2019
Designing Community Learning

Trinity College
HARTFORD CONNECTICUT
CENTER FOR HARTFORD ENGAGEMENT AND RESEARCH
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INTERESTED IN DEVELOPING A COMMUNITY LEARNING COMPONENT FOR YOUR COURSE? CONTACT US:

Megan Faver Hartline
Director of Community Learning
70 Vernon Street, Room 203
Megan.Hartline@trincoll.edu
(860) 297-2583

Jack Dougherty
Faculty Director of Community Learning
Jack.Dougherty@trincoll.edu
(860) 655-0982

ger.trincoll.edu
BIOL/ENVS 141: Global Perspectives in Biodiversity and Conservation
Professor Amber Pitt, Environmental Science and Biology
Trinity College, Hartford, CT

In Professor Amber Pitt’s Fall 2017 “Global Perspectives in Biodiversity and Conservation” course, 48 students, mostly non-science majors, explored how individual choices and actions can affect biodiversity locally and across the globe. In the classroom, Pitt led students through academic study of biological diversity, analyzing current crises, consequences of biodiversity loss, and conservation practices and science to address such issues. To
help her students develop a deeper understanding of local biodiversity issues, Pitt decided to implement a community learning component, pairing groups of students with community partners in the greater Hartford area to implement local conservation actions to support biodiversity.

Each group combined their research on a particular biodiversity issue in Hartford with direct action, allowing students to not only conduct localized research about why thinking about conservation matters in this area, but also see the real effects of the problem they are researching and help implement a solution. In collaboration with partners like Park Watershed, Friends of Pope Park, and Connecticut River Conservancy, these conservation projects included planting native wildflowers that support populations of pollinators such as butterflies and bees, implementing river clean-ups to reduce the amount of pollution entering local rivers and streams, establishing rain gardens to reduce stormwater runoff and improve local water quality, and removing invasive plants to restore native habitats. Students gained experience implementing conservation actions that support local and global biodiversity.

At the end of the semester, each group presented their work at a poster fair, discussing both the research they conducted and their action projects in Hartford. In “Losing Habitats, Losing Our Resources,” Gillian Reinhard ‘20, Eliza Croarkin ‘20, Zoe Billington ‘19, and Garrett Healey ‘20 described their research on how deforestation and land development can impact a forest ecosystem, pairing it with real world examples from their time working with Park Watershed to weed out invasive species and replace them with native species to help absorb runoff from a nearby parking lot.

Healey explains, “It was volunteer work, but it was also very informative because you were able to see the whole system in action and what we were learning in class outside the classroom. Mary Rickel Pelletier [of Park Watershed] had a lot of information for us and showed us what needs to be done to stop habitat degradation within CT, not just at the level of losing our
charismatic species but also all the microorganisms that make up the simplest habitats.”

Across projects, students lauded the hands-on element of this course. Mhraf Worku ’18 said this class was “by far the most hands on topic of a class that I’ve personally taken,” explaining that Pitt would “give us these theoretical frameworks but then tell us how it pertains to your life. Having had the chance to see how it plays out in real life was very helpful. This is something I can use.”

The successes of this course are based on Pitt’s leadership and organization, especially considering the large class size and number of community partners. Most community learning courses at Trinity have fairly small class sizes, so that professors can manage the additional components required of collaborating with a community partner, but Pitt wanted to make sure that all of her students had a real-world understanding of local biodiversity issues and what they can do to help. She explains, “It allows them to be engaged citizens that can do what will make their world and their lives better and happier places.”

Students in “Global Perspectives in Biodiversity and Conservation” were able to combine classroom-based learning with on-the-ground collaborative action projects to deeply understand the biological issues facing our world today and to contribute to sustaining our region’s environmental systems.

Download the poster project assignment below.
**Group Project & Poster Description**

**30% of your grade**

**Communication is key for disseminating science and inspiring conservation.** Posters are commonly used to communicate science to scientific and general audiences. For example, scientists use research posters to communicate the results of their research at scientific conferences. Parks, museums, and zoos use interpretive posters to communicate information to the general population.

