

A Living Laboratory: Activity Template

We are creating a cross-disciplinary collection of teaching activities that use the best practice approaches fostered in the “Living Lab”: adoption of City Tech’s General Education Student Learning Outcomes, George Kuh’s High Impact Educational Practices, place-based learning, open digital pedagogy (the OpenLab), and formal assessment methods.

Share your best practices with your colleagues! Use this form to record a favorite activity; an activity can be as small as an in-class exercise or as large as a semester-long project. Your description can be short or extensive – take as much space as you need.

Activity Title:	Telling My Story...Why it Matters
Your Name:	Stephanie Boyle
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Course:	Hist 1103
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Activity Description:

Provide a brief description of the activity.

This project will be ongoing, but will be graded at the end of the semester. Students will be expected to post ten times on the course tumblr site. Their work will be identified by #sboylehist1103F14 (example). In this project, students will use social media and their phone to post ten pictures about themselves over the course of their lives. Three pictures from their past that tells us where they came from. Three pictures from their present that tells us about them today and three pictures of Brooklyn to get them to connect with the place that they study. All of the pictures must be their own and/or taken by them. Under each photo, the students will write a brief description of the photo and how it relates to the three larger questions. Who are you? Why are you at City Tech? Where are you going?

Learning Goals:

What do you aim to achieve with this activity?

The learning goals of this assignment is to get students to understand and create a memoir. Memoirs are an important type of primary source that historians use to craft history. A secondary goal is to get students to think about how the present themselves on the internet and encourage them to understand how personal documentation can be used and represented over time.

Timing:

At what point in the lesson or semester to you use this activity? How much classroom time do you devote to it? How much out-of-class time is expected?

Students will be expected to be to work on it progressively over the course of the semester.

Logistics:

What preparation is needed for this activity? What instructions do you give students?

Students will read a selection that discusses creating and critiquing primary sources. Students will also see an example of what a successful post will look like.

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Students will also be given the instructions to upload the materials and there will be a continuing discussion of the project throughout the semester.

General Education SLOs:

Which of City Tech's [General Education Student Learning Outcomes](#) does this activity address?

1. Communicate in a diverse setting and group, using written and visual means
2. Demonstrate expanded cultural and global awareness and sensitivity

High Impact Educational Practices:

Which of [George Kuh's High Impact Educational Practices](#) does this activity incorporate? Does it use the [OpenLab](#) for [open digital pedagogy](#)? Does it include [place-based learning](#)? Choose all that apply and/or add your own.

George Kuh's High Impact Educational Practices:

- | | |
|---|--|
| <input type="checkbox"/> First-year seminars and experiences | <input type="checkbox"/> Common intellectual experiences (core curriculum) |
| <input type="checkbox"/> Learning communities | <input type="checkbox"/> Writing-intensive courses |
| <input checked="" type="checkbox"/> Collaborative assignments and projects | <input type="checkbox"/> Undergraduate research |
| <input type="checkbox"/> Diversity and global learning ("difficult differences") | <input type="checkbox"/> Service- or community-based learning |
| <input type="checkbox"/> Internships | <input type="checkbox"/> Capstone courses and projects |

X Open Digital Pedagogy (the OpenLab)

X Place-Based Learning

Other (please describe):

Assessment:

How do you assess this activity? What assessment measures do you use? Do you include your evaluation in grade calculations?

The students will be assessed at the end of the semester after they have completed the whole assignment. Throughout the semester, they will have the opportunity to remove/edit their points.

Reflection:

How has this assignment impacted your teaching? What challenges did you encounter and how did you address them? What feedback did students provide? How would you imagine this activity being used in different disciplines?

I have offered this assignment as an extra credit assignment this semester. We initially attempted to do the assignment on my OpenLab blog. It didn't go as planned because visually what the student produces wasn't very appealing. In fact, it was the student's suggestion to move it tumblr and make it a class collage. I think that the collage model will produce an interesting archive that will be linked to my OpenLab account. It will create a running record and archive of students who have taken this course with me.

Additional Information:

Please share any additional comments and further documentation of the activity - e.g. assignment instructions, rubrics, examples of student work, etc. These could be in the form of PDF or Word files, links to posts or files on the OpenLab, etc.

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