

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ADVANCED STUDIES IN TEACHING AND LEARNING PROGRAM**

**EDUC 606.001 - 002
EDUCATION AND CULTURE**

3 credits, Spring 2019

CRN 20778 & 20779

Meeting Days/Times

Jan. 22, 2018 - May 15, 2018, Thursdays 4:30-7:10 pm

Location: Fairfax High School, room A120



Faculty

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or online via Skype or Collaborate

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Prerequisites/Corequisites

Admission to the M.Ed. in Curriculum and Instruction, ASTL concentrations; EDUC 612 and 613 (with grades of B- or better)

University Catalog 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.

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 Method

This course will be delivered using a lecture format. 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, phone, 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>. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email 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.

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 from an inquiry stance (*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 on 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*);
- F. Explore and respect differences in classroom 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.

Required Text

No required textbook. A variety of readings (articles and book chapters) will be posted for you in our course Blackboard site.

Related resources

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

| <i>Assignment</i> | <i>Points</i> |
|--|---------------|
| Class Participation <i>Class and CFG Engagement: 35 points</i> | 40 |

| | |
|--|------------|
| <i>Portfolio Reflection Point: EDUC 606: 5 points</i> | |
| Cultural Inquiry Study (PBA) | 40 |
| Development of Research Study (incremental journal entries and formal drafts) | 20 |
| <i>Drafts: 4 points each Journals: 2 points each</i> | |
| Total Points | 100 |

1. 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

As a part of the ASTL Core, participants will continue to build their Professional Portfolio and will add Reflection Point: EDUC 606 (*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 Program Organization site on Blackboard. You will submit Reflection Point: EDUC 606 to the ASTL Program Org site *and* also upload it to your Professional Portfolio.

2. Cultural Inquiry Study and Report (The EDUC 606 Performance-Based Assessment)

The purpose of this cultural inquiry 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 and linguistically responsive pedagogy. See this syllabus for assignment details and rubric.

3. Development of Research Study (journal entries and formal section drafts)

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 POINT: EDUC 606

Teacher as Researcher with a Cultural Perspective

In this reflective narrative, you will focus on how coursework, related readings, and products in EDUC 613 have led you to think more deeply about the learning process, the factors that influence an individual's learning, and your own students.

First, reflect on your learning and your perceived growth and change at this point in the Core.

Then, construct a written reflection that captures the following:

I used to think...

Now I think...

What this means for me

In your reflection, connect to any of the applicable eight program learning outcomes and the ways in which the performance assessments in this course provide evidence of your knowledge. Also, within your reflection identify program experiences that have most impacted your thinking and your teaching practices (including selected PBAs, course readings, activities, and other learning experiences).

Required course products to be used as evidence of knowledge:

- Cultural Inquiry Study and Report (EDUC 606)

Other suggested products for inclusion:

- Selections from the Reflective Journal about research or cultural knowledge
- 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 single-spaced 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.

• **Other 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.
- B. All assignments are due no later than **11:59 PM EST** of the date indicated in each week's assignments published in the **COURSE SCHEDULE** 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.
 - 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, or Arial).
- **Grading**
| 95-100 =A | 90-94 =A- | 86-89=B+ | 83-85=B | 80-82= B- | 70-79=C | Below 70=F |

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

CLASS SCHEDULE EDUC 606: Spring 2019

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Program dictate.

