

George Mason University
College of Education and Human Development
PROGRAM: ASTL - Advanced Studies in Teaching and Learning
Campus Core Cohort 2004-2005

EDUC 606-001 and -002
EDUCATION AND CULTURE

Campus Cohort
Fall – Spring 2004 - 2005

Course Instructors

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Meeting Dates/Times/Places:

November 16, 30; December 7, 14 (online); January 11, 18 (online), 25; February 1, 15, 22;
March 8. CIP Final Project due on March 22.

I. COURSE DESCRIPTION

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

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

II. COURSE GOALS AND PROCESS

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

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

- A. Identify and understand different approaches to inquiry and inquiry into practice;
- B. Understand and articulate perspectives (assumptions, theories, principles, and findings) and methods useful for understanding cultural influences on education;

- C. Apply cultural perspectives and methods in educational settings;
- D. Use cultural perspectives to help construct and evaluate appropriate interventions for classroom use;
- E. Explain the critical importance of considering multiple perspectives; and
- F. Respect and celebrate teaching and learning related to cultural diversity in the field of action research.

The major product in this course is an action research project. To help you complete this action research project, the course is organized as a scaffolded inquiry process: (1) The Cultural Inquiry Process (CIP) Web site will provide you with a scaffold throughout the course by providing a process and supporting information (e.g., cultural questions and related text in Step 3, Success Stories, and CIP studies). (2) Your analyses of various studies and readings will provide a scaffold for learning to use the CIP Web site and for developing cultural perspectives on educational practice. (3) Building on the ASTL Core experiences you have already completed, being part of a dynamic learning community and, having experiential learning is also a feature of this course. As such, you will be asked to participate in different small groups based either on your professional interests or on a particular cultural question. (4) As part of this group work in analyzing cases, you will begin to use the CIP to address puzzlements you have identified in your own practice. (5) Finally, you will choose one puzzlement from your practice to be the focus of an action research project, which comprises the major product for this course.

Some mini-lecturettes throughout the course will complement your experiences and expose you to the major cultural perspectives explored in the CIP. Discussions may take place in class, via email, chat rooms, or our electronic Blackboard. The instructor will also be available for in-person or phone consultations.

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

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

EDUC 606 is aligned with the NBPTS propositions, specifically with

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

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

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

IV. REQUIRED RESOURCES

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

Some readings are required for all students. In addition to the required books, available from the GMU bookstore, there is a set of readings and resources that may be accessed on line via our GMU Fenwick Library E-Reserves. In addition, you will also be asked to find and read different original sources related to the particular cultural questions that you explore for practice cases and your own major project.

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

Required Books

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

Davidson, A. L. (1996). *Making and molding identity in schools: Student narratives of race, gender, and academic engagement*. Albany: SUNY Press.

Other Required Readings

For your major project, you are each required (1) to read and share with your group on E-mail at least three research-based studies related to the cultural questions you consider, and (2) to discuss on E-mail those readings that your group members share.

(The following articles are posted in the Electronic Reserve located on-line through the GMU Fenwick Library and are presented in order of appearance in the syllabus.

Additional support articles not included in this list may also be posted for your use and reference prior to and during the class.)

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

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

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

- Goto, S. G. & Abe-Kim, J. (1998). Asian Americans and the model minority myth. In Theodore Singelis (Ed.), *Teaching about culture, ethnicity, and diversity* (pp. 151- 157). Sage Publications.
- Gutierrez, K., & Rogoff, B. (2003). Cultural ways of learning: Individual traits of repertoires of practice. *Educational Researcher*, 32(5), 19-25.
- Heath, S.B. (1982). Questioning at home and at school: A comparative study. In George Spindler (Ed.), *Doing the ethnography of schooling: Educational anthropology in action* (pp. 102-131). New York: Holt, Rinehart & Winston.
- Lee, C. (2003). Why we need to re-think race and ethnicity in educational research. *Educational Researcher*, 32(5), 3-5.
- Lee, C., Spencer, M., & Harpalani, V. (2003). “Every shut eye ain’t sleep”: Studying how people live culturally. *Educational Researcher*, 32 (5), 6-13.
- Moll, L. C. (1992). Bilingual classroom studies and community analysis: Some recent trends. *Educational Researcher*, 21(2), 20-24.
- Nasir, N. S., & Saxe, G. (2003). Ethnic and academic identities: A cultural practice perspective on emerging tensions and their management in the lives of minority students. *Educational Researcher*, 32(5), 14-18.
- Ogbu, J. & Simons, H. D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology and Education Quarterly*, 29(2), 155-188.
- Phelan, P., Davidson, A. L., & Yu, H. C. (1998). Chapter 1. In *Adolescents' worlds: Negotiating family, peers, and school* (pp. 1-23). New York: Teachers College Press.
- Tapia, J. (1998). The schooling of Puerto Ricans: Philadelphia's most impoverished community. *Anthropology and Education Quarterly*, 29(3), 297-323.

