

George Mason University
College of Education and Human Development
PROGRAM: ASTL - Advanced Studies in Teaching and Learning
Prince William Core Cohort 2005 - 2006

EDUC 606-6P1
EDUCATION AND CULTURE
Fall - 2006

Course Instructor

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Office Hours: Before class each week and By appointment

Class Meeting Dates: August 29, September 5(online), 12, 19 (online), 26; Oct. 3, 17, 24, 31; Nov. 7, 14, 28; December 5 (Project Presentations)
Final Project due on December 12

I. COURSE DESCRIPTION

This course uses the Cultural Inquiry Process (CIP) and CIP Web site to help educational practitioners acquire cultural, social, and language-related perspectives on educational processes, learn skills for analyzing educational settings, and expand strategies to improve educational practice. Participants will use the CIP to address puzzlements from their own practice.

Prerequisites: Admission to the College of Education and Human Development and the ASTL Program, or with permission of the ASTL Director.

II. COURSE GOALS AND PROCESS

A primary goal of this course is for participants to learn the knowledge and skills needed to develop an appreciation for cultural perspectives that influence the learning of all students. The course will increase participants' understanding of cultural perspectives and educational processes for all students. The Cultural Inquiry Process (CIP) and the CIP Web site provide a framework for achieving these goals.

STUDENT LEARNING OUTCOMES - By the completion of EDUC 606, participants should be able to:

- A. Understand the application of approaches to inquiry and inquiry into practice;
- B. Understand and articulate perspectives (assumptions, theories, principles, and findings) and methods useful for understanding cultural influences on education;
- C. Apply cultural perspectives and methods in educational settings;
- D. Use cultural perspectives to help construct and evaluate appropriate interventions for classroom use;
- E. Explain the critical importance of considering multiple perspectives; and
- F. Understand more deeply and respect differences in teaching and learning as they relate to cultural diversity in the field of action research.

The *performance-based assessment and major course product for EDUC 606* is a culture based action research project. To help you complete this action research project, the course is organized as a *scaffolded inquiry process*, as follows: (1) The Cultural Inquiry Process (CIP) Web site will provide you with a scaffold throughout the course by providing a process and supporting information (e.g., cultural questions and related text in Step 3, Success Stories, and CIP studies). (2) Your analyses of various studies and readings will provide a scaffold for learning to use the CIP Web site and for developing cultural perspectives on educational practice. (3) Building on the ASTL Core experiences you have already completed, being part of a dynamic learning community, and having supported experiential learning in a full research project is also a feature of this course. As such, you will be asked to participate in different small groups based either on your professional interests or on a particular cultural question. (4) As part of this group work in analyzing cases, you will begin to use the CIP to address puzzlements you have identified in your own practice.

Mini-lectures, videos, discussion of readings and hands-on learning experiences throughout the course will complement your experiences and expose you to the major cultural perspectives explored in the CIP. Discussions may take place in class, via email, or our electronic Blackboard. The instructor will be available for in-person or phone consultations to complement the support from your Critical Friends Groups.

III. RELATIONSHIP OF EDUC 606 TO ASTL CORE AND NBPTS PROPOSITIONS

EDUC 606 is one of the five courses that comprise the ASTL Education Core. Within the ASTL Core, EDUC 606 is carefully aligned with the learning experiences along the Core continuum EDUC 612, EDUC 613, EDUC 614, and EDUC 615. EDUC 612 (Inquiry into Practice) helped participants develop critical reflective skills and research knowledge for conducting inquiry related to practice; in EDUC 613 (How Students Learn), Core participants were introduced to various factors that influence the individual learner and conducted a case study research of a learner. In EDUC 614, participants looked at new ways to design and assess teaching and learning in their classrooms. In EDUC 606, our focus will turn to looking at students and educational settings from cultural perspectives. The class will introduce you to cultural perspectives and the CIP, a process that guides practitioners through cultural inquiries. You will use this process and the inquiry skills developed in EDUC 612 to conduct an action research project that focuses on cultural influences to deepen your knowledge about student learning. The focus of your project may range from the individual student to an entire classroom.

EDUC 606 is aligned with the NBPTS propositions, specifically with

- Proposition I: Teachers are committed to students and their learning;
- Proposition IV: Teachers think systematically about their practice and learn from experience; and
- Proposition V: Teachers are members of learning communities.

EDUC 606 is also aligned with the additional three propositions that guide the ASTL Core:

- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners;
- Teachers are change agents, teacher leaders, and partners with colleagues; and
- Teachers use technology to facilitate student learning and their own professional development.

