

CREATIVE COLLABORATIONS: EQUITY AND EXCELLENCE IN CLASSROOMS AND BEYOND

ALL COLLEGE FORUM
MARCH 5, 2019

THE EQUITY AND EXCELLENCE EXPERIENCE (E3) IS A YEARLONG COLLABORATIVE VENTURE INTO EQUITY AND INCLUSIVE EXCELLENCE SUPPORTED BY THE CENTER FOR ACADEMIC EXCELLENCE AND BY STUDENT SUCCESS FUNDING

“THE ABSENCE OF A RELATIONSHIP THAT IS ROOTED IN SHARED CULTURE IMPEDES MANY STUDENTS FROM REACHING HIGHER LEVELS OF ACADEMIC RIGOR” (EMDIN 2016)

“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)

OUR ROLE MODEL IS 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.



REALITY PEDAGOGY...

...OFFERS SEVERAL CONCRETE STRATEGIES TO STRENGTHEN RELATIONSHIPS – OF EDUCATORS TO STUDENTS AND THE COMMUNITY, AND OF STUDENTS TO EDUCATORS, SCHOOL AND CONTENT

THE SEVEN CS

- COGENERATIVE DIALOGUES
- COTEACHING
- COSMOPOLITANISM
- CONTEXT
- CONTENT
- COMPETITION
- CURATION

PROCESS

OUR GUIDING TEXT

REALITY PEDAGOGY

TEAM-BUILDING

SUMMER WORK

FALL IMPLEMENTATION

SPRING IMPLEMENTATION

SPRING SHOWCASE

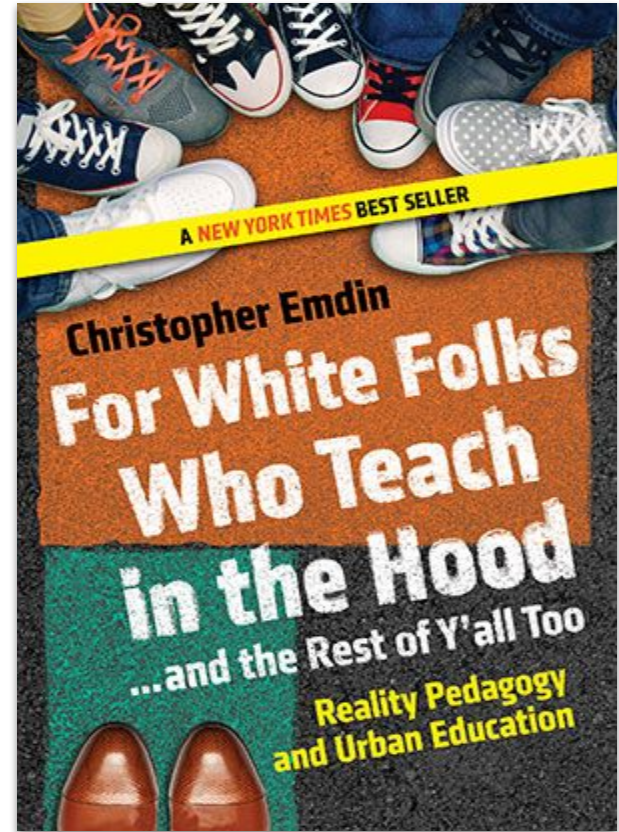


Figure 2. Emdin Book Cover

LOOKING FORWARD

SPRING IMPLEMENTATION

ASSESSMENT

TEAMS

STUDENTS

SEEKING FUNDING FOR NEW COHORT

STUDENT SHOWCASE

TUESDAY, APRIL 23RD, HLC 109 A & B



QUESTIONS?

QORE@QCC.MASS.EDU

E3 STREET TEAM: QORE (AMY BEAUDRY, GAELAN BENWAY, MAUREEN GIACOBBE AND TIGER SWAN) PLUS SELINA BORIA, KEN DWYER, SHARON MARINI, BRENDA SAFFORD AND BYRON THOMAS

TEAMS SHARE THEIR

EQUITY AND EXCELLENCE EXPERIENCES

SABINE DUPOUX
BRENDA SAFFORD

-

WHAT'S IN A FAVORITE SONG?

GAELAN LEE BENWAY
GILMARIE VONGPHAKDY
-
STORYTELLING

TURNING POINTS

Four-stage assignment

Benefits of storytelling

Counter-stories and resistance

Multi-directional reflection

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.”

STORIES

Emdin:

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

Co-teaching

Context

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

Curation

“Life is not cheap.”

“You are not alone.”

REFLECTIONS

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.”

“Inspiring me not to give up.”

“[Showing me] how you decided to stick with your passion and not change your major.”

Spring goals:

Modeling

Cross-sectional theme
selection and
performances

MAUREEN GIACOBBE

KRISTIE PROCTOR

TERRI RODRIGUEZ

-

WHERE HAVE YOU BEEN?

