

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

**EDUC 606.6H1-DL1 CRN 11674 & 20239
EDUCATION AND CULTURE
3 credits, Spring 2020 (Online)
January 21 - May 15, 2020**

Faculty

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PREREQUISITES

Admission to the M.Ed. in Curriculum and Instruction, ASTL concentrations; EDUC 612; EDUC 613.

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.

COURSE OVERVIEW

EDUC 606 is one of the five courses that comprise the ASTL Education Core. Within the ASTL Core, EDUC 606 is carefully aligned with the learning experiences along the Core continuum EDUC 612, EDUC 613, EDUC 614, and EDUC 615. EDUC 612 (Inquiry into Practice) helped participants develop critical reflective skills and research knowledge for conducting inquiry related to practice. In EDUC 613 (How Students Learn), Core participants were introduced to various factors that influence the individual learner and conducted research through case study analysis of a PK-12 learner. In EDUC 614, participants looked at new ways to design and assess teaching and learning in their classrooms and researched their teaching practice via video analysis.

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

COURSE DELIVERY METHOD

This course will be delivered online using synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site at <https://mymasonportal.gmu.edu/> using your Mason email name

(everything before @masonlive.gmu.edu) and email password. After logging in, click on the COURSES tab at the top of the page to see your list of courses; then select EDUC 606. The course site will be available no later than the first day of class.

Course delivery will be through mini- lecture, videos, structured collaborative reflective groups, discussion 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, individual blogs and online journals based on topics aligned with national standards and program/learner outcomes.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard). To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will run from Tuesday through Monday as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **daily**. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES/OBJECTIVES

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

- A. Understand the application of research approaches to inquiry and inquiry into practice through the systematic monitoring of student learning from an inquiry stance (*ASTL Learning Outcome 4*) (*IB Adv Cert domains 2.2; 3.4*);
- B. Articulate perspectives (assumptions, theories, principles, and findings) and research methods useful for understanding cultural influences and diversity in the educational setting for teachers in domestic and international education (*ASTL Learning Outcome 6*) (*IB Adv Cert domains 1.1, 1.2; 2.1, 2.2, 2.3; 3.2*);
- C. Apply cultural perspectives and culturally responsive methods in educational settings, with an increased emphasis on the nature of today's international classrooms (*ASTL Learning Outcome 6 and 7*) (*IB Adv Cert domains 1.1, 1.2, 1.3*);
- D. Use cultural perspectives, inquiry, and research literature to inform research design as a means of

- developing a deeper understanding of culture and its role in teaching and learning (*ASTL Learning Outcomes 4 and 6*) (*IB Adv Cert domains 1.3; 2.4; 3.3; 4.1, 4.2, 4.3, 4.4*);
- E. Disseminate findings to colleagues on the critical importance of considering multiple perspectives and second language learners' needs (*ASTL Learning Outcomes 5 and 6*) (*IB Adv Cert domains 2.2, 2.4*);
- F. Explore and respect differences in classroom teaching and learning as they relate to cultural diversity and social justice in the field of action research/inquiry (*ASTL Learning Outcomes 1, 4, 5, and 6*) (*IB Adv Cert domains 1.1, 1.3*).

PROFESSIONAL STANDARDS

NBPTS Alignment:

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

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

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

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

IB Alignment

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

- Domains 1.1, 1.2, 1.3: Contemporary issues in IB education – Identification, clarification, and articulation of contemporary issues in IB context; critical analysis of contemporary IB issues; Contextualising and interpretation of IB issues.
- Domains 2.1, 2.2, 2.3, 2.4: Research practice – Application of planning and scoping process in IB contexts; Collection, analysis, interpreting and reporting of evidence; Evaluation of research activity; Reflection on and dissemination of findings and implications for practice.
- Domains 3.2, 3.3, 3.4: Linking theory to practice in an IB context – Critical reading and reflection; Interpretation and evaluation of source material; Synthesizing research and experiential evidence.
- Domains 4.1, 4.2, 4.3, 4.4: Building capacity for practitioner inquiry – Relevant research questions; Modes of research and methods of data collection; Research design; Analyzing, interpreting, and reporting research findings.

