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
Successful Integrative Learning would be...

...as ordinary, widespread, and delicious as mint!
What is the Equity and Excellence Experience?

1. E^3 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

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).
Sabine Dupoux
Jason Kurland
Brenda Safford
- 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
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 a 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 supposed 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

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<th>Week 1-4</th>
<th>Week 5-7</th>
<th>Week 8-11</th>
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<tbody>
<tr>
<td><strong>STORY</strong></td>
<td><strong>PURPOSE</strong></td>
<td><strong>ASPIRATIONS</strong></td>
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</table>
| - Personal Responsibility  
- My Story  
- Personality Type  
- Poster Presentation | - Personal & Work Values  
- Lollipop Moments  
- Meaningful Work Statement  
- Poster Presentation | - Major & Career Exploration  
- Desired Feelings and Dreams  
- “I AM” Poem  
- Poster Presentation |
For sale: baby shoes, never worn.
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 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!

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!

...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
Déborah González
Teresa Varriale González
-
Raise Your Voice
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/](http://economicsandpeace.org/)

   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
“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.”

“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.”

“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.”
E³ Group Process
POTLUCK & CHARRETTE
Institutional Structure
Compensation, Communication & Curation

- E³ 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

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

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<th>Goal</th>
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Thank you!

Questions?

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