| <i>Date</i> | Class Topic | Assignments due for class date |
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| <p>Week 1 Jan. 24</p> | <p><i>Introduction to EDUC 606: Course requirements and overview of semester</i></p> <p>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?</p> | <p>Read</p> <ul style="list-style-type: none"> • Villegas & Lucas: Culturally Responsive teacher • Delpit: The Silenced Dialogue • Cultural Inquiry Study: Introduction and Overview (pp. 1- top of 3) <p>Informally observe your class and take note of your thinking: What questions are raised for you? What cultural and linguistic questions linger from your teaching practice and from our previous Core courses? Bring your notes to class.</p> |
| <p>Week 2 Jan. 31</p> | <p><i>Opening the Door to Cultural Assumptions and Puzzlements</i></p> <p>How does culture fit into the problem solving process?</p> <p><i>CIP (Cultural Inquiry Process) Connections</i> Quick review of CIP Culturally-related Action Research Study. Examine specifically CIP Step 1: Identifying and refining a “puzzlement” in your classroom - developing a robust focus of inquiry about your puzzlement</p> | <p>Read</p> <ul style="list-style-type: none"> • Hollins: Ch. 2, Deep meaning of culture • Cultural Inquiry Study: Step 1 (pp. 3-4) • Read one exemplar study <p>During Week 2, work with CFG to develop a puzzlement to investigate deeply (CIP step 1)</p> |
| <p>Week 3 Feb. 7</p> | <p><i>Continuation of Cultural Assumptions</i></p> <p><i>CIP Connections</i> Quick review of CIP Culturally-related Action Research Study Process. Examine specifically CIP Steps 2 & 3: Summarize what is known & identify your cultural questions</p> | <p>Read</p> <ul style="list-style-type: none"> • Nieto: Ch. 4, Who does the accommodating? • Cultural Inquiry Study: Steps 2 & 3 (pp. 4-8) <p>DUE to BB journal by Sunday 2/10: (Journal Entry #1: Setting, Puzzlement, and Rationale)</p> |

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| <p>Week 4 Feb. 14</p> | <p><i>Learning to see one's own culture (as individuals and educators): Focus on cultural assumptions</i></p> <p>CIP Connections Framing your study: Consider what is already known about your puzzlement, the assumptions you are making and areas of potential cultural intersection; Select 1-2 cultural questions that will guide your inquiry (CIP steps 2 & 3)</p> | <p>Read</p> <ul style="list-style-type: none"> Hollins: Ch. 7, Framework for understanding classroom diversity Cultural Inquiry Study: Review Steps 2 & 3 (pp. 4-8) <p>DUE to BB journal by Sunday 2/17: Journal Entry #2: Framing my study</p> |
| <p>Week 5 Feb. 21</p> | <p><i>Language, culture, and the teacher's role</i></p> <p>CIP Connections Finalize your question. Reflect on CIP Step 3 together.</p> | <p>Read</p> <ul style="list-style-type: none"> Gonzalez: The funds of knowledge <p>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.</p> |
| <p>Week 6 Feb. 28</p> | <p><i>School, home, and community connections</i></p> <p>CIP Connections Drawing themes from your literature-synthesizing your cultural and content readings</p> | <p>Read</p> <ul style="list-style-type: none"> Auerbach: Learning from Latino Families OR Ferlazzo: Involvement or Engagement OR Zimmerman-Orozco: Circle of Caring <p>AND</p> <ul style="list-style-type: none"> Delpit: Ch. 3, No kinda sense <p>BRING your table with at least 5 articles to class this week. We will work on identifying themes in class.</p> <p>DUE to BB journal by Sunday 3/3: Journal Entry #3: Academic Research Article Review</p> |
| <p>Week 7 Mar. 7</p> | <p><i>The influence of class and income</i></p> <p>CIP Connections Data collection to inform your action plan</p> | <p>Read:</p> <ul style="list-style-type: none"> Selected readings related to the influence of class and income on learning Cultural Inquiry Study: Step 4 (pp. 8-10) <p>DUE to BB journal by Sunday 3/10: Journal entry #4: Phase 1 data plan (CIP step 4)</p> |

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| Week 8 Mar. 14 | Mason Spring Break- No Class Meeting | Collect and analyze phase 1 data |
| Week 9 Mar. 21 | <i>School Influences & Understanding Issues of Cultural Mismatches (CIP 3.3) and Power Imbalances and Peer Responses (CIP 3.4)</i> CIP Connections <i>Data Collection for your Study</i> 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: <ul style="list-style-type: none"> • Filax: Queer In-Visibility • Revisit CIP 3.3, 3.4, 3.5 and their sub-descriptions • Cultural Inquiry Study: Steps 5 & 6 (pp. 11-12) DUE to BB journal by Sunday 3/24: Journal Entry #5: Action plan and phase 2 data plan (CIP step 5) |
| Week 10 Mar. 28 | Work Day- No Class Meeting | Implement first step(s) of action; AND Write your Framing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) and Lit Review Drafts (due Week 12) |
| Week 11 Apr. 4 | Work Day- No Formal Class Meeting: Work time and conferences | Read: <ul style="list-style-type: none"> • Falk & Blumenreich: Ch. 7 (Analyzing Data) Continue implementing first step(s) of action; AND writing Draft 1 due next week (Week 12) |
| Week 12 Apr. 11 | CIP Connections Data Analysis | Read <ul style="list-style-type: none"> • Cultural Inquiry Study: Step 7 (pp. 12-13) Continue implementing action(s) DUE to instructor (Section drafts) by Sunday 4/14: <ul style="list-style-type: none"> • Framing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) AND • Literature Review |

