

# Creative Collaborations



Welcome Center



Administration



Ahlfors Hall



Athletic Center



Campus Police



Harrington Learning Center

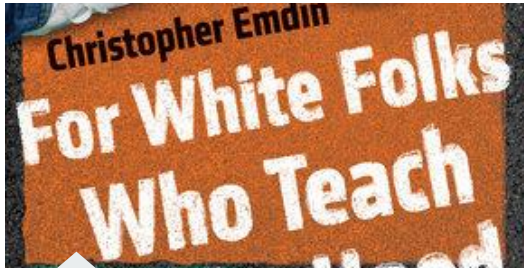


QuEST Center





# Overview



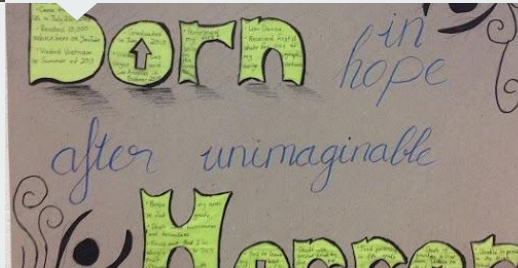
## Examples

Stories and samples from across the curriculum



## Context

Intellectual, pedagogical and institutional context of the Equity and Excellence Experience



## Process & Structure

How we accomplished our goals and what we intend to do next

# Context



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HARRINGTON  
LEARNING CENTER



# QUINSIGAMOND COMMUNITY COLLEGE



Amy Beaudry,  
Prof. of English



Carolyn Morse,  
Coord. of Library Serials  
& Electronic Resources



Gaelan Benway,  
Prof. of Sociology



Maureen Giacobbe,  
Coord. of Inst. Tech.  
& Assessment



*If integrative learning were a plant, it would be mint because its roots spread where you don't expect them, but you are always happy to see mint growing in your garden.*



## INSTITUTIONAL PROFILE



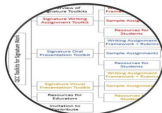
- Diverse urban community college
- 5,200 students on multiple campuses and online
- 40% of our students speak a second language at home

## PROJECT GOALS



- Embed best practices for growing faculty & staff expertise in integrative work
- Strengthen partnerships outside of Academic Affairs
- Amplify signature work in disciplines & programs

## INTEGRATIVE LEARNING ACCOMPLISHMENT



- Cross-functional and interdisciplinary teams of QCC faculty and professional staff crafted assignments and compiled resources for three "Signature Work" Toolkits: Writing Assignments, Oral Presentations, and Visual

## CHALLENGING OBSTACLES



- Scalability
- Declining budget
- Sustainability

## BEST PRACTICE (@ QCC) INTEGRATIVE LEARNING



- Enterprise is faculty & staff driven
- Digital templates for high enrollment, high transfer courses
- Curriculum mapping embedded into academic planning & review

## QUESTIONS FOR THE INSTITUTE



- How do others approach integrative learning & signature work in Gen. Ed. (oral presentations)?
- What are successful strategies for funding & sustaining collaboration (esp. with STEM)?
- How can we scale up and sustain integrative methods?



Successful Integrative Learning would be...

*...as ordinary, widespread, and delicious as mint!*





# What is the Equity and Excellence Experience?

1

E<sup>3</sup> is a yearlong collaborative venture into equity and inclusive excellence supported by the Center for Academic Excellence and by Student Success Funding

2

“When students see themselves in the curriculum they develop stronger relationships with both their teachers and peers—and with the content as well” (Emdin 2016)

3

“...the absence of a relationship that is rooted in shared culture impedes many students from reaching higher levels of academic rigor” (Emdin 2016)

4

Reality Pedagogy offers several concrete strategies to strengthen relationships – of educators to students and the community, and of students to educators, school and content

## Our Role Model

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Christopher Emdin, associate professor in the Department of Mathematics, Science and Technology at Teachers College, Columbia University.

He is the author of *For White Folks Who Teach in the Hood ... and the Rest of Y'all Too: Reality Pedagogy and Urban Education* (Beacon Press 2016).



Fig. 1. Christopher Emdin, Ph.D.

