

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:	Presentation of Jazz Concert
Your Name:	Daniel Blake
Department:	Humanities
Course:	Jazz History (MUS 2206)
Email:	Dblake2881@gmail.com

Activity Description:

Provide a brief description of the activity.

Each student will attend one jazz concert during the semester. The assignment will be in three parts. A) working in small groups of 3-4, each group will select a concert to attend together. B) Each group member will select and post a unique entry on Open Lab about the venue and a link to the artist they chose, and C) Each group member will prepare a unique oral presentation either before or after the concert (depending on the date of the chosen concert) and a written report due at the end of the semester.

Learning Goals:

What do you aim to achieve with this activity?

Students gain a greater awareness of the New York jazz scene through researching a variety of media, artists, and other sources (see handout). Students will have the chance to develop oral presentations in small groups and be critiqued by their peers who had the same concert experience, thus redressing possible hesitance to public speaking. They will also be encouraged to seek out and speak with the artists, emphasizing “place-based learning” component.

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?

The assignment is ongoing throughout the semester. Groups are assembled in the first week of class, and 10-15 minutes of group time will be devoted to researching venues and concerts for weeks 2, 3, and 4. Presentation dates will be assigned in week 5, and group time will be given one last time for students to work on oral presentations. Presentations will take place from weeks 6-14, with one group presenting as individuals each week. Concert attendance can happen at any point in the semester, up to one week before the last class.

A Living Laboratory: Activity Template

Logistics:

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

Students are given a handout listing criteria for venue research, blog posts, and general guidelines for groupwork. Students must agree amongst themselves on a concert to attend based on affordability, location, and interest in the artist. The Open Lab blog entries will be offered to the City Tech community as a class “event listing”, a segment of the New York jazz scene as chosen by students of the Jazz History course.

General Education SLOs:

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

Communication, Community/Civic Engagement, Information Literacies

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"/> <i>First-year seminars and experiences</i> | <input type="checkbox"/> <i>Common intellectual experiences (core curriculum)</i> |
| <input type="checkbox"/> <i>Learning communities</i> | <input type="checkbox"/> <i>Writing-intensive courses</i> |
| <input checked="" type="checkbox"/> <i>Collaborative assignments and projects</i> | <input type="checkbox"/> <i>Undergraduate research</i> |
| <input type="checkbox"/> <i>Diversity and global learning (“difficult differences”)</i> | <input type="checkbox"/> <i>Service- or community-based learning</i> |
| <input type="checkbox"/> <i>Internships</i> | <input type="checkbox"/> <i>Capstone courses and projects</i> |
| <input type="checkbox"/> Open Digital Pedagogy (the OpenLab) | <input checked="" type="checkbox"/> 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 evaluation is based on the criteria listed in the handout.

Assignment factors into the final grade as follows:

Blog post: 10%

Oral presentation: 10%

Written concert report: 20%

A Living Laboratory: Activity Template

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?

The assignment has helped me think seriously about group work as a pedagogically important. Incorporating a blog component through Open Lab has helped me to integrate student use of technology into the classroom and to develop greater engagement in the jazz community as a living tradition, a value I try to espouse throughout the semester.

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.

Student handout: https://openlab.citytech.cuny.edu/?get_group_doc=4329/1431451384-LivingLabGroupwork.pdf