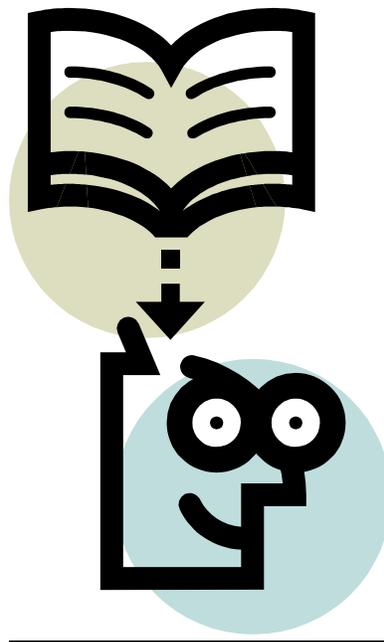


University of New Hampshire
Department of Education



Model Exams and Sample Exam Questions:

PhD Qualifying Examinations

This Guide

In this guide, there are a number of models of different qualifying exams and samples of some more questions from the different areas of specialization. This is meant as a reference for some of the different ways the qualifying exam can be organized and designed and the different type of style of question that can be asked. This is by no means exhaustive, but more to offer examples.

Nature of the Examination

There is a wide range in the format of the qualifying exam that can vary from specialization area to specialization area, as well committee preferences. Generally, the exam consists of answering a series of four essay questions, though some exams can require more than four responses.

The questions posed will generally cover some or all of these topics: (1) Research/Methodology, (2) Ethics, (3) Area of Specialization Strand (e.g. C& I, Teacher Development, Leadership/Policy Studies) (4) the student's chosen special topic (this will tie in closely with the proposed dissertation work), and (5) any combination of the above. Looking at copies of previous qualifying exams administered by the student's committee chair can offer a lot of insight into the type of

The essay answers are to be approximately 10-15 typed and doubled-spaced pages long. The answers will show the candidate can bring to bear the appropriate literature and some critical appraisal of that literature. The assessment will ascertain the depth and breadth of knowledge the candidate has, as well as the ability to synthesize from the appropriate literature and to critically evaluate it. Candidates are expected to attach a list of works cited as part of the comprehensive exam.

While the examination is open book and the student may use any bibliographic resources at his or her disposal, the student may not seek help from outside persons in the completion of the exam. Upon receiving the examination, if the candidate has any questions they will immediately contact the person named on the examination.

The candidate will provide copies of the examination answers to each committee member by the set time, and date after completion of the exam. Depending on the committee, some will request paper copies, while others prefer electronic. In some instances, only the chair requires a hard copy. It is up to the student to work with her committee to determine the requirements.

Guidelines

Below is a set of verbatim instructions for the completion of the qualifying exam that are sent with the questions on the day the Qualifying Exam begins. These are provided as a reference for the expectations laid out from the outset of the examination.

The time line for completion of this examination is the period between 8:00 AM Thursday, October 3, 20_, and 4:00 PM Thursday, October 10, 20_. Please make three (3) copies of your completed examination and submit one copy each to Professors X, Y, and Z by 4:00 PM Thursday October 10, 2002.

This is an open book examination. You may make use of any notes or resources you have prepared in studying for the examination. It is assumed you will not ask the Committee members or anyone else to help you with your responses during this time. The bibliography that you provided at our most recent guidance committee meeting

with you, along with any reference works added, should serve as the primary source of reference cited in your written response. Please cite references used at the end of each question.

Each response should be approximately fifteen (15) pages in length, typed and double-spaced. You have the option of presenting your responses in any order that makes sense or contributes to an effective and logical flow of ideas. Your responses should reflect both depth and breadth of knowledge (citing appropriate research to support positions), the capability to express oneself clearly and precisely, the ability to analyze, synthesize, and critically appraise the literature under discussion.

Upon receipt of the examination, the members of the committee will evaluate your responses. The committee chair(s) will notify you of the committee's decision: (1) pass, (2) fail, (3) provide additional evidence of qualification to be advanced to candidacy. Upon request, the committee will schedule a meeting with you to discuss its decision.

Assessment of the Examination

The committee (normally) has three weeks to read and assess the comprehensive exam
For details of the assessment of Qualifying Exams, see the PhD Handbook, Section VII.

What If...?

Often students worry unnecessarily about what to do in the event some sort of emergency situation comes up during their Qualifying Exams. The guidance committee and Department of Education are here to support the doctoral student and want each student to be able to successfully complete their Qualifying Exam. Therefore, if an unforeseen situation arises during the qualifying exam, whether family emergency or sickness or some other event, the student should contact her committee chair as soon as possible to make necessary arrangements.

