EDUC 606.001
EDUCATION AND CULTURE
3 credits, Spring 2017 (F2F)

Meeting Days/Times
Jan. 26-May 11, Thursdays 4:30-7:10 pm
Location: Aquia Building 219

PROFESSOR
Virginia Doherty, Ph.D.
Office Hours: By appointment before or after class or Collaborate
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COURSE DESCRIPTION
Uses cultural inquiry process (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; and teaches skills to analyze educational settings and expand strategies to address puzzlements in student's own practice.
Prerequisites: Admission to the M.Ed. in Curriculum and Instruction, ASTL concentration; EDUC 612; EDUC 613

COURSE OVERVIEW
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 research through case study analysis of a PK-12 learner. In EDUC 614, participants looked at new ways to design and assess teaching and learning in their classrooms and researched their teaching practice via video analysis.

In EDUC 606, participants will come to understand more about how to view students and educational settings from various cultural perspectives. The class will introduce you to cultural perspectives through the Cultural Inquiry Process (CIP) (Jacob, 1999), a process that guides practitioners through cultural inquiries, and augment your understanding of linguistic influences on students' learning. You will use this inquiry process to conduct a culturally focused action research study that is designed to deepen your knowledge about student learning in domestic and international settings. The focus of your study may range from a group of students to an entire classroom.

Course Delivery
This course is face to face, meaning that most classes will be held on campus. Some might be put online, meaning that the students will access the folder for that class on Blackboard and follow the instructions in the folder. During face to face classes, the students must be both physically and mentally present, being active members of the class, and of their Critical Friends Group (CFG).

LEARNER OUTCOMES/OBJECTIVES

By the completion of EDUC 606, ASTL Core participants will be able to:

A. Understand the application of research approaches to inquiry and inquiry into practice through the systematic monitoring of student learning *(ASTL Learning Outcome 4)*; *(IB Adv. Cert domains 2.2, 3.4);*

B. Articulate perspectives (assumptions, theories, principles, and findings) and research methods useful for understanding cultural influences and diversity in the educational setting for teachers in domestic and international education *(ASTL Learning Outcome 6)*; (*IB Adv Cert domains 1.1, 1.2; 2.1, 2.2.2.3; 3.2*);

C. Apply cultural perspectives and culturally responsive methods in educational settings, with an increased emphasis on the nature of today's international classrooms *(ASTL Learning Outcome 6 and 7)*; *(IB Adv Cert domains 1.1,1.2,1.3*);

D. Use cultural perspectives, inquiry and research literature to inform research design as a means of developing a deeper understanding of culture and its role in teaching and learning *(ASTL Learning Outcomes 4 and 6)*; (*IB Adv Cert domains 1.3; 2.4; 3,3; 4.1, 4.2, 4.3, 4.4*);

E. Disseminate findings to colleagues the critical importance of considering multiple perspectives and second language learners' needs *(ASTL Learning Outcomes 5 and 6)*; (*IB Adv Cert domains 2.2,2.4*) and

F. Explore and respect differences in teaching and learning as they relate to cultural diversity and social justice in the field of action research/inquiry *(ASTL Learning Outcomes 1, 4, 5, and 6 (IB Adv Cert domains 1.1,1.3).*

PROFESSIONAL STANDARDS

NBPTS Alignment:

EDUC 606 is aligned with the NBPTS Propositions (these propositions are also the first five ASTL learning outcomes), specifically:

- Proposition 1: Teachers are committed to students and their learning; *(ASTL Learning Outcome 1)*
- Proposition 4: Teachers think systematically about their practice and learn from experience; *(ASTL Learning Outcome 4)* and
  - Proposition 5: Teachers are members of learning communities. *(ASTL Learning Outcome 5)*

EDUC 606 is aligned with two of the additional outcomes that guide the ASTL Core:

- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners *(ASTL Learning Outcome 6); and*
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues *(ASTL Learning Outcome 7)*

IB Alignment

The content of EDUC 606 additionally aligns with aspects of the International Baccalaureate (IB) Certificate in Teaching and Learning Research, with a particular focus on the following Domains of Knowledge:

- Domains 1.1, 1.2, 1.3: Contemporary issues in IB education – Identification, clarification, and articulation of contemporary issues in IB context; critical analysis of contemporary IB issues; Contextualising and interpretation of IB issues.
- Domains 2.1, 2.2, 2.3, 2.4: Research practice – Application of planning and scoping process in

IB contexts; Collection, analysis, interpreting and reporting of evidence; Evaluation of research activity; Reflection on and dissemination of findings and implications for practice.