IV. REQUIRED RESOURCES

The Cultural Inquiry Process Web site (<http://classweb.gmu.edu/classweb/cip/index.htm>) is a core text for this course. Students will need to have frequent access to the Web outside of class.

Some readings are required for all students, and many others are available on the CIP site and in the course electronic reserves. In addition to the required book (a culturally based action research project conducted with young English language learners) that is available from the GMU bookstore, there is a set of readings and resources that may be accessed on line via our GMU Fenwick Library E-Reserves. In addition, you will also be asked to find and read different original sources related to the particular cultural questions that you explore for practice cases and your own major project.

For the graded individual response to a case (see below), you will be asked to read at least one additional research-based study related to the cultural question(s) you explore.

Required Book

Ballenger, C. (1999). *Teaching other people's children*. New York: Teachers College Press.

Other Required Readings

For your major project, you will read and share with your group (on E-mail or during in-class Critical Friends Group meetings) at least three research-based studies related to the cultural questions you consider. This will allow you to discuss and share your growing knowledge base about your question/research area, as well as provide opportunities for you to learn from colleagues.

The following articles are posted in the Electronic Reserve located on-line through the GMU Fenwick Library and are presented in order of appearance in the syllabus. The password is **classroom**. Additional support articles not included in this list may also be posted for your use and reference prior to and during the class.

Abi-Nadr, J. (1990). A house for my mother: Motivating Hispanic high school students. *Anthropology Education Quarterly*, 21, 41-58.

Bazron, B., Osher, D., & Fleischman, S. (2005). Creating culturally responsive schools. *Educational Leadership*, 63(1), 83-84.

Cooper, P. (2003). Effective white teachers of black children. *Journal of Teacher Education*, 54(5), 413-427.

Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., Sandhu, P., & Sastri, P. (2005). Affirming identity in multilingual classrooms. *Educational Leadership*, 63(1), 38-43.

Gonzalez, N. (1995). The funds of knowledge for teaching project. *Practicing Anthropology*, 17(3), 3-6.

- Goto, S. G. & Abe-Kim, J. (1998). Asian Americans and the model minority myth. In Theodore Singelis (Ed.), *Teaching about culture, ethnicity, and diversity* (pp. 151- 157). Sage Publications.
- Gutierrez, K., & Rogoff, B. (2003). Cultural ways of learning: Individual traits of repertoires of practice. *Educational Researcher*, 32(5), 19-25.
- Heath, S.B. (1982). Questioning at home and at school: A comparative study. In George Spindler (Ed.), *Doing the ethnography of schooling: Educational anthropology in action* (pp. 102-131). New York: Holt, Rinehart & Winston.
- Kohl, H. (2002). Topsy-turvie: Teacher talk and student talk. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak* (pp. 145-161). New York: The New Press.
- Lee, C. (2003). Why we need to re-think race and ethnicity in educational research. *Educational Researcher*, 32(5), 3-5.
- Lee, C., Spencer, M., & Harpalani, V. (2003). "Every shut eye ain't sleep": Studying how people live culturally. *Educational Researcher*, 32 (5), 6-13.
- Moll, L. C. (1992). Bilingual classroom studies and community analysis: Some recent trends. *Educational Researcher*, 21(2), 20-24.
- Nasir, N. S., & Saxe, G. (2003). Ethnic and academic identities: A cultural practice perspective on emerging tensions and their management in the lives of minority students. *Educational Researcher*, 32(5), 14-18.
- Ogbu, J. & Simons, H. D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology and Education Quarterly*, 29(2), 155-188.
- Phelan, P., Davidson, A. L., & Yu, H. C. (1998). Chapter 1. In *Adolescents' worlds: Negotiating family, peers, and school* (pp. 1-23). New York: Teachers College Press.
- Purcell-Gates, V. (2002). "...As soon as she opened her mouth!": Issues of languages, literacy, and power. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak* (pp. 121-141). New York: The New Press.
- Rossell, C. (2004). Teaching English through English. *Educational Leadership*, 62(4), 32-36.
- Short, D., & Echevarria, J. (2005). Teacher skills to support English language learners. *Educational Leadership*, 62(4), 9-13.
- Tapia, J. (1998). The schooling of Puerto Ricans: Philadelphia's most impoverished community. *Anthropology and Education Quarterly*, 29(3), 297-323.
- Zwiers, J. (2005). The third language of academic English. *Educational Leadership*, 62(4), 60-

Supplemental Reading to Consult (from EDUC 612)

Falk, B. & Blumenreich, M. (2005). *The Power of Questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.

