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

EDUC 606.DL1   CRN 11411
EDUC 606.6H1 CRN 22629
EDUCATION AND CULTURE
3 credits, Spring 2021 (Online)

Meeting Times/Days
ONLINE, our week runs Tuesday-Monday starting January 25 through May 10

Faculty
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For COVID-19 procedures in Spring 2021: Be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Prerequisites
EDUC 612; EDUC 613 (with grades of B- or better)

University Catalog 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 of EDUC 612, EDUC 613, EDUC 614, and EDUC 615. EDUC 612 (Inquiry into Practice) aided your development of a critically reflective habit of mind and primed you for questioning, interrogating, and noticing your own positionality and subjectivities related to your teaching—all readying you for conducting inquiry related to practice. In EDUC 613 (How Students Learn), you were introduced to various influences on individuals as learners and began your research journey via a case study analysis of a PK-12 learner. In EDUC 614 (if you've taken it already), you examined new ways to design and assess teaching and learning in your classroom and researched your teaching practice via video analysis.

In EDUC 606, you will come to understand more about how learning and teaching are culturally influenced endeavors. The class will continue to both broaden and deepen your engagement with the power of cultural perspectives through the Cultural Inquiry Process (CIP) (Jacob, 1999), a process that guides practitioners through cultural inquiries. You will use the CIP to conduct an action research study through a lens of culture. This study will challenge you to make your questions about teaching and learning explicit and to interrogate the assumptions that accompany them. You will dig into a puzzlement to continuing learning more and different and then enact actions that put that newly created

knowledge to work for the benefit of your students. 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 (76% or more) 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 on 1/18/21.

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 standard up-to-date browsers.
  - For a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  - For 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.
  - GMU email is to be checked **daily**.
- 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:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday and finish on Monday.
  We will have regularly scheduled synchronous Collaborate sessions during our semester. Attendance is required. You will be informed of the dates for synchronous meetings.
- Log-in Frequency:

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Students are expected to visit our Blackboard site at least three times during the week: Once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies. In addition, students must log-in on time for all scheduled online synchronous meetings.

- Participation:
  Students are expected to actively engage in all course tasks throughout the semester, which include viewing of all course materials, completing course activities and assignments, reading/listening to weekly syntheses (if any), completing all readings, and participating in course discussions and group interactions. It is expected that you will monitor your participation and be able to complete all tasks on-time without reminder.
  - Remember 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.
  - You should plan to spend *about* 12 hours a week engaged in coursework (including reading).
  - You are expected to adhere to a 24-hour turnaround time for emails.
  - If you are new to online graduate coursework, see this link for [Strategies for Online Learning Success](#).

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Help can be obtained via the Blackboard Help links in your course site (for Blackboard technical issues). You are encouraged to use the *Ask 3 Before Me* method of seeking technical help: revisit directions, check BB help resources, view internet tutorial videos for common applications (the collective wisdom of the internet is vast). If your problem persists, contact your instructor.

- 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. 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. Please note that your instructor is here to support you and that means that regular communication regarding questions/issues is highly encouraged.

- Netiquette:
  Our goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. Be positive in your approach to others and diplomatic with your words. I will do the same.

Remember, we are not competing with each other, but sharing information and learning from one another. Agreement is not mandatory, but respect and open-minded consideration are.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

At the end of this course, students 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 Texts

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*. Corwin.

Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.). Pearson.

Related Resources

American Psychological Association (2019*). Publication manual of the American Psychological Association* (7th ed.). Author.

The OWL at Purdue is an excellent APA resource:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

ASTL Community & Course Websites: http://mymason.gmu.edu.
1) For *course-specific information*, refer to the Blackboard Course site located under the Courses tab. Your course syllabi and other related course documents and announcements will be posted regularly on this specific Course site. Make sure that your notifications are turned on for course related announcements and forum/thread subscriptions.
2) For *program-related resources*, access the Organizations tab to the upper right of your Bb screen and click on the link for the ASTL Program Site. Program files, such as the Portfolio Guidelines and related materials are housed on the ASTL Program Site. This site is the central location for all program information and communication through the completion of your program. Make sure that your notifications are turned on for Organization announcements and forum/thread subscriptions. This is also where you upload your ASTL Reflection Point at the conclusion of each Core course.

