

Oswego Middle School
EDU 525: Creating Collaborative Spaces for Learning
SUNY Oswego PROJECT SMART 2017-18
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OVERVIEW

This course will focus on creating collaborative spaces for learning to support academic as well as real world success, particularly in high need schools. Course components will include implementing mindfulness practices in teacher planning, instruction, curriculum, and assessment in order to promote self and social awareness; learning and practicing effective communication skills; designing **collaborative** spaces (physical, emotional, social, cognitive, academic); and understanding and facilitating change to create **knowledge** and promote **reflection, authentic learning and social justice**. The SUNY Oswego School of Education Conceptual Framework is embedded in all aspects of this course.

COURSE OBJECTIVES

1. Examine research related to communication, collaboration and change, and draw implications for one's own teaching and student learning.
2. Experience practices that create collaborative spaces for learning, and reflect on the impact of those practices on teaching and learning, including academic, cognitive, social, physical and emotional development both in and outside of the classroom and school setting.
3. Choose a path for deeper exploration by examining one field of study, curricular program or instructional practice (e.g., Calm Classroom; Non-Violent Communication; Restorative Justice; flexible seating; deep listening; Trauma-sensitive teaching; Reading/writing workshop; behavior management, parent and community engagement, Responsive Classroom).
4. Collect/analyze and report data on impacts of this project on teaching and learning.

COURSE REQUIREMENTS

- Complete an **action plan** that specifies a research question, data collection methods that will address the question, and a timeline for completing each action step.
- Complete a **final report** reflecting teacher and student learning outcomes.
- Prepare and conduct a brief, interactive **professional development presentation** of your findings.
- **Attendance and participation** (40 hours including class time and independent work time)

COURSE TOPICS

1. Embodied Learning--- This topic includes but is not limited to: Connecting physical sensations, emotions, and thoughts without judgment to promote self-awareness. Who am I? What are my tendencies? How do I show up/present myself? What is my body teaching me? How do I behave in a group? What literacy practices support embodied learning?

2. Communication—This topic includes but is not limited to: Awareness of patterns of communication; Observing my patterns; Communicating my needs; Listening deeply to others; negotiating conflict; the power of empathy; expressing gratitude, appreciation, compassion, forgiveness, advocacy. Practices—rotating chair; resonant listening, dialogue circles... Non-violent Communication. What literacy practices intentionally support effective communication?

3. Collaboration spaces—This topic includes but is not limited to: Physical spaces that support collaboration in and out of schools; creating supportive emotional spaces; engaging in social spaces (citizenship, local-global), collaborating intentionally to support academic learning (cooperative learning, teaming, co-teaching, circles of support), parent and community engagement.

4. Change--This topic includes but is not limited to: Supporting ourselves and each other through change. Examining the nature of change (personally, interpersonally, organizationally, social change, change related to trauma). Teacher and student self-care and well-being; focusing on self while focusing on others; Compassion or-co-dependence; Addictive behaviors; Resilience, flexibility, Educators as change agents, Pros and cons of and various types of risk taking. Education Reform.

TEXTS/MATERIALS

1. **Journal.** This will be a multi-purpose “container” for writing. We will use the journal as a place for on-going data collection, reflections on what you are observing and learning as you implement action research project activities, and analysis of data throughout the year. We will also use this journal for in-class writing, reflecting, and reader responses, so **please bring it each time we meet and be prepared to share entries.**
2. Our **Anchor Text-** *Flying Lessons and Other Stories*-by Ellen Oh. How does looking at “story” add to our understanding of mindfulness and SEL?
3. **Related Readings-** Self-selected readings on mindfulness and course topics from the Project Smart website (www.oswego.edu/prosmart)

ASSESSMENTS (complete all for course credit)

1. **Action Plan**
2. **Journal: Reader Responses to *Flying Lessons*, self-selected readings, project notes, reflections, class notes**
3. **Final Report: Highlight 2-4 findings that can be supported with your data.**
4. **Interactive Presentation**
5. **Teacher Log of 40 hours**
6. **Attendance and Participation- one absence limit**

OSWEGO MIDDLE SCHOOL
Project Smart 2017-18
SCHEDULE OF CLASSES
Thursday 3-5pm OMS Library
Feel free to bring drinks & snacks.

DATES	TOPICS	ASSIGNMENTS
September 21st	Mindful Moment Intros. Syllabus. Forms. Action Research Overview	Read/reflect in journal on “Foreword” and “How to Transform...” by Matt de la Pena Read and reflect on article provided.
October 19 th	Mindful Moment Alok Kumar, guest speaker Reader Response (2) Data Collection Methods: Observation, Interview, Survey, etc	Read/reflect on “The Difficult Path” by Grace Lin and one self-selected piece
November 30 th	Mindful Moment Responsive Classroom (tentative)	Read/reflect on “Sol Painting, Inc.” by Meg Medina
December 14 th	Mindful Moment Reader Response (2) Data Collection, Analysis, Interpretation, Action Steps	Action Plan Due Today Read/reflect on “Secret Samantha” by Tim Federle
January 18 th	Mindful Moment Reader Response Data Share: Supporting a Finding with Data	Read/reflect on “The Beans and Rice Chronicles...” by Kelly J. Baptist and one self- selected piece
February 15 th	Mindful Moment Reader Response (2)	Read/reflect on “Choctaw Bigfoot...” by Tim Tingle
March 22 nd	Mindful Moment Reader Response	Read/reflect on “Main Street” by Jacqueline Woodson and one self-selected piece

	Data Share: Supporting a Finding with Data	
April 19 th	Mindful Moment Reader Response (2) Data Analysis and Reporting	Read/reflect on "Flying Lessons" by Soman Chainani
May 17 th	Mindful Moment Reader Response	FINAL REPORT DUE Read/reflect on "Seventy-six dollars..." by Kwame Alexander and/or "Sometimes a Dream..." by Walter Dean Myers
June 7 th	Mindful Moment Presentations of Findings	Presentation Due today Teacher 40-hour Log due today