(The following are found on the CIP Web site)

- Jacob, E., Johnson, B., Finley, J., Gurski, J., & Lavine, R. (1996). One student at a time: The cultural inquiry process. *Middle School Journal*, 27(4),29-35.
- Seifried, S. (1999). *The application of the Cultural Inquiry Process to puzzlements in music education: A case study.*

Supplemental Reading

- Mills, G. (2002). *Action research: A guide for the teacher researcher.* Upper Saddle River, NJ: EDUC 606/ Fall 2004 – Spring 2005

V. GEORGE MASON UNIVERSITY INFORMATION

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

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

2. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
3. Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
4. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

VI. COURSE DELIVERY

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

VII. COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

General Requirements

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

1. Class Participation - 20%

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

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

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

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

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

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

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

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

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

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

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

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

Criteria for Evaluation: Appropriate identification of focus student or groups and a puzzlement(s) stated in objective language; clear discussion of relevant culturally-based ways to frame the situation; identification of relevant issues and information; and clear and appropriate plan of action and rationale. (Outcomes A & B)

3. Portfolio Reflection Point #3 -- (5%) (Due at Class 11)

As a part of the ASTL Professional Portfolio, participants will update their emergent portfolio by adding Reflection Point #3. You may use the "Self-Reflective Appendix" of the CIP Research Project as the core of your Reflection Point #3 and expand on your thoughts to include the following areas, as stated in the ASTL Portfolio Guidelines. (For additional detailed information about the remainder of the Portfolio, please refer to the Guidelines.)

Reflection Point 3:

Focus on how coursework, related readings, and products in EDUC 612 and 606 have led candidates to focus more deeply on teachers as researchers with a cultural perspective.

Candidates, you will reflect on the ways in which you are thinking more systematically about your practice and its impact on student learning, the needs of your students, and how your practice meets the needs of the diverse learners in your classrooms. You should show how your knowledge and use of educational research and scholarship have contributed to a broader and deeper understanding of cultural and social contexts. Through self-analysis, explain how you are meeting the needs of all learners and the impact on your teaching of being a member of a learning community. Your reflections should address one or more of the following principles and tell how your course products provide evidence of your knowledge:

- 1) commitment to student learning
- 2) systematic inquiry of practice
- 3) members of learning communities
- 4) meeting the needs of diverse learners

Suggested course products to be used as evidence of knowledge for this section:

1. Draft of Proposed Action Research Project as included in the Multigenre Paper (EDUC 612)

2. Teacher/Action Research Report (EDUC 606)
3. Selections from your Reflective Journal, your cultural autobiography, or the trio Mario response
4. Other (be specific)

Criteria for Evaluation: Timely submission of the Reflection Point #3 for placement in the Portfolio; electronic copy sent to instructor for course file. The reflection will include: thoughtful analysis of content, relevance to course content, and clear organization and writing. (Outcomes A, B, C, D, E, & F)

4. Research Project - 60% (Total) (Due March 22, 2004)

(Each section of the CIP write-up carries a different weight and a different due date for drafts of sections that may be then adjusted for inclusion in the final project. Please consult the rubric, as well as the additional details provided below.)

The purpose of this project is to provide you the opportunity for a project-based, hands-on learning experience using cultural perspectives and methods to understand more about persons or situations in educational settings and to develop expertise in designing an appropriate intervention or interventions, if needed.

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

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

Draft Due to Instructor (Class 6) via e-mail: Description draft of the setting and your "puzzlement" (Background information). Assumptions, researcher's role, rationale, importance or relevance to the larger body of knowledge. **(10% of final project)**

Draft Due to Instructor (in Class 8): Framing the Issue - Discussion of how you framed the issue. **(10%)**

Draft Due to Instructor (in Class 9): Data Collection - Information you are collecting and finding to answer your question. **(10%)**

Draft Due to Instructor (following Class 9 via email) : Your proposed action, intervention, or "solution." **(10%)**

Draft Due: in Class 10 for CFG review and feedback

Oral Presentations/Sharing: in Class 11 (5%)

