

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

**EDUC 606.DL2
EDUCATION AND CULTURE
3 credits, Spring 2015 (Online)
CRN18408**

Meeting Days/Times
Weeks of Jan. 20-May 13
Location: Online

PROFESSOR

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COURSE DESCRIPTION

Uses a 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 ASTL Program; EDUC 612, EDUC 613, and EDUC 614

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).

RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATION

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.

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; Contextualizing 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 online 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

There is no required textbook for EDUC 606. We will use articles & book chapters for weekly readings. We will also continue to use the textbook required for EDU 612 to support the inquiry process:

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

Additional selected readings to be available via Blackboard or through Mason Libraries

Related resources

American Psychological Association (2001). *Publication manual of the American Psychological Association 6th ed.*. Washington, DC: Author.

REQUIRED TECHNOLOGY

To participate in this online course, students will need the following resources:

- Internet access (Check the list of compatible, supported Web browsers at [https://help.blackboard.com/en-us/Learn/9.1 SP 10 and SP 11/Student/002 Browser Support SP 11](https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11)
 - It is highly recommended that you have access to *high speed Internet* to facilitate the downloading of necessary files and other information for the course.
- Access to a computer microphone and speakers/headphones for synchronous online sessions with your peers
- GMU email account (to be checked **daily**)
- Word processing software: MS Office 2007 or later, or OpenOffice 2007 or later
- Adobe Flash Player, available for free downloading at <http://get.adobe.com/flashplayer>

COURSE REQUIREMENTS AND ASSIGNMENTS

Nature of Course Delivery

This course will be delivered in *asynchronous and synchronous* formats using Blackboard 9.1 course management system on the MyMason portal. Course delivery will be through mini-lecture, structured collaborative reflective groups, discussion forums, individual blogs and online journals based on topics aligned with national standards and program/learner outcomes.

The Blackboard course site will be open to students by January 20, 2015. To access the course, 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.

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 CIP process.

General Requirements

- A. Please note that this online course is **not self-paced**; it consists of *weekly modules* that progress sequentially through the semester. You will be expected to complete one learning module every week. It is critical that each student complete all readings and activities on a weekly basis. Class 'attendance' is both important and **required**. If, due to an emergency, you will not be participating in course activities on time, please contact your instructor prior to due dates or time. Please note that learners with more than two 'absences' risk a letter grade drop or can 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 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. Late submissions are not acceptable 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 mastery learning is our program's goal, I may ask (or *require*) you to redo an assignment that is far below expectations. Thank you for making genuine learning your goal.
- C. Please adhere to the assignment submission instructions listed in this Syllabus. Only assignments submitted as indicated will be graded; incorrect submissions may result in a grade of zero for those assignments.
 - a. All assignments submitted should have the filename format as follows: Last name-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. *Please Note: 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 be double-spaced, with 1” margins, and 12-point font (Times New Roman, Calibri, or Arial).

Instructor Role

- Although your professor will be monitoring online discussion forums, his/her participation within them may appear limited as faculty want discussion development to be authentic among participants. Please note that during this time, your professor will be noting the quality and extent of your participation and may send you individual communications through Bb.
- In order to link your work with that of your peers and with the weekly topic, the professor will make weekly synthesis posts that capture the big ideas shared across discussions that week.

Student Expectations

- Students are also expected to adhere to a 24-hour turnaround time for emails.
- Students are expected to visit our Blackboard site *at least three* times during the week: Once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies. Please note that you can subscribe to forums/threads to be notified when new posts are added. Please see posted directions in Blackboard for doing this.
- Students are expected to read all posted/emailed Course Announcements. These contain important information from your instructor. In addition to being sent by email, these will be available in the Course Announcements link in Blackboard.
- It is expected that you will monitor your participation to remain timely and responsive and be able to complete all tasks on-time without reminder. Successful students in an online learning environment are proactive, self-regulated, and manage their time well. You should expect to spend 12-15 hours a week on work for this 3-credit course (including reading).
- Questions are welcome, and your professor is available to respond to individual class members as need might arise.