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| <p>Week 13 Apr. 18</p> | <p>Work Day- No Class Meeting</p> | <p>Continue implementing action(s), and collecting/analyzing 'final' data</p> <p>DUE to CFG (Section drafts) by Thursday, 4/18: Action, Data Collection, Data Analysis Methods</p> <ul style="list-style-type: none"> • Action: Your action • Data Collection: Information concerning how you are collecting/collected data that will serve you in answering your question. A data table is helpful! • Analysis of Data: Information concerning how you interpreted your initial and ongoing data and determined what action(s) to put in place and what next steps to take <p>CF will provide feedback by Sunday, 4/21</p> |
| <p>Week 14 Apr. 25</p> | <p>Work Day- No Class Meeting</p> <p><i>Final Steps: Writing up your research project to share with others</i></p> <p>Individual and CFG consultations on individual projects</p> | <p>DUE to CFG (Section drafts) by Thursday, 4/25:</p> <ul style="list-style-type: none"> • All sections of paper REVISED plus drafts of • Emerging Findings AND • Conclusions/Implications; <p>CF will provide feedback by Sunday, 4/28</p> |
| <p>Week 15 May 2</p> | <p>Wrapping it All Up</p> <p>Review rubric Course synthesis Final Course Evaluations</p> | <p>Due to instructor: Executive Summary (3 PPT slides) by Sunday, 5/5</p> |
| <p>Week 16</p> <p>Wed May 8</p> <p>Thurs May 9</p> | <p>Cultural Inquiry Study Presentations conducted via Blackboard Collaborate</p> | |
| <p>Thurs May 9</p> | <p>Submit FINAL version of Culturally Inquiry Study paper to Blackboard (with ALL sections revised AND final reflection added)</p> | |
| <p>Friday May 10</p> | <p>Portfolio Reflection Point: EDUC 606 upload to Blackboard Organization site (ASTL Program Site)</p> | |

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Cultural Inquiry Study and Report (PBA)
Timeline for implementation of the Cultural Inquiry Process

| Week | Study Tasks to be Accomplished, Week by Week – mark your calendars! |
|------|--|
| 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 | Work with CFG to develop a puzzlement to investigate deeply. |
| 3 | <p>DUE to instructor: Journal entry #1: Setting, puzzlement & rationale</p> <p>Prompt: This journal entry should thoroughly address the following:</p> <ul style="list-style-type: none"> • 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? |
| 4 | Consider what is already known about your puzzlement, the assumptions you are making, and areas of potential cultural intersection; Select 1-2 cultural questions that will guide your inquiry (CIP steps 2 & 3) |
| 4 | <p>DUE to instructor: Journal entry #2: Framing my study</p> <p>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:</p> <ul style="list-style-type: none"> • What do you already know about the student(s)? Address the student(s)' academic & social experiences, the student(s) strengths & areas of challenge, cultural & 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 influences 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. |

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| | <ul style="list-style-type: none"> Identify 1 or 2 cultural questions from the Cultural Inquiry Study Description, 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 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 | <p>DUE to instructor: Journal entry #3: Academic research article review</p> <p>“Working” table of literature informing your study (at least 5 articles at this point, including 3 external to the course and 3 research articles). Include list of emergent themes. Include a list of your references in APA 6th edition format.</p> |
| 7 | <p>DUE to instructor: Journal entry #4: Phase 1 data plan</p> <p>Prompt: Describe your plan for your phase 1 (preliminary) data collection and analysis. CIP Step 4. The data you collect and analyze will help you explore the connection between your puzzlement and the cultural question(s) you selected. This journal entry should thoroughly address the following:</p> <ul style="list-style-type: none"> 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 question? 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 informational data |
| 9 | <p>DUE to instructor: Journal entry #5: Action plan and phase 2 data plan</p> <p>Prompt: Describe the action plan 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). CIP Step 5. This journal entry should address the following:</p> <ul style="list-style-type: none"> Thoroughly describe your action plan—what you will do in your classroom (or other educational setting). Individual actions within your action plan should be described in detail. <ul style="list-style-type: none"> Explain why you have selected each component of the action plan. Make explicit the connections between your action plan and your cultural question(s), informational data, AND literature. How will you monitor the action plan during implementation (phase 2 of data collection)? |