V. GEORGE MASON UNIVERSITY INFORMATION

George Mason University Statement of Professional Behavior and Dispositions, Honor Code, and Policy on Disabilities:

The Graduate School of Education (GSE) expects that all students abide by the following:1. Students are expected to exhibit professional behavior and dispositions. Please see <http://gse.gmu.edu> for a listing of these dispositions.

2. Students must follow the guidelines of the University Honor Code. Please see http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

3. Students must agree to abide by the university policy for Responsible Use of Computing. Please see <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

4. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. Please see www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

VI. COURSE DELIVERY

The delivery of EDUC 606 is through experiential hands-on learning activities, in-class collaborative work groups, online learning modules, special speakers, and mini-lectures to accomplish the course objectives.

VII. COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

General Requirements

1. Class attendance is both important and required. If, due to an emergency, you will not be in class, you should contact the instructor via phone or email. Students with more than two absences risk a drop in letter grade or lose course credit.
2. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion to arrange submission parameters.
3. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to keep up with the readings and to participate in class.
4. According to university policy, all beepers and cell phones should be turned off before

class begins.

1. **Class Participation - 20%**

Class Discussions and Reports. You should come prepared to each class to actively participate in whole class and small group discussions. You will participate in various types of groups for class discussions that will be created based on your current teaching assignments. Later in the course, you will be part of a similarity group that will be comprised of a small group of student who are exploring similar cultural questions in their major projects. In whole class and small group discussions (whether conducted face-to-face or electronically) each person is expected to listen carefully and actively, raise questions, and encourage one another to think more deeply and more broadly. *Please remember that your responses to others and the expertise you lend to any discussion are as important as what you share about your own work.*

Blackboard. We will use Blackboard software to communicate regularly in this class. You will be asked to post assignments, read others' postings, and actively participate in discussions. E-mail and Blackboard's Discussion Strand will also be an important vehicle for discussing ongoing work on your major project with group members.

Criteria for Evaluation: Evidence of careful reading of relevant material, analytical consideration and application of the material, thoughtfulness of questions raised, detailed sharing of your own work, relevance of remarks to subjects under discussion, demonstration of understanding of cultural influences, and constructive criticism supporting others' use of the CIP.

2. **Trio Group Responses to Mario Case Study - 15%** **(Due via email at Class 5)**

This assignment is designed to help you engage with the Cultural Inquiry Process to understand and intervene in educational situations. After reading the assigned case (handout) carefully and thinking about it, you and your trio group are going to write a 2 - 3 page "response" to that case. You should consider this more of a bulleted exercise than a prose or narrative piece of writing. The focus here is on (a) considering perspectives and (b) your response to and understanding of the questions, listed below, rather than on writing a "paper."

In the analysis/response to your case, please consider the full range of cultural questions found in ***Step 3 of the CIP*** before selecting one or more to explore. You should then meet (this may be in person or online) and discuss your individual responses with two other class members (a trio). You and your fellow group members will also need to read and incorporate one research-based source related to the question you choose to explore – this may be from the E-Reserves or from your individual research. You should cite the CIP Web site and any other sources, as appropriate.

Please respond to the following questions as you investigate the Mario Case:

1. Who (individual student or group) is a "puzzlement" to the educator in the case? What is his or her puzzlement? Are there any other issues in this case which you think are puzzlements? If so, what are they?

2. What is already known about the focus student/group, the other students, the teacher, and the context that might be relevant for understanding the puzzling situation?

3. What questions does the educator in the case raise as issues that might be contributing to the puzzling situation? What other issues, especially those raised by cultural questions, might be contributing to the puzzling situation? Which of the various questions do you think are most likely to provide useful insight into the situation? Why?

4. What information would you gather to answer the question(s) you selected? How would you gather the information?

5. For the question(s) you identified in #4 above, what do you think you would find as a possible answer (or answers) to your question(s)? For at least one possible answer, what intervention(s) might you try? Why?

6. For the intervention(s) you selected in #5, how would you monitor the influence of your intervention(s)? Why?

**3. Portfolio Reflection Point following EDUC 606 -- (5%)
(Due at Class 12)**

As a part of the ASTL Professional Portfolio, participants will update their emergent portfolio by adding Reflection Point #3. You may use the "Self-Reflective Appendix" of the CIP Research Project as a core component of your Reflection Point #3 and expand on your thoughts to include the areas requested in the ASTL Portfolio Guidelines. (For additional detailed information about the remainder of the Portfolio, please refer to the Guidelines. We will talk about this in class so that each of you is clear about which reflection point.)