Model Qualifying Exams

Model Questions I

1. In designing a study, the researcher should construct a *conceptual context* that positions her to address a problem or issue in a particular way. This is an interactive and iterative process that enables the researcher to argue for presumed relationships among her problem, purposes, and paradigmatic stance, and to establish a theoretical base for the question(s) that will guide her inquiry. Describe your understanding of the meaning and purpose of the conceptual context within an overall research design. Then discuss how your understanding of the meaning and purpose of the *conceptual context* for your proposed study has informed, or been informed by, (a) the way in which you are portraying yourself as a researcher, and (b) the type of qualitative methods you will be using.

2. Ever since the concept of *culture* emerged at the end of the last century as a way to interpret human social behavior, scholars have made an academic game out of defining it. Moreover, the question of whether culture exists at all has prompted a lively discourse in academic circles. Discuss the fundamental challenges to defining culture, including how it has been supported or challenged as a viable concept in recent academic debates. Then focus on one of the following two questions as a way to address more specifically how you might apply your understanding of culture and related notions (e.g., cultural interpretation) to your future research.

- In the December 1999 issue of *Anthropology and Education Quarterly*, G. Alfred Hess argues that one of the "right" questions for researchers to be asking is how children really learn and how that learning is influenced by the cultural context in which children are raised. What do you understand *cultural context* to mean in this situation and how will this understanding inform the way you frame your research into how families impacted by poverty view infant well-being?

OR

- Develop an argument for the following claim as it relates to your proposed research: Families who are impacted by poverty share behaviors and ways of being that allow them to be viewed as a *cultural* or *subcultural* group within the larger population of Americans.

3. Current best practices in the field of early intervention (as defined by Part C of IDEA) support the idea of service provision in "natural environments." This reflects the movement in early intervention away from clinical, center-based, medical model services toward developmental, home-based, family-centered services that are now mandated to occur in "natural environments." Discuss the implications of this mandate, including the challenges currently faced by many early intervention providers and EI programs. Then consider how a study (like yours) that is informed by a cultural interpretation might contribute to a different or more enhanced understanding of these implications for practice (including, perhaps, how we might define "natural environments").

4. The field of "infant mental health" is relatively new and has been largely informed by growing understandings of the influence of an infant's environment on her overall development and the impact of environment on brain development. These understandings, as part of the broad array of influences on development, point to what infant specialists refer to as an ecological framework. Discuss the relationship between infant development and environment, and how an ecological framework is informing and influencing current understandings of infant development. Then extend this discussion to include consideration of how your understanding of this relationship and the ecological framework are informing your work with families impacted by poverty.

Model Questions II

Answer questions 2, 3 and 4. Select either 1 or 5 for the fourth answer.

1. Choose at least two distinct views on the curriculum in addition to your own. Compare and contrast them on (a) what should be taught, (b) the sources of knowledge, (c) the delivery of instruction, and (d) the justifications for each of these elements of curriculum.

2. An account of what constitutes a caring community and an engaged faculty derive, in part, from the work of Nel Noddings, Jane Roland Martin, and Sarah Lawrence-Lightfoot. Describe the individual contributions of each of these authors and discuss the possible applications and limitations which their works, if applied in schools, might have. What criticisms of the ethics of care do you think jeopardize its applicability and how might these authors respond to the criticisms?

3. "Teacher Engagement" has been treated by some researchers as deliberate attention to students. Noddings calls it "engrossment" while Lawrence Lightfoot describes it as "attention." Still others, such as James Neuliep, identify engagement as "immediacy." Should teachers in a school community share a common commitment to engagement with students? What is the school's role in promoting engagement? What motivates teachers to engage, and how can colleges and schools of education promote engagement through teacher training?

4. The perspective of qualitative inquiry writ large is grounded in assumptions about the social world, and implications of those assumptions for social science, that include the following:

- An acknowledgment of *multiple or partial truths*, highlighting the need to attend to the meanings that happenings have for people involved in them (including those of the researcher, those of individuals being investigated, and those of the reader or audience interpreting a study)
- An acknowledgment of *contextual dependency*, highlighting the need to attend to the particular (and unpredictable) nature of occurrences rather than their general character and overall distribution
- An acknowledgment of the quintessentially *interactive* and *intersubjective* nature of constructing knowledge, highlighting the need to reflect on the interplay between researcher and researched, and, in particular, to remain attuned to the subjective lenses of both.

These assumptions help to define the nature and substance of the qualitative approach. However, they may also make it harder for some readers and potential users of the research to judge the accuracy of what is reported (its truth-value), the methodology (its rigor), and the usefulness of the study (its broader significance).

Discuss how you would address issues of truth-value, rigor, and significance in a qualitative study of teacher engagement. In your response, consider such factors as your relationship with study participants, how you will portray yourself and your purposes to them, how you will deal with subjectivity, how you might assess the trustworthiness of your data, and how you will establish the usefulness and transferability of your study.

