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HHD 1029: Developmental Practicum Seminar 2
Spring 2023
Mondays 1-3:30 pm
Location: 5200 Posvar

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INSTRUCTOR: Dr. Bridget Kiger Lee
EMAIL: kigerlee@pitt.edu
OFFICE HOURS: By appointment

Take Care of Yourself

It may seem strange to start with this, but I strongly believe we can learn best when we are well enough to do so. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep (not just enough to survive, but thrive!), and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website. If you or someone you know is feeling suicidal, call someone immediately, day or night:

Suicide and Crisis Hotline: 988
University Counseling Center (UCC): 412 648-7930
University Counseling Center Mental Health Crisis Response: 412-648-7930 x1
Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)
If the situation is life threatening, call the Police:
On-campus: Pitt Police: 412-268-2121
Off-campus: 911

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COURSE PURPOSE & OBJECTIVES

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This course extends understanding, integration, and application of developmental theories, research, and practice skills and experience related to children and families. Topics include identifying opportunities for learning in the internship site (or other space), using developmentally informed approaches to facilitating workshops related to the opportunity, applying learning theory in various settings, and creating an

evaluation/assessment of the workshop.

COURSE OBJECTIVES

1. Students will learn workshop design and facilitation skills based on developmental and learning theories and active learning strategies.
2. Students will notice a potential area of learning at their internship site and/or other placement.
3. Students will create a workshop based on a potential area of learning that is driven by a pedagogical objective, informed by developmental understanding, and facilitated using active learning strategies.
4. Students will design an evaluation of the experience.
5. Students will produce a flier or infographic to advertise/summarize the workshop experience.
6. Students will consider various constituents for the workshop and modify the offering based on developmental and learning theories.

COURSE FORMAT

This course will be offered in person. The Instructor will attempt to be very clear about how to engage with your peers, your instructor, and the course material. This will include synchronous online learning through Canvas and Zoom and asynchronous learning through Canvas, Perusall, and Zoom as well as in person classes (per university direction). Each course meeting will be a combination of lecture, seminar-style, and active learning. Seminar-style includes whole and small group discussions, individual and small group activities, and individual reflection on content and learning. Additionally, the course incorporates online components through the use of Canvas. You need to engage with class material each week and be prepared to discuss assigned reading and activities. Please let the Instructor know if you are having difficulty accessing course material, connecting with peers, and/or connecting with the Instructor. Every effort will be made to accommodate any reasonable request.

COURSE TEXTS

Students should purchase the book Dawon, K. & Lee, B.K. (2018). *Drama-based Pedagogy: Activating Learning across the Curriculum.* University of Chicago Press, Chicago.
Link is here for online purchase:
https://www.amazon.com/Drama-based-Pedagogy-Activating-Curriculum-Education/dp/1783207396

All other readings/viewings will be posted on Canvas.

COURSE REQUIREMENTS

Grading will be based on the following class requirements. The instructor reserves the right to

add/subtract or alter course content and the grading system as she deems necessary.

ASSIGNMENTS

1. ***Practice in observing simple interactions.*** Using the Simple Interactions as a guide, you will identify at least one example of the 4 areas (i.e., connection, reciprocity, inclusion, opportunity to grow). This does not need to be the "z"/ideal version, but can be representative of any of the ways this is or is not happening. Please observe and journal your thoughts for at least 15 minutes. This can take place at a playground, classroom, a get together (multigenerational or adults), a training, a service project. Submit your reflections on Canvas and be ready to discuss in class. (10 points)

2. ***Facilitate one activity.*** In pairs, students will facilitate one activating dialogue activity OR one active game OR one image work activity with the class. NOTE: Make sure you sign up for the day that corresponds with the type of activity you'd like to do. This can be any of the activities from the section of the textbook that you want to try out. (10 points)

3. ***Develop Workshop/Learning Experience.*** This will be a multi-step project throughout much of the semester. With a think partner, each person will identify an area of learning at their placement or another site (10 points), create a workshop/learning experience based on this area of learning (10 points), facilitate part of the learning experience (10 points), and revise for the final draft (20 points). You may develop a workshop that you will actually facilitate or it can be simulated, but it must be rooted in developmental and learning theories. Each student will create an individual workshop/learning experience. More information will be provided in class. (Total of 50 points)