**Effective posters:** Effective posters are visually appealing, thus drawing in an audience. They are succinct so people will actually read them. They clearly relay the key information necessary for the audience to understand the issues and their implications. Check out the samples and their critiques provided by UT-Austin: [https://ugs.utexas.edu/our/poster/samples](https://ugs.utexas.edu/our/poster/samples)

**Poster project guidelines.**

- Create a group of 5
- Each group will choose a current biodiversity issue & an associated conservation action to summarize in a poster
  - The conservation action must be a local action that your group will complete with a community partner in the greater Hartford area; Examples could be completing a river clean up to address habitat degradation of rivers or planting native plants to restore wildlife habitats in local green spaces
- You must submit your topic to Moodle for approval by the deadline specified in the schedule
- To facilitate the development of the poster, you will create an annotated bibliography of at least 10 sources that contain scientifically supported information about your topic; you must submit the annotated bibliography to Moodle by the deadline specified in the schedule
- The poster should answer the following questions:
  - What is the biodiversity issue?
  - What biome and ecosystems are involved?
  - What stakeholders are involved?
  - How will biodiversity and ecosystem services be impacted?
  - How are we, as people living in CT, contributing to and impacted by the biodiversity issue?
  - What, if anything, is being done to mitigate the effects on biodiversity?
  - What can we do to reduce our contribution to or mitigate the biodiversity issue?
  - What did you do for your associated action?
- In order to allow for feedback and revision, you must submit a polished draft of your poster to Moodle by the deadline specified in the schedule below; please do NOT print your poster draft
- The final printed poster is due to Moodle by the deadline specified in the schedule below
- You will present your poster during a poster session to which the broader Trinity College community and your community partners will be invited. Be prepared to verbally summarize your poster in an "elevator pitch" (a ~3 minute speech that presents the key points regarding your topic)

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<td>Abstract of poster topic</td>
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<td>Final poster and group logsheet</td>
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Hip Hop, Hartford and the Power of Digital Storytelling

Seth Markle  February 12, 2018

Photo: On location at Heaven Skatepark with Giana Moreno ’20, Juanita Chislom aka Empress Nijuabi, and Isabel Exstein ’19.

Trinity College Professor Seth Markle and students in his INTS 344 Global Hip Hop Cultures reflect on their experience in creating videos with Hartford Hip Hop Pioneers of the 1980s and 1990s. Filmed in Feb 2018.

Tuesday, February 13th marks the premiere of seven digital stories about hip hop pioneers from Hartford. Last fall, Trinity students enrolled in my seminar course ‘INTS 344: Global Hip Hop Cultures’, and worked in teams to produce 3-4 minute multimedia narratives featuring Rick Torres, Dooney Bates, Myron Moye, Juanita Chislom, Mike Wilson, Janice Fleming and Apollo Villarini. These digital stories, along with full interviews in text and video form, will be part of the ‘Hartford Hip Hop Digital Repository’ of the
INTS 344 is a seminar course that explores the link between hip hop, youth identity formation, and politics. Last semester I decided to take a different approach to the course. Rather than learn about hip hop through books, students were introduced to hip hop through an oral history and digital storytelling based curriculum. And, instead of examining hip hop cultures in Africa, Asia and Latin America students explored the global dimensions of the music and culture by critically interrogating the early history of hip hop in Hartford and the ways in which youth contributed to and were impacted by the culture’s emergence during the 1980s and early 1990s.

It took me about a year to completely redesign this course. I was lucky enough to receive a fellowship from Trinity’s Center for Teaching and Learning (CTL), which allowed me to utilize the resources and conversational space the fellowship provided to imagine an experimental learning course that would foment community learning and relationship building. In rethinking the course, I was immediately attracted to the ideas of oral history and digital storytelling not only because I engage with both mediums but also because I find them to be effective pedagogical approaches for promoting active learning and critical-creative thought in the classroom.

The course started to gain shape in October 2016 when I met with Jasmin Agosto, a graduate of Trinity College (Educational Studies, Class of 2010) and current staff member at the Hartford History Center (HHC) at the Hartford Public Library. I learned that she was in the preliminary stages of creating a Hartford hip hop archive. To begin that process, she was organizing an exhibition and panel discussion that she wanted me to moderate. I readily agreed and pitched her the idea of working together on digital stories about the history of hip hop in Hartford that would be made available to the public via what we are now calling the ‘Hartford Hip Hop Digital Repository’.
About a month later, the Hartford History Center sponsored “Hartford Hip Hop History: Then and Now”, a conversation about Hartford hip hop of the 1980s and 1990s and how the culture has evolved to the present. In addition to the panel, there was an archival exhibition containing posters, photographs, newspaper clippings, and video footage. Due to the positive feedback received, the HHC was fully committed to building a digital collection about hip hop in Hartford. The event was an overwhelming success and ultimately set the groundwork for the identification of Hartford hip hoppers for the digital stories for the INTS 344 course.