REQUIRED TEXT

Dana, N. F., & Yendol-Hoppey, D. (2019). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, California: Corwin.

Nieto, S. & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education, seventh edition*. New York, New York: Pearson.

Related resources

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

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Assignments

	<i>Points</i>
Participation and Professionalism <i>Class and CFG Engagement (35 points)</i> <i>Portfolio Reflection: EDUC 606 (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 Inquiry Study (PBA)	40
<i>Total Points</i>	100

Participation and Professionalism

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 are. Thus, you must 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 (if taken) 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 each week’s content. 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 class discussion will be in the form of the electronic discussion board. **Each module will begin on a Tuesday and run through the following Monday. To this end, initial postings for each discussion forum should be completed by **11:59 pm on Friday (EST)** so that class members will have until Monday to interact with the posted material and engage in “conversation.” When required, discussion board replies are due by

Monday night.

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: EDUC 606 (5 points of the 40 total class participation points)

As a part of the ASTL Core, participants will continue to build their Professional Portfolio and will add Reflection Point #4 (see the box below) at the conclusion of EDUC 606. For additional detailed information about this Reflection Point, as well as the remainder of the Portfolio, please refer to the Portfolio Guidelines posted in the ASTL Core Cohorts Organization site. **You will submit Reflection Point 4 to the ASTL Core Cohorts Org site and also upload it to your Professional Portfolio.**

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

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)

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.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENTS

The performance-based assessment (**Cultural Inquiry Study**) MUST be uploaded and submitted to Tk20 via Blackboard for evaluation when the assignment is due. Only PBAs posted to Tk20 via Blackboard will be graded. Failure to submit the assignment to Tk20 via Blackboard by its due date will result in the instructor recording a zero (0) for the assignment.

PROMPT FOR ASTL PORTFOLIO REFLECTION POINT: EDUC 606

Teacher as Researcher with a Cultural Perspective

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

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

Then, construct a written reflection that captures the following:

I used to think...

Now I think...

What this means for me

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

Required course products to be used as evidence of knowledge:

- Cultural Inquiry Study and Report (EDUC 606)

Other suggested products for inclusion:

- Selections from the Reflective Journal about research or cultural knowledge
- Other, as selected by individual (be specific)

Guidelines and suggested format for each of the Reflection Points

Length: Aim to limit your response to two well written single-spaced pages

Focus: Each Reflection Point should include a short description, but will focus on interpretation and analysis of learning by synthesizing knowledge attained from that learning component of the Core coursework.

Format: Each reflection point describes, interprets, and examines why and how the course product(s) provide evidence of the ASTL principles addressed in that learning module. Here you should also discuss the impact of this course/learning module on your teaching practice and its impact on P-12 student learning.

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, we 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

- Your professor will read online discussion forums regularly, however, her active role as faculty is to support the discussion development and not so much to “enter into each one” so that the dialogue is authentic among participants. Please note that during this time, your professor will be noting the quality and extent of your participation.

Student Expectations

- Students are also expected to adhere, to the extent possible, to a 24-hour turnaround time for emails.
- Students are expected to visit our Blackboard site *at least three* times during the week: thus, 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. Kindly access the posted directions in Blackboard for doing this.
- Students are expected to read all posted/mailed 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 also 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 and posting). This commitment is commensurate with the commitment expected for F2F classes, which also includes preparation, class time, and assignments.
- Questions are welcome, and your professor is available to respond to individual class members as needs might arise.