4. ***Create an assessment or evaluation of the workshop/learning experience.*** This will be a companion to the workshop/learning experience that you create. You will decide on what you'd like to assess or evaluate. Then create a responsive survey or series of questions that will capture that information. If you facilitate your workshop, you may also administer this evaluation; however, this can be simulated as well. (10 points)

5. ***Participation, Readings and presence.*** Each person should upload one question and one thing they learned to the weekly Canvas assignment related to the reading by Sunday at midnight. Each week students are expected to fully participate in the course discussions, activities, and be fully present. This includes participating in discussions and NOT texting, internet browsing, etc. I understand that emergencies may arise, but this should be an exception. If you are unable to attend or be fully present for class, please email me as soon as possible. You are allowed one absence for class. After that points will be deducted. Please plan accordingly. (20 points)

   Note on written assignments: All written assignments will be submitted via Canvas.

Your papers should be double-spaced in black 12-point Times font (or other serif fonts), with margins of 1 inch (top, bottom, right, & left). All citations should follow APA 7th edition format. See here for guidance: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Final Grades
Grades will be earned as follows*:

100%	= A+	77-79%	= C+
95-99%	= A	74-76%	= C
90-94%	= A-	70-73%	= C-
87-89%	= B+	67-69%	= D+
84-86%	= B	64-66%	= D
80-83%	= B-	60-63%	= D-
		Below 60%	= F

*The instructor reserves the right to adjust the grading scale in your favor depending on performance in the class.

COURSE & UNIVERSITY POLICIES

Professional Behavior:

You are expected to demonstrate professional and courteous behavior during class, within Canvas and in email communications. Such behaviors include listening quietly and attentively when others are speaking, communicating respectfully with others (especially if you disagree with someone's perspective or idea), and maintaining anonymity and confidentiality of client and/or classmate information discussed in class.

Email:

Please note: I will NOT accept any assignments through email. In the case of an emergency, an exception may be made at the instructor's discretion.

I will attempt to respond to all email within 24-48 hours. I do not always check email on weekends or just prior to class. Questions, problems, or concerns about an assignment should be addressed *at least* 24 hours in advance, unless an emergency arises. Please be sure to plan ahead, as "last minute" emails will likely not be seen immediately.

When sending an email, indicate the course your email is about in the subject line and include your full name in the email. If the information you are emailing about is readily (or possibly) available online, you should use those online resources before emailing your question. If you have made a strong effort to locate information online (especially university-related information such as dates, times, locations, policies, etc.) but have not found it, emailing is appropriate.

Think before you write, and think twice before you send. Do not send anything in writing that

you would not feel comfortable saying to someone in person.

Grades:

Please ask if you have questions regarding how you will be evaluated in this course. I am happy to discuss your learning goals and progress toward them at any time, though the earlier in the semester the better.

Please note, however, that I <u>DO NOT</u> discuss specific grades via email, due to the sensitive nature of grades and laws about student rights and privacy (i.e. FERPA). If you would like to speak to me about your grade, please come to meet with me in person, set up a zoom call, or call me. If you feel there is a specific error in the grading, I will review that particular concern. However, grades are not negotiable and no extra credit opportunities are given individually. I am, however, also happy to discuss ways in which you may enhance your learning and performance in this course.

Written Work Guidelines:

Papers should be double-spaced in black 12-point Times New Roman font, with margins of 1 inch. They should *always* fall within the page range listed in the syllabus or other assignment guidelines. The page requirements given for assignments are exclusive of (do not include) the cover page, references, and appendices (if included).

All submitted papers should show evidence of proofreading. Submitted work should be professional quality, with appropriate structure, grammar, and spelling that reflects undergraduate/graduate writing and thinking. If a paper is submitted containing more than 4 significant grammatical or structural errors that impact the readability of the assignment, it may be returned to the student for correction with a deduction in the final grade. A deadline for re-submission will be given at that time.