Final Project Due: TUESDAY, March 22 (The Completed CIP Project)

REMINDER: Please remember to include:

Data sources – a chart is helpful

A discussion of what you see as the implications of your project. **5%**

References (APA Style) that show a thorough investigation into your topic. **5%**

Reflection. **5%**

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

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

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

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

To protect the anonymity of the people involved, use only pseudonyms for proper names in your discussions and in the report. Comprehensive evaluation criteria will be provided nearer the time when you will be writing your findings. However, general criteria include the selection of appropriate topic, use of cultural perspectives, thorough data collection and analysis, connections to **5 research references** (at least 3 original plus 2 may come from course readings), clear presentation of findings, thorough discussion, thoughtful reactions, clear organization and writing.

You must also write a Reflection at the end of the report, for which you and your instructor are the primary audience. In this section, please relate your project to class materials and discuss what you personally learned from the project (beyond what you discussed in the implications above). What is the potential impact of this project on your learning and on that of the students in your classroom? Please share any results you find significant and *explain why*. (This reflection may be used as part of your ASTL Portfolio Reflection Point #3.)

After the class is over, several reports that meet selection criteria for the CIP Web site may be selected for posting on the CIP site. If you would be willing to have your project posted, would you please grant permission for it to be a part of the site for use by future classes? Thank you.

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

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

VIII. PROPOSED CLASS SCHEDULE AND COURSE ASSIGNMENTS

Note: Because we will try to respond to the particular needs of the class, there may be some changes in the syllabus. Any changes will be discussed in class and/or shared via email.

DATE	TOPIC	ASSIGNMENT to be read or that is DUE for this class
<p>Class 1 Nov. 16</p>	<p><i>Introduction to EDUC 606 – course requirements</i> Part One: What is Culture? The importance of culture in education. The role and importance of culture in teacher research Part Two: “Five Tricks” – an in-class experiential activity</p>	<p>Heads up: Ballenger book – to be completed by Class Three. Reading guide for Ballenger book to be distributed at Class 1.</p>
<p>Class 2 Nov. 30</p>	<p>MEET in Robinson A 352(PC Lab) tonight Part One - Brief introduction to and overview of the Cultural Inquiry Process CIP Web Hunt - paired activity http://classweb.gmu.edu/cip Second half of class – Move to JC/C Part Two: Learning to see one's own culture(s) – distribute Okun Handout</p>	<p>Begin to get acquainted with the CIP website in preparation for your Web Hunt activity. Read: Jacob, Johnson, Finley, Gurski, & Lavine. (1996). One student at a time: The cultural inquiry process. – on the CIP site</p>
<p>Class 3 Dec. 7</p>	<p>Discussion of Ballenger - opening the door to cultural "assumptions" Reflecting on our own cultural influences – Part Two: Identifying a puzzlement - Developing a focus of inquiry and research questions. "Casting the question(s)." CIP Steps 1 - 3 Distribute Mario Case Study for trio response that is due in Class 5 (Jan) – set up trios</p>	<p>Complete your reading in full of the Ballenger book for today. Read: CIP website Steps 1 - 3 (5 main pages of Step 3) Helpful: Review: Mills, Ch. 2 (pp.22-45)</p>
<p>Class 4 Dec. 14</p>	<p>Online Class this week Topic: Learning to see one's own culture(s) & school's cultures: CIP Step 3 Refining your puzzlement – see online guide for this week. Mario – groups should continue to work on line this week</p>	<p>Email to your instructor this week, or by 1 Jan: Response to the Okun cultural handout Read: Gutiérrez and Rogoff article (on E-reserves) – BB forum. Trios do work on: "Mario" - Case Study Responses using the CIP</p>

