



Early Childhood Education Program

Signature Assignment for EDEC 526

Ethnographic Research Report

Student Learning Outcome(s) Assessed:

SLO #7: Apply understanding of cultural diversity to personal philosophy and practices.

Description of the Signature Assignment

Candidates will conduct a cross-cultural analysis project. The project includes three phases. In the first phase, they will write an autobiography focusing on the impact of their cultural experiences on their child rearing beliefs and practices. In the second phase, they will write a biography of a parent's (from a culture other than their own) child-rearing belief and practices after conducting in-depth interviews with the parent. In the third phase, they will write a cross-cultural analysis comparing their own beliefs and practices with that of their interviewee. The paper will also include theories and research related to multicultural education, personal reflections, curriculum implications, and recommendations. The final version of the paper will be submitted and evaluated on Task Stream's e-portfolio system for the program.

Directions for Students

You will conduct a cross-cultural study with a parent (whose child is within the age ranges of 0-3) from a culture other than your own. You will contact the person, brief him/her the project, and the procedures for maintaining confidentiality. You will obtain her permission (written) to participate in the project. At no point, the participant's identification will be revealed in your paper. You will conduct face-to-face semi-structured interview (s) with the participant. Your written report will include the following phases (*feel free to add aspects that you want to explore*):

- A: Cultural contexts of early childhood education:** Provide an in-depth discussion of the cultural contexts for early childhood education (importance, rationale, and demographics to highlight the importance of incorporating diversity perspectives in early childhood programs; children's developmental understanding of diversity around them).
- B: Autobiography:** Your cultural experiences and how they have shaped your personal/professional beliefs and/or practices of child rearing (such as nutrition and feeding schedules, developmental aspects, discipline strategies, interaction with the child and the child's place in the family, toilet training, sleeping arrangements, recreation.....etc.), beliefs about people whose cultures are other than your own, your experiences with people of other cultures (if any), your fears/concerns/ dilemma about intercultural communications etc.....
- C: Biography:** Introduce your interviewee. Describe the family and the child, anything unique to the family (race/ethnicity, country of origin, SES, etc...). Write your interviewee's cultural beliefs and practices in general and child-rearing practices in particular (such as nutrition and feeding schedules, developmental aspects, discipline strategies, interaction with the child and the child's place in the family, toilet training, sleeping arrangements, recreation.....etc.); the family's struggles to survive within the mainstream culture, experiences with main-stream culture especially with child-care providers/teachers/educational institutions, and his/her suggestions for resolving the conflict, the interviewee's perceptions of the differences in beliefs and practices between her culture with the mainstream culture.

D: Cultural analysis: Highlight the role of family and culture on one's beliefs and practices and compare your and your interviewee's experiences and beliefs.

E: Personal Reflections: Your personal reflections may include aspects such as what did you learn?, what made you feel uncomfortable (if any)?, what challenges do you visualize to interact with a person whose cultural background is different than your own?, what strategies would you adopt to facilitate intercultural communication in your personal and professional life? how would you design an infant/toddler program curriculum and environment that supports an anti-bias approach? , and what recommendations do you have for parents, teachers and infant/toddler programs?

NOTE: A reference list of at least 7 scholarly sources will be submitted. At least two multicultural/ multilingual theory and 2 research studies must be discussed in the paper.

Grading criteria and rubric: The grading criteria for this assignment include three aspects (content, grammar, and writing format) and are based on a rubric (0-4 scale). The expectations for each level are qualitatively described in the rubric. The rubric for this assignment is posted on the course TaskStream site and the course Beachboard site (under the assignment section). The final version of the paper will be submitted and evaluated on Task Stream's e-portfolio system.

Grading Scale: The project bears a total point of 70. Here is the breakdown of the scores based on the rubric scale.

63-70 (4); 56-62 (3), 49-55 (2), 42-48 (1), below 42 (0)

Writing aspects: The paper will follow the writing format and the use of English grammar recommendations of the APA 5th edition manual. All papers must be written double-spaced using 12 point Times New Roman font with 1" margin from all sides.

Revision and late submission policy: In order to work for a higher grade and with the instructor's feedback, you are allowed to make one revision to your paper. The revised paper must be submitted on the Task Stream by the due date. Ten percent of the project's total points will be deducted if the paper is not submitted on due dates (for both the first and the final draft), unless the date for late submission is negotiated with the instructor.

Rubric clarification: The rubric will be introduced in the class and periodically revisited before the final submission of the paper. You will be assigned a partner to participate in the group page (on Beachboard) for this assignment. You will assist your partner in identifying resources, evaluate your partner's paper based on the rubric, and provide constructive feedback before the final draft is posted on the Taskstream.

Directions for posting the paper on the TaskStream

- Click on "Add/Edit Work" on the right side of your TaskStream screen.
- Select the "Attachments" tab at the top of the pull down screen.
- Click on "Browse" to locate the paper as a document file on your computer.
- Title the document file with First/Last name.
- Click on "Add File."

To submit for evaluation:

- Select the "Evaluation" tab #5 at the top of the screen.
- Click on the "Submit" button for EDEC 526.