- Domains 3.2, 3.3, 3.4: Linking theory to practice in an IB context – Critical reading and reflection; Interpretation and evaluation of source material; Synthesizing research and experiential evidence.
- Domains 4.1, 4.2, 4.3, 4.4: Building capacity for practitioner inquiry – Relevant research questions; Modes of research and methods of data collection; Research design; Analyzing, interpreting, and reporting research findings.

Core Values Commitment

The College of Education and Human Development is committed to *collaboration, ethical leadership, innovation, research-based practices,* and *social justice.* Students are expected to adhere to these principles, which have been adopted by the faculty. EDUC 606 focuses on all five of these core values through promoting culturally based action research that is intentional and committed to social justice, ethical and collaborative research. Through collaborative groups and creative solutions to classroom puzzlements, this course also promotes innovative classroom practices that are data driven and aimed at making a difference for all students and improving instructional decisions and promoting social justice for all learners through research-based practice.

REQUIRED TEXT

No required text. We will use articles which will be posted for you.

We will use articles & book chapters for weekly readings. These will be found in the class folder for the class under Course Content.

Related resources

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

COURSE REQUIREMENTS AND ASSIGNMENTS
Course Delivery

Mini-lectures, videos, and interactive discussions of readings and ongoing critical reflective practice will support learning experiences throughout the course and will complement your experiences and expose you to the major cultural perspectives, as explored through the cultural inquiry process. Discussions may take place in class or via Blackboard. Your instructor will be available for in-person or virtual consultations to complement the support from your Critical Friends Groups

- ✓ To access our course Blackboard site, go to the MyMason portal login page at https://mymasonportal.gmu.edu. Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select EDUC 606.

General Requirements

A. Class attendance is both important and **required**. If, due to an emergency, you will not be in class, you must *contact your instructor prior to class time*. Learners with more than two absences may drop a letter grade or lose course credit. Your instructor understands that 'life happens' and that a death in the family or an earthquake may disrupt your life. Please let the instructor know when an earthy-changing event happens that will keep you from attending class.

B. All assignments are due no later than **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.

    a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**

    b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations. Assignments can be submitted early for feedback.

C. Please adhere to the assignment submission instructions listed in this syllabus**.** Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.

    a. All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. **Please do not upload written assignments in PDF format**. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlsx). Supporting documents for assignments can be in PDF format.

D. *All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA style (6th edition), as well as double-spaced, with 1" margins, and 12-point font (Times New Roman, Calibri, Georgia or Arial).

Assignments

	Points
Class Participation *Class and CFG Engagement: 35 points* *Portfolio Reflection Point 35 points*	40
Development of Research Study (incremental journal entries and formal drafts) *Drafts: 4 points each* *Journals: 2 points each*	20
Cultural Inquiry Study and Report (PBA)	40
Total Points	**100**

Class Participation

Class and CFG Engagement

You should come prepared to each class to actively participate in whole class and small group discussions. You will participate in various flexible groups for discussion throughout the semester. In whole class and small group discussions (whether conducted face-to-face or online) 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.* You will also be part of a critical friends group that will be comprised of a small group of teachers who are exploring related cultural questions in their major projects. As a critical friend and fellow researcher, you will be expected to provide your own work for review and to provide quality feedback on your group members' work. See Class Participation Rubric in this syllabus for evaluation criteria.

Portfolio Reflection Point *EDUC 606 (5 points of the 40 total class participation points)*
As a part of the ASTL Core, participants will continue to build their Professional Portfolio and will add Reflection Point #4 *(see the shaded box below)* at the conclusion of EDUC 606. For additional

detailed information about this Reflection Point, as well as the remainder of the Portfolio, please refer to the Portfolio Guidelines posted in the ASTL Core Cohorts Organization site on Blackboard. **You will submit your Reflection Point to the ASTL Core Cohorts Org site and also upload it to your Professional Portfolio.**

Cultural Inquiry Study and Report (The EDUC 606 Performance-Based Assessment) (40 points)
The purpose of this culturally based action research study is to provide you the opportunity for a hands-on learning experience using cultural perspectives and methods to understand more about persons, students, yourself, or situations in educational settings. Using the Cultural Inquiry Process (Jacob, 1999), the study is designed to advance your inquiry and research skills and to help you develop classroom based expertise in designing and monitoring appropriate educational action(s) to promote culturally responsive pedagogy.

Development of Research Study (journal entries and formal section drafts) (20 points)
To facilitate your action research process, work on your study will be incrementally completed throughout the semester. There will be tasks (with resulting deliverables- either journal entries or formal paper drafts) to complete along the way that will aid you in planning, implementing, and writing the final report of your cultural inquiry. You will engage in these tasks both independently and/or with a group of critical friends who will help you to surface and refine your puzzlements and your resulting plan of action. When you engage in and complete these developmental tasks, you will receive feedback either from your critical friends group or your instructor. It is expected that you use this feedback to further refine your study. You will also give feedback to your critical friends. Evaluation criteria for research study journals and drafts will be based on timely completion.