Reflection Point following EDUC 606:

Section D: Teacher as Researcher with a Cultural Perspective

This section will be completed at the conclusion of EDUC 606.

Reflection Point:

In this section, you will focus on how coursework, related readings, and products in EDUC 606 have led you to focus more deeply on teachers as researchers with a cultural perspective.

Please reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of this knowledge.

Suggested course products to be used as evidence of knowledge:

1. Teacher/Action Research Project and Paper (EDUC 606)
2. Selections from the Reflective Journal
3. Other, as selected by individual (be specific)

Criteria for Evaluation: Timely submission of the Reflection Point for EDUC 606 for placement in the Program Portfolio; electronic copy sent to instructor for course file. The reflection should include: thoughtful analysis of content, relevance to course content, and clear

organization and writing. (Outcomes A, B, C, D, E, & F)

**4. Research Project - 60% -- The EDUC 606 Performance-Based Assessment
(Presentation on December 5; Final written project due on December 12)**

(Each section of the CIP write-up carries also a Draft due date for the sections, as noted in the Syllabus. If dates are adjusted for draft due dates, the instructor and class will arrive at a viable change together. Please consult the rubric, as well as the additional details provided in this section of the Syllabus.

The purpose of this project is to provide you the opportunity for a project-based, hands-on learning experience using cultural perspectives and methods to understand more about persons, students, yourself, or situations in educational settings. It is designed to hone your inquiry and research skills and to help you develop classroom based expertise in designing and monitoring appropriate educational intervention(s) to promote culturally responsive pedagogy.

If you are currently an educational practitioner, you will conduct a research project in which you use the CIP to address an educational puzzlement from your own practice. If you are not currently working in an educational situation, you need to discuss with the instructor an alternative venue for your project.

Note: To facilitate your action research process, ongoing work on the major research project (as exhibited in Blackboard/email discussions and discussions during class) will be completed along the continuum of the semester, using the time line, as follows. You are asked to hand in drafts of each section on the dates listed below, first to your Critical Friends Group for peer feedback and then to the instructor. When you hand in your drafts, they will first be noted as having been submitted; you will then receive feedback, which will serve to guide you in your ongoing thinking about your puzzlement and in the writing of your final research project. The percentage noted at the end of each draft item denotes the percent that this item will represent in the final research project submission.

Draft Due to Instructor (Class 7) via e-mail: Description draft of the setting and your "puzzlement" (Background information). Assumptions, researcher's role, rationale, importance or relevance to the larger body of knowledge. **(10% of final project)**

Draft Due to Instructor (in Class 9): Framing the Issue - Discussion of how you framed the issue. **(10%)**

Draft Due to Instructor (in Class 10): Data Collection Plan - Information concerning how you are collecting data that will serve you in finding to answer your question. **(10%)**

Draft Due to Instructor (following Class 10 via email when you can submit it (TB discussed in class 10): Your proposed action, intervention, or "solution." **(10%)**

Draft Due of Emergent Full CIP Action Research Project for : in Class 11 for CFG review and feedback

Oral Presentations/Sharing with Executive Summary: in Class 12 (5%)

Final Project Due: TUESDAY, December 12 (The Completed CIP Project)

REMINDER: Please remember to consult the Rubric and to include:

Data sources – a chart is highly recommended and helpful

A discussion of what you see as the implications of your project.

References (APA Style) that show a thorough investigation into your topic.

Reflection.

Helpful comments: Write your report with your educational colleagues as the audience. Your written report should incorporate the 7 Steps of the CIP (These are also on the CIP web site):

- (1) A description of the setting and your role/assumptions/perspectives as they relate to the puzzlement; your "puzzlement," why it is important to you and your rationale for choosing it;
- (2) What information you knew, or thought you knew, prior to your research and how this relates to other current research;
- (3) What cultural question/s you considered and on which you chose to focus;
- (4) What information you needed and how you collected your data;
- (5) Your findings and your interventions; what resulted from your action(s); and
- (6) How you did and will continue to monitor the results; a discussion of what you see as the implications of your project.

You must include at least 3 other original sources, i.e. not ones listed on the course bibliography, that are related to the cultural perspective(s) examined or to your selection of interventions. Your paper must follow APA format and include correctly formatted references.

(7) **Writing Your CIP Study** – special reminders and help for completing your study write-up.

To protect the anonymity of the people involved, use only pseudonyms for proper names in your discussions and in the report.