# Emdin's Nine "Cs"

1

Cogenerative Dialogues

2

Co-Teaching

3

Cosmopolitanism

4

Context

5

Content

6

Competition

7

"Clean"

8

Code-Switching

9

Curation

# Team Examples





A photograph of the Quinsigamond Community College campus. In the foreground, there is a large green lawn with a blue sign that reads "Quinsigamond Community College". In the background, there is a large, multi-story brick building with a central entrance. A blue banner hanging from the entrance reads "WELCOME". The sky is blue with some light clouds.

**Sabine Dupoux**

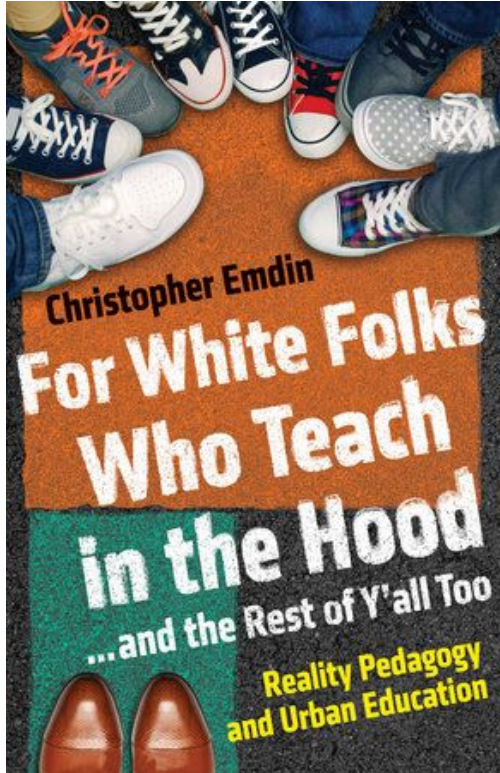
**Jason Kurland**

**Brenda Safford**

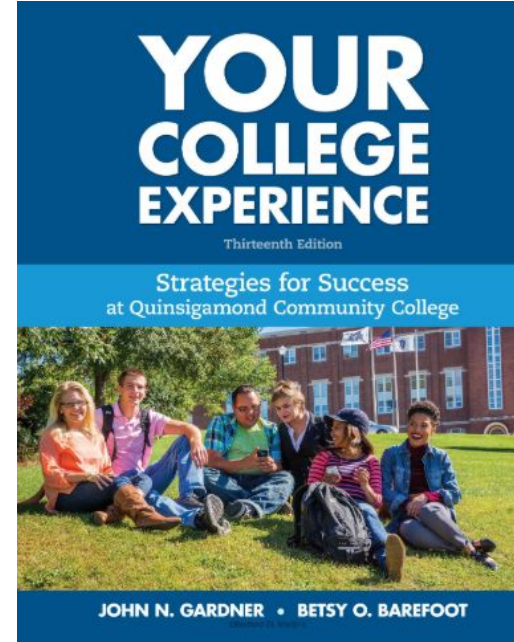
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**That's My Song!**

# Music in Context, Creating Community



- Favorite songs in personal and cultural context
- Skills
  - Interviewing
  - Oral Presentation
  - Writing
- Year 2
  - Growing team membership
  - Shared with other E3 participants via Google Drive
  - At least one other faculty member is using the assignment



**Kristie Proctor  
Terri Rodriguez**

-

**GTC 101: Life Design Lab**

The logo for Quinsigamond Community College is a blue rectangular sign with white text. The word "Quinsigamond" is written in a large, elegant serif font, and "Community College" is written in a smaller, simpler sans-serif font below it. The sign is positioned in the foreground, surrounded by several large, rounded green bushes on a grassy lawn. In the background, a large, multi-story brick building with many windows is visible under a blue sky with light clouds.