During the spring semester of 2017, Jasmin and I participated in CLI’s “Digital Storytelling for Community Learning” Workshop at Trinity College. Held on March 24, this all-day workshop was also extremely helpful in clarifying learning objectives, process, and assessment. I learned that, for college-based educators, incorporating digital storytelling into the college classroom allows for a transformative learning experience; builds and enhances communication skills; deepens content understanding; helps develop technical and media literacy skills; and strengthens critical thinking through peer reviewing.
Fifteen students enrolled in the course. Their majors ranged from International Studies to History to Studio Arts to Educational Studies to English. They participated in workshops that sought to equip them with the technical skills needed to construct a quality digital story while being exposed to Hartford’s rich history of cultural diversity as seen through the lens of people who used hip hop as a source of creative cultural expression and empowerment. The workshops were critical to the course’s effectiveness. Tim Wolf, a Hartford cultural activist, kicked off the semester off with a lecture about the early history of hip hop in Hartford. Christina Boyles, Trinity’s Digital Scholarship Coordinator, and Khaiim Kelly, a Hartford rap artist and educator, facilitated workshops on audio narration and beat-making, respectively. Kyle Young, a Hartford rap artist and multi-modal technician, delivered three useful workshops on the pre-production, production, and post-production phases of learning process. Overall, students learned about the unique art of narration by developing interview questions; conducting and transcribing interviews; script writing; camera operating; and editing audio and visual material by using multimedia applications such as Audacity, Photoshop and iMovie.

The students exceeded my expectations. They understood that this course was about more than a grade. I appreciated their patience, creativity, and commitment. They trusted the process in the face of many challenges. I really couldn’t have asked for a better crop of digital storytellers. This truly was a collaborative educational project. Thanks so much to the Center for Teaching and Learning, the Center for Caribbean Studies, the Community Learning Initiative, and the Educational Technology Committee for providing the necessary course development funds. I look forward to teaching this course again in the future.
Seth Markle is an Associate Professor of History and International Studies at Trinity College whose work focuses on the histories of cultural and political exchange between Africa and the African Diaspora. He is the author of A Motorcycle on Hell Run: Tanzania, Black Power and the Uncertain Future of Pan-Africanism, 1964-1974 (Michigan State University Press, 2017) and is currently working on two separate multimodal projects about hip hop culture in Tanzania and Hartford. Students from his Global Hip Hop Cultures course will present their digital stories of Hartford hip-hop pioneers at the 2018 Trinity International Hip-Hop Festival, April 6-8.
Designing Community Learning: “Diversity in the City” with Professor Abigail Williamson

Megan Faver Hartline  August 31, 2017

Photo: Trinity College students shake hands with community partners following their final presentation for “Diversity in the City.” From L – R: Students Leah McIntosh ‘17, Matt Resor ‘16, and Kate Pesa ‘17 and community partners Taryn Perry, Jennifer Cassidy, and Don Shaw

PBPL 351: Diversity in the City
Professor Abigail Fisher Williamson, Public Policy and Law
Trinity College, Hartford, CT

In Professor Williamson’s Spring 2017 “Diversity in the City” course, fifteen students examined how cities have responded to diverse newcomers—ranging from the early twentieth century’s machine politics, through the
Great Migration of African-Americans to northern cities, to the dispersion of contemporary immigrants since the late 1980s. But beyond learning about how these ideas are presented in history, in current federal policy, and in cities across the country, Williamson wanted her students to leave this course with a deeper practical understanding of how racial and ethnical diversity shapes the development of local policies. So, she got her students out of the classroom and into Hartford.

Toward that end, Williamson developed a Community Learning component of her course where students served as short-term research consultants for local organizations, such as Refugee Advocacy Services, the Asylum Hill Neighborhood Association, and the Hartford Commission on Refugee and Immigrant Affairs. Partnering with these groups, students worked to address current policy questions related to issues of diversity, including: refugee employment, non-citizen voting, and resource development for community members.

Williamson set up this project so that her students were able to do the real work of policy research and analysis by gathering information about their organizations, interviewing local clients or volunteers, and visiting the site as well as researching pertinent policy and scholarly sources on the topic. Students developed policy proposals based on the lived experiences of diverse communities in Hartford. Ultimately, they used their field research to create briefing presentations and policy memos, offering recommendations to address their community partners’ specific concerns and questions.