Course Performance Evaluation

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

- **Assignments**

	Points
Participation and Professionalism *Class and CFG Engagement (35 points)* *Portfolio Reflection Point: EDUC 606 (5 points)*	40
Development of Research Study **(CIP Researcher Notebook entries and formal drafts)** *Drafts: 10 pts* *Notebook Entries: 10 pts*	20
Cultural Inquiry Study (PBA)	40
Total Points	**100**

Participation and Professionalism

Class and CFG Engagement

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 peer dialogue, as well as genuinely 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. *Please remember that your responses to others and the expertise you lend to any discussion are as important as what you share about your own work.* Thus, you must be "present" throughout all dialogues and activities. Rather than engaging in dialogue via required text discussion board, you will engage weekly with a stable group of peers. Your group will determine when and how you engage with one another around the prompts for the week. Ideas include: synchronous virtual meet-ups via Zoom, Blackboard Collaborate Ultra, Skype, or Discord; asynchronous text communication via Group discussion board in BB, Google Docs, Slack, or Discord; asynchronous video chats via Flipgrid, etc. Each Monday, each individual will submit a brief report highlighting the main points of your engagement and identifying your own questions/reflection on the content and dialogue. See BB for further details.

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 your thinking and that of your peers. Work to explicitly reference readings and material from the weekly module content, and augment these connections and references with your own personal and educational experiences. Critical reflection on yourself and the system of education via these experiences will be very important to understanding and responding to the relationship between education and culture. In addition to quality participation in weekly peer dialogue, each week will include content-related tasks. Attendance and participation in all scheduled Collaborate sessions is also included in Weekly Work. You will also be part of a critical friends group comprised of a small group of teachers who are exploring related questions in their major projects. As a critical friend and fellow researcher, you will be expected to provide your own work for review and to provide quality feedback on your group members' work. Please refer to the Weekly Work rubric in this syllabus for grading criteria.

Portfolio Reflection Point: EDUC 606

As a part of the ASTL Core, participants will continue to build their Professional Portfolio and will add Reflection Point: EDUC 606 *(see the shaded box below)* at the conclusion of EDUC 606. For additional detailed information about this Reflection Point, as well as the remainder of the Portfolio,

please refer to the Portfolio Guidelines posted in the ASTL Program Organization site on Blackboard. You will submit Reflection Point: EDUC 606 to the ASTL Program Org site *and* also upload it to your Professional Portfolio.

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 pedagogies.

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

Development of Research Study (CIP Researcher Notebook entries and formal section drafts)
  To facilitate your action research process, work on your study will be completed incrementally throughout the semester. There will be tasks (with resulting deliverables- either notebook 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 Notebook entries drafts will be based on timely completion and attention to the prompt details.

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 606 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 Eastern Time** 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: LASTNAME-ASSIGNMENT TITLE. *Please do not upload written assignments in PDF format*. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlsx). Supporting documents for assignments can be in PDF format.

D. *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 a word processing program and reflect APA style (7th edition), as well as be double-spaced, with 1" margins, and 12-point font (Times New Roman, Calibri, or Arial).**

- **Instructor Role**
  - Although I will be monitoring your peer spaces, my participation within them will be limited to preserve authentic dialogue between members. Please note that during this time, I will be noting the quality and extent of your engagement.
  - In order to link your work with that of your peers and with the weekly topic, I may make weekly synthesis posts that capture the big ideas shared across discussions that week. Students are expected to read/listen to any synthesis posts to aid the transition into the next week.
  - I will adhere to a 24-hour turnaround time for emails during the week and 48-hours on weekends and holidays.