*Quinsigamond*  
Community College

# GTC 101: Life Design Lab

**Dr. Bill Johnson**

*"The Dream Dean"* UNC-Greensboro

## ***Design Your Life Catalyst Coaching***

**Trained:** May 2017

**Partnered:** Gateway to  
College

**Implemented:** Fall 2017

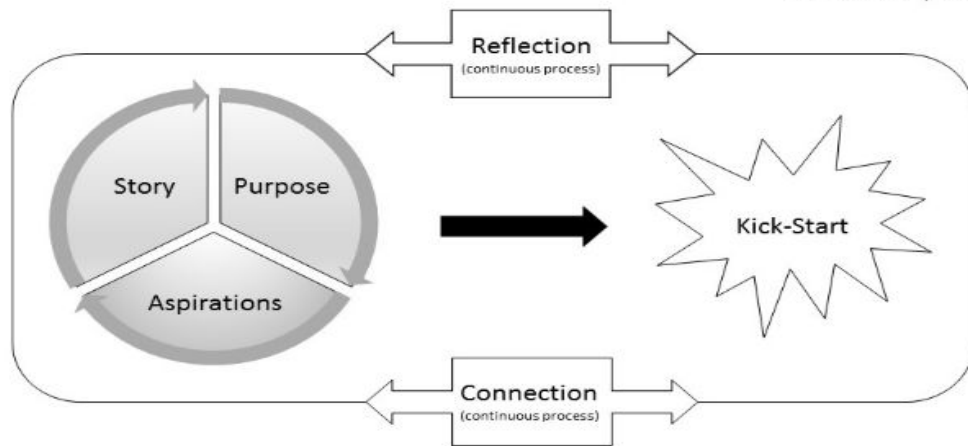
**Purpose:** HS Health Credit



## Design Your Life: It Starts with a SPARCK!

**Design Your Life**, which incorporates a more holistic view of one's life, engages students in a process where they feel empowered, passionate, energetic, and committed toward a life they desire – a life that represents who they are and where they want to go. In turn, they fully invest their best selves – their hearts, minds, bodies and spirit – in creating meaningful work and a life of significance.

*"If you don't know who you are and why you're here, how are you suppose to know where you're going?" – Bill Johnson*



### SPARCK Philosophy

**Story:** Who am I?

**Purpose:** What am I here to do?

**Aspirations:** Where do I want to go?

**Reflection:** How am I doing?

**Connection:** Who can I partner with?

**Kick-Start:** What will I do NOW?

### SPARCK Principles

Life Portfolio Design Process  
Engagement/Intrinsic Motivation  
Solutions-Focused Coaching  
Contemplative Practices  
Entrepreneurial Spirit

#### Week 1-4 STORY

- Personal Responsibility
- My Story
- Personality Type
- Poster Presentation

#### Week 5-7 PURPOSE

- Personal & Work Values
- Lollipop Moments
- Meaningful Work Statement
- Poster Presentation

#### Week 8-11 ASPIRATIONS

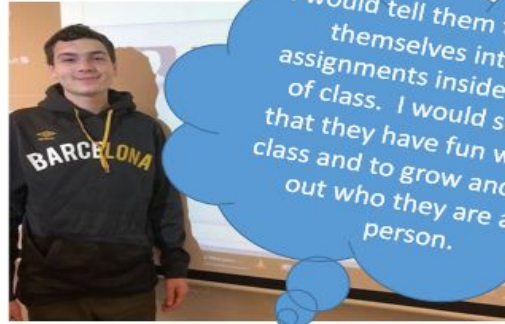
- Major & Career Exploration
- Desired Feelings and Dreams
- "I AM" Poem
- Poster Presentation

# Six-Word Memoir

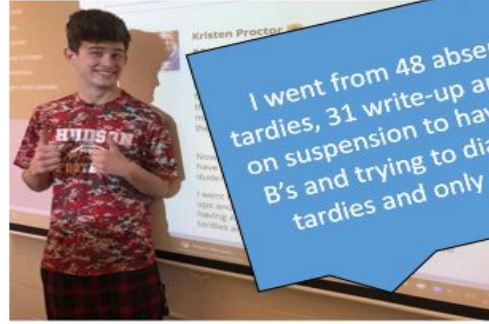
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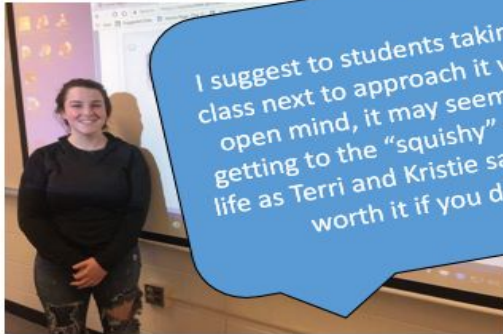
# Student Feedback



I would tell them to engage themselves into the assignments inside and out of class. I would suggest that they have fun with the class and to grow and figure out who they are as a person.



I went from 48 absences, 48 tardies, 31 write-up and a month on suspension to having A's and B's and trying to dial down the tardies and only absent 2x!



