A Living Laboratory: Activity Template

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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:	The Power of Power Distribution
Your Name:	Miguel Valderrama
Department:	Entertainment Technology
Course:	ENT 1103 – Basic electricity for Live Entertainment
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Activity Description:
Provide a brief description of the activity.

Following a lecture on Power Distribution systems used in live entertainment professor and students will dissect four standard models of systems found in real life practices in the New York City Area. Videos and pictures previously developed for the purpose of the class will be post on the Open Lab site of the class and shown to the students during the class for deep analysis. Once the students have seen the components of the different systems and clearly identify them they will team up to work in the proposal of a particular component variation of one of the systems previously assigned by the professor. Students from a team will select a particular component of the assigned system and through web research will proposed a device (an actual product) that will be capable of work with the system's requirements. Students must explain why that particular device was selected and describe its particular technical capabilities. A PDF file report should be post on Open Lab for each team containing each of the member's device proposals and links to their sources.

Learning Goals:
What do you aim to achieve with this activity?

After the assignment is developed and presented students members of a team should be able to understand the importance of the close relation between the different components of a Power Distribution System for Live Entertainment. Electrical systems need to be design and handle following strict operational rules in order to make them work well and safe. Students should then make themselves aware of the importance of communicating their roles according to technical language standards within a professional environment. Using real life examples Students will be also able to realize and evaluate the capacity and limits of systems of different sizes and purposes. Exposing their choices and judgment on a virtual platform like Open Lab will allow other students to evaluate other team proposals and compare them to their particular system. Students will hopefully see and clarify different system capabilities.

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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?

There are a total of two projects during the semester one that is developed during the first part of the semester and the one been proposed meant to be carried on during the second part. The lecture on Power distribution systems is giving during week 10. The project should be given as an assignment related to that particular class; after the lecture the team members are assigned to the different systems and teams can use the last 15 minutes of the class for logistic preparation. The work should be developed during and outside class time, an estimate of three hours devoted to an in person meeting of the team outside class and few more for web research need to be contemplated for the construction of the report. On the following class the presentations should not take more than 15 minutes per team. A 15 minutes quiz will be given at the beginning of the next class after the presentations. The topic and project should be cover in three sessions (weeks).

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

The entire project will be post on the Open Lab site of the Class. A series of videos, pictures and graphics of the system's examples will be post for the student to see and get familiarized with. Instructions and deadlines will be clearly stated on an assignment sheet. Time from the class will be taken to assign and assemble the teams. Time from class will be also used to set up a meeting during the following days to explore research contents from each one of the team members. By the beginning of the next class a report must be posted on Open Lab.

General Education SLOs:
Which of City Tech's General Education Student Learning Outcomes does this activity address?

1. Intense communication skills. Students will use writing oral and graphic means to deliver knowledge

2. Taking advantage of the great amount of activity offer by NYC's entertainment business. Students will base their observations in real life examples.

3. Students will propose a design of a system where creativity following technical requirements is encouraged.

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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:

☐ *First-year seminars and experiences*

☐ *Learning communities*

[x] *Collaborative assignments and projects*

☐ *Diversity and global learning ("difficult differences")*

☐ *Internships*

[X] *Common intellectual experiences (core curriculum)*

☐ *Writing-intensive courses*

☐ *Undergraduate research*

☐ *Service- or community-based learning*

☐ *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?

A Total grade will be composed of:

- Report [50%], where writing skills and good web research practices will be evaluated. Choices are based on technical information found online by product manufactures.
- Presentation [25%], Oral and communicational skills will be evaluated individualy. The use of graphic aids will also be taking in account
- Quiz [25%], knowledge retention also been graded individually

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?

This assignment is a proposal and it hasn't been implemented before. I have been teaching this class for five semesters and I consider now a good time for me to suggest a new assignment. A former project was translated to another class this semester leaving the space for a new proposal to be implemented. This is a perfect place to implement HIEP in my class.

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.