5. An argument is growing in your school community regarding curriculum and assessments. Some community members are demanding high stakes testing based upon a set curriculum, while opposing views are equally strong in developing student and curriculum assessments which take into consideration the influences of environment, faculty strengths, professional development, and student needs. What is your position on the matter and how would you defend it? Cite sources that support your position as a curriculum specialist, and those arguments that are likely to arise in opposition to your position. How can you best defend against those objections? How can you best respond to these objections?

Model Questions III

Curriculum and Instruction in Higher Education

Define and provide a rationale for the application of cognitive developmental theory to higher education referring to the work of Loevenger, Hunt and Perry. Indicate what barriers you think have posed obstacles to the influence of cognitive developmental theory in higher education and suggest ways in which we might overcome these barriers.

Educational theorists have been widely divided over the question of which curriculum theory or theories should inform decisions about American education. Discuss three different views as they apply to higher education (such as Bloom's notion of the classical core curriculum, the New Jersey group's reformed curriculum built around notions of diversity, multiplicity, and inclusiveness, and Ernest Boyer and the Carnegie Foundation) and make a case for a theory or theories of your choice. In your answer, be sure to respond to what you would take the best objections the proponents of the other views would raise to your own position.

Research Methodology

Given that a doctoral student is interested in investigating the relationship of ego development and levels of conceptual development to tutors' on-the-job experiences, and participation in tutor development sessions, describe at least three alternative empirical research routes she might take. Critically appraise the alternative research methodologies she might employ, pointing out the virtues and defects of each.

Ethics

Some have argued that the ethics of care holds great promise as an ethic for educators. Keeping your discussion tied to the undergraduate experience, particularly the first and second year college students, assess the judiciousness of this remark by clarifying: (a) what it means for an educator to have an ethic; (b) what it would mean to apply the ethic of care in the context you've chosen; and by discussing (c) the benefits and liabilities of taking Noddings' ethic of care as an ethic for higher education.

Drawing upon your own experience, describe at least one ethical issue that arises either in the context of educational research or within your own educational practice that you see as troublesome, neglected, and worth addressing. Outline the assumptions that you think lie at the heart of these problem/dilemma; explain how you think we might better deal with it; and indicate what theorists have best aided you in making sense of the problem and in reaching a proposed resolution. What concerns or dimensions of the problems do you still sense are intractable?

Chosen Research Topic

Based upon your reading of the relevant literature (Mezirow, Brookfield, Schon, King, and Kitchener, among others), provide a conception of critical thinking that you might employ in your own research. Compare and contrast this conception with that of Richard Paul's notion of strong critical thinking. How might this comparison alter your own view of critical thinking? Articulation your view might include what the literature tells us about the relationship of critical thinking (as you have finally conceptualized it) to (a) one's disposition to engage in critical thinking, (b) stage of ego development, and (c) conceptual level.

Describe and assess the role of gender in the theories of Loevenger, Kegan and Hunt. In your considerations address (a) the education of female adult students; (b) their transition into college, and (c) their development as critical thinkers.

Model Questions IV

Area of Inquiry: Reading and Writing Instruction

You are to answer the following four questions:

1. It is conventional wisdom that effective interventions in literacy need to be implemented early in a child's school career. What does this mean for the current success and future of high school (or secondary-based) interventions? If students are still experiencing difficulty at the secondary level, how can we expect them to make good progress? What kinds of interventions might be effective? What can the authors of secondary models learn from the work in early interventions?

2. Drawing on the work of either Shirley Brice-Heath, James Moffett, or Gordon Wells, discuss his/her understanding of the cognitive demands associated with generating oral discourse in and out of school. Elaborate on the role you believe orality should play in the reading and writing classroom. Use examples from your readings as well as your own teaching to illustrate your points.

3. Quantitative and qualitative research methods use "different techniques of presentation to project divergent assumptions about the world and different means to persuade the reader of [their] conclusions (Firestone, W. [1987]. *Meaning in Method: the Rhetoric of Quantitative and Qualitative Research. Educational Researcher*. 16(7), 16-21.) Some argue there is a basic incompatibility between the two based on the differences suggested above, while others argue for the complementarity of paradigms.

a. Discuss your position regarding this statement and provide a supporting rationale.

b. Given your interest in developing a cross-grade tutoring program that pairs at-risk high school readers with struggling first and second grade readers, discuss how you would design and analyze such a study based on your response to (a) above. (Carney)

4. One crucial, but often unexplained, assumption in literacy instruction is the importance of metacognition - particularly that the explication and evaluation of process in some way causes students to be more proficient at those processes. We see this assumption at work in much teaching that involves portfolios. Yet at the same time, it is very common for proficient artists and athletes to be almost inarticulate about what they do. They speak of intuition, instinct, the 'feel of the game.' In your answer examine this assumption about metacognition. What evidence is there that explicit thinking about literacy processes develops competency?

Model Questions V

Area of Inquiry: Educational Leadership and Policy Studies

You may select any three questions to answer from Section A. You must answer one of the two questions in Section B.

