Education Policy (IHEP) and the Lumina Foundation for Education’s Young Academic Fellows Program in 2011. This prestigious selection allowed Wells a unique opportunity to influence the national postsecondary education agenda by evaluating critical research to elevate the current policy discourse in Washington, D.C. His selection to the program was based on his emergent body of research and interests, recommendations from senior scholars in the fields of higher education and public policy, as well as input from national philanthropic leaders. The Institute for Higher Education Policy is committed to improving college access and success in higher education for all students—with a special focus on underserved populations—by providing timely research to inform public policy decisions.

**Patrick Connelly**, a doctoral student, Higher Education concentration, is a contributor to the recently published, “The College Union Idea, Second Edition”, the only comprehensive history of the college unions. Originally edited by Porter Butts in 1971, seven individuals, including Connelly, collaborated to add material covering the period from 1970 to 2010. As a longtime union director at the University of Wisconsin–Madison and an active member of ACUI, Butts had been a legend in documenting and advancing the college union. The newest chapters of the book were modeled after his style of writing, with excerpts compiled from ACUI archives, major and campus media, speeches, other associations, journals, and governmental reports.

Said Connelly: “The first chapters of the book highlight college unions as debating societies... In the later chapters, long after Butts’ retirement and subsequent death, his argument that a college union is not just an auxiliary or a student-centered facility, but a ‘well-considered plan for the community life of the campus’ reverberates.”

Please send items of interest to dms@educ.umass.edu
The Center for Teaching & Faculty Development (CTFD) invites Teaching Assistants to participate in the annual campus-wide Teaching Assistant Orientation (TAO) scheduled for Friday, August 31, 2012, from 8:15 am to 12:30 pm in the Campus Center (Lower Level). The preliminary program can be found at:
http://www.umass.edu/ctfd/calendar/Preliminary%202012%20TAO%20Program.pdf
TAs can register online at: http://www.surveymonkey.com/s/TAO_Registration. The TA Orientation will end at 12:30 pm.
Mei-Yau Shih, Ph.D., Associate Director, Center for Teaching & Faculty Development (413) 545-1225

TEACHING ASSISTANTSHIP
Department of Student Development
Special Education concentration

Teaching assistant to supervise practicum students.

Responsibilities include: Assisting the practicum instructor, participating in biweekly practicum group sessions, supervision of student teachers, site visits to schools, conferences with students and supervising practitioners, observation reports, weekly email contact, attendance at supervisor meetings, support of students in completing licensure paperwork and uploading it to TK20, review of student teaching portfolios, maintaining contact between schools and university, timely completion of ongoing documentation of student performance.

Please send a resume and cover letter to Dr. John Carey at careyandassoc@comcast.net

GRADUATE ASSISTANTSHIP
Center for School Counseling Outcome Research & Evaluation

20 hr/week graduate assistantship for FALL 2012 and SPRING 2013

Responsibilities include: Creating and overseeing a large-scale database for an Institute of Education Sciences grant project, including merging electronic data and supervising 30+ undergraduates in the data entry process.

Qualifications: Working knowledge of basic and advanced measurement theory including classical test theory, item response theory, and scaling, ability to compute inter-rater reliability, familiarity with psychometric software, experience managing databases, and experience supervising undergraduate students.

Applicants should submit letter of interest, resume, and names and contact information for two references to: Karen Harrington at karenh@educ.umass.edu. Application deadline July 6, 2012.
The 21st Century Classroom: Online and Blended Learning
April 12, 2013 Sheraton Four Points Norwood, 8:30am-4:30pm

Call for Proposals
UMassOnline and the Roy J. Zuckerberg Endowed Chair are co-sponsoring a one day conference designed to bring together faculty from across the UMass campuses to discuss how instructional technologies play a central role in the student learning experience by sharing data, both quantitative and qualitative, from course experiences that document student learning outcomes in blended and fully online courses.

Keynote Address: Cable Green, Director of Global Learning from Creative Commons

As we enter the 21st century, faculty and students are experiencing significant changes in the learning environment of higher education due to the growing array of instructional technologies ranging from podcasts to live conferencing to reusable learning objects to social networking and collaborative tools such as wikis, blogs, FaceBook, and Twitter. And, we are seeing a turn to blended and fully online learning in increasing numbers to increase access, free up classroom space, and generate much needed revenue streams for universities. At the same time, we increasingly hear calls for higher education to provide evidence that students are learning effectively in these new learning environments.

The conference committee encourages proposals that address the following topics and provide evidence of impact or increase in student performance in the blended or online classroom.

Conference Tracks or Topics
- Facilitating student learning in your blended or online classroom. What are you doing and how do you know you students are learning?
- Sharing “evidence of impact.” How do you know the integration of instructional technologies into the learning environment is positively affecting student learning?
- Identifying best practices. What best practices for using instructional technologies in the blended or online classroom should we follow and why?
- Creating effective learning experiences in the blended or online classroom. What instructional strategies do you use in the blended or online classroom that create effective learning experiences for our students?
- Identifying and selecting the best instructional technologies for the blended and online classroom. Which instructional technologies do you use in the blended or online classroom that create effective learning experiences for our students and why?
- Assessing student learning. What assessment practices and methods for collecting evidence of student learning in the blended and online classroom are effective?

500-word abstracts due by September 15, 2012. Panel proposals are welcome.
Submit electronically as .rtf, .doc, or PDF attachment to: https://umassonline.wufoo.com/forms/21st-century-classroom-online-blended-learning/