Comprehensive evaluation criteria is also provided in the rubric and will be discussed in class. I am here to support your work and help whenever I can. For your planning purposes, general criteria include the selection of appropriate topic, use of cultural perspectives, thorough data collection and analysis, connections to at least 6 **research references** (at least 3 of which we ask come from original sources, and others may come from course readings or the CIP site), clear presentation of findings, thorough discussion, thoughtful reactions, clear organization and writing. This is very similar in format to your 613 Case Study of a Learner

The final section is a **Reflection** that we ask to be included at the end of the report -- you and your instructor are the primary audience. In this section, please relate your project to class materials and discuss what you personally learned from the project (beyond what you discussed in the implications above). What was your greatest learning? What is the potential impact of this project on your teaching, your learning, and on the learning of the students in your classroom? Please share any results you find significant and *explain why*. (Many students find that components of this reflection are also applicable to their Portfolio Reflection. It is fine for you to use some of this material as part of your ASTL Portfolio Reflection Point at the completion of EDUC 606, as well.)

Criteria for Evaluation: Refer to attached rubric. (Outcomes A, B, C, D, E, & F)

Grading Scale:	A+	98 -100
	A	94 - 97
	A-	90 - 93
	B+	85 - 89
	B	80 - 84
	C	70 - 79
	F	Did not Meet Course Requirements

VIII. CLASS SCHEDULE AND COURSE ASSIGNMENTS

Note: Because we will try to respond to the particular needs of the class, there may be some changes in the syllabus. Any adjustments will be clearly indicated in writing or via email.

DATE	TOPIC	ASSIGNMENT to be read or that is DUE for this class
<p>Class 1</p> <p>August 29</p>	<p><i>Introduction to EDUC 606 – course requirements and Overview of Semester</i></p> <p>What is Culture? The importance of culture in education. The role and importance of culture in teacher research</p> <p>Distribute Ballenger Reading Guide</p>	<p>Planning Ahead: Please complete Ballenger book by Class Three.</p> <p>Reading guide for Ballenger book to be distributed at Class 1.</p>
<p>Class 2</p> <p>September 5</p> <p>Online Class</p>	<p><i>Online Class</i></p> <p><i>Part One:</i> CIP Web Hunt (See Class Two Agendas Folder)</p> <p>CIP SITE: http://classweb.gmu.edu/cip</p> <p><i>Part Two:</i> Participate in Blackboard discussion strand on “Culture” this week</p>	<p>Begin to get acquainted with the CIP website in preparation for your Web Hunt activity.</p> <p>Read: Jacob, Johnson, Finley, Gurski, & Lavine. (1996). One student at a time: The cultural inquiry process. – located on the CIP site</p>
<p>Class 3</p> <p>Sept. 12</p>	<p><i>Opening: “Five Tricks”</i> – an in-class experiential activity</p> <p><i>Part One:</i> Discussion of Ballenger - opening the door to cultural "assumptions" and Reflecting on our own cultural influences –</p> <p><i>Part Two:</i> Identifying a “puzzlement” - Developing a focus of inquiry and research questions. "Casting the question(s)."</p> <p>Looking at CIP Steps 1 - 3</p> <p>Distribute Mario Case Study for trio response</p>	<p>Complete your reading in full of the Ballenger book for today.</p> <p>Read: CIP website Steps 1 - 3 (5 main pages of Step 3)</p> <p>Helpful: Review Falk & Blumenreich Ch. 3</p>

	that is due for Class 5 – set up trios today Hand Out Okun for next week’s online class	
Class 4 Sept. 19 Online	General Topic: Learning to see one's own culture(s) & school's cultures: Examine more closely and Reflect on CIP Step 3 Take time to think about your puzzlement this week Mario – groups should continue to work on line this week	Email to your instructor this week (By Sept. 24 evening) your Response to the Okun cultural handout Read: Gutiérrez and Rogoff article (on E-reserves) Trios work on your "Mario" - Case Study Responses using the CIP
Consider these Weekend Film Recommendations to Enjoy! When you get a movie, consider such titles as <i>The Color of Fear, Finding Forester, Walking Each Other Home, Stand and Deliver, Whale Rider, Real Women Have Curves, or Rabbit Proof Fence</i> . As you view these films, think about them with the new perspectives and insights you're developing in our 606 class. We'll have a short discussion as films are viewed. Many students have gained tremendous insight for their projects from some of these films.		
Class 5 September 25	Part One: Mario Trio discussions in class and anchor with application of CIP Part Two: English Language Learners in our Classrooms – Toward a Culturally Responsive Pedagogy Discuss Cummins and Zwiers articles <i>Refine</i> your thinking about your puzzlement, remember your draft of Setting and Puzzlement for your Critical Friends Group next week	Due: “Mario” Trio Responses using the CIP Read: Cummins, et al. article Read: Zwiers article (both on e-reserves)
Class 6 October 3	Part One Topic: Seeing one's own culture(s) & the school's cultures: CIP 3.1 & 3.2 In-class video – <i>American Tongues</i> With follow up discussion Part Two: CIP Project: Begin to identify CIP <i>strand</i> you think you will follow in your research project. We will set up research groups (Critical Friends Groups) with your input according to topic, strand, or grade level. Begin discussing Framing the Issue	Refresh: CIP 3.1 & 3.2 and their sub-pages Read: Moll article (Funds of Knowledge) Bring today: your beginning draft of “Setting and Puzzlement” for Critical Friends feedback
October 10	Fall Break	Due by October 13 (via e-mail to instructor): Instructor’s Draft of