PROMPT FOR ASTL PORTFOLIO REFLECTION : EDUC 606
Teacher as Researcher with a Cultural Perspective
In this section, you should target your response to address how coursework, related readings, and products in EDUC 606 have led you to focus more deeply on teachers as researchers with a cultural perspective toward their educational settings. Please reflect on your own learning and your growth and change at this point in the Core. In particular, consider your cultural and linguistic perspectives and their impact on your teaching practices. In your reflection, integrate the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of your knowledge.

Suggested course products to be used as evidence of knowledge:
- Cultural Inquiry Study and Report (EDUC 606)
- Selections from the Reflective Journal about research or cultural knowledge
- Personal reflection on culture/language and its impact on your classroom inquiry (written as a result of the Cultural Inquiry Study)
- Other, as selected by individual (be specific)

Guidelines and suggested format for each of the Reflection Points
Length: Aim to limit your response to two well written pages
Focus: Each Reflection Point should include a short description, but will focus on *interpretation* and *analysis* of learning by synthesizing knowledge attained from that learning component of the Core coursework.
Format: Each reflection point *describes*, *interprets*, and *examines* why and how the course product(s) provide evidence of the ASTL principles addressed in that learning module. Here you should also discuss the impact of this course/learning module on your teaching practice *and* its impact on P-12 student learning.

GRADING SCALE
| 95-100 =A | 90-94 =A- | 86-89=B+ | 83-85=B | 80-82= B- | 70-79=C | Below 70=F |

TK20 PERFORMANCE-BASED ASSESSMENT
Every student registered for any Advanced Studies in Teaching and Learning course with a <u>required performance-based assessment</u> is required to submit the designated performance-based assessment(s) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, or as a onetime course). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester. **The required performance-based assessment for EDUC 606 is the Cultural Inquiry Study.**

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code-2/]

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/]

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experiences and academic performance [See http://caps.gmu.edu/]

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/]

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/]

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Professional dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core values commitment
The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration.* Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values]

Graduate school of education

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

CLASS SCHEDULE EDUC 606: Spring 2016

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Program dictate. Readings may change as more recent articles appear. Check the weekly folder for up-to-date readings for each class.

Date	Class Topic	Assignments due for class date
Week 1 **Jan. 26**	***Introduction to EDUC 606: Course requirements and overview of semester*** *Revisit Cultural Reflection from EDUC 612: We will apply it to your current classroom* How do we define culture? What is the importance of culture in education? The role and importance of culture in teacher research? Why is it important in developing understanding of our students through expanding our global competence?	<mark>Read: Villegas & Lucas: Culturally Responsive teacher –0n Blackboard in the folder for Week 1</mark> Delpit: The Silenced Dialogue Cultural Inquiry Study Description pp. 1-3
Week 2 **Feb. 2**	***Opening the Door to Cultural Assumptions and Puzzlements*** How does culture fit into the problem-solving process? ***Cultural Inquiry Process*** Identifying and refining a "puzzlement" in your classroom - developing a robust focus of inquiry about your puzzlement	**Read:** Hollins: Ch. 2, Deep meaning of culture (BB) Read one exemplar study (BB) Cultural Inquiry Study description of expanded Step 1 & 2: pp. 3-5 **Work with CFG to develop a puzzlement to investigate deeply (CIP steps 1 and 2)** <mark>Due to instructor: Journal entry 1: Setting, Puzzlement and Rationale by Sunday, Feb. 5.</mark>
Week 3 **Feb. 9**	***Continuation of Cultural Assumptions development*** ***CIP Connections*** Quick review of CIP Culturally-related Action Research Study. Examine specifically CIP Steps 2&3: Identifying and refining a "puzzlement" in your classroom - developing a robust focus of inquiry about your puzzlement	**Read:** Nieto: Ch. 4, Who does the accommodating? (BB) Cultural Inquiry Study Description of expanded steps 2&3 pp. 4-8 (middle)
Week 4 **Feb. 16**	***Learning to see one's own culture (as individuals and educators): Focus on cultural assumptions*** ***CIP Connections*** Framing your study	**Read:** Hollins: Ch. 7, Framework for understanding classroom diversity (BB) <mark>DUE to instructor (Journal entry 2) by Sunday 2/19: Framing the Study</mark>

Week 5 Feb. 23	*Learning to see the school's cultures*
	
	CIP Connections
	Finalize your question that you have cast. Reflect on CIP Step 3 together.
		Read:
		   Hawley & Nieto: Another inconvenient truth
		
		   Gonzalez: The funds of knowledge (BB)
		
		Gather and read articles related to your puzzlement. Use these articles for your literature review chart due Week 6. BRING at least two of your articles to class this week.