Section A:

1. Public sector collective bargaining laws are predicated on the National Labor Relations Act of 1935. Consequently, the industrial labor model was adopted as the preeminent way in which employee-employer relations were cast in the public sector. Discuss the issues surrounding the use of this model in higher education labor relations.
2. Detail the implications that adult development theory has for creating meaningful change in the higher education workplace.
3. Discuss the role of the federal government on higher education since World War II.
4. What is the most serious challenge facing higher education today? Provide a rationale for your selection and possible alternatives for facing the challenge.
5. What is the canon and what is its impact on higher education policy?
6. Discuss the relevant and current issues faced by American institutions of higher education as they attempt to design and implement affirmative action plans.

Section B:

Attached is a research paper published in *College Teaching*. Write a description and critique of the research. The critique should include a discussion of at least the following points:

1. quality and comprehensiveness of the literature review;
2. appropriateness of the research design;
3. quality of the measurement instruments;
4. adequacy of the procedures;
5. appropriateness of the data analysis and presentation of results; and
6. validity of the conclusions.

When addressing these points, you might consider what you would do if you were the editor of the journal. Would you accept the paper for publication? Are there issues that you feel the authors should address before you would publish the paper? If you would not accept the paper for publication, why not? Overall, what is the quality of the research?

2. Write a research question for higher education. Demonstrate your knowledge of research design by discussing a suitable methodology to answer that question.

Model Questions VI

You may select any three questions to answer from Section A. You must answer the question in Section B.

SECTION A

1. In the last couple of years, there has been a national call to restructure the governance patterns of our schools. This movement asserts that the locus for some of the decision making should be moved from the central office to the schools. Provide a definition and discuss the pros and cons of restructuring.
2. The clinical supervision model, developed nearly twenty-five years ago by Goldhammer and Cogan, is one method of improving instruction. Other teacher supervisory models have been initiated and researched by Mosher and Purpel, Hunter, Eisner, Blumberg, Glickman and others. Please discuss the relative effectiveness of at least four approaches to teacher supervision and evaluation. As an educational leader, which model do you advocate?
3. There is a growing awareness of the impact that culture has on organizations in general and schools in particular. Formulate a definition of culture that is applicable to schools. Use this definition to discuss why and how school administrators should use their understanding of culture to effectively lead their schools.
4. Joel Spring writes: "Curriculum is a battleground in American education" (p. 233). Expand on what Professor Spring refers to in this quote citing authorities and examples. Spring, J. 1994. American Education, Sixth Edition. New York: McGraw-Hill, Inc.
5. Michael Fullan argues that the change process is nonlinear. Discuss the strengths and weaknesses of his assertion. If he is correct, what does this mean for the educational leader who is trying to implement a change?
6. Several educational studies have targeted the restructuring of salaries in the teaching profession as key elements of serious educational reform. Outline the principles of the major alternative compensation plans. Discuss the history, advantages, and disadvantages of these alternative plans. And last of all, discuss the link between teacher compensation plans and evaluation systems.

SECTION B

1. Attached is a research paper published in the *Journal of Personnel Evaluation in Education*. Write a description and critique of the research. The critique should include a discussion of at least the following points:
 - 1) quality and comprehensiveness of the literature review; 2) appropriateness of the research design; 3) quality of the measurement instruments; 4) adequacy of the procedures; 5) appropriateness of the data analysis and presentation of results; and 6) validity of the conclusions.

When addressing these points, you might consider what you would do if you were the editor of the journal. Would you accept the paper for publication? Are there issues that you feel the authors should address before you would publish the paper? If you would not accept the paper for publication, why not? Overall, what is the quality of the research?

Model Questions VII

Research Question

In considering the methodological assumptions of your proposed dissertation work the following questions will undoubtedly arise. What kinds of revisions can be made to a theory in response to "hard cases" which allow you to keep the theory identifiably intact? At what point does a hard case lead you to radically revise or reject a theory? From your examination of the following two examples discuss: (a) how the named theorists deal with this dilemma, and (b) what you see as the implications of these examples for your own research.

Example 1: Hard cases raised in discussion of Rawls and Dworkin liberal theory by Virginia Held and Carol Pateman and responded to by Ken Howe and Will Kymlicka.

Example 2: Hard cases raised by Judith Butler and another postmodern critic to the feminist theories of Seyla Ben Habib and Alison Jaggar and responded to by Marilyn Frye and one other theorist you deem appropriate.

Ethics Question

As an educator dealing with issues of sexual orientation and multiculturalism, give a philosophical justification for your view of how to take account of multiple moral perspectives without embracing some form of relativism. In your essay be sure to indicate the strongest objection a committed moral relativist would raise to your view and what you would offer by way of reply to that objection, Do you think your reply is philosophically and morally adequate?