Assignments

	<i>Points</i>
Class Participation <i>Class and CFG Engagement (35 points)</i> <i>Portfolio Reflection Point 4 (5 points)</i>	40
Development of Research Study (incremental journal entries and formal drafts) <i>Drafts: 3 or 4 points each</i> <i>Journals: 1 or 2 points each</i>	20
Cultural Research Study (PBA)	40
Total Points	100

Class Participation / Weekly Work (35+5=40 points)

EDUC 606 operates under the assumption that knowledge is socially constructed and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely ‘listen’ to peers as they do the same. While agreement is not mandatory, consideration and respect for others always are. Thus, you should be “present” throughout all discussions and activities. It is expected that you actively build upon your prior knowledge developed in EDUC 612, 613, and 614 to connect, question, and extend the discussion with all new posts by citing readings, material in the weekly modules content, and augment these with your personal and educational experiences. In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to that week’s content, such as reading responses or development of your cultural inquiry in a journal or blogging format. Attendance and participation in all scheduled Collaborate sessions is also included in Weekly Work. Please refer to the Weekly Work rubric in this syllabus for grading criteria.

Please note, as this is an online course, the majority of our discussion will be in the form of the electronic discussion board. **Each module will begin on a Monday and run through the following Sunday. To this end, initial postings for each discussion forum should be completed by **Thursday (EST)** so that class members will have until Sunday to interact with the posted material and engage in “conversation.”

We will use Blackboard to communicate regularly in this class. You will be asked to post assignments and responses, read classmates’ postings, and actively participate in discussions. Blackboard serves as an important vehicle for discussing ongoing work on your major project with group members. Please refer to the Participation Rubric in this syllabus for evaluation criteria.

Portfolio Reflection Point 4 (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 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 2014-15 Organization site. **You will submit Reflection Point 4 to the ASTL Core Cohorts 2014-15 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 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.

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.

GRADING SCALE

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

Every student registered for EDUC 606, *Education and Culture*, is required to submit the following assessment, the *Cultural Inquiry Study and Report*, to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following academic semester.

PROMPT FOR ASTL PORTFOLIO REFLECTION POINT 4

(completion at the end of EDUC 606)

In this section of the ASTL Portfolio, you should focus on how coursework, related readings, and products in EDUC 606 have led you to focus more deeply on *teachers as researchers with a cultural inquiry stance* toward their educational settings. Please reflect on your own learning and your growth and change at this point in the Core and consider the growth of your cultural and linguistic perspectives. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of your advancing 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/linguistic 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 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 (the difference you are making) on P-12 student learning.

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/>]
- 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. 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 2015

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

Date	Class Topic	Readings/Assignments due for class date
Week 1 Jan. 20-25	<p><i>Introduction to EDUC 606: Course requirements and overview of semester</i></p> <p><i>Revisit the Cultural Reflection from EDUC 612: Apply it to your current classroom</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>Syllabus Quiz</p> <p>Read: Villegas & Lucas: Culturally Responsive Teacher Delpit: The Silenced Dialogue Revisit your Cultural Reflection written in EDUC 612 and consider it in light of the students you are teaching this year</p> <p>Cultural Inquiry Study Description, pp. 1- 3 (top)</p> <p><i>Sign up for a Collaborate Session for next week using Sign Up Genius in Module One</i></p>
Week 2 Jan.26- Feb. 1	<p><i>Opening the Door to Cultural Assumptions and Puzzlements</i></p> <p><i>Activity: Collaborative Problem Solving Process for your puzzlement development (How does culture/language fit into your inquiry process?)</i></p> <p><i>Cultural Inquiry Process (Jacob, 1999) Connections</i></p> <p style="text-align: center;">Collaborate Session</p>	<p>Read: Hollins: Ch. 2: Deep meaning of culture Cultural Inquiry Study Description of expanded Step 1: pp. 3-4 Read one exemplar study</p> <p style="background-color: yellow;">DUE to instructor: Journal entry 2 by Sunday 2/1</p> <p>During Week 2, work with your CFG to develop a puzzlement to investigate deeply (CIP steps 1 and 2)</p>
Week 3 Feb. 2-8	<p><i>Continuation of Cultural Assumptions development</i></p> <p><i>CIP Connections</i></p> <p>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: Nieto: Ch. 4, Who does the accommodating? Cultural Inquiry Study Description of expanded Steps 2 & 3: pp. 4-8 (middle) Revisit Falk & Blumenreich: Ch. 3</p> <p><i>Sign up for an Individual Conference with your instructor for week 4 or 5</i></p>
Week 4 Feb. 9-15	<p><i>Learning to see one's own culture (as individuals and educators): Focus on cultural assumptions</i></p> <p><i>CIP Connections: Framing your study</i></p> <p style="text-align: center;">Individual Conferences with Instructor</p>	<p>Read: Hollins: Ch. 7, Framework for understanding classroom diversity</p> <p style="background-color: yellow;">DUE to instructor: Journal entry 2 by Sunday 2/16</p>

