

A Message from the Division Director



Dear Colleagues:

Instead of despairing the state of the world, I want to write about *wonder* and what it means as a teacher. My colleague, Andrew Gilbert, has focused his research on engendering *wonder* in science education and how to develop enthusiasm, excitement and strong connections between content and student engagement. His work suggests we build everyday experiences for emotional engagement based on mystery, awe, wonder, imagination and inspiration (Gilbert, 2013). This leads me to ask: when and how do we engender wonder in in the world of education?

We are sharing a list of books (*see page 8*) that colleagues have used to engage students in inquiry, wonder and reflective thinking. I've also considered what makes us 'wonder' in a good way. Personally, it is when I look at a sunrise or a child's face; when a child see's something for the first time. When they ask 'why' and then later, tell you why. When they feel secure enough to be silly, to ask crazy questions or put on a play. Then I wonder, where does that go when they grow up?

We have a group in CEHD integrating wonder and curiosity into problem based learning (PBL) by engaging middle school students in wondering about humanities (Drs. Horak & Holincheck) Topics such as *Black Death*, *Food for Thought*, or *Fit to Print* give students the impetus to work with an ill-structured problem and find solutions. One student commented, "How the PBL

unit makes you feel, you get to *experience* it and you get to solve it and when you solve it, that makes you feel kinda good, and *more determined to solve that problem in different ways.*" Having a positive, engaged middle school student who wants to solve problems is amazing! Given that these students are often from impoverished backgrounds and are learning to speak English, they are hitting a homerun!

We engage with terrific teacher candidates and well-versed professionals committed to research based practices, culturally responsive pedagogy, creative and critical thinking. More importantly, they are compassionate and caring human beings who through hope and persistence bring a sense of *wonder* to their classrooms. As you move into 2018 commit yourself to finding, developing, and sustaining a sense of *wonder* for yourself, your students and those around you.

Have a wonderful New Year!

Bev Shaklee

"I wonder what will happen if I put a hand cream on my feet, will they get confused and start clapping?"
— Ellen DeGeneres, *Seriously... I'm Kidding*

Gilbert, A. (2013). Using the notion of 'wonder' to develop positive conceptions of science with future primary teachers. *Science Education International*, 24, 1, 6-32.

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CIES SYMPOSIUM 2017: Interrogating and Innovating CIE Research

Amazing things happen when colleagues join together. Coming together around essential questions in the field of comparative and international education, scholars asked: How can research practices be more socially and culturally inclusive? Are the values of our participants being recognized and honored? Does our research perpetuate systems of inequality or oppression? These were just a few of the challenging questions that over two-hundred researchers, professors, leaders, and graduate students of Comparative and International Education (CIE) wrestled with at the second annual Comparative and International Education Society (CIES) symposium hosted by George Mason University at Founder's Hall at the Arlington Campus, on October 26th and 27th, 2017.



Dr. Fran Vavrus, a plenary speaker and faculty member from the University of Minnesota spoke to the unique feel and execution of the event observing, "The most memorable part of the symposium



experience was the degree of interaction during the plenary panels. So often, we attend conferences with provocative speakers but do not have a chance to pose our questions to them due to the short period for Q & A. Moreover, panels are rarely structured so that members of the audience can talk together and share their ideas during the sessions themselves. These opportunities for engagement were memorable and have given me new ideas about how we as a professional society might organize sym-

posia and conferences in the future." Under the leadership of the Convening Committee, including GMU professors Dr. Supriya Baily and Dr. Meagan Call-Cummings, the symposium was filled with two days of spirited debate, substantive discussion, and some of Duck Donuts' finest culinary work. The symposium was an opportunity to bring people together, share ideas, and consider future collaborations, but the committee also wanted to address specific concerns raised by scholars and practitioners that CIE has historically been influenced by colonial and neo-colonial practices and dynamics. With this in mind, the committee assembled panels of leading thinkers willing to be engaged and confronted by these complicated subjects. As Dr. Oren Drezner of Teachers' College, Columbia University stated lightheartedly, "I want to thank you all for making me so uncomfortable."

The event's theme inspired a wide variety of presenters who reflect the range and diversity found within the CIE field. A demonstration of student-designed

musical soundscapes exemplified how arts-based educational research can be incorporated into CIE. Presenter, Derrick Tu, from York University commented, "It was a wonderful event that provided a space for everyone to have conversations about how our philosophical orientations shape our understanding of education in a global context. As a presenter, I was excited to meet faculty and graduate students who share a common interest in education and the arts." (cont.)



CIES SYMPOSIUM 2017 (CONT.)