Parker Palmer claims that every epistemology carries its own moral trajectory. Susan Haack, on the other hand reminds us of just how easily the integrity of inquiry is threatened by political agendas. In light of their observations we can ask: How tightly coupled are ethical and epistemological theories along a continuum with someone like Lorraine at one end arguing that they are (or ought to be) very tightly coupled, arguing even that adequate epistemological theories must satisfy certain ethical criteria, with others, such as Susan Haack at the other end, arguing they are not and ought not to be tightly coupled. Place yourself somewhere on this continuum, outlining what you take to be a satisfactory position and its justification, and answering the objections one might anticipate from either end.

Teacher Education

Defend the role of educational philosophy in teacher preparation. In particular, how would you justify philosophy's role to teacher education students (undergraduate and masters level) and to teacher education faculty who are skeptical of its merits?

Special Topics

What are the virtues and limitations of a participatory democracy approach to gender inequalities (including issues associated with sexual orientation) in schools?

Sample Qualifying Exam Questions

Philosophical/Conceptual Questions

- Explore frameworks that offer various perspectives on human growth and development as a means for understanding the practice of adventure education. Specifically, compare and contrast growth and development through constructivist and care theories in adventure education.
- Explain your understanding of the important similarities and differences between Rogoff's extension of Vygotsky's theory of social constructivism and Gergen's and McNamee's constructionist theory. Explore some of the practical influences each has on your own actions as a practitioner of teaching, helping, and inquiry.
- Identity has been defined in the research literature several different ways. Compare and contrast 3 different researchers' conceptualization of identity including Erikson, McCaslin and one other of your choosing. What are their underlying assumptions, factors that compose their identity and factors that are ignored? In what ways do you identify with these researchers or does your definition differ? You may want to use a chart to organize this information along with your text.

Which definition of identity would be best suited to help you understand the confluence of academic and social identities in students engaged in a classroom context? What features of the classroom context are most salient in the process of identity formation? Support your position with a critique of the relevant literature.

- Characterize the developmentalist perspective in moral education; and using Kohlberg, Rest and perhaps Turiel as its chief exponents discuss the differences among them. Articulate what you take to be the most serious challenge(s) to each perspective discussed by Lapsley, Berkowitz and Lickona and indicate how and whether you think each can adequately respond to the challenge(s).
- Set out and critically appraise three distinct, alternative conceptions of the self that underlie approaches to social political theory. Pay particular attention to the theorists' resultant differing views about the relationship of the individual to society or the role of the individual in society and their conceptions of individual agency. After the appraisal is done, make it clear which theory you think best supported and closest to that you yourself might employ in any future theory of justice.
- You've indicated that one of your longer term interests is to develop a pragmatist's theory of justice. Describe, as well as compare and contrast, (incipient) theories of justice you find in the works of Dewey, Mead and Misak (i.e. analyze the points of compatibility and/or tension that exist within this tradition around justice.) Indicate the fundamental critique a nonpragmatist contemporary justice theorist such as Rawls or Waltzer would pose to a pragmatist conception of justice. What reasonably adequate response(s) do you think could be forthcoming from any of the trio of pragmatists you have discussed and how would you yourself respond to the challenge differently from Dewey, Mead or Misak?
- Dewey is one philosopher frequently relied upon by experiential educators, primarily because he speaks directly about experience. After giving a brief account of Dewey's notion of experience and what he means by educative experiences in particular, indicate how you think outdoor educators

can appropriately apply Dewey's ideas to facilitate learning experiences. In answering this question, provide well-referenced examples of how Dewey's ideas are appropriately being used in the current outdoor education field. Indicate also ways in which you think his ideas may be misapplied or ways in which you think some outdoor education programs may be, in Dewey's terms, miseducative ; In these latter cases indicate how Dewey's ideas might want to be used differently to make these programs more educative.

- What and how things are said in schools are critical aspects of their institutional texture and larger societal function. Construct a comparison and critique of the different approaches to language in education embodied in the ideas of Foucault, Bakhtin, and Vygotsky. Then *locate* and *justify* your own position on language in education in relation to these three theorists. Finally, assess how a conceptual framework informed specifically by the ideas of Foucault, Bakhtin, and Vygotsky would impact the framing of a study on the imposition of English as the instructional medium in Third World schools.
- The role of "experience" in education has been valorized, criticized, and interrogated from many different perspectives in the field of curriculum theory. Choose three curriculum perspectives from list given below and: (a) Describe the nature and significance of experience in relation to the conception of curriculum and the desired educational outcomes promoted by this perspective; (b) Describe specific instructional methods consistent with this understanding of experience; and (c) critically assess the perspective, based on your own views of the relationship between experience and education.

(Notable proponents of each approach are included here for clarity in identifying and distinguishing each perspective. However, you may choose or add others as you feel appropriate and you may contest the placement of particular figures.)