<p>Week 5 Feb. 16-22</p>	<p><i>Learning to see the school's cultures</i></p> <p>CIP Connections Finalize your question, Reflect on CIP Step 3.</p> <p>Individual Conferences with Instructor</p>	<p>Read: Gonzalez: The funds of knowledge Hawley & Nieto: Another inconvenient truth Revisit Falk & Blumenreich: Ch. 4</p> <p>Gather and read articles related to your puzzlement. Use these articles for your literature review chart due Week 6.</p>
<p>Week 6 Feb. 23- Mar. 1</p>	<p><i>The School's Cultures and Home/Community Connections</i></p> <p>CIP Connections Drawing themes from your literature – synthesizing your cultural and content readings</p>	<p>Read: Select: Auerbach (Learning from Latino Families) OR Ferlazzo (Involvement or Engagement) OR Zimmerman-Orozco (Circle of Caring) Delpit: Ch. 3, No kinda sense</p> <p>DUE to instructor: Journal entry 3 by Sunday 3/1</p>
<p>Week 7 March 2-8</p>	<p><i>Language, Culture, and the Teacher's Role</i></p> <p><i>English Language Learners in our Classrooms – Toward a Culturally Responsive Pedagogy</i></p> <p>CIP Connections Data collection to inform your action plan</p> <p>Collaborate Session</p>	<p>Read: Fox: The critical role of language Zwiers: Third language of academic English Cultural Inquiry Study Description of expanded Step 4: pp. 8-11</p> <p>DUE to instructor: Journal entry 4 by Sunday 3/9</p>
<p>Week 8 March 9-15</p>	<p>Mason Spring Break- No Additional Course Learning Module this week. <i>Time to Reflect.</i></p> <p>Continue to work on your study and your developing understanding of the many dimensions of culture in your teaching, your students' learning, and your actions as teacher leaders</p>	<p>Read: Revisit Falk & Blumenreich: Ch. 5-6</p> <p>Collect and analyze informational data</p>
<p>Week 9 March 16-22</p>	<p><i>School Influences & Understanding Issues of Cultural Mismatches (CIP 3.3) and Power Imbalances and Peer Responses (CIP 3.4)</i></p> <p>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.</p>	<p>Read: Filax: Queer In-Visibility Heyward: From International to Intercultural Revisit CIP 3.3, 3.4, 3.5 and their sub-descriptions Cultural Inquiry Study Description of expanded Steps 5 & 6: pp. 11-13</p> <p><i>Supplemental Reading:</i> Hofstede: Dimensionalizing cultures (BB)</p> <p>DUE to instructor: Journal entry 5 by Sunday 3/23</p>
<p>Weeks 10 & 11 March 23-29</p>	<p>Working Week- No official Class meeting</p>	<p>Implement first step(s) of Action Plan; AND Write your Framing the Study section Draft (Puzzlement, Setting, Cultural Questions) that is due next week along with your Lit Review Draft</p>

Week 11 Mar. 30- Apr. 5	Working Week- No official Class meeting <i>Spring Break for some public schools</i>	Read: Revisit Falk & Blumenreich: Ch. 7 (Analyzing Data) Continue implementing first step(s) of action plan; AND DUE to instructor by <i>Thursday 4/2</i>: Draft 1: Framing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) and Literature Review Draft
Week 12 April 6-12	ASTL Portfolio Check-in Provide executive summary template CIP Connections Data Analysis Individual Conferences with Instructor as needed	Read: Cultural Inquiry Study Description of expanded step 7: pp 13 Continue implementing action plan; AND DUE to CFG by THURSDAY 4/10: Draft 2: Action, Data Collection, Data Analysis Methods Draft • Feedback to your CFG due by Sunday 4/13. <i>*Note: If your Spring Break is next week, this week you will need to continue implementing your action plan and collecting your 'final' data.</i>
Week 13 April 13-19	Working Week- No Class <i>Spring Break for some public schools</i> Individual Conferences with Instructor as needed	<i>Sign up for a Collaborate Session for next week.</i> Continue implementing action plan and collecting 'final' preliminary data; AND Analyze data
Week 14 April 20-26	Final Steps: Writing up your research project to share with others Review Rubric; Individual & CFG consultations Final Course Evaluations	DUE to CFG by THURSDAY, 4/24: Draft 3: All sections of paper REVISED, plus Findings/Conclusions/Implications Draft • Feedback to your CFG due by Sunday 4/27
Week 15 Apr. 27- May 3	Collaborate Session: Presentation of CIP Paper on 4/29 & 4/30 ALL students: F2F & DL	One-page Executive Summary due 4/27 Online presentations of CIP Research Results 4/29 & 4/30
May 3	Submit FINAL version of CIP paper to Taskstream	
Week 16 May 5	Portfolio Reflection Point 4 by May 5, 11:59 pm upload to Blackboard Organization site (ASTL Core Cohorts Org site)	
May 10	Written Synthesis of Program Learning by May 10th, 11:59 pm upload to Blackboard Organization site (ASTL Core Cohorts Org site)	
May 12	Portfolio Presentations on Fairfax Campus to ASTL Faculty (ALL local students: F2F & DL) International & out-of-state students will participate online Specific presentation schedule TBA	