GRADING SCALE

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

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

CLASS SCHEDULE – EDUC 606: Spring 2020

Note: 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 21-27	<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: Nieto & Bode text, chapter 2 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 28 – Feb 3	<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 1 this week</p>	<p>Read: Nieto & Bode text, chapter 5 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 1: Setting, Puzzlement & Rationale by Monday 2/3</p> <p>During Week 2, work with your CFG to develop a puzzlement to investigate deeply (CIP steps 1 & 2)</p>
Week 3 Feb 4-10	<p><i>Continuation of Cultural Assumptions development</i></p> <p><i>CIP Connections</i> Quick review of CIP Culturally-related Action Research Study Process. Examine specifically CIP Steps 2 & 3: Summarize what is known & identify your cultural questions</p>	<p>Read: Nieto & Bode text, chapter 3 Cultural Inquiry Study Description of expanded Steps 2 & 3: pp. 4-8 (middle)</p> <p><i>Sign up for an Individual Conference with your instructor for week 4 or 5</i></p>
Week 4 Feb 11-17	<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> Individual Conferences with Instructor</p>	<p>Read: Nieto & Bode text, chapter 4</p> <p style="background-color: yellow;">DUE to instructor: Journal entry 2: Framing your Study by Monday 2/17</p>
Week 5 Feb 18-24	<p><i>Language, Culture, and the Teacher’s Role</i></p> <p><i>CIP Connections</i> Finalize your question, Reflect on CIP Step 3. Individual Conferences with Instructor</p>	<p>Read: Nieto & Bode text, chapter 6 Dana & Yendol-Hoppey, chapter 5</p> <p>Gather and read articles related to your puzzlement. Use these articles for your literature review chart due Week 6.</p>

Week 6 Feb 25 – March 2	<i>School, Home, and Community Connections</i> <i>CIP Connections</i> Drawing themes from your literature – synthesizing your cultural and content readings	Read: Nieto & Bode text, chapter 8 Select: Auerbach (Learning from Latino Families) OR Ferlazzo (Involvement or Engagement) OR Zimmerman-Orozco (Circle of Caring) DUE to instructor: Journal entry 3: Academic Research Article Review (Table of Literature) by Monday 3/2
Week 7 March 3-9	<i>Influence of Class and Income</i> <i>CIP Connections</i> Data collection to inform your action plan Collaborate Session 2 this week	Read: Nieto & Bode text, chapter 7 Cultural Inquiry Study Description of expanded Step 4: pp. 8-11 DUE to instructor: Journal entry 4: Phase 1 Data Collection Plan by Monday 3/19
Week 8 March 10-16	<i>Mason Spring Break- No module this week.</i> Time to Reflect: Continue to work on your study and focus your developing understanding of the many dimensions of culture in your teaching, your students' learning, and your actions as teacher leaders	Read: Dana & Yendol-Hoppey, chapter 7 Collect and analyze informational data
Week 9 March 17-23	<i>School Influences & Understanding Issues of Cultural Mismatches (CIP 3.3) and Power Imbalances and Peer Responses (CIP 3.4)</i> <i>CIP Connections</i> <i>Data Collection for your Study</i> Collecting and analyzing information to understand your puzzlement & to identify appropriate action. What data will you collect for your project? Work with CFG to craft your plan.	Read: Filax: Queer In-Visibility CIP 3.3, 3.4, 3.5 and their sub-descriptions Cultural Inquiry Study Description of expanded Steps 5 & 6: pp. 11-13 DUE to instructor: Journal entry 5: Action & Phase 2 Data Collection Plan by Monday 3/23
Week 10 March 24-30	<i>Power Imbalances and Peer Responses (CIP 3.4)</i> Collaborate Session 3 this week	Implement initial step(s) of Action; AND Work on your Framing the Study section Draft (Puzzlement, Setting, Cultural Questions) that is due in week 12 along with your Lit Review Draft
Week 11 March 31 – April 6	<i>CIP Connections</i> Data Analysis	Read: Revisit Dana & Yendol-Hoppey, chapter 7 Continue implementing first step(s) of action plan; AND writing Draft 1 due next week
Week	Working Week	Read:

12 April 7-13		Cultural Inquiry Study Description of expanded step 7 Continue implementing action plan; AND DUE to instructor by Monday 4/13: Draft 1: Framing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) and Literature Review Draft
Week 13 April 14-20	Working Week	Continue implementing action plan, collecting and analyzing data; AND DUE to CFG by FRIDAY 4/17: Draft 2: Action, Data Collection, Data Analysis Methods Feedback to your CFG due by Monday 4/20
Week 14 April 21-27	Individual Conferences with Instructor as needed	Read: Dana & Yendol-Hoppey, chapter 10 Data Analysis & Writing week: Work on Draft 3 DUE to CFG by MONDAY 4/27: Draft 3: All sections of paper REVISED, plus Findings/Conclusions/Implications Draft Feedback to CFG due next week Friday 5/1
Week 15 April 28 - May 4	Executive Summaries template provided <i>Final Steps: Writing up your research project to share with others</i> Review Rubric; Individual & CFG consultations Final Course Evaluations	Feedback of Draft 3 due to your CFG due by Friday 5/1 Submit Executive Summary (3 Powerpoint Slides) due Sunday, May 3
May 3	Submit Executive Summary (3 Powerpoint Slides) due Sunday, May 3	
May 5 and 6	USING Blackboard Collaborate: Presentations of Cultural Inquiry Study online on 5/5 and 5/6 ALL students: F2F & DL will present together online – each student presents only one night (International students may present during the day, time TBD)	
May 7	Submit FINAL version of Cultural Inquiry Study paper to Blackboard by May 7th, 11:59 pm	
May 8	ASTL Portfolio Reflection: EDUC 606 by May 8th, 11:59 pm upload to Blackboard Organization site (ASTL Core Cohorts Org site)	
THE FOLLOWING COMPONENTS ARE REQUIRED ONLY FOR STUDENTS WHO ARE ALSO ENROLLED IN EDUC 615:		
May 11	<i>For students who are enrolled in EDUC 615:</i> ASTL Reflection Point: Program Synthesis by May 11th, 11:59 pm upload to Blackboard Organization site (ASTL Core Cohorts Org site)	
May 12 5-8 pm	Portfolio Presentations on Fairfax Campus to ASTL Faculty (ALL local students: F2F & DL) in the Johnson Center CLUB, 3rd floor <i>International & out-of-state students will participate online</i> <i>Specific presentation schedule TBA</i> <i>Celebratory Reception to follow ☺</i>	

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

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

Campus Resources

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

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Cultural Inquiry Study and Report (PBA)
Timeline for implementation of 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: <i>Setting, puzzlement & rationale</i> 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: <i>Framing your Study</i> 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	DUE to instructor: Journal entry 3: <i>Academic Research Article Review</i> “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 edition format.

7	<p>DUE to instructor: Journal entry 4: Phase 1 Data Collection Plan Journal Entry 4 Prompt: Describe your plan for your phase 1 (preliminary) data collection and analysis. The data you collect and analyze will help you explore the connection between your puzzlement and the cultural question(s) you selected. This journal entry should thoroughly address the following:</p> <ul style="list-style-type: none"> • What further information from your student(s), school, families, colleagues, or classroom do you need to collect before moving forward? • How will these data help you to better understand your puzzlement through the lens of your cultural question? What do you hope to better understand as a result of gathering this information? • From what source(s) will the information be gathered? • What data collection methods will be used to gather the information? • How will you analyze the informational data you collect?
8	<p>Implement preliminary (phase 1) data collection plan and analyze collected informational data</p>
9	<p>DUE to instructor: Journal entry 5: Action & Phase 2 Data Collection Plan Journal Entry 5 Prompt: Describe the action you intend to implement in your educational setting as well as the data collection & 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—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. • What data will you collect & analyze in order to determine the effectiveness of your actions 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 the data help you track the progress of the action plan? How will the data inform you of the need to adjust your action plan during implementation? ○ How will you evaluate the impact of the action plan? • How will the data you collect in phase 2 help you understand the puzzlement through the lens of your cultural question?
10-13	<p><i>Implement your action and collect phase 2 data Weeks 10-13 (while implementing and monitoring you'll be putting together your report sections; See below for draft due dates)</i></p>
10	<p>Implement initial step(s) of action and collecting Phase 2 data; AND Work on your Framing the Study section (Puzzlement, Setting, Cultural Questions/Dimensions)</p>
11	<p>Continue implementing initial step(s) of action and collecting Phase 2 data; AND Write your Framing the Study section (Puzzlement, Setting, Cultural Questions/Dimensions)</p>