During the final plenary session, discussion about new directions that research could take led Dr. Lesley Bartlett of the University of Wisconsin-Madison to suggest that researchers frequently look at struggling populations, but it may be time to shift focus to “researching up” in order to better understand those in power who enact policy that impact those populations. Dr. Beverly Shaklee, Director of George Mason University’s Center for International Education responded that this suggestion was her key takeaway, “*Researching Up* from the last panel was meaningful to me, in particular because it is clear that while many of us have been studying and supporting diverse populations, we’ve shied away from studying those who do not share our values. I think perhaps that’s why we were so blindsided by the last election. There are other forms of “voice” that we need to understand.”

The symposium committee ensured plenty of time for participants to network and dialogue. Many enjoyed this aspect of the symposium particularly, including GMU doctoral student, Tareque Mehdi, who commented, “It was an astounding opportunity for me to get firsthand insight from top-level education scholars, researchers, practitioners, and policymakers and have networking opportunities,

which are invaluable. The symposium exceeded my expectations as it made the participants not only challenge existing practices, but also helped develop new ways of thinking in CIE research. I took a lot away from the symposium that I will use in my own research and the rest of my career.”

GMU Doctoral Student, Jennifer Lebron observed, “Hearing from the best qualitative researchers in the country about their own difficulties was a great insight and confidence boost. I was able to take their lessons learned and apply them to my own research plans. I still know something will go wrong, but those conversations make me feel that’s ok too.”

The CIES Symposium supported not only those within the field of CIE, but also provided an opportunity for George Mason to shine. “The symposium showcased our program and our students in a way that I think a lot of people had not been aware of prior to this,” Dr. Baily stated. Attendees complimented organizers on a well-run, insightful, and productive experience and left the event feeling positive and inspired.



(Clockwise) Dr. Beverly Shaklee gives the opening remarks at the 2nd annual CIES Symposium, attendees enjoying Duck Donuts, and group work during the plenary session.

Open GATE Faculty Collaboration – CIE & HiOA

In October 2017, Dr. Kathy Ramos traveled to Oslo, Norway as an Open GATE Faculty Fellow to collaborate with a colleague at Oslo and Akershus University College (HiOA), Dr. Kristin Skinstad van der Kooij, on a project centered on internationalizing teacher education. Kathy, faculty in Mason's TCLDEL graduate program, and Kristin, faculty in HiOA's Education and International Studies, soon discovered they shared a mutual passion for critical multicultural education.

Kristin and Kathy explored ideas for a mini-unit to foster in-service and preservice teachers' global competence and prompt thinking around infusing a critical global perspective in K-12 curricula. Through dialog around the literature of globalizing teacher education and a shared interest in the rights of immigrants and refugees and history education, Kathy and Kristin developed a mini-unit titled *Who Belongs?*

Who Belongs? links the past to the present through exploring the notion of inclusion and exclusion of groups of people in Norway, the U.S., and present-day Myanmar. Thematic development began with a journey to Dette er et fint sted, a beautiful park nestled above a neighborhood in Oslo. Dette er et fint sted came to be through the efforts of Victor Lind, a contemporary Norwegian artist who focused on revealing actions by Norwegian police to deport over 700 Norwegian Jews to Germany in October 1942, resulting in their executions.

The park also commemorates efforts of Norwegian civilians to transport their Jewish neighbors safely to Sweden. Powerful photos of hands of rescued individuals and their descendants line the park's winding path. On a grassy spot, one finds a Star of David stone etched with a poem by Norwegian poet, Henrik Wergeland, written to protest the ban of Jews and Jesuits from entering Norway in the 1814 constitution. The first line reads, *Friheden må gjæstfri være, or Freedom must be hospitable.*

From there, *Who Belongs?* invites teachers and teacher candidates to consider Mexican American narratives by families "repatriated" to Mexico in the 1930s and Japanese American families interned during WWII in the U.S. The mini-unit then delves into the current realities of immigrant and refugee families in Norway and the U.S. and encourages educators to reflect on individual and societal beliefs and assumptions that underpin policies and practices that include or exclude children and their families from their communities and nations. This same lens is applied to the persecution of Rohingya families, who have lived in Myanmar for decades and now flee daily to Bangladesh.

Kristin and Kathy plan to pilot the mini-unit within teacher education courses in spring 2018. They both look forward to continuing the collaboration and friendship that began in Oslo through the Open GATE exchange.