		Setting and “Puzzlement(s)”
Class 7 October 17	<p>Part One Topic: School Influences & Understanding Issues of Cultural Mismatches (CIP 3.3)</p> <p style="text-align: center;">&</p> <p>Power Imbalances and Peer Responses (CIP 3.4)</p> <p>In-class video - A Class Divided</p> <p>Part Two CIP -- Discuss: Collecting and analyzing information to understand puzzlement. What data will you collect for your project? Brainstorm with CFG.</p>	<p>Due today: Draft of “framing the issue” for Critical Friends Group (CFG) debrief</p> <p>Read: Heath article</p> <p>Read: Ogbu & Simons article</p> <p>Re-read: CIP 3.3, 3.4 & sub-pages</p>
Class 8 October 24	No in-class meeting this week – if possible, begin to collect data in your educational setting	Online with CFG: Support data collection layout and plan
Class 9 October 31	<p>Part One: Mini lecturette on Hofstede and Cultural Distance Research and its application in the Classroom Setting</p> <p>Part Two: CFG Debrief</p> <p>CIP Topics: Students' Individual negotiations regarding culture (CIP 3.5) & Collecting and analyzing information to understand puzzlement and identify appropriate interventions: CIP Step 4 - revisit</p> <p>Begin to think about your proposed action, intervention, or “solution”</p> <p>[Decide Groups for next week’s articles]</p>	<p>Due today to instructor: Draft of Framing the Issue – email copy</p> <p>Due today for CFG debrief: Draft of data collected/collecting to answer your question</p> <p>Read: Short & Echevarria (e-reserves)</p> <p>Refresh/read: CIP 3.5 & sub-pages, esp. 3.5.2</p> <p>Re-read (skim): CIP Steps 4 - 6 (top level and sub-pages related to your cultural questions)</p>
Class 10 November 7	<p>Part One: Language, Culture, and the Teacher’s Role - Discussion</p> <p>Part Two: CIP Project</p> <p>CIP Step 5 - Developing Interventions - triangulation of data, and relationship of Steps 4 & 5 to puzzlement</p> <p>CIP Step 6 - Monitoring of Study</p> <p>In-class - work in CFGs</p>	<p>Due today for instructor: Draft of Data Collection plan</p> <p>Due today for CFG: Draft of your proposed action, intervention, or “solution”</p> <p>Read: Group 1 -- Purcell-Gates article & Group 2 -- Kohl article</p> <p>Skim: Seifried CIP Case, focusing on sections "Gathering Info & Developing a Cultural Hypothesis" and "Interventions/Results of Interventions"</p> <p>Re-read (carefully): CIP Steps 4 - 7 (top level and sub-pages related to your cultural questions)</p>
Class 11	Topic this evening focuses on CIP: Writing	Due to instructor: Draft of proposed action, intervention, or