GTC 101: LIFE DESIGN LAB

Dr. Bill Johnson

“The Dream Dean” UNC-Greensboro

Design Your Life Catalyst Coaching

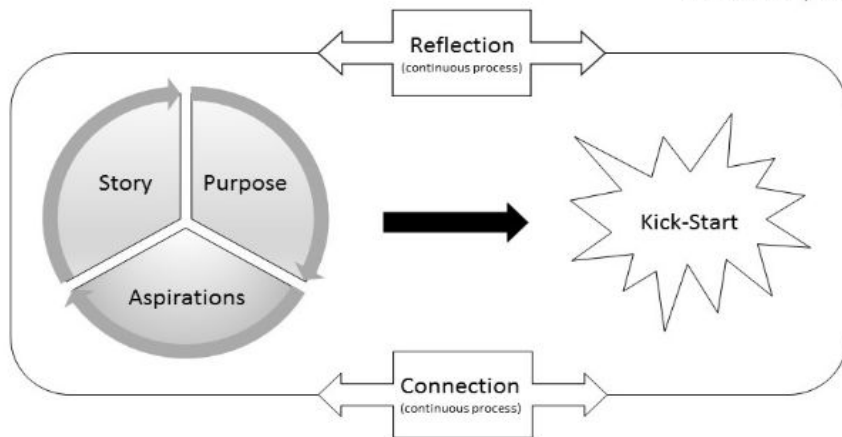
Trained: May 2017
Partnered: GTC
Implemented: Fall 2017
Purpose: HS Health Credit



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 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

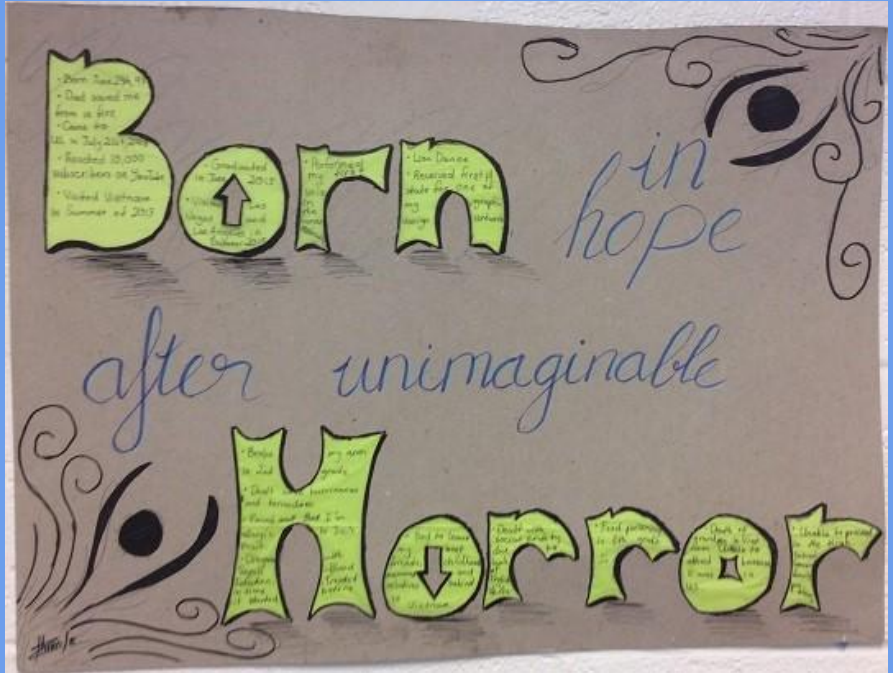
Week 1-4 STORY	Week 5-7 PURPOSE	Week 8-11 ASPIRATIONS
<ul style="list-style-type: none"> ● Personal Responsibility ● My Story ● Personality Type ● Poster Presentation 	<ul style="list-style-type: none"> ● Personal & Work Values ● Lollipop Moments ● Meaningful Work Statement ● Poster Presentation 	<ul style="list-style-type: none"> ● Major & Career Exploration ● Desired Feelings and Dreams ● "I AM" Poem ● Poster Presentation

SIX WORD MOTTO

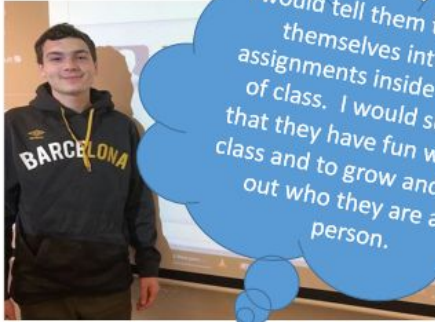


WHERE HAVE
YOU BEEN?

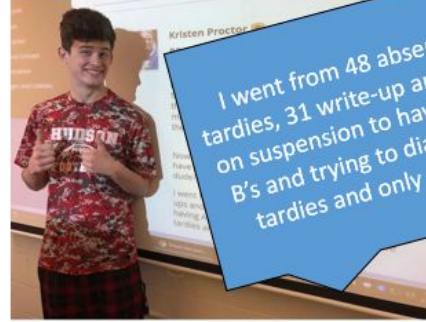
GALLERY WALK



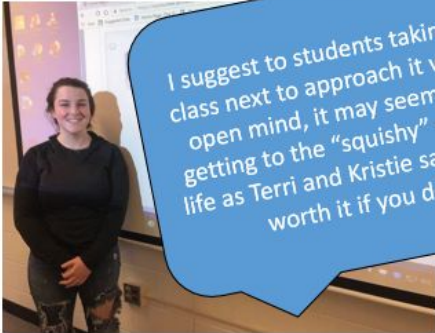
STUDENT FEEDBACK



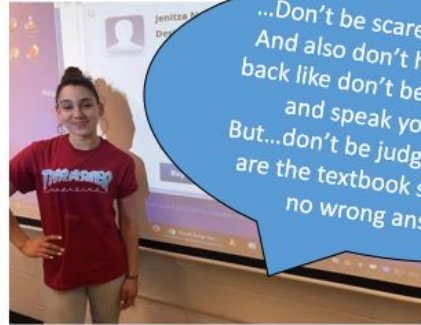
I would tell them to engage themselves into the assignments inside and out of class. I would suggest that they have fun with the class and to grow and figure out who they are as a person.



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.