Meet our Staff: Leslie Silkworth - Placement Coordinator

Leslie Silkworth is a placement coordinator in the APTDIE division where she works to find schools for George Mason students to complete their fieldwork. Leslie is no stranger to international education. She has lived in many different countries with her family, and her children have attended international schools. She has experienced the diverse ways in which international schools operate, experiences that come in handy when she assists students as they adapt to their fieldwork placements.



Leslie began her work with George Mason University ten years ago. At that time, the program was called FAST TRAIN. She was hired as an adviser for students that were coming from international schools in search of accreditation. At the time, the international work taking place in the department was new and unique.

After four years of work with George Mason, Leslie and her family moved abroad for a period of time. Upon her return, her former colleagues welcomed her back, and she reapplied for a new position in the APTDIE division. The division had grown substantially, moved buildings, and the role of placement coordinator was more involved than it had once been. Leslie appreciated the growth the role had undergone and the new significance of the work she is doing.

You can reach Leslie at lsilkwor@gmu.edu or 703-993-2888 or learn more at <https://gse.gmu.edu/teaching-culturally-diverse-exceptional-learners/>

What are Faculty Publishing? (A select list)

- Baker, C. K. & Galanti, T. M. (2017). Integrating STEM in K-8 classrooms using model-eliciting activities: Responsive professional development for mathematics teacher leaders. *International Journal of STEM Education*, 4(10). doi:10.1186/s40594-017-0066-3
- Baker, C., Knapp, M., Hjalmarson, M., Rigelman, N., Bailey, P., & Mcgatha, M. (2017, October). Developing a research agenda of mathematics teacher leaders and their preparation and professional development experiences. In Galindo, E. B., Newton, J., Stump, S., & Kastberg, S. (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (1489-1496). Indianapolis, IN: Purdue University.
- Baker, C., Galanti, T.* & Birkhead, S.* (2017, October). STEM and model-eliciting activities: Responsive professional development for K-8 mathematics coaches. In Galindo, E. B., Newton, J., Stump, S., & Kastberg, S. (Eds.), *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 439-446). Indianapolis, IN: Purdue University.
- Mattix Foster, A.A. & Ramos, K. (2017). Advocating for English learners. *Association for Childhood Education International, Early Years Bulletin*, 4(4), 5-7. <http://www.acei.org/early-years-bulletin-1/>
- Parsons, A. W., & Hjalmarson, M. A. (2017). Study of self: The self as designer in online teacher education. *Studying Teacher Education*, 13(3), 331–349. <https://doi.org/10.1080/17425964.2017.1365699>
- Ramos, K. (in press). Preparing teachers for English learners in rural settings. In J. Sharkey & M. M. Peercy (Eds.), *Self-study of language and literacy teacher education practices across culturally and linguistically diverse contexts*. United Kingdom: Emerald Press.
- Ramos, K. A. (in press). A genre-based approach to teaching argument writing. In L. C. de Oliveira, K. Obenchain, R. Kenney, & A. Oliveira (Eds.), *Approaches to teaching the content areas to English language learners in secondary schools*. New York: Springer.
- Ramos, K.A. (2017). Tackling a tough task: Teaching today's teachers to teach English learners. *International Journal of Teaching & Learning in Higher Education*, 29(3),471-489.
- Shin, J. K. (2017). Get up and sing! Get up and move!: Using songs and movement with young learners of English. *English Teaching Forum*, 55 (2), 14-25.

Workshops

- Dr. Debra Sprague presented two workshops on teaching with technology to the faculty of the School of Business and Economics, University of Management and Technology in Lahore, Pakistan.
- Ramos, K., & Wolf, E. (2017, October). *Using an online collaboration tool to engage adolescent ELLs in meaningful peer-to-peer feedback*. Workshop presented at the fall meeting of the Washington Area Teachers of English to Speakers of Other Languages(WATESOL), Washington, DC.

Presentations

- Baker, C. & Knapp, M. (2017, June). The Decision-Making Protocol for Mathematics Coaches: Advancing your practice and school mathematics program. Presented at the National Mathematics Coaching Conference, Farmington, ME.
- Baker, C., Hayden, K., & Willerth, S. (2017, September). The decision-making protocol for mathematics coaching: Enhancing mathematics coaching and intentionally enacting Principles to Actions. Presented at the Virginia Council of Mathematics Specialists 6th Annual Conference, Culpepper, VA.

Grants

- Shin, J. K., Evmenova, A., & Borup, J. (2017). *American English E-Teacher program: Teaching English to young learners global online course and MOOC*. U.S. Department of State, Principal Investigator. Funded \$206,420.
- Shin, J. K. (2017). *Defense Language and National Security Education Office (DLNSEO) Language Training Center: Mason Center for Advanced Proficiency in English*. U.S. Department of Defense, Principal Investigator. Funded \$386,853.