- **Grading**
  | 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/policies-procedures/

Class Schedule
EDUC 606: Spring 2021
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	*Weekly Topics*	*Readings Due*
Week 1 **Jan 25- Feb 1**	**Introduction to EDUC 606: Course details and overview of semester** How and why does the sociopolitical, historical context of schooling affect teaching and learning today? How can we begin to conceptualize the dynamic and complex relationship between culture, education, and your teaching? What does multicultural education really mean? This week, we begin furthering our journey into education and culture by framing it with these questions.	**Read** • Syllabus • Nieto & Bode text, chapters 1 & 2 • Dana & Yendol-Hoppey: Chapter 1 • Cultural Inquiry Study: Introduction and Overview, pp. 2-3
Week 2 **Feb 2- Feb 8**	**Opening the Door to Cultural Assumptions and Puzzlements** What is the relationship of assumptions to culture, identity, and learning? How do we distinguish between culturally sustaining pedagogies and culture-specific accommodations? What teaching/learning related puzzlements can you identify? How might you begin to view them through a lens of culture? ==Collaborate Session 1 this week==	**Read** • Nieto & Bode text, chapter 5 (and choose at least two case studies to read at the end of the chapter) • Dana & Yendol-Hoppey: Chapter 2 • Cultural Inquiry Study: Step 1 (pp. 4-5) • Read one exemplar study
Week 3 **Feb 9- Feb 15**	**Continuation of Cultural Assumptions Development** How do my assumptions manifest in my teaching and engagement with families? How do my puzzlements reveal my assumptions? How does the systemic nature of racism and discrimination contribute to my assumptions?	**Read** • Nieto & Bode text, chapter 3 (and choose at least two case studies to read at the end of the chapter) • Cultural Inquiry Study: Steps 2 & 3: pp. 5-9
Week 4 **Feb 16- Feb 22**	**Learning to see one's own culture (as individuals and educators): Focus on cultural assumptions** How do organizational conditions, schooling norms, and our own assumptions contribute to students' educational experiences and outcomes?	**Read** • Nieto & Bode text, chapter 4 (and choose at least two case studies to read at the end of the chapter) • Choice article
Week 5 **Feb 23- Mar 1**	**Language, Culture, and the Teacher's Role** How is language both sociocultural and sociopolitical? How do you approach language in your classroom? What cultural questions are evident in your puzzlement? How can our ideas about data be broadened?	**Read** • Nieto & Bode text, chapter 6 (and choose at least two case studies to read at the end of the chapter) • Choice article • Dana & Yendol-Hoppey, chapter

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		5 **Gather and read articles related to your puzzlement. Use these articles for your literature review chart due Week 6.**
Week 6 **Mar 2-Mar 8**	**School, Home, and Community Connections** What is the complex relationship between identity, education, and culture? How are student and family cultures represented (and/or not) in schooling and your teaching? How can learning from students and families guide your culturally responsive and sustaining practices?	**Read** • Nieto & Bode text, chapter 8 (and choose at least two case studies to read at the end of the chapter) • Choice article
Week 7 **Mar 9-Mar 15**	**Influence of Class and Income** How does class and income intersect with other elements of identity? What embedded assumptions, implicit messages, and cultural narratives are present in your curriculum materials? How can you enact and sustain asset-based pedagogy? ==Collaborate Session 2 this week==	**Read** • Nieto & Bode text, chapter 7 (and choose at least two case studies to read at the end of the chapter) • Cultural Inquiry Study: Step 4 (pp. 9-11)
Week 8 **Mar 16-Mar 22**	**No module this week** Continue to work on your study and focus your developing understanding on the many dimensions of culture in your teaching, your students' learning, and your actions as teacher leaders	**Collect and analyze exploratory/preliminary data (phase 1)**
Week 9 **Mar 23-Mar 29**	**School Influences & Understanding Issues of Cultural Mismatches (CIP 3.3) and Power Imbalances and Peer Responses (CIP 3.4)** What is your role in disrupting invisibility of student cultures and identities? How do the questions you notice and how you choose to explore those questions matter?	**Read** • Choice article • Revisit CIP 3.3, 3.4, 3.5 and their sub-descriptions • Cultural Inquiry Study: Steps 5 & 6 (pp. 11-13)
Week 10 Mar 30-Apr 5	**Working week**	**Implement initial step(s) of Action (if possible); AND** **Write your Framing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) and Lit Review Drafts (due Week 12)**
Week 11 **Apr 6-Apr 12**	==Collaborate Session 3 this week==	**Read** • Revisit Dana & Yendol-Hoppey, chapter 7