I suggest to students taking this class next to approach it with an open mind, it may seem scary getting to the "squishy" parts of life as Terri and Kristie say, but its worth it if you do!



...Don't be scared or nervous. And also don't hold anything back like don't be afraid to talk and speak your mind. But...don't be judgmental...YOU are the textbook so there are no wrong answers.

# Where Have You Been?

GALLERY WALK

**DEPRESSION ANXIETY**

**NO DAD**

**DARKNESS**

Trust is non-existent

- Extreme trust issues.
- Bullied about my looks
- Every friends I made did me dirty.
- Attempted Suicide 14 times
- Developed Abandonment Issues
- Struggle with finding confidence constantly

**CAN BE REPAIRED**

PTSD

**STAY STRONG**

A Father is ~~NOT~~ one who made you... its the one who raised you with unconditional love.

MOTIVATION IS KEY!

**+**

- Graduated sixth and eighth grade.
- Got accepted to Galway
- Gained independence all by myself.
- Started living with mom.
- Got my first job
- Home and Daughter relationships are better.
- Got my first job
- 222 with some 44

Rocky Nyko

**BY LIGHT**



**Déborah González**  
**Teresa Varriale González**

-  
**Raise Your Voice**

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# Raise Your Voice Project

Learning objectives:

1. Students will develop understanding of different methods for researching social movements and the ethical concerns they raise.
2. Students will analyze written and visual material as a source of data or interpretation.
3. Students will identify how social conditions, political opportunities, and media resources shape what types of activism are possible in a particular time and place.
4. Students will demonstrate ability to make an interesting and original argument informed by references to concrete cases.
5. Students will develop research, analytical and writing skills.



# The First Part of the Raise Your Voice Project

- Students will **investigate** the history of Puerto Rican social movements and write a brief summary.
- Search for a minimum of 4 **academic articles, books or book chapters**.
  - The books and articles should come from sociology and history of Puerto Rico.
- How has **technology** helped the subordinate movements to effectively move people to act?

Some of the **questions** students want to consider are:

- What does the literature say about Puerto Rican social movements and about breaking social norms?
- What is the on the ground evidence about how activists have worked to ensure the success of the movement?
- What role does identity play for the movement?
- How technology has been used to intimidate people?



# The Second Part of the Raise Your Voice Project

Students will visit the Institute for Economics and Peace website <http://economicsandpeace.org/>

a. Search for **Pillars of Peace** report:

<http://visionofhumanity.org/app/uploads/2017/04/Pillars-of-Peace-Report-IEP2.pdf> and write at least two paragraphs to:

- i. Explain how they can use the Pillars of Peace to **measure peace** in Puerto Rico
- ii. How they can use the Pillars of Peace to describe the **impact of technology** to activism, protest and dissent movements in Puerto Rico?

---

## Pillars of Peace

- Good relations with neighbours
- Low levels of corruption
- Acceptance of the rights of others
- Well functioning government
- Equitable distribution of resources
- Free flow of information
- Sound business environment
- High level of human capital





# Final Part of the Raise Your Voice Project

Students will first research the life of the current governor of Puerto Rico, Ricardo Antonio Rosselló Nevares, also known as Ricky Rosselló.

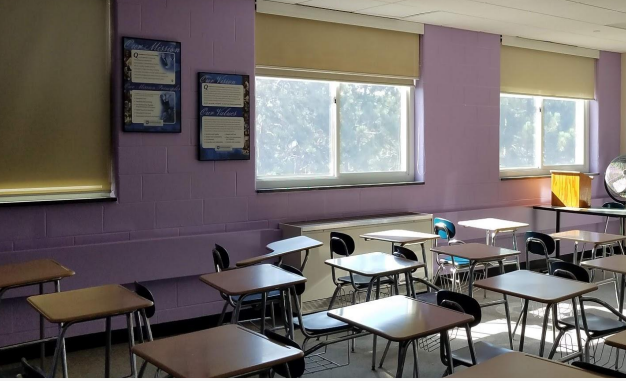
- Students will gather public opinion to develop ten questions to ask to the governor.

The first and second parts of the project are necessary for students to come up with the interview questions. They have to research social media, history books, newspaper articles and documentaries to generate good interview questions.