Books

- Crandall, J. A., & Shin, J. K. (Eds.). (2017). *Impact* (Levels Starter-4). Boston, MA: National Geographic Learning/Cengage Learning. *Finalist for 2017 ELTon Award for "Excellence in Course Innovation"*
- Crandall, J. A., & Shin, J. K. (Eds.). (2017). *Our world: Phonics* (Levels 1-3). Boston, MA: National Geographic Learning/Cengage Learning.
- Crandall, J. A., & Shin, J. K. (Eds.). (2017). *Our world: Grammar workbook* (Levels 1-6). Boston, MA: National Geographic Learning/Cengage Learning.
- Crandall, J. A., & Shin, J. K. (Eds.). (2017). *Our world ABC*. Boston, MA: National Geographic Learning/Cengage Learning.

Dean Scholars 2017-2018:

Laurie Capen and Betsy Scotto-Lavino

Two of the 2017-2018 Dean's Scholars are members of the APTDIE community. Betsy Scotto-Lavino and Laurie Capen are two passionate women interested in making a difference. Though their specializations are different, Betsy's specialization is International Education and Laurie's specialization is Math Education Leadership, their interests in social justice overlap.

While working as an assistant coordinator for Fairfax County's Family Literacy Program, Betsy watched women's confidence grow and identities strengthen as they developed new skills. As she considered how this phenomenon was taking place, she encountered a setback. "I didn't know how to analyze the results I was seeing so that we could expand our efforts and help more people achieve their goals," she says. In order to take her work further, she decided a doctoral program rich in theory and research methodology would provide her with the tools to answer her questions.

The road that led Laurie to George Mason's doctoral program is comprised of diverse experiences characterized by leadership or math. Laurie learned that George Mason had a program that combined her two interests, and felt that pursuing a PhD was her next step to achieving her goals. Before applying to the program, Laurie had already begun to pursue research questions



Betsy Scotto-Lavino works with two Family Literacy students.

and has continued to refine those questions throughout her semester. Her life experiences with low socio-economic status, being the first college graduate in her family, and membership into an early class of women at the U.S. Naval Academy help to inform her inquiry into increasing access to early algebra and other math courses for students with a low SES background. After a semester in the doctoral program, Betsy has learned more about the influencing factors contributing to the challenges and successes she witnessed in the Family Literacy program. Further, she has developed a toolkit of research methodologies which strengthen her

reflective analysis of influencing factors in the literacy program.

Laurie's experiences in the first semester have been constructive and fulfilling. She has learned that her research questions on socio-economic status and early math access may be more layered than she had realized. She has learned through her math education courses that researchers must also consider the intersectionality of culture, race, and gender when considering students' access to early mathematics education.

Passion and commitment are two words Betsy used to describe the community of faculty and peers in which she is immersed. She has found the work that the APTDIE community engages in to be inspiring. She has felt energized by her professors' projects "to promote equity and empower women and people who don't have access. It gives me something to aspire to, and there is something thrilling about having them recognize those capabilities in you."

Laurie has also been pleased with the support she has received from professors and peers. The focus of the professors is not only on their research, but also on supporting doctoral student development. Laurie recognizes Dr. Frank, Dr. Suh, and Dr. Hjalmarson for the impact they have had on

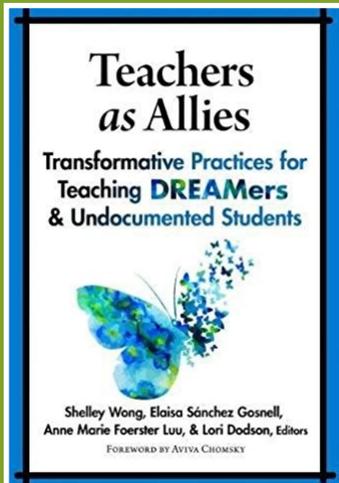
her education so far. Laurie advises anyone who has the chance to be a full-time student to embrace the experience. Attending workshops on proposals, presentations, and writing has provided excellent complimentary knowledge to support her degree work

Looking to the future, Laurie and Betsy are unsure exactly where their degrees will take them, but they are sure of one thing: they will be well-equipped to make a positive impact on the world.