<p>Winter Holiday: Enjoy! Optional Fun over the Winter Break: Watch such movies as <i>The Color of Fear</i>, <i>Finding Forester</i>, <i>Walking Each Other Home</i>, <i>Stand and Deliver</i>, <i>Whale Rider</i>, <i>Real Women Have Curves</i>, or <i>Rabbit Proof Fence</i>. Look at one or more of these films; think about them with the new perspectives and insights you're developing in our 606 class. We'll have a short discussion when we return in January.</p>		
<p>Class 5 Jan. 11</p>	<p>Topics: Learning to see one's own culture(s) & school's cultures: CIP 3.1 & 3.2</p> <p>Debrief of movies viewed over the holiday</p> <p>In-class Video - Preschool in Three Cultures</p> <p>Mario responses –discuss in class</p> <p>CIP: Identify <i>strand</i> you think you will follow in your research project. We will set up research groups (Critical Friends Groups) with your input according to topic, strand, or grade level.</p>	<p>Re-Read: CIP 3.1 & 3.2 and their sub-pages Read: Moll article 1) Due today: Written trio response to “Mario” 2) Bring today: beginning draft of “Setting and Puzzlement” for Critical Friends feedback</p>
<p>Class 6 January 18 (ONLINE)</p>	<p>Topic: Blackboard discussions</p> <p>Begin discussing “framing the issue” (Refer to Syllabus, pp. 9-10, points #2 and #3)</p>	<p>Due today (via e-mail to instructor): Draft of setting and “puzzlement(s)”</p> <p>Blackboard discussion – con’t.</p>
<p>Class 7 January 25</p>	<p>Topic: School Influences & Understanding Issues of Cultural Mismatches (CIP 3.3) & Power Imbalances and Peer Responses (CIP 3.4)</p> <p>In-class Video - A Class Divided</p> <p>Begin to talk about: Collecting and analyzing information to understand puzzlement. Begin to think about what data you will need/want to collect for your project.</p>	<p>Due today: Draft of “framing the issue” for Critical Friends Group (CFG) debrief Read: Heath article Read: Ogbu & Simons article Re-read: CIP 3.3, 3.4 & sub-pages</p> <p>Blackboard discussion - con't.</p>
<p>Class 8 February 1</p>	<p>Topics: Students' Individual negotiations regarding culture (CIP 3.5) & Collecting and analyzing information to understand puzzlement and identify appropriate interventions: CIP Step 4 - revisit</p> <p>Topics: Finding related articles/studies/literature to support your</p>	<p>Due today to instructor: Draft of Framing the Issue – hard copy Due today for CFG debrief: Draft of data collected/collecting to answer your question</p> <p>Read: Davidson, Ch. 1 Re-read: CIP 3.5 & sub-pages, esp. 3.5.2</p>

	<p>research project</p> <p>Begin to think about your proposed action, intervention, or “solution”</p> <p>Discuss Davidson Ch. 1</p> <p>Sign up for remaining Davidson Chapters in small work groups</p>	<p>Re-read (skim): CIP Steps 4 - 6 (top level and sub-pages related to your cultural questions)</p>
<p>Class 9</p> <p>February 15</p>	<p>CIP Step 5 - Developing Interventions - triangulation of data, and relationship of Steps 4 & 5 to puzzlement</p> <p>CIP Step 6 - Monitoring of Study</p> <p>Presentation of Davidson chapters and discuss Epilogue as a whole class</p> <p>In-class - work in research topic groups Go over Project Rubric - using Scott's case</p>	<p>Due today for instructor: Draft of Data Collection</p> <p>Due today for CFG: Draft of your proposed action, intervention, or “solution”</p> <p>Due asap this week (via email to instructor for feedback): Second draft of proposed action, intervention, or solution that you debriefed in class today.</p> <p>Read: Davidson – Epilogue, and the chapter you signed up for presentation</p> <p>Skim: Seifried CIP Case, focusing on sections "Gathering Info & Developing a Cultural Hypothesis" and "Interventions/Results of Interventions"</p> <p>Re-read (carefully): CIP Steps 4 - 7 (top level and sub-pages related to your cultural questions)</p>
<p>Class 10</p> <p>February 22</p>	<p>Topic: Writing up your research project to share with others.</p> <p>Your task this evening: learning groups will support individuals to provide feedback about: data analysis, explanations about interventions, ideas for monitoring, and results from your actions/interventions.</p> <p>Use the CIP rubric as the framework for providing the feedback.</p>	<p>Due today for CFG: draft of full CIP project (includes the data collection and final analysis write up of interventions)</p> <p>Read: Nadine Schiavo CIP Case</p> <p>Read: 1 of the following CIP cases - G. Gregory, P. Holland, L. Pechacek (focus on writing style, organization of paper, CIP steps)</p>
<p>Class 11</p> <p>March 8</p>	<p>Part Two</p> <p><i>Oral Presentation of Research Projects</i></p> <p>Final Course Evaluations</p>	<p>Due today: Executive summary of your Research Project— Make enough copies for classmates and instructor)</p> <p>Due: Portfolio Reflection Point #3 (for instructor only)</p>

		<p>Due on March 22: Final written copy of EDUC 606 CIP Project. (Please turn in a hard copy to your instructor and also submit it electronically via Digital Drop Box or CD – Thank you!)</p>
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