Scoring Rubric:

Criteria	0= Failed to submit the paper or off-topic	1 = Does not meet expectations	2 = Meets some expectations	3 = Meets expectations	4 = Exceeds expectations
<p>Knowledge and understanding of the cultural contexts for early childhood education (importance, rationale, demographics etc.).</p>		<p>Demonstrates no evidence of knowledge and understanding of the major discussions, debates, and recent developments in diversity issues in infant/toddler programs.</p>	<p>Demonstrates evidence of limited knowledge and understanding of the discussions, debates, and recent developments in diversity issues in infant/toddler programs.</p>	<p>Demonstrates evidence of adequate knowledge and understanding of the major discussions, debates, and recent developments in diversity issues in infant/toddler programs (presents a somewhat coherent discussion with examples, cites a few resources).</p>	<p>Demonstrates evidence of advanced knowledge and understanding of the major discussions, debates, and recent developments in diversity issues in infant/toddler programs (present a coherent discussion with critical perspectives, cites important sources).</p>
<p>Analyzes child rearing beliefs/ experiences/ practices of the parent (after interviewing the parent) and compares with one’s own child rearing beliefs/practices and classroom practices (that include: feeding, sleeping arrangement, diapering, toilet training, discipline, areas of development such as language, problem-solving, physical development, feelings etc.)</p>		<p>Demonstrates no evidence of analytical skills with regard to child-rearing practices of the interviewee -comparison with one’s own child rearing beliefs and practices is missing</p>	<p>Demonstrates evidence of limited analytical skills with regard to child-rearing practices of the interviewee - comparison between one’s own child rearing beliefs and practices lack depth and breadth</p>	<p>Demonstrates evidence of adequate evidence of analytical skills with regard to child-rearing practices (at least 3 areas) of the interviewee - adequate comparison between one’s own child rearing beliefs and practices (with some examples)</p>	<p>- Demonstrates evidence of advanced analytical skills with regard to child-rearing practices of the interviewee (at least 4 to 5 areas) highlighting the impact of family and culture -In-depth and insightful comparison with one’s own child rearing beliefs and practices</p>

Criteria	0= Failed to submit the paper or off-topic	1 = Does not meet expectations	2 = Meets some expectations	3 = Meets expectations	4 = Exceeds expectations
Connecting theories relevant to the issue under discussion		Demonstrates no evidence with regard to connecting theories relevant to the issue under discussion.	Demonstrates evidence of limited understanding with regard to connecting theories relevant to the issue under discussion.	Demonstrates evidence of adequate understanding with regard to connecting at least two theories relevant to the issue under discussion (interpretations of theories are somewhat clear).	Demonstrates evidence of advanced understanding with regard to connecting two or more theories relevant to the issue under discussion (correct and in-depth discussion/ interpretations of 2 or more theories; theoretical perspectives are accurately connected to the discussion within the text.
Connecting research (at least two) studies relevant to the issue under discussion		Demonstrates evidence of no understanding with regard to connecting research studies to the issue under discussion.	Demonstrates evidence of limited understanding with regard to connecting research studies to the issue under discussion.	Demonstrates evidence of adequate understanding with regard to connecting research studies to the issue under discussion (explanations of research studies are somewhat clear)	Demonstrates evidence of advanced understanding with regard to connecting research studies relevant to the issue under discussion (provides clear explanations of three or more research studies).
Personal reflections (personal perspectives and recommendations) on the issue under discussion		Provides evidence of no personal reflections on the issue under discussion.	Demonstrates evidence of limited personal reflections on the issue under discussion.	Demonstrates evidence of adequate personal reflections on the issue under discussion -identifies challenges, -provides a few curriculum, pedagogical, and assessment ideas appropriate for diverse learners, - Recommendations need to be targeted for specific audience.	Demonstrates evidence of advanced personal reflections on the issue under discussion. - Identifies challenges in meeting the needs of diverse families in infant/toddler programs, - provides comprehensive ideas on adopting anti-bias and culturally appropriate infant/toddler curriculum, pedagogical, and assessment practices, - provides appropriate and feasible recommendations for parents, care providers, administrators, and policy makers.

Criteria	0= Failed to submit the paper or off-topic	1 = Does not meet expectations	2 = Meets some expectations	3 = Meets expectations	4 = Exceeds expectations
APA style		APA 5 th edition style is not followed at all.	APA 5 th edition style is followed to a limited extent (margins, in-text citations) and not consistently.	APA 5 th edition style is followed adequately (in-text citations, block quotations, reference list, running head).	APA 5 th edition style is followed in all aspects of the writing (in-text citations, reference list, block quotations, running head, appropriate level of headings, and table and figures and other requirements).
Grammar and organization		Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity. However, the paper needs better organization and transition.	Few grammatical and/or stylistic errors. Organization of the paper is very good. Needs to work on transitional points.	Nearly error-free which reflects clear understanding and thorough proofreading. -Organization is clear and transition from one section to the next flows very well.
					Total
					/28

*Note: The 0-4 College of Education score is calculated when TaskStream averages the individual criterion scores.