<p>November 14</p>	<p>up your research project to share with others.</p> <p>Discuss Schiavo and other CIP examples read</p> <p>Go over Project Rubric together</p> <p>Time for individual conferencing with teacher</p>	<p>solution that you debriefed in class last week.</p> <p>Read: Nadine Schiavo CIP Case</p> <p>Read: 1 of the following CIP cases - G. Gregory, P. Holland, L. Pechacek (focus on writing style, organization of paper, CIP steps)</p>
<p>Class 12</p> <p>November 28</p>	<p>Your task this evening: learning groups will support individuals to provide feedback about: data analysis, explanations about interventions, ideas for monitoring, and results from your actions/interventions.</p> <p>Use the CIP rubric as the framework for providing the feedback.</p>	<p>Due today for CFG: draft of full CIP project (includes the data collection and emergent final analysis write up of interventions)</p>
<p>Class 12</p> <p>December 5</p>	<p><i>Oral Presentation of Research Projects</i></p> <p>Wrapping it All Up</p> <p>Final Course Evaluations</p>	<p>Due today: Executive summary of your Research Project— Make enough copies for classmates and instructor)</p> <p>Due: Portfolio Reflection Point #3 (email to Drs. Fox & White for program check off)</p>
<p>December 12</p>	<p>Final CIP Projects Due to Dr. Fox</p>	<p>Final written copy of EDUC 606 CIP Project. (Please submit electronically via email, Digital Drop Box, or CD – Thank you!)</p>

EDUC 606 EDUCATION AND CULTURE
Performance-Based Assessment
Teacher Research Project Rubric

No Evidence Little or No Evidence	Beginning Limited Evidence	Developing Clear Evidence	Accomplished Clear, Consistent, and Convincing Evidence
Puzzlement(s) and Background – Learning Outcome 4			
*States puzzlement(s) only implicitly *Presents little about “what is known” <p style="text-align: center;">OR</p> *Puzzlement is not stated *Information about “What is known” is missing 0- 2 pts.	*States puzzlement(s), but not clearly *Information about “what is known” lacks clarity 3-5 pts.	*States puzzlement(s) clearly, but supporting details may be needed *Presents “what is known” clearly, but may not provide supporting details. 6-7 pts.	*States puzzlement clearly and thoroughly, with many supporting details *Presents “what is known” clearly and thoroughly, with many supporting details 8-9 pts.
Cultural Questions – Learning Outcome 6			
*States cultural questions only implicitly or no cultural questions are stated *Provides limited or no discussion of relationship between cultural question(s) and puzzlement(s)/what is known *Provides minimal or no rationale/support for choice of cultural question(s) 0-5 pts.	*States at least 1-2 cultural questions *May lack clear logical relationship between cultural question(s) and puzzlement(s)/what is known *May provide partial rationale/support for choice of cultural questions(s) 6-8 pts.	*States at least 1-2 cultural questions clearly, with some details provided *Demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known *Provides some rationale/support for choice of cultural question(s) 9-10 pts.	*States at least 1-2 cultural questions clearly and thoroughly, with many supporting details provided *Thoroughly demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known *Provides clear, consistent, and convincing rationale/support for choice of cultural question(s) 11-12 pts.

• Data Collection and Analysis – Learning Outcome 4			
<ul style="list-style-type: none"> *Link to cultural question(s) is unclear or missing *Presents minimal or no discussion of data collection and analysis methods *Presents little or no data related to cultural question(s) *Presentation of data is unclear or poorly organized *Demonstrates little or no attempt to understand puzzlement(s) from a cultural point of view <p>0-14 pts.</p>	<ul style="list-style-type: none"> *Links to cultural question(s), but may be less than totally clear *Presents discussion of data collection and analysis methods, but less than complete or less than clear *Presents some data to address cultural question(s) *Presentation of data may lack some clarity or organization *Attempts to understand puzzlement(s) from cultural points of view, but may include some judgments <p>15-17 pts.</p>	<ul style="list-style-type: none"> *Links clearly to cultural question(s) *Presents clear discussion of data collection and analysis methods *Presents solid data to address cultural question(s) *Presentation of data is clear and well organized *Attempts to understand puzzlement(s) from cultural point of views <p>18-19 pts.</p>	<ul style="list-style-type: none"> *Links clearly and completely to cultural question(s) *Presents clear and complete discussion of data collection and analysis methods *Presents extensive and convincing data to address cultural question(s) *Presentation of data is clear, consistent, and convincing *Makes clear, consistent, and convincing attempts to understand puzzlement(s) from cultural point(s) of view <p>20-21 pts.</p>
Interventions – Learning Outcome 6 and Impact			
<ul style="list-style-type: none"> *Implements or describes few or no interventions *Link to cultural questions and data is unclear or missing <p>0-8 pts.</p>	<ul style="list-style-type: none"> *Implements or describes some interventions *Link to cultural questions and data is less than totally clear <p>9-11 pts.</p>	<ul style="list-style-type: none"> *Implements or describes several interventions *Link to cultural questions and data is clear <p>12-13 pts.</p>	<ul style="list-style-type: none"> *Implements or describes many interventions in a clear, consistent, and convincing manner *Link to cultural questions and data is clear and complete <p>14-15 pts.</p>
Monitoring (Actual and Planned) – Learning Outcome 6			
<ul style="list-style-type: none"> *Links to puzzlement(s) and interventions not clear or missing *Presents evidence to evaluate 	<ul style="list-style-type: none"> *Links to puzzlement(s) and interventions, but less than totally clear *Presents evidence to 	<ul style="list-style-type: none"> *Links clearly to puzzlement(s) and interventions *Presents evidence to 	<ul style="list-style-type: none"> *Links clearly and completely to puzzlement(s) and interventions *Presents evidence to evaluate interventions clearly and in a