Jennifer Cassidy, Co-Chair of the Asylum Hill Neighborhood Association (AHNA) Welcoming Committee, says that working with Williamson’s students was productive because “they had the capacity to do the legwork that we didn’t have to do, and they offer refreshing ideas.” AHNA serves as an umbrella organization that empowers residents and supports collaborations between stakeholders in their area. Their recent focus on assisting and engaging the neighborhood’s immigrants and refugees led
them to create a multicultural resource corner, and Williamson’s students were able to help them by researching how they can improve on attracting immigrants to visit the resource corner, recommending a youth-focused engagement strategy including a youth advisory council.

Through Williamson’s leadership and planning, both students and community partners benefit from this work. Professor Jack Dougherty, the faculty director of Community Learning at Trinity, observed students during their final presentations. “Teams of students did impressive work on researching public policies and proposing solutions to their Hartford community partners, who clearly demonstrated their interest by responding with thoughtful questions.”

In “Diversity in the City,” Williamson’s students gained a real-world understanding of policy research and contribute to the surrounding Hartford community by doing specific work that local organizations may not have the time or resources to complete.

*For more on the logistics of this project, see Professor Williamson’s assignment:*
DIVERSITY IN THE CITY
Public Policy and Law (PBPL) 351
Professor Abby Fisher Williamson, Trinity College – Hartford
Spring 2017

Community Learning Assignment

For this assignment, you will serve as a short-term research consultant to a local leader on a topic relevant to how states, localities, and local institutions make policy in the midst of racial and ethnic diversity. Four local leaders will speak to our class at the end of March. In addition to discussing how their work is related to the class topic, they will present a question or problem that they face. You and a group of 3-5 classmates will be assigned to serve as short-term consultants to the leader in addressing this question or problem. In the final two days of the class, you will present a group briefing presentation to the class and the leader, making recommendations for how best to address the question or problem. You will also submit an individual memo that offers your recommendations in written form.

This community learning assignment aims to help you contextualize the information and theories we address in class through an applied case of local interest. The goal of community learning is to enrich your understanding of class material while contributing to the surrounding Hartford community.

Briefings
Presented in class on the assigned day. Copy of visual aid (PowerPoint or similar) submitted to Moodle.

In groups of 3-5, students will present a 15-minute briefing responding to the question or problem raised by their assigned local leader. The briefing should advise the leader on a course of action in response to the question or problem s/he raised. The team should use appropriate visual aids (perhaps PowerPoint, or a suitable alternative) and should submit a copy of the visual aids to Moodle for assessment. Throughout the briefing, the team should act as professional, short-term consultants to the assigned leader.

The research process will differ across groups, but students should expect that they will be conducting both primary and secondary research. In terms of primary research, teams will have to gather information from the leader in order to better understand his/her work and the local context. Primary research also could involve interviewing local clients or volunteers or visiting relevant sites. In terms of secondary research, teams will have to gather information on what scholars and practitioners recommend as best practices with respect to the problem at hand. Toward this end, the briefing should cite at least fifteen sources, including eight policy or scholarly sources. The briefing should acknowledge all sources of information and images and include a list of sources at the end of the visual presentation.

Following the presentation, the briefing team should be prepared to respond to questions from the leader, me, and classmates. Not all briefing team members need to speak during the presentation, but all must contribute to the development of the briefing. To avoid free-riding, after completion of the briefing, each member of the team will confidentially evaluate his/her own performance and the contributions of each of his/her team members.

I will evaluate the briefing based on its argument (presence of clear recommendations, justification using appropriate evidence, and response to policy alternatives) and its clarity of presentation (structure, oral presentation, and visual content). Individual grades will be assigned based on the assessment of the overall briefing (85 percent) and peer assessments (15 percent).
**Policy Memo**  
*Memo due May 11, 4 pm to Moodle and to Professor Williamson’s mailbox in Downes Memorial (POLS office).*

In addition to the group briefing, you will write an individual 10-12 page memo recommending a course of action to your assigned leader.

**Instructions:**

**Sources:** In your memo, you must draw on a minimum of *ten* relevant sources *beyond class readings*. These sources are likely to include organizational reports and/or local newspaper articles providing background information, but must also include *at least six* scholarly sources or policy reports on the issue that you will address. In other words, in making your recommendations to the leader, you need to draw on credible information suggesting best practices for addressing the given issue. Pay careful attention to any political bias of the sources you incorporate and orient the leader to this background.

**Structure:** This assignment takes the form of a policy memo. We will discuss how to write a policy memo in class, including the importance of a clearly delineated structure with distinct sub-sections.