12	<p>Continue implementing action and collecting Phase 2 data; AND DUE to instructor: DRAFT 1: Framing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) and Literature Review Draft Draft of discussion about how you are framing the issue (culturally and from the literature) and are connecting to the wider literature about your subject</p>
13	<p>Continue implementing action and collecting & analyzing Phase 2 data; AND DUE to CFG: DRAFT 2: 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 Feedback due to CFG</p>
14	<p>DUE to CFG: DRAFT 3: All sections of paper REVISED plus Emerging Findings AND Conclusions/Implications Drafts for workshop. Feedback to CFG due next week</p>
15	<p>Feedback due to CFG Submit Executive Summary (3 Powerpoint Slides)</p>
16	<p>Oral Presentations/Sharing with One-Page Executive Summary – <i>remember that this is online for everyone (F2F AND DL sections)</i> Submit FINAL version of CIP paper to Blackboard (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.*

Guidelines for Cultural Inquiry Process Paper

Abstract

- The abstract will go on your title page and should be completed last. It is an overview of your entire study.
- This is part of your APA grade on your rubric.

Vignette (1 pt.)

- Begin your paper with a brief vignette that pulls us into your puzzlement. Your vignette should be a narrative snapshot of time that illustrates your puzzlement.

Puzzlement(s) Description and Background (2 pts.)

- Take us from the vignette into your classroom and school. Describe the setting in which you teach. This will include the demographics of your school and classroom, and should also report on the learning characteristics of the learners in your class.
- Identify and describe your puzzlement clearly and thoroughly, with many supporting details.
- Present “what was known” and “what was assumed” regarding your learners and your context clearly and thoroughly, with many supporting details.
 - 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(s) and their family.

Cultural Inquiry Questions (2 pts.)

- Specifically identify your 1-2 cultural inquiry questions (i.e. CIP questions) clearly and thoroughly, with many supporting details that demonstrate the relationship between the cultural inquiry question(s), your presented puzzlement(s), and what was known/assumed.
- Identify what further information you needed to initially better understand your puzzlement.

Reviewed Literature (5 pts.)

- Present a synthesis of the academic literature that you reviewed (8 or more references; at least 3 not assigned for the course; at least 3 are empirical research studies).
- Connect to your own inquiry throughout your review.
- Include a concluding paragraph that sums up important points from your review.

Exploratory Data Collection, Analysis, and Findings (3 pts.)

- This part of the process both informed and was informed by your literature review (they worked together to help you understand more about your puzzlement).
- Describe your exploratory data collection and analysis process, and present the informational findings clearly and with detail.

Actions Taken (5 pts.)

- What actions did you take/are you taking? Your actions should be clearly informed by what you learned from your literature review and exploratory data collection.
- Clearly, and in detail, identify and describe your actions (what you *did/are doing*).

Implementation Data Collection and Analysis (5 pts.)

- How did you/are you monitoring the impacts of your implemented actions (on your students, your families, your context, yourself, etc.)?
- Identify and describe with detail your data collection and analysis methods
- Remember, data analysis refers to how you made sense of the data that you collected. For instance, did you look for particular student behaviors in your data? Did you compare what a parent said with what a student said with what you observed? Did you look at your data over time comparing more recent observations (for example) with previous observations? Etc...
- Do not include findings in this section.

Emerging Findings (5 pts.)

- What has your data analysis revealed so far? Present your emerging findings that are clearly based in collected data.
- You might think of this like a results section- you implemented an action or actions, now what happened?

Conclusions and Implications (6 pts.)

- This section should focus on what you learned and why your findings matter.
- Bring your findings back to your initial puzzlement and your cultural inquiry questions.
- There should be explicit and extensive discussion of broader implications (for your own self and practice and/or for other teachers, schools, etc.)
- There should also be clear and purposeful links to academic literature.

Keep in mind this extra, but very important, stuff:

Overall Style (2 pts.)