Cultural Inquiry Study and Report (PBA)
Timeline for implementation of study, including “deliverables”

Week	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	<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?
3	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:</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. • 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 emergent themes. Include a list of your references in APA 6th</p>

	edition format.
7	<p>DUE to instructor: Journal entry 4:</p> <p>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 question(s) you selected.</p> <p>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:</p> <p>Journal Entry 5 Prompt: Describe the action plan you intend to implement in your educational setting as well as the data collection & 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:</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)? <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	<i>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)</i>
10	Implement first step(s) of action plan; AND Write your Framing the Study section (Puzzlement, Setting, Cultural Questions/Dimensions)

11	<p>Continue implementing first step(s) of action plan; AND DUE to instructor: 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)</p>
12	<p>Continue implementing action plan; AND DUE to CFG: 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 interpreted your initial and ongoing data and determined what action(s) to put in place and what next steps to take</p> <p>*Note: If your Spring Break is next week, this week you will need to continue implementing your action plan and collecting your ‘final’ preliminary data this week</p>
13	<p>Continue implementing action plan and collecting data; AND Analyze data</p>
14	<p>DUE to CFG (Section drafts): All sections of paper REVISED plus Emerging Findings AND Conclusions/Implications Drafts for workshop. CFGs, remember to be engaged readers!</p>
15	<p>Submit One-Page Executive Summary Oral Presentations/Sharing with One-Page Executive Summary – remember that this is online for everyone (F2F AND DL sections)</p>
16	<p>Submit FINAL version of CIP paper to Taskstream (ALL sections revised AND final reflection)</p>

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.

**See Cultural Inquiry Study Description for details regarding the CIP steps.*

Special Reminders for Completing Your Cultural Inquiry Study and Report 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 6 research 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 and Report 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:
 - 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					

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

ASTL EDUC 606 RUBRIC: Cultural Inquiry Study and Report (EDUC 606 Designated Performance Based Assessment)