## Criteria for evaluation

Successful projects will:

- Answer the question(s) posed thoroughly
- Come up with ten informed interview questions
- Use the required number and kind of sources
- Support assertions well using sources
- Use proper citation of sources
- Be clearly written



**Selina Boria**



**Classroom**



**Makeovers**



**Gaelan Lee Benway  
Gilmarie Vongphakdy**

-

**Counter-Stories**

A blue rectangular sign with white text, set against a background of green bushes and a grassy lawn. The sign reads "Quinsigamond" in a large, stylized font, with "Community College" in a smaller font below it.

*Quinsigamond*  
Community College



# INSPIRATION FROM A STUDENT...

“It is difficult for people in general to see outside of the *right now* and look back at what they have experienced with a sense of pride that they have survived against the odds.”

## TURNING POINTS

“My brother helped me find my *why* in my life.”

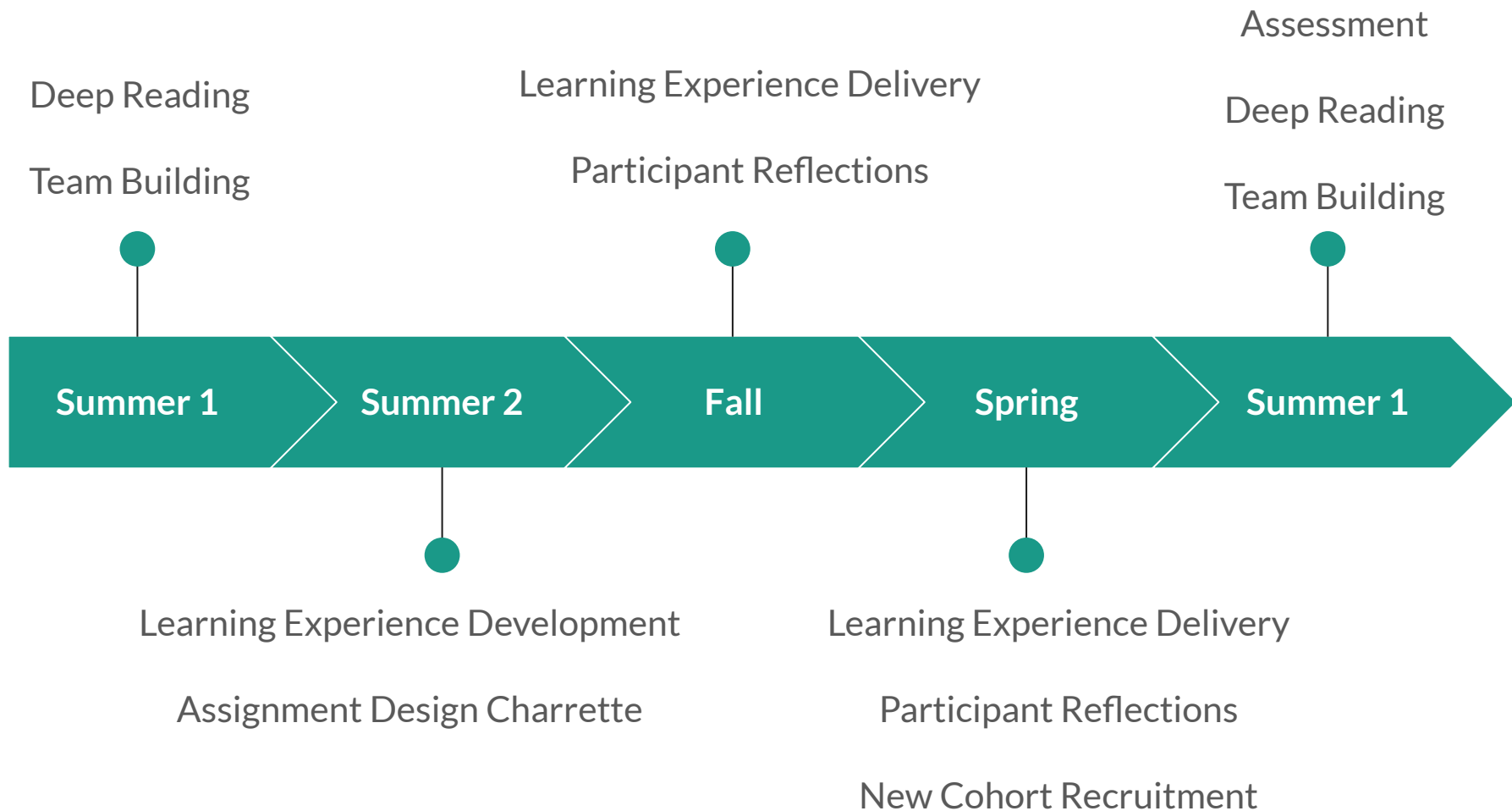
“You gotta do things yourself, you know, you gotta learn how to communicate with yourself.”