- Well organized across all sections of report
- Use a clear and consistent “voice.” You’ll be writing your paper in chunks, so be sure to read back through it as a whole before submitting.
- NO stylistic errors or error patterns. Attend to feedback from your instructor and critical friends in your final draft; have someone read your paper before submitting.

APA Format (2 pts.)

- Follow APA 6th edition format for headings, title page, in-text citations, and references

Sharing your work: Presentation (2 pts.)

- Share your research and learning with your peers and colleagues!
- This is counted as 2 points, but is also *required* as part of this assignment.
- Prepare an executive summary slide to guide your presentation. Template will be provided.

Reminder:

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

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

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

Of the 5 references required for Journal Entry 3,

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

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

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

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

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

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

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
Vignette	<ul style="list-style-type: none"> No vignette is used to open the paper. <p><i>0 pt</i></p>	<ul style="list-style-type: none"> Puzzlement is provided but does not pull reader into puzzlement <p><i>0.5 pt</i></p>		<ul style="list-style-type: none"> Brief vignette is provided that pulls reader into puzzlement. Vignette captures a snapshot of time and illustrates the puzzlement <p><i>1 pt</i></p>
Puzzlement(s) Description and Background <i>ASTL Learning Outcome 4</i> <i>IB domains 1.1, 4.1</i>	<ul style="list-style-type: none"> States puzzlement(s) only implicitly or the puzzlement may not be culturally related Presents little about “what is known” <p align="center">OR</p> <ul style="list-style-type: none"> Puzzlement is not stated Information about “What is known” is missing <p><i>0 pts.</i></p>	<ul style="list-style-type: none"> States culturally based puzzlement(s), but not clearly or without supporting details Information about “what is known” lacks clarity <p><i>1 pt.</i></p>	<ul style="list-style-type: none"> States culturally based puzzlement(s) clearly, but supporting details may be needed Presents “what is known” clearly, but may not provide supporting details. <p><i>1.5 pts.</i></p>	<ul style="list-style-type: none"> States culturally based puzzlement clearly and thoroughly, with many supporting details Presents “what is known” clearly and thoroughly, with many supporting details <p><i>2 pts.</i></p>
Cultural Inquiry Questions <i>ASTL Learning Outcome 6</i> <i>IB domains 1.1, 1.2; 4.1</i>	<ul style="list-style-type: none"> States cultural questions only implicitly or no cultural questions are stated Provides limited or no discussion of relationship between cultural question(s) and puzzlement(s)/what is known Provides minimal or no rationale/support for choice of cultural question(s) <p><i>0 pts.</i></p>	<ul style="list-style-type: none"> States at least 1 cultural question, however May lack clear logical relationship between cultural question(s) and puzzlement(s)/what is known May provide only partial rationale/support for choice of cultural question(s) <p><i>1 pt.</i></p>	<ul style="list-style-type: none"> States at least 1-2 cultural questions clearly, with some supporting details provided Demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known Provides some rationale/support for choice of cultural question(s) <p><i>1.5 pts.</i></p>	<ul style="list-style-type: none"> States at least 1-2 cultural questions clearly and thoroughly, with many supporting details provided Thoroughly demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known Provides clear, consistent, and convincing rationale/support for choice of cultural question(s) <p><i>2 pts.</i></p>
Reviewed Literature <i>ASTL Learning Outcome 6</i> <i>IB domains 3.1, 3.2, 3.3, 3.4</i> <i>IB domains 3.1, 3.2, 3.3, 3.4</i>	<ul style="list-style-type: none"> Connections to broader literature are not appropriate or are missing Cites fewer than 3 sources (and/or fewer than 2 are not assigned for the course and no research studies) <p><i>0 pts.</i></p>	<ul style="list-style-type: none"> Includes appropriate connections to broader literature Cites 3-5 sources (with 2-3 not assigned for the course and/or 1-2 research studies) <p><i>1-2 pts.</i></p>	<ul style="list-style-type: none"> Includes thoughtful connections to broader cultural and content-based literature; Cites 6-7 sources (with 3 not assigned for the course and 3 research studies) <p><i>3-4 pts.</i></p>	<ul style="list-style-type: none"> Includes thoughtful and thorough connections to broader cultural and content-based literature; Clear, consistent, and convincing citation of 8 or more references; at least 3 not assigned for the course; at least 3 are research studies. <p><i>5 pts.</i></p>