	No Evidence <i>No Evidence</i>	Beginning <i>Limited Evidence</i>	Developing <i>Clear Evidence</i>	Accomplished <i>Clear, Consistent, and Convincing Evidence</i>
<p>Puzzlement(s) and Background</p> <p><i>ASTL Learning Outcome 4</i></p> <p><i>IB domains 1.1, 4.1</i></p>	<p>*States puzzlement(s) only implicitly or the puzzlement may not be culturally related</p> <p>*Presents little about “what is known”</p> <p align="center">OR</p> <p>*Puzzlement is not stated</p> <p>*Information about “What is known” is missing</p> <p><i>0 pts.</i></p>	<p>*States culturally based puzzlement(s), but not clearly or without supporting details</p> <p>*Information about “what is known” lacks clarity</p> <p><i>1 pt.</i></p>	<p>*States culturally based puzzlement(s) clearly, but supporting details may be needed</p> <p>*Presents “what is known” clearly, but may not provide supporting details.</p> <p><i>1.5 pts.</i></p>	<p>*States culturally based puzzlement clearly and thoroughly, with many supporting details</p> <p>*Presents “what is known” clearly and thoroughly, with many supporting details</p> <p><i>2 pts.</i></p>
<p>Cultural Questions</p> <p><i>ASTL Learning Outcome 6</i></p> <p><i>IB domains 1.1, 1.2; 4.1</i></p>	<p>*States cultural questions only implicitly or no cultural questions are stated</p> <p>*Provides limited or no discussion of relationship between cultural question(s) and puzzlement(s)/what is known</p> <p>*Provides minimal or no rationale/support for choice of cultural question(s)</p> <p><i>0 pts.</i></p>	<p>*States at least 1 cultural question, however</p> <p>*May lack clear logical relationship between cultural question(s) and puzzlement(s)/what is known</p> <p>*May provide only partial rationale/support for choice of cultural questions(s)</p> <p><i>1 pt.</i></p>	<p>*States at least 1-2 cultural questions clearly, with some supporting details provided</p> <p>*Demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known</p> <p>*Provides some rationale/support for choice of cultural question(s)</p> <p><i>1.5 pts.</i></p>	<p>*States at least 1-2 cultural questions clearly and thoroughly, with many supporting details provided</p> <p>*Thoroughly demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known</p> <p>*Provides clear, consistent, and convincing rationale/support for choice of cultural question(s)</p> <p><i>2 pts.</i></p>
<p>Reviewed Literature</p> <p><i>ASTL Learning Outcome 6</i></p>	<p>*Connections to broader literature are not appropriate or are missing</p> <p>*Cites less than 3 sources (and/or less than 2 are not assigned for the course and no research studies)</p>	<p>*Includes appropriate connections to broader literature</p> <p>*Cites 3-5 sources (with 2-3 not assigned for the course and/or 1-2 research studies)</p>	<p>*Includes thoughtful connections to broader cultural and content-based literature;</p> <p>*Cites 6-7 sources (with 3 not assigned for the course and 3 research studies)</p>	<p>*Includes thoughtful and thorough connections to broader cultural and content-based literature;</p> <p>*Clear, consistent, and convincing citation of 8 or more references; at least 3 not</p>

<i>IB domains 3.1, 3.2, 3.3, 3.4</i>	<i>0 pts.</i>	<i>1-2 pts.</i>	<i>3-4 pts.</i>	assigned for the course; at least 3 are research studies. <i>5 pts.</i>
Action Plan <i>ASTL Learning Outcome 6</i> <i>IB domains 4.2, 4.3</i>	*Does not describe action *Link to cultural questions and data is unclear, assumed, or missing <i>0 pts.</i>	* Describes the action but description is vague or limited *Link to cultural questions and data is vague <i>1-2 pts.</i>	*Clearly describes the action(s) *Link to cultural questions and data is clear with some explanation <i>3-4 pts.</i>	*Describes the action plan in a clear, consistent, and convincing manner. Action is very detailed. *Link to cultural questions and data is clear and explained in detail <i>5 pts.</i>
Data Collection and Analysis <i>ASTL Learning Outcome 4</i> <i>IB domains 4.2, 4.4</i>	*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>	*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>	*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>	*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(s) from cultural point(s) of view <i>5 pts.</i>
Emerging Findings and Action Plan Monitoring <i>ASTL Learning Outcome 6</i> <i>IB domain 2.2; 4.4</i>	*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	*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	*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	*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

