During Weeks 9-13 of the Contemporary Approaches to Educational Problems (CAE) course, you will examine a global Girls’ Education Case Study focused on one of three themes: equity and access, public health, or emergency education. This second case study provides you with an opportunity to (1) examine global issues in girls’ education from theoretical, contextual, and empirical perspectives; and (2) apply the skills being acquired in Research Methods and Systematic Inquiry I (RMI) to refine a Problem of Practice (POP). You will also investigate artifacts and additional readings to examine your chosen focus area. The goal of this assignment is for you to engage as a team to author a paper and accompanying slideshow presentation articulating a contextual framework for a POP in the area of girl’s education.

**Paper Framework**

In your introduction, discuss the area of Girls’ Education (equity and access, public health, or emergency education) your team investigated for this case study. Provide contextual information about the country your team selected.

The paper should reflect interactions between your team, including discussions and research to understand the challenges with girls’ education. The paper should be supported by empirical, theoretical, and contextual research. Describe the team’s research focus, approach, and key findings based upon the theoretical, contextual, and empirical foundation synthesized from the literature. This section will be followed by research conclusions, such as new perspectives, recommendations, or considerations. The paper should conclude with a summary.

Include references in proper APA format.

**Presentation Framework**

To facilitate consistency and collaboration on the slideshow presentation, we have provided a template. The template and directions can be found in Session 4 of the course site. The template includes specific sections that your team will be required to include in your presentation.

The United Nations is asking critical questions as they seek to inform or influence the post-2015 MDG agenda. Those questions require empirical, theoretical, and contextual research that considers the complex, interdisciplinary nature of the development field itself. Such questions often include, but are certainly not limited to, the following:
1. What insights might you gain about your focus area by learning how other countries address these issues (e.g., access, public health, emergencies) in girls’ education?

2. What research have you done, or feel you need to do, in order to articulate and address the challenge you have identified?

3. What are the processes by which successful girls’ education programs and practices in one region might be valuable to, and take root in, another region?

**Expectations for Teams**

It is impossible to research every component of girls’ education in five weeks. It is important for your team to select and address the area of girls’ education (i.e., access and equity, public health, education in emergencies) and the country in which you address your selected area.

Communication is critical. Develop a plan, including which team members will be responsible for different roles (e.g., reading over the final group paper, constructing the presentation), select dates to meet as a team and submit components of the project for peers to review, and share responsibility for completing the case study.

**Ongoing Collaboration**

This second case study is intended to provide you with the opportunity to apply the skills being acquired in Research Methods and Systematic Inquiry I (RMI) to refine a POP. The deliverable is empirical and scientifically driven evidence to refine a POP in Girls’ Education. As you begin to research your area of girls’ education, keep in mind questions such as the following:

1. **What are the assumptions being made?** As a scholar, how does the existing literature support the assumptions made about the area of Girls’ Education (i.e., access and equity, public health, education in emergencies)? What can you add based on theory and empirical evidence that can help develop measurable outcomes as suggestions of future research?

2. **What are the relationships between the variables?** Consider designing a concept map to help you think about how the variables can relate to one another based on the existing literature. If you think there may be a hypothesized relationship that is not already identified in the literature, give a strong rationale for this proposed relationship.

3. **How do we know these variables are reasonable?** Are concepts included that are not well defined or not able to be measured?

4. **What is missing?** Are the concepts operationalized and is there empirical backing from the existing literature? Are there any suggestions for improvement?

**Guidelines for Completing Activities**

**Session 3**

1. **Week 8** – Teams select an area of Girls’ Education and a country for your research.
Session 4

2. During **Week 9**, teams will meet and develop a research plan.

3. By the end of **Week 9**, please post a brief description (2 paragraphs) of your research plan. Post this paragraph in a clearly labeled forum in your Team space.

4. **Weeks 10 and 11** should be devoted to ongoing research following the lines of the research plan.

5. In **Week 12**, teams will finalize their presentation. To facilitate collaboration on the slide presentation, we have provided a template. You can also find a PowerPoint version of the template. Teams will submit their team presentation to VoiceThread by **Monday of Week 13**. Students should provide feedback to at least two teams' presentations by the **end of Week 13**. Please make certain that all teams are provided feedback.

By the **end of Week 13**, teams should submit their paper, following the paper framework guidelines outlined above. Because this is a team paper, it should be posted to your Team space as a new forum titled, Case Study 2 Final paper.