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
Exploratory Data Collection, Analysis, and Findings <i>ASTL Learning Outcome 4</i> <i>IB domains 4.2, 4.4</i>	<ul style="list-style-type: none"> Presents minimal or no details of exploratory data collection, analysis methods, and findings Link to cultural question(s) is unclear, assumed, or missing; It is not clear how the data is intended to help understand puzzlement(s) from cultural point(s) of view <i>0 pts.</i>	<ul style="list-style-type: none"> Presents some but vague details of exploratory data collection, analysis methods, and findings Links to cultural question(s), but link may be vague; It may not be clear how the data is intended to help understand puzzlement(s) from cultural point(s) of view <i>1 pt.</i>	<ul style="list-style-type: none"> Presents clear details of exploratory data collection, analysis methods, and findings Links clearly to cultural question(s); It may be clear that the data is intended to help understand puzzlement(s) from cultural point(s) of view <i>2 pts.</i>	<ul style="list-style-type: none"> Presents clear and complete details of exploratory data collection, analysis methods, and findings Links clearly to cultural question(s); It is clear how the data are intended to help understand puzzlement from cultural points of view <i>3 pts.</i>
Actions Taken <i>ASTL Learning Outcome 6</i> <i>IB domains 4.2, 4.3</i>	<ul style="list-style-type: none"> Does not describe action Link to cultural question(s), literature review and exploratory data collection and data is unclear, assumed, or missing <i>0 pts.</i>	<ul style="list-style-type: none"> Describes the action but description is vague or limited Link to cultural question(s), literature review and exploratory data collection and data is vague <i>1-2 pts.</i>	<ul style="list-style-type: none"> Clearly describes the action(s) Link to cultural question(s), literature review and exploratory data collection is clear with some explanation <i>3-4 pts.</i>	<ul style="list-style-type: none"> Describes the actions in a clear, consistent, and convincing manner. Actions are very detailed. Makes clear how actions are connected to cultural question(s) and how actions were informed by findings from literature review and exploratory data collection (relevant citations to literature are present throughout) <i>5 pts.</i>
Implementation Data Collection and Analysis <i>ASTL Learning Outcome 4</i> <i>IB domains 4.2, 4.4</i>	<ul style="list-style-type: none"> Presents minimal or no details of data collection and analysis methods It is not clear how the data was intended to help understand puzzlement(s) from cultural point(s) of view <i>0 pts.</i>	<ul style="list-style-type: none"> Presents some but vague details of data collection and analysis methods, and fails to include how the data was used to monitor the impact of the action. It may not be clear how the data is intended to help understand puzzlement(s) from cultural point(s) of view <i>1-2 pts.</i>	<ul style="list-style-type: none"> Presents clear details of data collection and analysis methods, including how data was used to monitor the impact of the action. It may be clear that the data is intended to help understand puzzlement(s) from cultural point(s) of view <i>3-4 pts.</i>	<ul style="list-style-type: none"> Presents clear and complete details of implementation data collection methods & procedures Presents clear and complete details of analysis methods Discusses how data was used to monitor the impact of the action. It is clear how the data are intended to help understand puzzlement from cultural points of view <i>5 pts.</i>