**Counterargument:** Your analysis should carefully address objections to your recommendations from important constituencies and argue why your recommendations remain valid despite this potential opposition.

**Grading:**

Please see the handout on discussion questions and responses papers distributed on the first day of class for details on the criteria used in assessing written work. We will discuss in class how terms like “thesis” and “structure” differ in a policy memo as opposed to a typical academic essay.
**Steps to Assignment**

1. **Client Presentations (3/23, 3/28, 3/30).** Student responsibilities:
   a. Read the assigned materials and come prepared with questions for the class speaker.
   b. Take careful notes to facilitate writing up your group’s scope of work. (You will receive your group assignments by Thursday, March 23.)

2. **Scope of Work** (one per group due 4/2 at midnight to Professor Williamson via email; meetings in class on 4/4)
   a. One member of each group will be assigned to write the “scope of work” for their group’s project. That student will be responsible for drafting the document and distributing it to the group for comment and revision prior to submission to Professor Williamson. For that student, the scope of work will serve as their second response paper. (I will notify the students who will write the scope of work.) Example scopes of work are posted on Moodle. The first example provides a good example of the format of a scope of work, while the second example provides exemplary content.

   b. The scope of work should consist of the following elements, with clear sub-headings, in 3-4 pages:
      i. Research Question: A clear statement of the research question the client seeks to answer.
      ii. Statement of Need: What problem does the client seek to address? Provide relevant facts and figures from the speaker’s presentation and/or the readings.
      iii. Client Incentives: To whom is the client accountable with respect to this project? Who are the key stakeholders? Who are the likely sources of opposition?
      iv. Methods: Given the client’s needs and interests, how will your group proceed in answering the research question?
      v. Remaining Questions: What key information must your group seek in order to answer the research question? What remaining questions does your group have for the client or for me?

3. **Professor-assigned project readings on 4/6 (projects 1 and 2) and 4/11 (projects 3 and 4).**

4. **Team-assigned project readings on 4/13 (projects 1 and 2) and 4/18 (projects 3 and 4).** Teams need to provide me with a pdf of the assigned readings via email one week prior to the class session. The readings should be academic publications or rigorous policy analysis from non-partisan institutions.

5. **Presentation Workshops (4/20, 4/25)**
   a. Th, 4/20, Project 1 and Project 2 will present draft briefing.
   b. T, 4/25, Project 3 and 4 will present draft briefing.

6. **Final Briefings (4/27, 5/2)**
   a. Th, 4/27, Projects 1 and 2.
   b. T, 5/2, Projects 3 and 4.

7. **Individual Memo.** Due 5/11, 4:00 pm to Professor Williamson’s mailbox and Moodle.
Designing Community Learning: “Analyzing Schools” with Professor Stefanie Wong

Megan Faver Hartline  October 15, 2018

Photo: Standing outside Environmental Sciences Magnet School at Mary Hooker, from L – R, Professor Stefanie Wong, Rob Johnson (8th grade teacher), Annie Moore ’22, Jonah Capriotti ’22, Ashley O’Connor (7th grade teacher), Rafael Villa ’21, Lexi Zanger ’19.

EDUC 200: Analyzing Schools
Professor Stefanie Wong, Educational Studies
Trinity College, Hartford, CT

In “Analyzing Schools,” Professor Stefanie Wong students introduces students to the study of schooling within an interdisciplinary framework, drawing on sociology, anthropology, psychology, and philosophy. Students
combine their classroom learning about educational theories and settings with observing and participating in nearby K-12 classrooms for three hours per week. Through their classroom placements, students integrate theoretical readings with first-hand experiences in K-12 schools, deepen understandings and reflections on the contexts and inequities of urban schools and the purposes of education, develop meaningful relationships with students and teachers, and gain practical experience about teaching and curricula. Overall, the key goal of this course is to explore the central question: How can we best understand the practices, policies, and patterns in classrooms and schools in ways that enable us to create and sustain just, inclusive, effective, engaging, and pedagogically strong educational spaces?

Professor Wong explains the importance of community learning for Analyzing Schools, “The experiential component of the course allows students to connect course readings and themes to real life classroom experiences. As a result, they develop deeper understandings of how teaching and learning happens both in individual classrooms and within social contexts. Teachers also appreciate having Trinity students in their classrooms. They tell me about how helpful Trinity students are in supporting learning activities, and how much their students enjoy working with college students. Sometimes, Trinity students build lasting relationships with their teachers and schools, continuing to volunteer at the school beyond their course commitment.”