- Neo-Conservative theory (E.D. Hirsch, Jr.; Chester Finn, Dianne Ravitch, William Bennett)
 - Liberal theory (Amy Gutmann, Ken Howe, John Dewey, David Sehr)
 - Critical theory (Michael Apple, Paulo Friere, Paul Willis, Dan Liston & Lanny Beyer, "early" Peter McLaren and Henry Giroux)
 - Postmodern theory (Thomas Popkewitz, "later" Peter McLaren and Henry Giroux, Stanley Aronowitz)
 - Care theory (Nel Noddings, Jane Roland Martin) and/or feminist perspectives of other kinds (Diller, Houston, Morgan, Ayim, Misak, Lugones, Tronto)
- Lewis, Enciso, & Moje (2007) explore "critical sociocultural theory" as a more nuanced adaptation of traditional sociocultural theory that attends more closely to issues of power, identity, and agency and defines agency as "strategic making and remaking of selves within structures of power" (p. 4).

In the interests of exploring the plausibility of this claim and at the same time bringing the discussion to bear on emancipatory goals of education, answer the following questions.

- a) In what ways specifically does critical sociocultural theory (choose a robust representative) attend more closely to issues of power, identity and agency than sociocultural theory set out in Vygotsky and Rogoff?
- b) Explain the tension between sociocultural influences and the role of the individual as it emerges in both kinds of theories (sociocultural theories and critical sociocultural theories) with respect to the question of autonomy of the individual.

- c) Critically appraise the theories in terms of their capacity to make the autonomy of the individual intelligible. In what ways are both types of theory still deficient?

Article Critiques

- Attached is a paper by David Carr entitled “Moralized Psychology or Psychologized Morality? Ethics and Psychology in Recent Theorizing about Moral and Character Education.” This essay appeared in *Educational Theory* (Vol. 57, No.4, 2007). Write a critical appraisal of this article indicating why and in what ways you find it a valuable piece of work as well as your own critique of it. Your appraisal should include a discussion of at least the following points:
 1. central thesis and the main arguments offered in support of it
 2. evaluation of the central arguments
 3. what you take to be the best objection(s) to the central thesis,
 4. how the author would respond to the criticism(s) you raise and also what you have offered as the best objection(s)
 5. how this article is useful to you in critically appraising your own and others’ practical and theoretical approaches to experience education.

When addressing these points, consider what you would do if you were an editor of, or a reviewer for a journal in teacher education and this paper was submitted for publication. Would you accept the paper for publication? Are there issues that you feel the author should address before you would publish it? If you would not accept the paper for publication, why not?

School Practice

- What recommendations would you make for a school wanting to use “student outcome data” as a means of school/classroom improvement? Using social practice theories as a lens, develop a conceptual argument for the benefits and limitations of different models of assessment, including standardized testing, formative assessment, peer feedback, and student products and performances.
- Including issues of diverse populations in schooling has been described as multicultural teaching, culturally relevant pedagogy, and cultural sensitivity. In your response, please:
 - a. Review the literature in this area and develop an overarching description of this movement including the basic tenets and strategies for enactment. Briefly present a critique to these approaches.
 - b. Explain whether or not you think this movement is compatible or incompatible with current educational trends toward accountability and assessment.
 - c. Finally, focus on a population *other than* Hawaiian Indigenous youth at risk for school failure and outline the core components of a non-classroom, school-based intervention for them based on the principles you describe in Part 1. What criteria might you use to evaluate the effectiveness of this intervention?
- Discuss how and why Expeditionary Learning Outward Bound Schools have emerged to address current educational needs in American Public School Systems. In your discussion, demonstrate the strengths and weaknesses of this movement and address how the weaknesses need to be addressed in the future for this movement to be successful.

- In your new job as an assistant professor, you are assigned to teach an upper level undergraduate course on motivation theory. The course is a 7 week (half semester) module course. Most of your students are in a teacher certification program. Develop a syllabus for this course, including:
 - A description of the class
 - An overview of the major topics and theoretical perspectives included
 - Key readings
 - Major assignments that would demonstrate their knowledge of motivation theory and its application into the classroom

Then, justify the choices you've made. Why did you make these decisions? What perspectives have you omitted from the course and why? How does your course structure reflect your own beliefs about motivation?

- Achievement goal theory describes the classroom context as emphasizing different goal structures. Provide an overview of research on classroom goal structures, including key antecedents, outcomes, and future directions for research. Then compare this conception of the motivational environment with that of sociocultural theory, including:
 - Assumptions about the environment
 - The role of the learner, teacher, and peers
 - The significance of curriculum and learning materials.

Finally, which theoretical stance is more closely related to your conception of the motivational environment? Why? What key research questions about classrooms do you think need to be answered using the perspective you've chosen?

- The motivational climate of a classroom depends on several key areas, such as teacher practices, the nature of the task, and social relationships. Construct a model of classroom motivation based on existing research literature that encompasses these areas. Consider the project-based learning literature to generate specific instructional strategies that would support the elements of your model. What are the limits to this model for enhancing student motivation?