		Continue implementing first step(s) of action; AND writing Draft 1 due next week
Week 12 **Apr 13-Apr 19**	**Working Week**	**Read** • Cultural Inquiry Study: Step 7 (pp. 13-14) **Continue implementing actions** ==**DUE to instructor (Section Drafts) by Monday 4/19:**== • ==**Framing the Study (Puzzlement, Setting, Cultural Questions/Dimensions) and**== • ==**Literature Review**==
Week 13 **Apr 20-Apr 26**	**Working Week**	**Continue implementing action(s), collecting/analyzing data** ==**DUE to CFG (Section Drafts) by Friday 4/23: Action, Data Collection, Data Analysis Methods**== • ==**Action: Your action**== • ==**Data Collection: Information concerning how you are collecting/collected data that will serve you in answering your question. A data table is necessary.**== • ==**Data Analysis Methods: 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**== ==**CF will provide feedback by Monday, 4/26**==
Week 14 **Apr 27-May 3**	**Working Week**	**Read** • Dana & Yendol-Hoppey, chapter 10 ==**DUE to CFG (Section Drafts) by Friday 5/3:**== • ==**All sections of paper REVISED, plus drafts of**== • ==**Emerging Findings, AND**==

		• **Conclusions/Implications**
		CF will provide feedback by Monday, 5/3
Week 15 **May 4- May 10**	**May 5 and 6: Cultural Inquiry Study Presentations** **May 7: Submit FINAL version of Cultural Inquiry Study paper to Blackboard (with ALL sections revised AND final reflection added)** **May 9: Portfolio Reflection Point: EDUC 606 [upload to Blackboard Organization site (*ASTL Program Site*)]**	

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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessment/. 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 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 document for details regarding the CIP.

<h1 style="text-align:center">Guidelines for Cultural Inquiry Process Report</h1>

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 7th 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.

Cultural Inquiry Study and Report Rubric
(EDUC 606 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	• No vignette is used to open the paper. *0 pt*	• Puzzlement is provided, but does not pull reader into puzzlement *0.5 pt*	• Brief vignette is provided that captures the puzzlement and pulls the reader into the puzzlement. • Vignette captures a snapshot of time with rich description to clearly illustrate the puzzlement *1 pt*	
Puzzlement(s) Description and Background *ASTL Learning Outcome 4* *IB domains 1.1, 4.1*	• States puzzlement(s) only implicitly or the puzzlement may not be culturally related • Presents little about "what is known" OR • Puzzlement is not stated • Information about "What is known" is missing • Assumptions may not be addressed *0 pts.*	• States culturally based puzzlement(s), but not clearly or without supporting details • Information about "what is known" lacks clarity • Assumptions may not be addressed. *1 pt.*	• States culturally based puzzlement(s) clearly, but supporting details may be needed • Presents "what is known" clearly, but may not provide supporting details. • Assumptions are addressed. *1.5 pts.*	• States culturally based puzzlement clearly and thoroughly, with many supporting details • Presents "what is known" clearly and thoroughly, with many supporting details • Assumptions are explicitly addressed. *2 pts.*
Cultural Inquiry Questions *ASTL Learning Outcome 6* *IB domains 1.1, 1.2; 4.1*	• 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) *0 pts.*	• 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 questions(s) *1 pt.*	• 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) *1.5 pts.*	• 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) *2 pts.*

	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**
Reviewed Literature *ASTL Learning Outcome 6* *IB domains 3.1, 3.2, 3.3, 3.4* IB domains 3.1, 3.2, 3.3, 3.4	• 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) *0 pts.*	• Includes appropriate connections to broader literature • Cites 3-5 sources (with 2-3 not assigned for the course and/or • 1-2 research studies) *1-2 pts.*	• 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) *3-4 pts.*	• 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. *5 pts.*
Exploratory Data Collection, Analysis, and Findings *ASTL Learning Outcome 4* *IB domains 4.2, 4.4*	• 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 *0 pts.*	• 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 *1 pt.*	• 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 *2 pts.*	• 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 *3 pts.*
Actions Taken *ASTL Learning Outcome 6* *IB domains 4.2, 4.3*	• Does not describe action • Link to cultural question(s), literature review and exploratory data collection and data is unclear, assumed, or missing *0 pts.*	• Describes the action but description is vague or limited • Link to cultural question(s), literature review and exploratory data collection and data is vague *1-2 pts.*	• Clearly describes the action(s) • Link to cultural question(s), literature review and exploratory data collection is clear with some explanation *3-4 pts.*	• 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) *5 pts.*