To successfully integrate classroom and community learning for her 26 students, Professor Wong constructs a detailed framework of logistical documents, writing assignments, and assessment opportunities for community partners. Together, these help her create mutually beneficial partnerships with local K-12 teachers and rewarding learning environments for students because she has crafted ways to stay organized in her approach to her community learning component and evaluate student work across multiple dimensions.
Logistical Documents

Professor Wong’s Scheduling Form and Participant Observation Contract allow her to set up school placements and set expectations with her students for when and how often they will be with their K-12 teachers.

- Document 1 - Student Placement Information Sheet
- Document 2 - Placement Contract

Writing Assignments

Professor Wong asks her students to discuss their growing understanding of schooling by integrating what they have learned in her classroom and in their K-12 placement across multiple writing assignments. Here you can see several types of writing assignments: a reflection journal, a writing exercise, and two analysis papers.

- Document 3 - Reflection Journal on Hartford School Placement
- Document 4 - Writing Exercise: Vignette on Student Learning
- Document 5 - Analysis Paper: Theories of Learning
- Document 6 - Analysis Paper: Explaining Educational Inequality

Assessment Opportunities for Community Partners

To ensure that students are fulfilling their contracts and partners are benefitting from the students working in their classrooms, Professor Wong has included multiple opportunities throughout the semester for community partners to offer feedback on student work.

Mid-sememester, Professor Wong sends teachers their first evaluation, which is ungraded but shared with students so they can see how they might grow. The assessment consists of a google form with the following questions:

1) Has your Trinity student been coming to your classroom as scheduled? 2) As a participant-observer, has your Trinity student been actively and meaningfully engaged in the life of your classroom?
3) Any additional comments or advice that you would like us to share with your Trinity student?

At the end of the semester, she sends another Google form, and the ratings provided comprise students’ grade for participant observation. Questions include:

1) Did the Trinity student responsibly schedule their time in your classroom, completing approximately 8 three-hour sessions (or the equivalent of 24 total hours) by the end of this semester?

2) As a participant-observer, was the Trinity student actively and meaningfully engaged in the life of your classroom?

3) Rate the Trinity student’s overall effort on the two items above. (1-10 scale)

Lastly, she asks some teachers who have coordinated student placements to attend and evaluate final project presentations by students, where they present a week-long curriculum for the grade and topic of their choice. Below is the form that students use in this process.

- Document 7 - Evaluation Criteria for Curriculum Project Presentations

Coordinating, integrating, and assessing community learning can be a complex, onerous task, but Professor Wong’s documents offer a map for how an instructor can successfully manage a community partnership project that is beneficial for her students’ learning and for helping partners meet their goals.
Ed 200 Student Placement Information Sheet

Name: ___________________________ Class Year: ____________ DOB: ____________

Phone: ___________________________ Trinity email: ___________________________

Each student agrees to be a participant-observer in a classroom for a 3-hour per week time block during regular school hours (usually between 8:30am and 2:45 pm), at a site arranged by the instructor.
1) What prior experience or interests can you offer? (eg. tutoring, 2nd language, interest in science or art, etc.)

2) Do you prefer a certain school, grade level, subject area – or are you flexible?

3) Do you have access to a car? (Most schools are in walking distance.)

4) Are you willing and able to take a bus or bike to a school?

5) Please list all classes and regular obligations, then CIRCLE any of your preferred 3-hour time blocks.

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Placement Contract for Educ 200: Analyzing Schools, Trinity College

Trinity students work as participant-observers with classroom teachers for 8 three-hour sessions (or the equivalent) during a semester. Participant-observation means more than passively watching. Instead, we define this role as:

- learning alongside a student in a classroom
- tutoring students or working with groups in the classroom
- preparing materials for a class project or accompanying a field trip
- if invited by the teacher, planning and teaching a brief lesson
- guided observation (if requested by a Montessori teacher)

At the end of the semester, the classroom teacher will evaluate each Trinity student on their active and meaningful engagement in the life of the classroom, and responsibility for scheduling time, for 10 points of the student’s final grade.