Week 6 Mar.2	*The School's Cultures and Home/Community Connections*
	
	CIP Connections
	Drawing themes from your literature—synthesizing your cultural and content readings
		Read:
		   Auerbach OR Ferlazzo OR Zimmerman-Orozco: Circle of Caring (BB)
		
		   Delpit: Ch. 3, No kinda sense (BB)
		
		BRING your table with at least 5 articles to class this week. We will work on themes in class.
		
		==DUE to instructor (Journal entry 3) by Sunday 3/5: Academic Research Article Review (Table of Literature)==

Week 7 Mar. 9	*Language, Culture, and the Teacher's Role*
	
	English Language Learners in our Classrooms – Toward a Culturally Responsive Pedagogy
	
	CIP Connections
	Data collection to inform your action plan
		Read:
		   Fox: The critical role of language (BB)
		
		   Zwiers: Third language of academic English (BB)
		   CIP pages 8-11
		
		Cultural Inquiry Study Description of expanded step 4; pp.8-11
		==DUE to instructor (Journal entry 4) by Sunday 3/12: Plan for informational data collection and analysis (to be used to inform action plan)==

Week 8 Mar. 16	**Mason Spring Break- No Class Meeting Materials online in the folder for this week Continue to work on your study and focus your developing understanding of the many dimensions of culture in your teaching, your students' learning and your actions as teacher leaders**	**Time to catch up on reading and move forward with your research.** **Collect and analyze informational data**

Week 9 Mar. 23	*School Influences & Understanding Issues of Cultural Mismatches (CIP 3.3) and Power Imbalances and Peer Responses (CIP 3.4)*
	
	In-class video: *Speaking in Tongues or Teens in Between*
	 With follow-up discussion of video & article
	
	CIP Connections
	Data Collection for your Study
	Collecting and analyzing information to understand your puzzlement & to identify appropriate action. What data will you collect for your project? Work with CFG to craft your plan.
		Read:
		   Hofstede: Dimensionalizing cultures (BB)
		   Heyward: From International to Intercultural
		   Filax: Queer In-Visibility
		
		   CIP: pages 11-13
		
		==DUE to instructor (Journal entry 5) by Sunday 3/26: Action and Phase 2 Data Collection Plan==

Week 10 Mar. 30	***Power Imbalances and Peer Responses*** Executive summary template **Critical Friends Group conferencing**	**Read:** Poverty and Trauma readings on Blackboard **Implement first step(s) of action; AND Write your Introducing the Study section (Puzzlement, Setting, Cultural Questions/Dimensions) that is due next week with your Lit Review Draft**
Week 11 Apr. 6	*CIP Connections* Data Analysis Review Rubric together	**Read: Continue implementing first step(s) of action; AND DUE to instructor (Section drafts) by Sunday 4/9: Submit your Introducing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) AND Literature Review Drafts** *Note: If your Spring Break is next week, this week you will need to continue implementing your action(s) and collecting your 'final' preliminary data.*
Week 12 Apr. 13	**Work Day—No Class Meeting** *Spring break for some schools*	**Read:** Cultural Inquiry Study Description of expanded step 7 **Continue implementing action plan; AND DUE to instructor by Monday Sunday 4/16: Draft 1: Framing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) and Literature Review Draft CIP: pages 11-13**
Week 13 Apr. 20	**Work Day- No Class Meeting**	**Continue implementing action(s) and collecting 'final' preliminary data; AND DUE to CFG by Thursday 4/20: Draft 2: Action, Data Collection, Data Analysis Methods** *Feedback to your CFG due by Monday 4/24* **Analyze data**
Week 14 Apr. 27	*Final Steps: Writing up your research project to share with others* **Individual and CFG consultations on individual projects** **Wrapping it All Up** Final Course Evaluations	**DUE to CFG (Section drafts) by Thursday, 4/27: All sections of paper REVISED plus Findings AND Conclusions/Implications Drafts for workshop; CF will provide feedback by Sunday, 5/01**
Week 15 May 7	*Submit Executive Summary and 3 Powerpoint slides due Sunday May 7.*	
May 9 & 10	**USING Blackboard Collaborate: Presentations of Cultural Inquiry Study online on 5/9 and 5/10 ALL students: F2F & DL together online** **Oral presentations on Collaborate**	
May 11	**Submit FINAL version of Cultural Inquiry Study paper to Blackboard by May 11th, 11:59 pm**	