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| | <ul style="list-style-type: none"> ○ 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. ○ How will this data help you track the progress of the action plan? How will this data inform you of the need to adjust your action plan during implementation? ○ 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 question? |
| 10-13 | <p><i>Implement your action and collect phase 2 data Weeks 10-13 (CIP Step 6)</i></p> <p><i>(while implementing and monitoring you'll be putting together your report sections (CIP Step 7); See below for draft due dates)</i></p> |
| 10 | Implement first step(s) of action plan and collect phase 2 data; AND Write your Framing the Study section (Puzzlement, Setting, Cultural Questions/Dimensions) |
| 11 | Continue implementing first step(s) of action; AND writing Draft 1 due next week (Week 12) |
| 12 | <p>Continue implementing action plan and collecting phase 2 data; AND</p> <p>DUE to instructor SECTION DRAFTS</p> <p>Draft of your 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)</p> <ul style="list-style-type: none"> ● Framing the Study (Puzzlement, Setting, Cultural Questions/Dimensions), and ● Literature Review Draft |
| 13 | <p>Continue implementing action and collecting/analyzing phase 2 data; AND</p> <p>DUE to CFG SECTION DRAFTS</p> <ul style="list-style-type: none"> ● Action: Your action details ● Data Collection: Information concerning how you are collecting data that will serve you in answering your question. A data table is helpful! ● Data Analysis: Information concerning how you interpreted your initial and ongoing data and determined what action(s) to put in place and what next steps to take <p>CFGs, remember to be engaged partners! Feedback to your critical friend needs to be substantive- meaningful, of import, considerable, etc. Read for rubric quality, but also</p> |

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| | push your friend's thinking. Ask both clarifying and probing questions in your feedback. |
| 14 | DUE to CFG SECTION DRAFTS <ul style="list-style-type: none"> • All sections of paper REVISED, plus • Emerging Findings, AND • Conclusions/Implications |
| 15 | DUE to instructor <ul style="list-style-type: none"> • Executive Summary (3 PPT slides) |
| 16 | Present Cultural Inquiry Study Submit FINAL version of Cultural Inquiry Study paper to Blackboard <ul style="list-style-type: none"> • ALL sections revised AND final reflection |

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.

*Reference handouts for details regarding the CIP steps.

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 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 is 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 8 references (at least 3 of which come from sources outside course readings, at least 3 of which are research studies), 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 1-1.5 pages 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:
 - What was your most significant learning with regard to the interrelationship between culture and education?
 - 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 | | | | | |

What emergent themes have you identified from the literature on your topic? (In other words, what patterns are you seeing in the findings and recommendations from each of the articles/studies/research?)

On another page, create an APA style reference list of your articles and then use the table provided in this document to analyze the literature.