Important Dates for Trinity students scheduling school placements, Fall 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Wed Sep 12</td>
<td>CREC (Montessori) early release – professional day</td>
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<tr>
<td>Wed Oct 3</td>
<td>HPS early release</td>
</tr>
<tr>
<td>Mon Oct 8</td>
<td>CREC (Montessori) closed – Indigenous Peoples’ Day</td>
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<tr>
<td>Mo-Tu Oct 8-9</td>
<td>Trinity Days (but you may continue observations)</td>
</tr>
<tr>
<td>Wed Oct 17</td>
<td>CREC (Montessori) early release – professional day</td>
</tr>
<tr>
<td>Tue Nov 6</td>
<td>HPS &amp; CREC (Montessori) closed – professional day &amp; election day</td>
</tr>
<tr>
<td>Wed Nov 12</td>
<td>HPS &amp; CREC (Montessori) closed – Veterans Day</td>
</tr>
<tr>
<td>Wed Nov 21</td>
<td>HPS &amp; CREC (Montessori) early release – Thanksgiving</td>
</tr>
<tr>
<td>Th-Fr Nov 22-23</td>
<td>HPS &amp; CREC (Montessori) closed – Thanksgiving</td>
</tr>
<tr>
<td>Wed Dec 5</td>
<td>HPS &amp; CREC (Montessori) early release – professional day/conferences</td>
</tr>
<tr>
<td>Th-Fr Dec 6-7</td>
<td>CREC (Montessori) early release – parent-teacher conferences</td>
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Your school may have additional early release days – check with your classroom teacher. For weather-related closures, check: https://www.hartfordschools.org/ (Hartford Public Schools closure decision applies to both HPS and CREC/Montessori)

I commit to doing participant-observation during the following dates/times. If any changes are necessary, I will arrange them in advance with my classroom teacher.

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Student Signature

Teacher Signature

Student phone/email

Teacher phone/email

Student: prepare and sign 2 forms: teacher keeps 1st, student keeps 2nd, and uploads a copy for the Educ 200 instructor.
Educational Studies 200: Analyzing Schools
Reflection Journal on Hartford School Placement

From your syllabus:

After each 3-hour participant observation at your school placement, you will write a brief reflection (1-2 pages) on the session. Ideally, this reflection should be written as soon as possible after your participant observation. These reflections are not intended to be formal pieces of writing, but are primarily designed to allow you to process your participant observation experiences and consider connections to course themes.

You will not have space in each reflection to describe all 3 hours of your observation in detail. Rather, you might choose to focus on overall impressions, a particular instance or example that sparked your thinking, or a question that arose during the day’s participant observation.

At least 4 of the 8 reflections should include a connection to a course reading. At the end of the semester, you will write a final reflection and evaluation on what you learned at your school placement (1-2 pages). You will submit one reflection journal that includes a connection to a course reading on Thursday, October 11 at 11:59 PM to receive feedback (worth 2 out of 15 points for the complete journal). The complete journal (8 reflections + final reflection) is due on Sunday, December 2 at 11:59 PM.

Additional notes:

- Be sure that each entry includes your reflections on what you observed. Avoid simply describing what happened in the classroom.

- Do not use the real names of students or teachers in your reflections. You may assign them a pseudonym, or simply use Student A, Student B, etc.

- The 4 reflections that connect to a course reading should include appropriate in-text citation of the reading. If you cite only course texts, you do not need to include a reference list.

- Submit your complete reflection journal as one document that includes all 8 reflections + final reflection. (Do not upload 9 different documents!)

- Your reflection journal will be evaluated based on: 1) inclusion of reflections (not just descriptions) and 2) appropriate connections to course readings.
Educational Studies 200: Analyzing Schools  
Professor Stefanie Wong

Writing Exercise 2: Vignette on Student Learning

Write a rich description of student learning from your classroom placement. It may focus on one or two students, or a small group, or the entire classroom. It may include learning interactions between the teacher and one or more students, or you and one or more students, or students interacting with one another.

Feel free to write part of your description in narrative and/or dialogue format. Consider the samples we analyzed in class as you write yours. Your goal is to write a description so that a reader can clearly envision what you observed in the classroom.

Choose your example carefully to ensure that it will allow you to demonstrate your knowledge about comparing different theories of learning in a future assignment. But in this exercise, write only a rich description. Do not include any interpretation and do not discuss any theories of learning (as this comes later, in Analysis Paper 2).

Important notes:
- This writing exercise should be 1-2 pages long (double spaced, 12 point font, 1 inch margins).
- Do not use the real names of students, teachers, or the school. Replace actual names with pseudonyms, or write “the school.”
- Avoid this common error: Some Ed 200 students have mistakenly written solely about the teacher, not the students. Remember that this exercise focuses on learning, which might happen independent of teaching.
- Writing Exercise 2 is due on Tuesday, September 25 at 11:59 PM.
Educational Studies 200: Analyzing Schools
Professor Stefanie Wong

Analysis Paper 2: Theories of Learning

In this Analysis Paper, you will explore the question: How would different theorists interpret an example of learning in your school classroom?

