Project Title: Developing Global Identity through Discursive Practices in Social Studies Classroom

Project Personnel:
- Anatoli Rapoport, Researcher, Purdue University
- Brett Blacketer, Partner Teacher, McCutcheon HS
- Todd Golding, Partner Teacher, Jefferson HS
- Scott Royer, Partner Teacher, McCutcheon HS
- Scott Royer, Research Assistant, Purdue University

Project Description: Although global citizenship is not yet supported by legal framework, the term has become an important discursive construct that can eventually shape and significantly expand the identity paradigm (NCSS, 2001). As a space where identities are formed, discourse has recently become a primary focus of research in citizenship education. Therefore, examining how students are involved in global discourses can help understand how students’ global identities are formed and to what degree students are exposed to the idea of global citizenship. The purpose of this partnership action research project is to examine the creation of global discourse in the social studies classroom, to investigate its impact on students’ global identity, and to develop curricular materials that will help to engage high school students in global discourse.

Funding: $2500
Project Title: Using a Reflection Cycle: Teachers and Graduate Students Collaborate

Project Personnel:

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
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Project Description: In this project, three 8th-grade teachers and four graduate students will use a reflection cycle described by Rodgers (2002) to examine the teachers’ practice around the use of multiple representations, group work, and tools during one unit of lessons in the fall 2014 semester. This project was nurtured through a collaborative program between Purdue University and Tecumseh Junior High School, where two members of our graduate student research team were visiting scholars who observed and co-taught classes with the three 8th-grade mathematics teachers in the spring 2014 semester. During the collaboration, the researchers and teachers found they had common questions about teaching practice. We wanted to see how a key component in teacher change, reflection, could impact teaching practice. We expect both mathematics teachers and teacher educators may gain insight from this study regarding the role of reflection in teachers’ practice, and how it evolves over teachers’ careers. Using interviews based on the reflection cycle, observation and interview data from the classrooms, and lesson artifacts, the teachers and researchers will work together to identify the role of the reflection cycle and ways to improve the teachers’ practice. In addition, we hope insight gained regarding the role of reflection might be used to craft professional development opportunities for pre- and in-service teachers supporting developing competencies that more closely reflect reform practices (Arbaugh, et al., 2008).

Funding: $2570
Project Title: Investigating the Conceptualization and Enactment of Service Learning Experiences for Purdue Students in the Context of a Study Abroad Program

Project Personnel:

Jill Newton  PI  Purdue University
Kari Wortinger  Advisor  Ball State University

Project Description:

In this study, we investigate Purdue students’ participation in the service learning components of Maymester in Tanzania, a study abroad program in which students work in rural Tanzanian schools. Purdue student participants will be tasked with prioritizing, organizing, leading teams of students, and enacting community service work. Purdue students will be interviewed pre-, during, and post-trip to document their experiences with the goal of better understanding the conceptions of community service work enacted by students and how it impacts their interactions with the activities, their Purdue peers, and their Tanzanian colleagues.

Funding: $2500