	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**
Implementation Data Collection and Analysis *ASTL Learning Outcome 4* *IB domains 4.2, 4.4*	• 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 *0 pts.*	• 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 *1-2 pts.*	• 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 *3-4 pts.*	• 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 *5 pts.*
Emerging Findings *ASTL Learning Outcome 6* *IB domain 2.2; 4.4*	• 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. *0 pts.*	• 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 *1-2 pts.*	• 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 *3-4 pts.*	• 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 *5 pts.*

	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**
Conclusions and Implications *ASTL Learning Outcome 7* *IB domain 2.4*	• 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 *0 pts.*	• 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 *1-2 pts.*	• 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 *3-4 pts.*	• 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) *5-6 pts.*
Overall Style	• Poorly organized across sections of report • Inconsistent "voice" used • Poorly written overall with many stylistic or grammatical errors and error patterns *0 pts.*	• 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 *1 pt.*	• Well organized across all or most sections of report • Consistent "voice" used • Clearly written overall; very few errors evident *1.5 pts..*	• 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 *2 pts.*
APA Format	• No evidence of APA format • May have consistently used another formatting style *0-.5 pts.*	• Generally follows APA format for headings, citations, and references, but contains multiple and recurring errors *1 pt.*	• Generally follows APA format for headings, citations, and references, but has a few minor errors *1.5 pts.*	• Follows APA 7th edition format for headings, citations, and references • <u>NO</u> APA errors *2 pts.*

	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**
Sharing your work: Presentation *ASTL Learning Outcome 5 IB domain 2.4*	• Executive summary slides are not submitted • Does not present research to peers/colleagues *0 pts.*			• Executive summary slides are submitted prior to presentation • Executive summary slides contain all sections from template; • Presents research to peers/colleagues *2 pts.*

Class Participation and Professionalism Rubric
EDUC 606

40 points	Evolving	Competent	Accomplished
Overall Participation	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; The student's communications with professor and peers often demonstrates unprofessional attitude, behavior, or exchange; may be consistently unprepared for small group dialogue opportunities each week	MOST tasks for ALL weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student somewhat engaged with peers and instructor; Demonstrates professionalism in all communications with professor and peers; is mostly prepared for each small group dialogue opportunities each week	ALL tasks for ALL weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student actively engaged with peers and instructor; Demonstrates professionalism in all communications with professor and peers; is prepared for each small group dialogue opportunities each week
Dialogue Engagement	Small group engagement with peers is inconsistent and rarely active; Readings and weekly content may sometimes be drawn on, but it might not be explicit or consistent; Weekly dialogue reflections may not demonstrate learners' prior and new knowledge; Weekly dialogue reflections may not demonstrate engagement in dialogue that goes beyond superficial consideration of ideas and perspectives; Questioning might be absent or not well communicated. Written weekly dialogue reflections may be exceptionally brief and less than .75 pages in length.	Small group engagement with peers is mostly consistently active and thoughtful; Readings and weekly content may be somewhat integrated to support thoughtful dialogue engagement (*and explicitly referenced*); Weekly dialogue reflections demonstrate learners' prior and new knowledge; Weekly dialogue reflections demonstrate engagement in dialogue that mostly goes beyond superficial consideration of ideas and perspectives; As appropriate, questions are sometimes posed for further thought and discussion; Student sometimes critically considers class content and poses questions to push their own thinking and that of their peers. Written weekly dialogue reflections are at	Small group engagement with peers is consistently active and thoughtful; Readings and weekly content are integrated to support thoughtful dialogue engagement (*and explicitly referenced*); Weekly dialogue reflections demonstrate learners' prior *and* new knowledge and understandings; Weekly dialogue reflections demonstrate engagement in dialogue that goes beyond superficial consideration of ideas and perspectives; As appropriate, questions are posed for further thought and discussion; Student consistently critically considers class content and poses questions to push their own thinking and that of their peers. Written weekly dialogue reflections are at

		least .75-1 page in length	least .75-1 page in length
ASTL Portfolio Reflection Point: EDUC 606	May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted to Core Organization site on Blackboard 0 pts.		Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site on Blackboard 5 pts.