May 15	**ASTL Portfolio Reflection: EDUC 606 by May 11th, 11:59 pm** upload to Blackboard Organization site (ASTL Core Cohorts Org site)
May 16 **5-8pm**	**Portfolio Presentations** *on Fairfax Campus* **to ASTL Faculty (<u>ALL local students: F2F & DL</u>) in the Johnson Center CLUB, 3rd floor** *International & out-of-state students will participate online* *Specific presentation schedule TBA* *Celebratory Reception to follow* ☺

Cultural Inquiry Study and Report (PBA)
Timeline for implementation of the Cultural Inquiry Process, including "deliverables"

Weeks	Tasks to be Accomplished
1	Observe your class: What questions are raised for you?; What cultural and linguistic questions linger from your teaching practice and from our previous Core courses?
2	Due to instructor: Journal entry 1: Setting, puzzlement and rationale Prompt: This journal entry should thoroughly address the following: ✓ Describe the setting in which you teach. This will include the demographics of your school and classroom, but should dig deeper into the learning needs of the groups and individuals in your class. ✓ What puzzlements do you have about the students in your class? Why do you have these puzzlements? What student(s) in your class are the focus of your puzzlement? Include specific details of interactions or events that have contributed to your puzzlement. ✓ Identify one puzzlement to focus on for your Cultural Inquiry Study. ✓ What literature will you begin exploring to better understand your puzzlement?
3	Consider what is already known about your puzzlement, the assumptions you are making and areas of potential cultural intersection; selec 1-2 cultural questions that will guide your inquiry (CIP steps 2 & 3)
4	DUE to instructor (Journal entry 2: Framing your study Prompt: In this journal entry you will situate your puzzlement within a cultural context. You will summarize what you know and have observed about the student(s) and the context around which your puzzlement is focused and analyze the assumptions you may have about the student(s). You should use the Cultural Inquiry Study Description, step 3, to identify 1-2 cultural questions that will guide the development of your research questions. This journal entry should thoroughly address the following: ✓ What do you already know about the student(s)? Address the student(s)' academic and social experiences, the student(s)' strengths and areas of challenge, cultural and family background and any other experiences or details about the student(s) that you know. ✓ Describe the context that may relate to the puzzlement. This may include reflections on your own gender, social class and cultural background as well as the cultural context of the school, peer influence or interactions, and contexts of the student and their family. ✓ What assumptions might you hold about your puzzling situation and about the student(s)? These beliefs will influence you throughout your Cultural Inquiry Study: reflect thoughtfully on these assumptions. ✓ Identify 1 or 2 cultural questions from the Cultural Inquiry Study, Step 3 You will combine these cultural questions and your puzzlement to construct your research questions. ✓ What would you like to know more about, in order to understand the student(s) better? What literature will help you do this? What preliminary data will help you do this?
5	**Gather and read articles related to your puzzlement. Use these articles for your literature review chart due Week 6.**
6	DUE to instructor (Journal entry 3): Academic Research Article Review **"Working" table of literature informing your study (at least 5 articles at this point,**

	including 3 external to the course) and list of emergent themes. Include a list of your references in APA 6th edition format.
7	: Phase 1 Data Collection Plan **Journal Entry 4 Prompt:** Describe your plan for your phase 1 (preliminary)data collection and analysis. The data you collect and analyze will help you explore the connection between your puzzlement and the cultural questions you selected. This journal entry should thoroughly address the following: ✓ What further information from your student(s), school, families, colleagues, or classroom do you need to collect before moving forward? ✓ How will these data help you to better understand your puzzlement through the lens of your cultural questions? What do you hope to better understand as a result of gathering this information? ✓ From what source(s) will the information be gathered? ✓ What data collection methods will be used to gather the information? ✓ How will you analyze the informational data you collect?
8	**Implement preliminary (phase 1) data collection plan and analyze collected information data.**

9	**DUE to instructor: (Journal entry 5: Action and Phase 2 Data Collection Plan**
	Journal Entry 5 Prompt: Describe the action you intend to implement in your educational setting as well as the data collection and analysis methods you intend to use to monitor the impact of your action plan (This will be phase 2 of data collection). This journal entry should address the following:
	✓ Thoroughly describe your action—what you will do in your classroom (or other educational setting). Individual actions within your action plan should be described in detail.
	    o Explain why you have selected each component of the action plan. Make explicit the connections between your action plan and your cultural questions, informational data, AND literature.
	✓ What data will you collect and analyze in order to determine the effectiveness of your actions during implementation (phase 2 of data collection)?
	    o For each type of data you plan to collect, describe the data you will collect, the data source(s) and when (or how frequently) you will collect the data.
	    o How will the data help you track the progress of the action plan? How ill the data inform you of the need to adjust your action plan during implementation?
	    o How will you evaluate the impact of the action plan?
	✓ How will the data you collect in phase 2 help you understand the puzzlement through the lens of your cultural questions?