	<p>*Demonstrates little or no attempt to understand puzzlement(s) from a cultural point of view.</p> <p>0 pts.</p>	<p>puzzlement(s) from cultural points of view, but may include some judgments</p> <p>1-2 pts.</p>	<p>puzzlement(s) from cultural point of views</p> <p>3-4 pts.</p>	<p>manner</p> <p>*Makes clear, consistent, and convincing attempts to understand puzzlement(s) from cultural point(s) of view</p> <p>5 pts.</p>
<p>Conclusions and Implications</p> <p>ASTL Learning Outcome 7</p> <p>IB domain 2.4</p>	<p>*Presents minimal or no statement of conclusions in relation to puzzlement(s)</p> <p>*Minimal or no discussion of broader implications (for own practice and/or for other teachers, schools, etc.)</p> <p>0 pts.</p>	<p>*Presents statement of conclusions in relation to puzzlement(s), but may lack some clarity</p> <p>*Explicitly discusses broader implications (for own practice and/or for other teachers, schools, etc.)</p> <p>*May link to other research</p> <p>1-2 pts.</p>	<p>*Presents clear statement of conclusions in relation to puzzlement(s)</p> <p>*Strong to Extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.)</p> <p>*Links to other research</p> <p>3-4 pts.</p>	<p>*Presents clear, consistent, and convincing statement of conclusions in relation to puzzlement(s)</p> <p>*Explicit and extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.)</p> <p>*Clear, consistent, and convincing links to other research</p> <p>5 pts.</p>
<p>Reflection</p> <p>ASTL Learning Outcome 4</p>	<p>*Does not include reflection, or includes a cursory reflection that may be bulleted</p> <p>0- .5 pts.</p>	<p>*Includes reflection section</p> <p>*Does not address all 3 required areas, or may lack detail or thoughtful connections</p> <p>1 pts.</p>	<p>*Includes reflection section</p> <p>*Addresses the 3 required areas thoroughly and thoughtfully</p> <p>*Does not use course readings to support points/thoughts</p> <p>2 pts.</p>	<p>*Includes reflection section</p> <p>*Addresses the 3 required areas thoroughly and thoughtfully</p> <p>*Uses course readings to support points/thoughts</p> <p>3 pts.</p>
<p>Overall Style</p> <p>ASTL Learning Outcome 4</p>	<p>*Poorly organized across sections of report</p> <p>*Inconsistent “voice” used</p> <p>*Poorly written overall with many stylistic or grammatical errors and error patterns</p> <p>0 pts.</p>	<p>*Generally well organized across sections, but has some organizational problems</p> <p>*Consistent “voice” used</p> <p>*May have minor problems with clarity of writing overall; stylistic errors or error patterns may be evident</p> <p>1 pt.</p>	<p>*Well organized across all or most sections of report</p> <p>*Consistent “voice” used</p> <p>*Clearly written overall; very few errors evident</p> <p>2 pts.</p>	<p>*Well organized consistently across all sections of report</p> <p>*Clear and consistent “voice” used</p> <p>*Clearly and convincingly written overall; <u>NO</u> stylistic errors or error patterns</p> <p>3 pts.</p>

<p>APA Format <i>ASTL Learning Outcome 4</i></p>	<p>*No evidence of APA format *May have consistently used another formatting style <i>0-.5 pts.</i></p>	<p>*Generally follows APA format for headings, citations, and references, but contains multiple and recurring errors <i>1 pt.</i></p>	<p>*Generally follows APA format for headings, citations, and references, but has a few minor errors <i>1.5 pts.</i></p>	<p>*Follows APA 6th edition format for headings, citations, and references *<u>NO</u> APA errors <i>2 pts.</i></p>
<p>Presentation and Executive Summary <i>ASTL Learning Outcome 5 IB domain 2.4</i></p>	<p>*Does not have an Executive Summary on day of presentation; *Does not present research to peers/colleagues <i>0 pts.</i></p>			<p>*Has an Executive Summary on day of presentation and the summary contains all sections from template; *Presents research to peers/colleagues <i>3 pts.</i></p>

Class Participation Rubric: EDUC 606

	Accomplished	Competent	Evolving
Overall Participation	All tasks for the week are completed on time and demonstrate thoughtfulness; Collaborate session, if scheduled, was attended and student actively engaged with peers and instructor.	Most tasks for the week are completed on time and demonstrate thoughtfulness. Collaborate session, if scheduled, was attended and student somewhat engaged with peers and instructor.	Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Collaborate session, if scheduled, may not have been attended.
Discussion Quality	Discussion posts and all replies are one to three <i>heartly</i> paragraphs; Course readings references are integrated to support thoughtful post; APA-style citations are used in posts; Posts utilize and demonstrate learners' prior and new knowledge; All replies go beyond superficial responses; Replies build on others' responses to create connected threads.	Discussion posts and most replies are one to three <i>heartly</i> paragraphs; Readings are somewhat integrated to support posts; Most but not all posts utilize and demonstrate learners' prior and/or new knowledge; Replies typically go beyond superficial responses; Most replies build on others' responses to create connected threads.	Discussion posts and many replies are limited; Readings are not integrated to support posts; Some to no posts utilize and demonstrate learners' prior and/or new knowledge; Replies do not go beyond superficial responses; Replies may not build on others' responses to create connected threads.
Critical Friends Group Engagement	Consistent participation in critical friend(s) group work. Meaningful, timely, detailed, & constructive feedback provided to peer(s) in critical friend groups.	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 always meaningful, detailed, or constructive.	Rarely participates in critical friends group work. Feedback may not be meaningful, detailed, &/or constructive.