Science Education

- Your school district has decided to make a serious commitment to teaching local and global citizenship. The science curriculum guidelines have been redesigned and the middle school science curriculum now calls for an 8 week unit on understanding the causes of climate change and actions humans might take to minimize climate change. Please design the basic framework for an 8 week unit and be explicit about how you are using the relevant and current research in inquiry-based science to design the unit.

In designing your unit, please include instructional components that address the carbon cycle and the greenhouse effect, global warming and climate change, and climate change impacts. Then include an action component that engages students in designing and implementing changes in the school and/or the community.

In articulating your rationale for the design of the unit, please discuss the cognitive capacities of middle school students and developmentally appropriate curriculum, relevant research in inquiry-based curriculum design, and the value of incorporating real world problem-solving as a component in middle school curriculum. In answering the question, be sure to consider: 1) Shepardson et al.

(2009) Seventh grade students' conceptions of global warming and climate change. *Environmental Education Research* Vol. 15, No. 5, October 2009, 549–570 and 2) Sobel (2007) *Climate Change Meets Ecophobia*. *Connect Magazine*, Synergy Learning, November/December 2007.

- (Some) science educators hope to do more than teach their students scientific knowledge, or teach them about science; rather, they aspire to cultivate in students the ability to do science, to act like scientists in the construction of their own scientific knowledge. In order for a teacher or a researcher to set up conditions that might effectively realize this educative goal it would seem that at least three epistemological tasks must be engaged:
 - (a) an accurate account of science or scientific knowledge must be formulated;
 - (b) an accurate account of what it means to act like a scientist must be clarified; and, following upon these,
 - (c) a clear enough definition of success.

Choosing your own particular branch of science and drawing upon both epistemological and science education theories as well as representative figures, critically evaluate current inquiry-based science education with respect to its epistemological adequacy. Specifically, render a judgment on whether you think it gives satisfactory answers to (a), (b), and (c) and so whether inquiry-based science education as currently conceived can establish pedagogical conditions that are indeed educative in the desired sense. In your answer be sure to indicate in what ways, if any, current attempts at inquiry-based science education may be what Dewey would call mis-educative; and what changes, if any, you yourself would seek to implement to ensure better science education. In particular, if you find yourself seeking to improve current inquiry-based science education by greater attention to social interactions, indicate the specific sorts of social interaction you have in mind, justify their epistemological relevance and demonstrate how their inclusion would significantly alter answers to (a), (b), and (c). Please illustrate your points with examples. Finally, assuming you offer some suggestions for improvement, indicate what you think the best epistemological objection might be to your suggested improvements to inquiry-based science and how you would answer that objection.

Outdoor and Experiential Education

- What does the literature tell us about the role of adventure therapy as a tool for addressing issues of juvenile justice and substance abuse? What are some of the elements/approaches that work with clients with these issues, as well as concerns/ issues that have been raised regarding the field of adventure/wilderness therapy? What are future steps/recommendations that need to be made to address these concerns and issues?
- Present and discuss the historical, social, and political context behind evidence-based practices and its use in working with identified youth. Pay particular attention to federal program recognition. What efforts have been undertaken within the field of adventure programming to address this influence, pointing out the successes/ accomplishments over the past 5-7 years, failures, and future opportunities? What are the growing expectations for this type of research?
- Describe the roots and current status of therapeutic adventure work in the US. Discuss how AT/TA practice has been defined. What are the critical issues facing the field currently and how can they be addressed? Pay particular attention to the Miller Bill, and the TAPG's Best Practices efforts and its potential integration with AEE's Accreditation program and standards.

- Youth Care Workers in Clinical settings: who are they, what issues do they face, and how can programs best support them? Describe how the hypothesized link between the “non-technical” therapeutic alliance/relationship and therapeutic outcome can inform the training of youth care workers.
- Many outdoor and experiential education programs seek to help students cultivate an environmental ethic. You have indicated that you agree with many of the critics that these programs fail to bring about the kind of transformation needed. Bringing to bear on the task what you know about moral developmental theories, traditional ethical theories, as well as environmental ethics, and using specific examples to illustrate your points, give an account of the chief critiques of these attempts to cultivate an environmental ethic you think worth attention. Then, employing whatever ethical concepts and theories you yourself find most useful, answer the general question: What would it mean to have and act on an adequately transformative environmental ethic?

In answering this question, outline what sort of moral education you think is required if outdoor education programs are to have any hope of cultivating (instilling, inspiring, nurturing, teaching) an environmental ethic that will make an honest and useful contribution to helping people live on a planet in ecological crisis. In your answer be sure to consider assumptions made about the following variables and constructs as well as the role each plays in your own visionary environmental ethic:

- the moral community
- motivation
- feelings
- the role of reason/methods of decision making

You of course are not limited to a discussion of these notions and may substitute others you think of equal or greater importance. The key task here is to clearly indicate your vision of an adequate environmental ethics education and, importantly, how you would know if it were realized. Finally, having offered what you consider to be a more palatable approach to environmental ethics education, indicate the *best* objection you think might be honestly and conscientiously raised to it by known environmentalists you respect. Describe how you would answer this criticism.