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
Emerging Findings <i>ASTL Learning Outcome 6</i> <i>IB domain 2.2; 4.4</i>	<ul style="list-style-type: none"> • Presents no findings related to cultural question(s) • All data presented is unanalyzed. • Presentation of data is unclear or poorly organized • Presents evidence to evaluate Action Plan with little or no clarity or in a poorly organized manner • Demonstrates little or no attempt to understand puzzlement(s) from a cultural point of view. <i>0 pts.</i>	<ul style="list-style-type: none"> • Presents some data to address cultural question(s), but some data may be raw and unanalyzed. • Presentation of data may lack some clarity or organization • Presents evidence to evaluate Action Plan with some lack of clarity or organization • Attempts to understand puzzlement(s) from cultural points of view, but may include some judgments <i>1-2 pts.</i>	<ul style="list-style-type: none"> • Presents emerging findings that are generally based in collected data. Findings are related to cultural question(s) • Presentation of data is clear and well organized • Presents evidence to evaluate Action Plan clearly and in organized manner • Attempts to understand puzzlement(s) from cultural point of views <i>3-4 pts.</i>	<ul style="list-style-type: none"> • Presents emerging findings that are clearly based in collected data. Findings are clearly and convincingly related to cultural question(s) • Presentation of data is clear, consistent, and convincing • Presents evidence to evaluate Action Plan clearly and in a consistent and convincing manner • Makes clear, consistent, and convincing attempts to understand puzzlement(s) from cultural point(s) of view <i>5 pts.</i>
Conclusions and Implications <i>ASTL Learning Outcome 7</i> <i>IB domain 2.4</i>	<ul style="list-style-type: none"> • Presents minimal or no statement of conclusions in relation to puzzlement(s) • Minimal or no evidence of critical reflection • Minimal or no discussion of broader implications (for own practice and/or for other teachers, schools, etc.) • Minimal links to research literature <i>0 pts.</i>	<ul style="list-style-type: none"> • Presents statement of conclusions in relation to puzzlement(s), but may lack some clarity • Some evidence of teachers' critical reflection • Explicitly discusses broader implications (for own practice and/or for other teachers, schools, etc.) • May link to research literature <i>1-2 pts.</i>	<ul style="list-style-type: none"> • Presents clear statement of conclusions in relation to puzzlement(s), assumptions, and CIP questions • Evidence of critical reflection on initial assumptions and impact on teachers' understanding • Strong discussion of broader implications (for own practice and/or for other teachers, schools, etc.) • Links to research literature <i>3-4 pts.</i>	<ul style="list-style-type: none"> • Presents clear, consistent, and convincing statement of conclusions in relation to initial puzzlement(s), initial assumptions about the situation, and CIP questions • Clear and consistent evidence of critical reflection on initial assumptions and impact of study on teacher's understanding of situation, students, and teaching. • Explicit, specific, and extensive discussion of broader implications (for own practice and for other teachers, schools, etc.) • Clear, consistent, and convincing links to academic literature (relevant citations to literature are present throughout) <i>5-6 pts.</i>

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
Overall Style	<ul style="list-style-type: none"> Poorly organized across sections of report Inconsistent “voice” used Poorly written overall with many stylistic or grammatical errors and error patterns <p>0 pts.</p>	<ul style="list-style-type: none"> Generally well organized across sections, but has some organizational problems Consistent “voice” used May have minor problems with clarity of writing overall; stylistic errors or error patterns may be evident <p>1 pt.</p>	<ul style="list-style-type: none"> Well organized across all or most sections of report Consistent “voice” used Clearly written overall; very few errors evident <p>1.5 pts.</p>	<ul style="list-style-type: none"> Well organized consistently across all sections of report Clear and consistent “voice” used Clearly and convincingly written overall; <u>NO</u> stylistic errors or error patterns <p>2 pts.</p>
APA Format	<ul style="list-style-type: none"> No evidence of APA format May have consistently used another formatting style <p>0-.5 pts.</p>	<ul style="list-style-type: none"> Generally follows APA format for headings, citations, and references, but contains multiple and recurring errors <p>1 pt.</p>	<ul style="list-style-type: none"> Generally follows APA format for headings, citations, and references, but has a few minor errors <p>1.5 pts.</p>	<ul style="list-style-type: none"> Follows APA 6th edition format for headings, citations, and references <u>NO</u> APA errors <p>2 pts.</p>
Sharing your work: Presentation <i>ASTL Learning Outcome 5</i> <i>IB domain 2.4</i>	<ul style="list-style-type: none"> Executive summary slides are not submitted Does not present research to peers/colleagues <p>0 pts.</p>			<ul style="list-style-type: none"> Executive summary slides are submitted prior to presentation Executive summary slides contain all sections from template; Presents research to peers/colleagues <p>2 pts.</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.