Laurie Capen, Math Education Leadership

Teachers as Allies: Transformative Practices for DREAMers & Undocumented Students



Edited by Dr. Shelley Wong, Dr. Elaisa Sánchez Gosnell (Retired), George Mason University, Anne Marie Foerster Luu and Lori Dodson, Maryland PreK–12 educators and TESOL & NEA members.; **Teachers College Press, 2017**

Learn how to engage and advocate for undocumented children and youth with this new resource written by and for teachers. *Teachers as Allies* provides educators with the information and tools they need to involve immigrant students and their American-born siblings and peers in inclusive and transformative classroom experiences. The authors show how immigration policies, ICE enforcement, and societal attitudes affect undocumented students and how teachers and school leaders can recognize these influences on the students' day-to-day lives and learning. Offering teaching strategies that address the needs of DREAMers and undocumented youth as they move through their K–12 and college education, this timely book offers a broad range of curriculum connections and resources.

George Mason authors include: Jennifer Crewalk, Rodrigo Velasquez-Soto, Dr. Eva Thorp, Dr. Sylvia Y. Sanchez, Dr. Tiffany Mitchell, Dr. Anita Bright, Dr. Samantha Spinney, Danna Chavez Calvi, Janna Mattson, Doug Hernandez and Maryam Saroughi

Ph.D. Graduates: Fall 2017

International Education

John M. Bordenkecher, *Peace Corps Service and the Development of Quality School Leaders*. Chair: Dr. B. Shaklee

John Knipe, *Translingualism and Second Language Acquisition: Language Ideologies of Gaelic Medium Education Teachers in a Linguistically Liminal Setting*. Chair: Dr. R. Fox

Sarah-Jane Thomas, *Using Technology to Facilitate Language Acquisition of English Language Learners*. Chair: Dr. B. Shaklee

Jessica Turner, *Who They Are Within: Females' Experiences of Empowerment Programming in India*. Chair: Dr. B. Shaklee

Multicultural /Multilingual Education

Daniah I. Aleissa, *The Effect of Technology on Saudi Female Students Learning English as a Foreign/Second Language*.

Chair: Dr. M. Haley

Math Education Leadership

Mimi Corcoran, *The AP Calculus Exam Reading Experience: Implications for Teacher Classroom Practice and Student Comprehension*. Chair: Dr. J. Suh

Danielle Kittrell, *Why They Stayed: A Narrative Inquiry of Three Black Women Science Educators*. Chair: Dr. T. Frank

Teaching and Teacher Education

Gordon Brown, *The Effects of an Integrated Curriculum on High School Students' achievement and Integrative Thinking*.

Chair: Dr. B. Shaklee and Dr. K. Sheridan

Sophia Ra, *Preservice Teachers' Entering Beliefs and Preconceptions about Teaching for Social Justice*.

Chair: Dr. G. Galuzzo



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The Division of Advanced Professional Teacher Development and International Education (APTDIE) comprises four major programs and four centers. Our programs include: Advanced Studies in Teaching and Learning (ASTL), Mathematics Education Leadership (MEL), Teaching Culturally, Linguistically Diverse & Exceptional Learners (TCLDEL), and Transformative Teaching. These programs offer a variety of degree, certificate, and endorsement options for educators.

The four centers associated with our division include: the Center for International Education (CIE), the Center for Restructuring Education in Science and Technology (CREST), the Mathematics Education Center (MEC), and the Center for Outreach in Mathematics Professional Learning and Educational Technology (COMPLETE). Our centers lead major initiatives in their respective disciplines, are awarded externally funded research and development grants, and offer field-based professional development opportunities.

APTDIE is committed to the ongoing professional development of teachers, teacher leaders, and teacher educators within Virginia and around the world through the development of innovative programs, international partnerships, and authentic engagement in the world of teaching and learning. Our division exemplifies the core values of the college through our research and course offerings including a focus on social justice, ethical leadership, innovation, research-based practices, and collaboration. Our faculty and staff are leaders in their fields of advanced professional development and international education.

Books to Inspire Wonder

Fish: ISBN-10: 0545116325

The Martian: ISBN-10: 0553418025

The One and Only Ivan:: ISBN-10: 0061992275

The Miraculous Journey of Edward Tulane: ISBN-10: 0763680907

Chasing Shackleton: ISBN-10: 0062282735

The Wave : ISBN-10: 0440993717

The Indian in the Cupboard: ISBN-10: 0375847537

I Wonder: ISBN-10: 1940051045

Where the Wild Things Are: ISBN-10: 0064431789

An Awesome Book: ISBN-10: 0062114689

Have You Filled a Bucket Today?: ISBN-10: 099609993X

Dream: A Tale of Wonder, Wisdom and Wishes: ISBN-10: 1896232043