- Provide a rationale for how adventure programming effectively “works,” illustrating the central concepts of your rationale with a particular population involved in adventure experiences. Present a current model of adventure programming that explains the process of this program and give an account of both the strengths and weaknesses of this model. Also present some alternative interpretations of the process that are not covered by this model.

Research Design/Methodology

- Along with the Marimed staff and others, you wrote the article “Impact of a culturally relevant residential treatment program on post-discharge outcomes for Hawai`i youth” in the *Journal for Therapeutic Schools and Programs*. Outline and justify the next quantitative study that should be conducted to further the Marimed program, and suggest possible publication outlets. Make sure to specifically discuss how you would devise accurate ways to measure demographic variables so the greatest meaning could be derived from your study. Last, spend one page or so discussing ways, quantitatively or qualitatively, that ‘demographic variables’ (or ‘labels’) might be handled in a

separate study so they could meaningfully address issues that are important in considering program outcomes.

- Refer back to your response to Question 1. Develop a research question or questions and design a study that examines the relationship between student engagement and assessment practices in that school, in light of your previous response, drawing on data that may be of concern to different stakeholders in the school. Be sure to provide a clear conceptualization of “student engagement” and “assessment practices” in your response.
- What does the outcomes/evaluation literature suggest that we know and do not know about AT? Based on this previous work done researching adventure therapy, provide an overview of three appropriate research designs for studies that could meet some of these needs. At least two (2) of these designs must match the evidenced-based paradigm of one federal agency (e.g., OJJDP, SAMHSA) in its design, with the focus on the study supporting the effort of the evaluating program’s effort to be “listed” as positive intervention.
- Design a mixed methods study to address one of the general research questions about classroom contexts that you identified in Question 2. After introducing the general question framing your study, identify the specific sub-questions that will be addressed by the qualitative and quantitative sub-studies. Then, describe specific design components of the sub-studies, being sure to specify sampling methods, measurement of key variables, coding, and how you will establish validity and reliability. Next, describe the specific analytic techniques that you will use to analyze your data, and how the analyses that you conduct will allow you to address your research questions. Finally, compare and contrast the types of conclusions and inferences that you can make using each method, and discuss how these conclusions inform each other. What are the strengths and limitations of mixed-method versus single-method research in conducting research on classroom context?
- Drawing upon your proposed research approach—and specifically the application of the kind of qualitative methodologies you have selected for your envisioned dissertation study, address the following questions:

Define the methodological approach to your dissertation study. How does your methodological approach facilitate your ability to address both specific (particularistic, context-specific, local, in-depth) and circumstantial (relevant in a broader context; attentive to the interplay of social, cultural, and contextual influences) dimensions of your topic?

How do you come to define unit(s) of analysis in your study?

How could you approach your study with a quantitative perspective and how would that change the kind of questions you could ask and answer? What would be the strength and weakness of this approach?

- Design a quantitative study evaluating the effectiveness of a hypothetical outdoor education program designed to promote ethical behavior. Begin by providing a brief description of the program, describing how its major components are informed by the theory underlying outdoor ethics education discussed in Question 2, experiential education philosophy discussed in Question 1, and the adventure programming model discussed in Question 3. Next, describe the specific

components of your study, specifying the target population to which you would generalize your results, the sample and sampling method, outcome and predictor variables, and measures of these variables. What specific challenges would you encounter in conducting your study and how would you overcome these challenges?

- Participant observation as a qualitative fieldwork strategy raises issues of relationships (power, social, personal), role presentation (degree of involvement and portrayal of involvement), control (of research, social, and personal agendas), and reciprocity (types and degree of disclosure and exchange), among other considerations. These issues are further defined and complicated by concerns that center around the following:
 - the emergent nature of qualitative fieldwork, including how to balance original intentions and agendas with unanticipated questions and insights
 - the relative emphasis of participation (researcher as a contributing part of a social reality) and observation (researcher as an observer of a reality separate from her self)
 - the need to balance requisites of gaining access and trust with the obligation to attend responsibly to the eventual revelation and public sharing of knowledge (including how to treat unforeseen or unexpectedly acquired knowledge)
 - commitment to the research agenda, that is, balancing research aims and the need to engage authentically with research participants
 - the so-called 'paradox of intimacy' whereby relationships with participants are developed more rapidly than the researcher's knowledge of their practices (de Laine, 2000, p. 53, drawing upon Mitchell, 1991).

Assess the nature and impact of these issues in the context of a proposed study focused on informed consent in participant observation research. How do current understandings of informed consent play against the uncertainty inherent in participant observation research and its reliance upon relationships and participants, as expressed in the above issues?