CULTURAL INQUIRY STUDY AND REPORT (PBA) RUBRIC

| | Does not meet Standard (Little or no evidence) | Approaches Standard (Some evidence) | Meets Standard (Clear evidence) | Exceeds Standard (Clear, convincing, and substantial evidence) |
|---|---|---|--|---|
| | 0 | 1 | 2 | 3 |
| <p>Puzzlement(s) and Background <i>ASTL Learning Outcome 4</i></p> <p><i>IB domains 1.1, 4.1</i></p> | <ul style="list-style-type: none"> • States puzzlement(s) only implicitly or the puzzlement may not be culturally related • Presents little about “what is known” <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Puzzlement is not stated • Information about “What is known” is missing <p><i>0 pts.</i></p> | <ul style="list-style-type: none"> • States culturally based puzzlement(s), but not clearly or without supporting details • Information about “what is known” lacks clarity <p><i>1 pt.</i></p> | <ul style="list-style-type: none"> • States culturally based puzzlement(s) clearly, but supporting details may be needed • Presents “what is known” clearly, but may not provide supporting details. <p><i>1.5 pts.</i></p> | <ul style="list-style-type: none"> • States culturally based puzzlement clearly and thoroughly, with many supporting details • Presents “what is known” clearly and thoroughly, with many supporting details <p><i>2 pts.</i></p> |
| <p>Cultural Questions <i>ASTL Learning Outcome 6</i></p> <p><i>IB domains 1.1, 1.2; 4.1</i></p> | <ul style="list-style-type: none"> • 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) <p><i>0 pts.</i></p> | <ul style="list-style-type: none"> • States at least 1 cultural question, however • May lack clear logical relationship between cultural question(s) and puzzlement(s)/what is known • May provide only partial rationale/support for choice of cultural question(s) <p><i>1 pt.</i></p> | <ul style="list-style-type: none"> • 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 • Provides some rationale/support for choice of cultural question(s) <p><i>1.5 pts.</i></p> | <ul style="list-style-type: none"> • 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) <p><i>2 pts.</i></p> |

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|--|--|--|--|---|
| | 0 | 1 | 2 | 3 |
| Reviewed Literature <i>ASTL Learning Outcome 6</i> <i>IB domains 3.1, 3.2, 3.3, 3.4</i> <i>IB domains 3.1, 3.2, 3.3, 3.4</i> | <ul style="list-style-type: none"> • Connections to broader literature are not appropriate or are missing • Cites fewer than 3 sources (and/or fewer than 2 are not assigned for the course and no research studies) <i>0 pts.</i> | <ul style="list-style-type: none"> • Includes appropriate connections to broader literature • Cites 3-5 sources (with 2-3 not assigned for the course and/or 1-2 research studies) <i>1-2 pts.</i> | <ul style="list-style-type: none"> • 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) <i>3-4 pts.</i> | <ul style="list-style-type: none"> • Includes thoughtful and thorough connections to broader cultural and content-based literature; • Clear, consistent, and convincing citation of 8 or more references; at least 3 not assigned for the course; at least 3 are research studies. <i>5 pts.</i> |
| Actions <i>ASTL Learning Outcome 6</i> <i>IB domains 4.2, 4.3</i> | <ul style="list-style-type: none"> • Does not describe action • Link to cultural questions and data is unclear, assumed, or missing <i>0 pts.</i> | <ul style="list-style-type: none"> • Describes the action but description is vague or limited • Link to cultural questions and data is vague <i>1-2 pts.</i> | <ul style="list-style-type: none"> • Clearly describes the action(s) • Link to cultural questions and data is clear with some explanation <i>3-4 pts.</i> | <ul style="list-style-type: none"> • Describes the actions in a clear, consistent, and convincing manner. Actions are very detailed. • Link to cultural questions and data is clear and detailed <i>5 pts.</i> |
| Data Collection and Analysis <i>ASTL Learning Outcome 4</i> <i>IB domains 4.2, 4.4</i> | <ul style="list-style-type: none"> • Link to cultural question(s) is unclear, assumed, or missing • Presents minimal or no details of data collection and analysis methods • It is not clear how the data is intended to help understand puzzlement(s) from cultural point(s) of view <i>0 pts.</i> | <ul style="list-style-type: none"> • Links to cultural question(s), but link 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 is intended to help understand puzzlement(s) from cultural point(s) of view <i>1-2 pts.</i> | <ul style="list-style-type: none"> • Links clearly to cultural question(s) • 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 is intended to help understand puzzlement(s) from cultural point(s) of view <i>3-4 pts.</i> | <ul style="list-style-type: none"> • Links clearly and completely to cultural question(s) • 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 from cultural points of view <i>5 pts.</i> |

