



**Graduate School of Education  
Graduate Assistantship Program 2014-2015  
Faculty Proposals**

**Project 1**      **Faculty:**      **Marcia Bromfield**  
**Topic:**                      **Field Placement and Professional Partnerships**

As Professor and Director of Field Placement and Professional Partnerships, Dr. Bromfield has developed and administered electronic and paper surveys and interview protocols to the various constituencies involved in field placement: students and interns, supervising practitioners in schools, university supervisors, and Lesley graduates. The graduate assistant would help to analyze the data that has already been collected and to develop and administer new surveys. In addition, the graduate assistant would help in preparing presentations for conferences and to Lesley colleagues. Much of the work could be done at home at times convenient for the applicant; however, some times during the day to meet would be needed.

Qualifications: Excellent written communication skills; strong technology skills, particularly PowerPoint; and experience with online surveys required; some experience with data analysis preferred

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**Project 2**      **Faculty:**      **Karen Frostig**  
**Topic:**                      **The Vienna Project**

The Vienna Project is a new Holocaust memorial project, situated on the streets of Vienna, which opened on October 23, 2013 and will close on October 18, 2014. The project will have a number of legacy initiatives including a small, permanent installation of the larger memorial project, two international symposia, a traveling exhibition, a book, and possibly a film. The graduate assistant would help to develop and find funding to support these various initiatives. Other related tasks would include working on a post-project comparative analysis of The Vienna Project as a new model of memorialization for the twenty-first century; creating visual charts documenting the project's record of success; organizing press reviews; and helping to extend the relationship between this scholarship and course content and development for Creative Arts and Learning.

Qualifications: Knowledge of memory culture, Holocaust history, genocide studies, interdisciplinary scholarship, community engagement with memory; research skills to evaluate unique strength of the project in comparison to other memorial projects; grant development experience to support post-project initiatives; comfort with digital software to develop charts of project's success

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**Project 3**      **Faculty:**      **Terrence Keeney**  
**Topic:**                      **Adult Learning and Development**

The Adult Learning & Development Specialization within the Ph.D. Program in Educational Studies is engaging in an evaluation and review process. This review includes a number of data gathering components: surveys of current students and graduates, focus groups of current students, interviews of students and graduates, examination of curricula of similar programs at other universities. The graduate assistant will participate in the design, implementation, and analysis of this data gathering, the majority of which will be qualitative in nature with a few components that will involve the ability to tabulate and display descriptive quantitative data.

Qualifications: Basic facility with word and spreadsheet programs as well as the ability to transcribe audio to written text required; interest in program evaluation and qualitative data analysis preferred

**Note:** This project is ongoing and will involve work throughout the summer as well as the school year. Availability for a minimum of one day between July 21 and July 24, 2014 is required.

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**Project 4**      **Faculty:**      **Yvonne Liu-Constant**  
**Topic:**                      **Sidewalk Math**

Sidewalk Math is an interactive art installation painted on sidewalks to invite young children to notice and create mathematical patterns through physical engagement while walking, hopping, jumping, and skipping on the sidewalk. A study is being conducted on how children use Sidewalk Math patterns and how educators and parents view the effectiveness of the installation. The work of the graduate assistant would be to observe children, interview educators

and parents, and transcribe interviews for the research project. The hours of work may vary from week to week, but applicants must have the flexibility to conduct observations or interviews during the day or on weekends if needed.

Qualifications: Applicants who have taken EEDUC 6109 Observation, Documentation, and Assessment or other qualitative research method courses preferred

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**Project 5**      **Faculty:**      **Benjamin Mardell**  
**Topic:**                      **Conversations for Learning and Democracy: Creating an Assessment of Whole Group Meetings in Early Childhood Classrooms**

Educational practices in American public schools are often at odds with what we know about human development. While learning is a social phenomenon, the focus in many classrooms is on individual students in isolation. The reason for this mismatch is evaluation measures that focus solely on individual achievement. Conversations for Learning and Democracy: Creating an Assessment of Whole Group Meetings in Early Childhood Classrooms is a project aimed at redressing this problem. Work in this project involves establishing the theoretical and empirical basis for the new assessment and piloting reliability of the measure. The graduate assistant will collaborate in researching and in establishing inter-rater reliability of the measure through scoring videotape of classroom conversations.

Qualifications: Strong writing/research skills and an interest in young children and classroom practice required

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**Project 6**      **Faculty:**      **Martha McKenna**  
**Topic:**                      **The Creativity Commons**

The Creativity Commons (Commons) offers a shared space for scholars and students from across the university to engage in creative exploration of the role of innovation in teaching and learning in education as well as the community groups we serve. The Commons initiates and supports research in teaching, learning, and assessment of creativity within a shared collective space that offers cross-disciplinary intellectual and artistic exploration. The graduate assistant will collaborate with the director in coordinating communication, documenting events and activities of the Commons, and serving on the advisory board that oversees the planning and evaluation of its work.

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**Project 7**      **Faculty:**      **Vivian Poey**  
**Topic:**                      **Art Gallery and Exhibitions**

The project is a gallery and exhibitions assistantship to support the work of the Atrium Gallery in University Hall. The work will involve mentoring with the gallery director in all aspects of exhibitions (about 5 per year) for a well-rounded learning experience. A crucial part of this work is work with students—individually and as a class, faculty, and artists to make sure exhibitions run smoothly and that all involved feel a sense of collaboration. The graduate assistant will support all aspects of the work including: publicity, exhibition preparation, curatorial elements, and opening receptions.

Qualifications: Experience with graphic design; a willingness to learn about and participate in all of the aspects above; familiarity with art-making, aesthetics, and working with diverse individuals and groups; reliability and good communication required; Art Education or Community Arts students preferred

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**Project 8**      **Faculty:**      **Laura Schall-Leckrone**  
**Topic:**                      **English as a New Language**

This research project is a mixed methods study of how teachers learn how to teach English as a new language to emergent bilingual learners from coursework to the classroom. The graduate assistant assigned to this project would assist in the process of analyzing survey data from the new sheltered English instruction (SEI) course and corresponding practicum experience, both of which are part of the state initiative to train all teachers to work with emergent bilingual learners. Meetings will be scheduled on Tuesday or Thursday afternoons.

Qualifications: Basic skills in creating and populating Excel spreadsheets; strong word processing skills; and experience with PowerPoint required; interest in working with culturally and linguistically diverse student populations preferred; some prior experience with statistics and using software to analyze quantitative data desirable, but training can be provided to interested candidates