10-13	**Implement your action and collect data Weeks 10-13** **(while implementing and monitoring you'll be putting together your report sections; See below for draft due dates)**
10	**Implement initial step(s) of action and collecting Phase 2 data; AND** **Work on your Framing the Study section (Puzzlement, Setting, Cultural Questions/Dimensions)**

11	**Continue implementing initial step(s) of action and collection Phase 2 data; AND Write your Framing the Study section (Puzzlement, Setting, Cultural Questions/Dimensions)**
12	**Continue implementing action plan and collecting Phase 2 data; AND** **DUE to instructor: Draft 1: Framing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) and Literature Review Draft** **Draft of discussion about how you are framing the issue (culturally and from the literature) and are connecting to the wider literature about your subject ("building on those who have come before us" as Falk and Blumenreich reference)** ***Note: If your Spring Break is next week, this week you will need to continue implementing your action(s) and collecting your 'final' preliminary data.**
13	**Continue implementing action(s) and collecting 'final' preliminary data; AND DUE to CFG (Section drafts): Action, Data Collection, Data Analysis Methods Draft** ▪ Action Details: Your action ▪ Data Collection: Information concerning how you are collecting data that will serve you in answering your question. A data table is helpful! ▪ Analysis of Data: Information concerning how you have interpreted your initial and ongoing data and determined what action(s) to put in place and what next steps to take ▪ Feedback to CFG due
14	**DUE to CFG (Section drafts): All sections of paper REVISED plus Emerging Findings AND Conclusions/Implications Drafts for workshop**
15	**Feedback due to CFG** **Submit Executive Summary (3 Powerpoint Slides)**
16	**Submit FINAL version of CIP paper to Tk20 on May 11** **(with ALL sections revised AND final reflection)** **Oral presentations/sharing with one-page Executive Summary—remember that this is online for everyone (F2F and DL sections**

Cultural Inquiry Process Steps (Jacob, 1999)

1. **Select as your focus one or more students and identify your puzzlement(s) about the student(s).**
2. **Summarize what is already known about the focus individual(s) and the context.**
3. **Consider alternative cultural influences and select one or more of them to explore.**
4. **Gather and analyze relevant information as needed.**
5. **Develop and implement action(s) as needed.**
6. **Monitor the process and results of action(s).**
7. **Write a report of your CIP study.**

Special Reminders for Writing the Report of Your Cultural Inquiry Study following the Cultural Inquiry Process (CIP) (Jacob, 1999)

- Your paper should follow APA 6th edition format and include correctly formatted references.

- To protect the anonymity of the people involved, use only pseudonyms for participants and proper names (e.g. students, teachers, school, district) in your discussions and in the report.

- Write your report with your educational colleagues as the audience. Your written report should incorporate the CIP questions.

- Comprehensive evaluation criteria are provided in the rubric and will be discussed in class. We are here to support your work and help whenever we 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 references (at least 3 of which come from sources outside course readings; others may come from course readings), clear presentation of findings, thorough discussion, thoughtful reflections, clear organization and writing. This Cultural Inquiry Study builds on the research and data collection plans you followed in completing your 613 Case Study of a Learner.

- The final section is a reflective narrative to be included at the end of the inquiry report-- you and your instructor are the primary audience. In this section, you should relate your project to EDUC 606 course outcomes and discuss what you personally learned from your inquiry. To do this, please respond to the following two prompts:

  o What was your most significant learning with regard to the interrelationship between culture and education for domestic and international settings?

  o What is the potential impact of this study on your teaching, your learning, and on the learning of the students in your classroom? Explain why.

Criteria for Evaluation: Refer to the PBA rubric.

ASTL EDUC 606: Journal Entry 3: Academic Research Article Review

For Journal Entry 3, you should identify & read 5 academic resources for use in the literature review for your study. *(Note: 8 references are required in the final report for your Cultural Inquiry Study, but only 5 references are required for inclusion in Journal Entry 3. Keep your work flowing along the semester – this is designed to provide you a framework for synthesizing literature.)*

Of the 5 references required for Journal Entry 3,
- At least 3 of the 5 should be references that are external to our course.
- At least 3 of the 5 should be pure academic research: they should describe & discuss research conducted by the author(s)

As you examine the literature, look for emergent themes. Identify these themes after you complete the table.