<p>interventions with little or no clarity or in a poorly organized manner</p> <p>*Insufficient or no evidence presented to support evaluation decisions</p> <p>0-2 pts.</p>	<p>evaluate interventions with some lack of clarity or organization</p> <p>*Some evidence presented to support evaluation decisions</p> <p>3-5 pts.</p>	<p>evaluate interventions clearly and in organized manner</p> <p>*Sufficient evidence presented to support evaluation decisions</p> <p>6-7 pts.</p>	<p>consistent and convincing manner</p> <p>*Clear, consistent, and convincing evidence presented to support evaluation decisions</p> <p>8-9 pts.</p>
<p>Conclusions and Implications – Learning Outcome 7</p>			
<p>*Presents minimal or no statement of conclusions in relation to puzzlement(s)</p> <p>*Minimal or no discussion of broader implications (for own practice and/or for other teachers, schools, etc.)</p> <p>0-1 pts.</p>	<p>*Presents statement of conclusions in relation to puzzlement(s), but may lack some clarity</p> <p>*Explicitly discusses broader implications (for own practice and/or for other teachers, schools, etc.)</p> <p>*May link to other research</p> <p>2-3 pts.</p>	<p>*Presents clear statement of conclusions in relation to puzzlement(s)</p> <p>*Strong to Extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.)</p> <p>*Links to other research</p> <p>4-5 pts.</p>	<p>*Presents clear, consistent, and convincing statement of conclusions in relation to puzzlement(s)</p> <p>*Explicit and extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.)</p> <p>*Clear, consistent, and convincing links to other research</p> <p>6 pts.</p>
<p>Overall Style - Learning Outcome 4</p>			
<p>*Poorly organized across sections of report</p> <p>*Inconsistent “voice” used</p> <p>*Poorly written overall with many stylistic or grammatical errors & error patterns</p> <p>0-2 pts.</p>	<p>*Generally well organized across sections, but has some organizational problems</p> <p>*Consistent “voice” used</p> <p>*May have minor problems with clarity of writing overall; may have stylistic errors or error patterns evident</p> <p>3-5 pts.</p>	<p>*Well organized across all or most sections of report</p> <p>*Consistent “voice” used</p> <p>*Clearly written overall; very few errors evident</p> <p>6-7 pts.</p>	<p>*Well organized consistently across all sections of report</p> <p>*Clear and consistent “voice” used</p> <p>*Clearly and convincingly written overall; no stylistic errors or error patterns</p> <p>8-9 pts.</p>
<p>Literature and References – Learning Outcome 6</p>			
<p>*Connections to broader</p>	<p>*Includes appropriate</p>	<p>*Includes thoughtful</p>	<p>*Includes thoughtful and thorough</p>

literature are not appropriate or are missing *Cites less than 5 sources (or less than 3 not assigned for the course) 0-2 pts.	connections to broader literature *Cites 5 sources (with 3 not assigned for the course) 3-5 pts.	connections to broader literature *Cites more than 5 sources (with 3 not assigned for the course) 6-7 pts.	connections to broader literature *Clear, consistent, and convincing citation of more than 5 sources (with 3 not assigned for the course) 8-9 pts.
APA Format – Learning Outcome 4			
*Does not follow APA format for headings, citations, or references OR *No evidence of APA format 0-1 pts.	*Generally follows APA format for headings, citations, and references, but contains several errors 2-3 pts.	*Generally follows APA format for headings, citations, and references, but may have some minor errors 4-5 pts.	*Follows APA format for headings, citations, and references 6 pts.
Self-Reflective Appendix – Learning Outcome 4			
*Does not include appendix 0- 1 pts.	*Includes appendix *Does not address all 3 required questions 2-3 pts.	*Includes appendix *Addresses the 3 required questions 4 pts.	

Critical Friends Groups during the CIP project – Learning Outcome 5

Isenberg, Ritchie & Fox-adapted from Jacob for EDUC 606 – Created Fall 2002/Updates each semester