Part 1:
Note: This part does not count towards the page limit.
Write a rich description of student learning from your classroom placement. Choose your example carefully to ensure that it allows you to demonstrate your knowledge about several theories of learning. You can use the vignette you wrote for Writing Exercise 2, a revised version (incorporating comments from peer edits), or write a new vignette.

Part 2:
Select any THREE of the major theorists we have studied (Plato, Locke, Pavlov, Skinner, Piaget, Dewey, Vygotsky, and Bruner) who would AGREE that learning is taking place in your vignette. For each one:

   a) Accurately summarize each theory of learning.

   b) Explain how this particular theorist would interpret learning in your vignette. What would the theorist focus on or emphasize? Support your interpretation by drawing connections to specific details in your vignette.

Part 3:
Select ONE additional theorist who would NOT agree that learning is taking place in your vignette. Follow the same steps as in Part 2.

Please note:
Your essay will be evaluated on:
- Accurate and comprehensive summaries of each theorists’ views on learning.
- Your choice of the most appropriate theorists to discuss in parts 2 and 3. (Don’t overlook a particular theorist who would have been more appropriate.)
- Persuasiveness of your claims and evidence linking each theorist to your description.

The Analysis Paper (Parts 2 and 3) should be 2-3 pages long (double spaced, 12 point font, 1 inch margins).

All information required about the theories are included in the course readings. You should include any relevant in-text citations, but you do not need to include a reference list or bibliography if you only cite course readings.

You do not need to write an introduction or conclusion.

This assignment is due on Thursday, October 4 at 11:59 PM.
Educational Studies 200: Analyzing Schools, Spring 2018
Professor Stefanie Wong

Analysis Paper 3: Explaining Educational Inequality

You are a Trinity College intern who is working in the Hartford Public Schools district office. The superintendent, Dr. Leslie Torres-Rodriguez, and her staff want to better understand the educational research literature explaining educational inequality. She has enlisted your help with this task.

Your job is to write a memo about key works in the educational research literature on explaining educational inequality, and details how it specifically applies to schools in Hartford.

The central question for this memo is: According to the educational research literature, what are THREE reasons why inequality exists in schools?

For each reason:
1) Summarize what the educational literature says about this reason. You must cite at least one course reading in your response (one citation for each reason, three total citations in the paper).

2) Provide a concrete example, from a course reading, of what the inequality you described in #1 looks like in schools or classrooms.

3) Make a claim that states one of the following:
   • The explanation applies to your placement school and/or the Hartford region.
   • The explanation does not apply.
   • More evidence is needed to determine whether or not it applies.

4) Provide evidence to support the claim you made in #3, such as:
   • Your observations at your Ed 200 school placement
   • Your classmates’ observations at their Ed 200 school placements
   • Public data on school resources and educational outcomes
   • If you state that more evidence is needed, explain what evidence you would need, and what kind of research study you would design to obtain this evidence.

Your memo will be evaluated on these criteria:
• Does the author clearly articulate each reason for educational inequality, and provide an example?
• Does the author make an insightful argument on whether or not each explanation applies to their placement school and/or the Hartford region?
• Does the author persuasively support these arguments with appropriate evidence?
Evaluation Criteria for Curriculum Project Presentations, Educ 200, Trinity College, CT – Spring 2018

Trinity students will present their hypothetical curriculum projects (for no longer than 7 minutes). Evaluators will assess and rate the presentation, which forms 10% of the student's course grade. Students may include feedback in their final written drafts, which their instructor will evaluate.

Student name(s): 

Evaluator: 

1) Are the curriculum project objectives clear, appropriate, and justified by the local context and/or relevant curriculum standards?

2) Are the teaching and learning activities clear, creative, and appropriate for these objectives and context?

3) Do the assessment methods effectively evaluate whether students meet the objectives?

4) Does the project challenge inequality at any level: in the classroom and/or across society?

5) Is the presentation clear and well organized? [In the final draft, are all sources fully cited?]

6) Would this project work in a real classroom?

Rate this presentation:

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<th>8</th>
<th>9</th>
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<td>satisfactory</td>
<td>good</td>
<td>very good</td>
<td>exemplary</td>
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