Article Citation (APA)					
Research Question(s) (for research articles) OR Topics addressed					
Participants (for research articles) OR Student group addressed					
Data Collection Methods (for research articles)					
Data Analysis Methods (for research articles)					
Findings of the research (for research articles) OR Salient points					
Recommendations and/or Implications for your Practice					

CULTURAL INQUIRY STUDY AND REPORT (PBA) RUBRIC

	No Evidence *No Evidence*	Beginning *Limited Evidence*	Developing *Clear Evidence*	**Accomplished** *Clear, Consistent, and Convincing Evidence*
Puzzlement(s) and Background *ASTL Learning Outcome 4*	*States puzzlement(s) only implicitly or the puzzlement may not be culturally related *Presents little about "what is known" OR *Puzzlement is not stated *Information about "What is known" is missing *0 pts.*	*States culturally based puzzlement(s), but not clearly or without supporting details *Information about "what is known" lacks clarity *1 pt.*	*States culturally based puzzlement(s) clearly, but supporting details may be needed *Presents "what is known" clearly, but may not provide supporting details. *1.5 pts.*	*States culturally based puzzlement clearly and thoroughly, with many supporting details *Presents "what is known" clearly and thoroughly, with many supporting details *2 pts.*
Cultural Questions *ASTL 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 and the CIP cultural strands. *Provides minimal or no rationale/support for choice of cultural question(s) *0 pts.*	*States at least 1 cultural question, however *May lack clear logical relationship between cultural question(s) and puzzlement(s)/what is known and the CIP cultural strands. *May provide only partial rationale/support for choice of cultural questions(s) *1 pt.*	*States at least 1-2 cultural questions clearly, with some supporting details provided *Demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known and the CIP cultural strands. *Provides some rationale/support for choice of cultural question(s) *1.5 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 and the CIP cultural strands. *Provides clear, consistent, and convincing rationale/support for choice of cultural question(s) *2 pts.*
Reviewed Literature *ASTL Learning Outcome 6*	*Connections to broader literature are not appropriate or are missing *Cites less than 3 sources (and/or less than 2 are not assigned for the course and no	*Includes appropriate connections to broader literature *Cites 3-5 sources (with 2-3 not assigned for the course and/or 1-2 research studies)	*Includes thoughtful connections to broader cultural and content-based literature; *Cites 6-7 sources (with 3 not assigned for the course and 3 research studies)	*Includes thoughtful and thorough connections to broader cultural and content-based literature; *Clear, consistent, and convincing citation of 8 or more

	research studies) *0 pts.*			references; at least 3 not assigned for the course; at least 3 are research studies. *5 pts.*
Action *ASTL Learning Outcome 6*	*Does not describe action(s) *Link to cultural questions and data is unclear, assumed, or missing *0 pts.*	* Describes the action(s) but description is vague or limited *Link to cultural questions and informational data is vague *1-2 pts.*	*Clearly describes the action(s) *Link to cultural questions and informational data is clear with some explanation *3-4 pts.*	*Describes the action(s) in a clear, consistent, and convincing manner. Action is very detailed. *Link to cultural questions and informational data is clear and explained in detail *5 pts.*
Data Collection and Analysis *ASTL Learning Outcome 4*	*Link to cultural question(s) is unclear, assumed, or missing (there is no supporting explanation) *Presents minimal or no details of data collection and analysis methods *It is not clear how the data are intended to help understand puzzlement(s) from cultural point(s) of view *0 pts.*	*Links to cultural question(s), but link with supporting explanation may be vague *Presents some but vague details of data collection and analysis methods, and fails to include how the data will be used to monitor the impact of the action. *It may not be clear how the data are intended to help understand puzzlement(s) from cultural point(s) of view *1-2 pts.*	*Links clearly to cultural question(s) with some supporting explanation *Presents clear details of data collection and analysis methods, including how data will be used to monitor the impact of the action. *It may be clear that the data are intended to help understand puzzlement(s) from cultural point(s) of view *3-4 pts.*	*Links clearly and completely to cultural question(s) with robust supporting explanation *Presents clear and complete details of data collection and analysis methods, including how data will be used to monitor the impact of the action. *It is clear how the data are intended to help understand puzzlement(s) from cultural point(s) of view *5 pts.*
Emerging Findings and Action Plan Monitoring *ASTL Learning Outcome 6*	*Presents no findings related to cultural question(s) *All data presented is unanalyzed. *Presentation of data is unclear or poorly organized *Presents evidence to evaluate action(s) in a poorly organized	*Presents some data to address cultural question(s), but some data may be raw and unanalyzed. *Presentation of data may lack some clarity or organization *Presents evidence to evaluate action(s) clearly with some lack	*Presents emerging findings that are generally based in collected data. Findings are related to cultural question(s) *Presentation of data is clear and well organized *Presents evidence to evaluate action(s) clearly and in an	*Presents emerging findings that are clearly based in collected data. Findings are clearly and convincingly related to cultural question(s) *Presentation of data is clear, consistent, and convincing *Presents evidence to evaluate