*I am grateful to you and your story for...*

“[Teaching me] that helping one person might not change the world but it could change the world for one person.”

# E<sup>3</sup> Group Process





# POTLUCK & CHARRETTE

## National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent



### Assignment-Design Charrette Process

This charrette allows each participant a 25-minute session

#### All Group Activity: Pre-Charrette Introduction Notes

See the prompts on the reverse of this page to decide how to introduce your assignment to your table mates.

In small groups, you will redesign an assignment for **Equity and Inclusive Excellence** where Reality Pedagogy and equity principles are central to the assignment and provide structured feedback on strengthening equity outcomes and assessment strategies.<sup>1</sup>

#### GROUP PROCESS (for each assignment)

##### Introduce assignment (5 min):

The presenter will provide a brief overview of the assignment (see handout) and address how the assignment relates/or can related to the equity and inclusive excellence outcomes.

*Listeners:* jot down thoughts and questions but please do not interrupt the presenter, let them have their full time. You may ask clarifying questions at the end of their introduction.

##### Discussion (15 min):

Listeners should imagine that they are students in this course and hearing about the assignment. Listeners respond to what they have heard, taking turns asking questions, sharing thoughts, feedback, etc. with one another. The purpose of the discussion is to help your colleague strengthen his or her assignment for equity and inclusive excellence so please be constructive and collegial. Allow each participant at the table the opportunity to contribute to the discussion. Discussion should address the questions on the feedback sheet.

*Presenters:* listen carefully and respond to the inquiries. Think about alignment between the learning outcomes, the assignment, and rubric, but also think creatively about possible solutions and outline actions steps for revision.

##### Feedback and Reflection (5 min):

*Roundtable colleagues (but not the presenter):* Based on the discussion, use the provided feedback form to give the presenter written feedback and suggestions on how to better align the assignment to equity and reality pedagogy.

# Institutional Structure



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## Compensation, Communication & Curation

- E<sup>3</sup> Street Team
- Working with supervisors
- Recognizing staff members
- Involving adjuncts
- Seeking inclusion and representation
- Social media presence
- Continuing members mentor new ones
- Participant Reflections
- Team Reflections
- Unique SLO
  - Individualized learning objectives
- Student artifact collection & evaluation
- Room aesthetics survey


# Student Learning Outcome

**Learners participate in the learning experience in ways that include their own culture or context and in particular display their own personal voice and agency with clarity and confidence.**

Possible learning experience **objectives** (these objectives can be adapted to accord with the learning / evaluation context):

- Use code-switching to demonstrate mastery of learning experience content.
- Co-teach learning experience content in own voice and with own materials.
- Share examples from own culture or context relevant to learning experience context.
- Reflect on the relationship of own lived experience to learning experience context.
- Imagine solutions to problems that include perspectives or methods particular to own culture or context.
- Apply learning experience goals, content or ideas to own context or culture.
- Offer targeted feedback (and propose solutions) about the learning experience with respect to equity and transparency.


# Blackboard SLO Assessment


Add Goal Set  Add Category

Course Student Learning Outcomes

Course\_Design

Early\_Childhood

General Education Student Learning Outcomes 

Equity & Excellence Experience 


General Education Outcomes

Multi-State Collaborative Assessment

Oral Presentation

Goals for: **General Education Student Learning Outcomes** | **Equity & Excellence Experience**

Add Goal

E3SLO\_EQUITY - Learners participate in the learning experience in ways that include their own culture or context and in particular display their own personal voice and agency with clarity and confidence. 



## Major Writing Assignment #4

### Active Goals

Actions	ID	Goal	Goal Set Name	Category
 	E3SLO_EQUITY	Learners participate in the learning experience in ways that include their own culture or context and in particular display their own personal voice and agency with clarity and confidence.	General Education Student Learning Outcomes	Equity & Excellence Experience



# Thank you!

## Questions?

The logo for Quinsigamond Community College, featuring the name in a serif font with "Community College" in a smaller font below it, all within a blue rectangular border.

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# QORE@qcc.mass.edu