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|--|--|---|--|--|
| | 0 | 1 | 2 | 3 |
| Emerging Findings and Action Plan Monitoring <i>ASTL Learning Outcome 6</i> <i>IB domain 2.2; 4.4</i> | <ul style="list-style-type: none"> • 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 Plan with little or no clarity or in a poorly organized manner • Demonstrates little or no attempt to understand puzzlement(s) from a cultural point of view. <p><i>0 pts.</i></p> | <ul style="list-style-type: none"> • 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 Plan with some lack of clarity or organization • Attempts to understand puzzlement(s) from cultural points of view, but may include some judgments <p><i>1-2 pts.</i></p> | <ul style="list-style-type: none"> • 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 Plan clearly and in organized manner • Attempts to understand puzzlement(s) from cultural point of views <p><i>3-4 pts.</i></p> | <ul style="list-style-type: none"> • 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 Action Plan clearly and in a consistent and convincing manner • Makes clear, consistent, and convincing attempts to understand puzzlement(s) from cultural point(s) of view <p><i>5 pts.</i></p> |
| Conclusions and Implications <i>ASTL Learning Outcome 7</i> <i>IB domain 2.4</i> | <ul style="list-style-type: none"> • 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.) <p><i>0 pts.</i></p> | <ul style="list-style-type: none"> • 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 <p><i>1-2 pts.</i></p> | <ul style="list-style-type: none"> • 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 <p><i>3-4 pts.</i></p> | <ul style="list-style-type: none"> • 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 <p><i>5 pts.</i></p> |

| | Does not meet Standard (Little or no evidence) | Approaches Standard (Some evidence) | Meets Standard (Clear evidence) | Exceeds Standard (Clear, convincing, and substantial evidence) |
|---|---|---|---|---|
| | 0 | 1 | 2 | 3 |
| Reflection <i>ASTL Learning Outcome 4</i> | <ul style="list-style-type: none"> Does not include reflection, or includes a cursory reflection that may be bulleted <p><i>0- .5 pts.</i></p> | <ul style="list-style-type: none"> Includes reflection section Does not address all 3 required areas, or may lack detail or thoughtful connections <p><i>1 pts.</i></p> | <ul style="list-style-type: none"> Includes reflection section Addresses the 3 required areas thoroughly and thoughtfully Does not use course readings to support points/thoughts <p><i>2 pts.</i></p> | <ul style="list-style-type: none"> Includes reflection section Addresses the 3 required areas thoroughly and thoughtfully Uses course readings to support points/thoughts <p><i>3 pts.</i></p> |
| Overall Style | <ul style="list-style-type: none"> Poorly organized across sections of report Inconsistent “voice” used Poorly written overall with many stylistic or grammatical errors and error patterns <p><i>0 pts.</i></p> | <ul style="list-style-type: none"> 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 may be evident <p><i>1 pt.</i></p> | <ul style="list-style-type: none"> Well organized across all or most sections of report Consistent “voice” used Clearly written overall; very few errors evident <p><i>2 pts.</i></p> | <ul style="list-style-type: none"> 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 <p><i>3 pts.</i></p> |
| APA Format | <ul style="list-style-type: none"> No evidence of APA format May have consistently used another formatting style <p><i>0-.5 pts.</i></p> | <ul style="list-style-type: none"> Generally follows APA format for headings, citations, and references, but contains multiple and recurring errors <p><i>1 pt.</i></p> | <ul style="list-style-type: none"> Generally follows APA format for headings, citations, and references, but has a few minor errors <p><i>1.5 pts.</i></p> | <ul style="list-style-type: none"> Follows APA 6th edition format for headings, citations, and references <u>NO</u> APA errors <p><i>2 pts.</i></p> |
| Presentation and Executive Summary <i>ASTL Learning Outcome 5</i> <i>IB domain 2.4</i> | <ul style="list-style-type: none"> Does not have an Executive Summary on day of presentation; Does not present research to peers/colleagues <p><i>0 pts.</i></p> | | | <ul style="list-style-type: none"> Has an Executive Summary on day of presentation and the summary contains all sections from template; Presents research to peers/colleagues <p><i>3 pts.</i></p> |

PARTICIPATION RUBRIC EDUC 606

| | Distinguished | Proficient | Basic | Unsatisfactory |
|---|--|--|--|---|
| <p align="center">Class and CFG Engagement</p> | <p>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</p> <p align="center"><i>35 pts.</i></p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p align="center">Reflection Point: EDUC 606</p> | <p>Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site</p> <p align="center"><i>5 pts.</i></p> | | | <p>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</p> <p align="center"><i>0 pts.</i></p> |