	0 pts.	1-2 pts.	3-4 pts.	5 pts.
	manner or not at all *Demonstrates little or no attempt to understand puzzlement(s) from a cultural point of view. *0 pts.*	of clarity or organization *Attempts to understand puzzlement(s) from cultural points of view, but may include some judgments *1-2 pts.*	organized manner *Attempts to understand puzzlement(s) from cultural point of views *3-4 pts.*	action(s) clearly and in a consistent and convincing manner *Makes clear, consistent, and convincing attempts to understand puzzlement(s) from cultural point(s) of view *5 pts.*
Conclusions and Implications *ASTL Learning Outcome 7*	*Presents minimal or no statement of conclusions in relation to puzzlement(s) *Minimal or no discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *0 pts.*	*Presents statement of conclusions in relation to puzzlement(s), but may lack some clarity *Explicitly discusses broader implications (for own practice and/or for other teachers, schools, etc.) *May link to other research *1-2 pts.*	*Presents clear statement of conclusions in relation to puzzlement(s) *Strong to Extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *Links to other research *3-4 pts.*	*Presents clear, consistent, and convincing statement of conclusions in relation to puzzlement(s) *Explicit and extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *Clear, consistent, and convincing links to other research *5 pts.*
Reflection *ASTL Learning Outcome 4*	*Does not include reflection, or includes a cursory reflection that may be bulleted *0- .5 pts.*	*Includes reflection section *Does not address both prompts, or may lack detail or thoughtful connections *1 pts.*	*Includes reflection section *Addresses the 2 areas thoroughly and thoughtfully *Does not use course readings to support points/thoughts *2 pts.*	*Includes reflection section *Addresses the 2 prompts thoroughly and thoughtfully *Uses course readings to support points/thoughts *3 pts.*
Overall Style *ASTL Learning Outcome 4*	*Poorly organized across sections of report *Inconsistent "voice" used *Poorly written overall with many stylistic or grammatical errors and error patterns	*Generally well organized across sections, but has some organizational problems *Consistent "voice" used *May have minor problems with clarity of writing overall; stylistic errors or error patterns	*Well organized across all or most sections of report *Consistent "voice" used *Clearly written overall; very few errors evident	*Well organized consistently across all sections of report *Clear and consistent "voice" used *Clearly and convincingly written overall; <u>NO</u> stylistic errors or error patterns

	0 pts.	may be evident 1 pt.	2 pts.	3 pts.
APA Format *ASTL Learning Outcome 4*	*No evidence of APA format *May have consistently used another formatting style 0-.5 pts.	*Generally follows APA format for headings, citations, and references, but contains multiple and recurring errors 1 pt.	*Generally follows APA format for headings, citations, and references, but has a few minor errors 1.5 pts.	*Follows APA 6th edition format for headings, citations, and references *NO APA errors 2 pts.
Presentation and Executive Summary *ASTL Learning Outcome 5*	*Does not have an Executive Summary on day of presentation; *Does not present research to peers/colleagues 0 pts.			*Has an Executive Summary on day of presentation and the summary contains all sections from template; *Presents research to peers/colleagues 3 pts.

PARTICIPATION RUBRIC EDUC 606

	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**
Class and CFG Engagement	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student actively participates in small and/or whole group class meetings; AND Consistent participation in critical friend(s) work; Meaningful, detailed, and constructive feedback provided to peer(s) in Critical Friend Groups *35 pts.*	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; AND/OR Sometimes participates in critical friend(s) group work and provides meaningful, detailed, and constructive feedback OR consistently participates in critical friends groups but feedback is not meaningful, detailed, & constructive.	The student may be late or miss class more than once; is prepared for class; participates at least peripherally in group and class discussions; The student is somewhat engaged in all classes; if an absence occurs, the procedure outlined in the syllabus is followed; AND/OR sometimes but not always constructively participates in Critical Friends Groups.	The student is chronically late for class; absences are not documented by following the procedures outlined in the syllabus; The student is not prepared for class; and does not actively participate in discussions. AND/OR rarely participates in Critical Friends Group work. Feedback is not meaningful, detailed, and constructive.
Reflection Point	Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site *5 pts.*			May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted to Core Organization site *0 pts.*