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:	Tetris Perspectives
Your Name:	Damien Duchamp
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Course:	Parks & Recreation
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Activity Description:

Provide a brief description of the activity.

Over 3-4 visits to parks in NYC, students will work in teams to capture photographs of familiar monuments. They will do so with other elements represented, and from different perspectives (location, background). Each team will be assigned a monument to research, and each student will be responsible for taking their own individual pictures and creating captions to be posted on Open Lab. The collection of pictures will be later cropped as Tetris pieces and displayed for others to appreciate.

Learning Goals:

What do you aim to achieve with this activity?

1. Students will attempt to see the world in a different way than usual, giving them a different perspective. (Gen. Ed; Inquiry/Analysis, Integrate Learning)
2. Students will learn to work with others that may have a different view. (Gen. Ed; Professional/Personal Development, Global/Multicultural Orientation)
3. Students will come to appreciate the perspective of visitors who may not be familiar with the open air space. (Gen. Ed; Global/Multicultural Orientation)

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?

Three or four times throughout the semester as part of field trip activities. We will spend up to 1.5 hours at each location. A portion of that time (15-20 minutes) will be dedicated to taking pictures and reflecting on the impact a monument can have on different people.

Logistics:

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

- As the professor, I need to file proper paperwork and scout the location for feasibility.
- I will instruct students that they need a camera (most will have a smart phone with one), and if not they need to work teammates.
- Each student will be assigned a team, and each team will be assigned a perspective; N, NE, E, SE, etc.
- After each field trip, each students is responsible for posting their picture to Open Lab along with a caption.
- As a team, students must collaborate to assemble the photographs in exhibition style using Tetris pieces as inspiration (each
- I would like to work with either our department, the art department or perhaps the library to find a way to display the work of our students.
- Following each field trip, students will be asked to reflect on their experience.
- As part of the final presentation students will be asked to speak on how it felt to look at their monuments through the eyes of others.

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General Education SLOs:

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

1. Lifelong Learning
2. Inquiry/Analysis
3. Integrate Learning
4. Professional/Personal Development
5. Global/Multicultural Education

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*
- ***Collaborative assignments and projects***
- ***Diversity and global learning ("difficult differences")***
- *Internships*
- ***Open Digital Pedagogy (the OpenLab)***
- ***Common intellectual experiences (core curriculum)***
- *Writing-intensive courses*
- *Undergraduate research*
- *Service- or community-based learning*
- *Capstone courses and projects*
- **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?

40% of the class grade is based on projects. 10% of that will be dedicated to the Tetris Perspectives project.

1. *Each student is responsible for a photo deliverable*
2. *There is an individual component and a team component*

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 enjoyed thinking in a more abstract way. I think it was helpful to 'test out' the ideas I had related to this activity by asking students to take pictures of monuments. I like the process of stepping back and realizing the implications of what we do. Sometimes it is backwards, that we try to fit what we're already doing into outcomes – but that's not how it's supposed to be. In this activity I was able to build a true activity with the intention of achieving certain outcomes. I knew I wanted to work on 'differences' and how it's important for tourism professionals to appreciate where people are coming from, and this concept emerged thanks to a Fellows activity. Students felt like they needed more direction, and as such I have built in more directions for the future. I could certainly see this activity being done in photography, psychology, architecture classes.

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.

Most of the instructions are provided above. Students will be graded on submitting pictures to Open Lab (20%), their ability to post on time (10%), their ability to follow directions (10%), the creation of an original caption (20%), their sharing in class of what they experienced (10%), their final presentation with team (20%), and there will be an overall team grade which they will share with other teammates (10%).

Students will submitting their final work after our Fellows presentations to Open Lab, and I will aim to let everyone know where to look.