Late assignments:

All assignments are expected at the date/time noted on the syllabus. Unless prior arrangements have been made with me (at least 48 hours in advance), **late submissions will not be accepted** and will result in a grade of 0 for that assignment. Depending on the circumstance, late submissions that are accepted may be at a reduced level of points.

Academic Integrity

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#) Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Statement on Student Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

DEPARTMENTAL GRIEVANCE PROCEDURES

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a HHD student or a student in a HHD class believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the program chair; (3) then, if needed, resolving the matter through conversations with the department chair; (4) if needed, next talking to the associate dean of the school; and (5) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

Student Opinion of Teaching Surveys

Students in this class will be asked to complete a *Student Opinion of Teaching Survey*. Surveys will be sent via Pitt email and appear on your Canvas landing page during the last three weeks of class meeting days. Your responses are anonymous. Please take time to thoughtfully respond, your feedback is important to me. Read more about *Student Opinion of Teaching Surveys*.

Copyright Notice

Course materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy.

ADDITIONAL STUDENT RESOURCES

Technology/Computer Help Desk: 412-624-HELP [4357]
Graduate Studies at Pitt: http://www.pitt.edu/~graduate/
Student Health Services: 412-383-1800 (http://www.studhlth.pitt.edu)

Counseling Center: 412-648-7930 (http://www.counseling.pitt.edu)
The Writing Center: 412-624-6556 (www.english.pitt.edu/writingcenter)
Academic Resource Center: 412-648-7920:
(http://www.asundergrad.pitt.edu/offices/arc/index.html)
Disability Resources and Services: 412-648-7890 (http://www.drs.pitt.edu/)
Office of International Services: 412-624-7120 (http://www.ois.pitt.edu/)
Information Technology (Computing Services & Systems Development):
http://technology.pitt.edu/
Office of the Registrar (academic calendar, transcripts, course registration/enrollment):
http://www.registrar.pitt.edu/
Career Development Office: 412-648-7130 (http://www.careers.pitt.edu/)
Software Download Service (students can get many software programs, including Microsoft
Office, at low or NO cost): http://www.software.pitt.edu

EDUCATIONAL RESOURCES

As a class, we will likely be interested in a diverse array of topics and population groups.
In this course, you will be given the space to explore your own interests, and we will also
come together to discuss broader issues. As you clarify your own interests, it may be
helpful to connect with particular professional organizations or interest groups that focus
on the topic and/or population group in which you are most interested. Below are some
websites for such groups that you may want to consult:

General Reference:
http://www.apastyle.org/index.html (APA Style Manual Home Page)
http://owl.english.purdue.edu/owl/resource/560/01/ (APA Style Basics from OWL at
Purdue) http://owl.english.purdue.edu/owl/ (Online Writing Lab at Purdue
University – writing mechanics)

Large Research Organizations that study a wide range of ages,
groups, and topics: www.aera.net (The American Educational
Research Association)
www.apa.org (The American Psychological Association)
www.psychologicalscience.org (The American Psychological Society)
www.nasponline.org (The National Association of School Psychologists)

Age Based Organizations:
www.myacpa.html (The American College Personnel Association)
www.s-r-a.org/easig.html (Emerging Adulthood (ages 18-26))
www.s-r-a.org (The Society for Research on Adolescence)
www.srcd.org (The Society for Research on Child Development)

WEEK	MONDAY TOPIC/ READING	ASSIGNMENTS DUE
1/8	**Q:** How do we come together and learn from one another? Who will we be together? How is our work in ADP foundational to all interactions? **Topic:** Course Overview/ Classroom Community **Task**: Reflection ADP; Simple Interactions Observation; Review Syllabus	**DUE:** Review Syllabus and Canvas site
1/15	MLK DAY of Service No Class Meeting	**VIEW:** **https://vimeo.com/user84908580/review /372885727/915fa9e3f9?#** (Stop at 1 hour) **SUBMIT:** Question and Learning to Canvas
1/22	**Q**: How can we think about how our work manifests itself beyond Pitt? How might we use DBP to learn with others? **Topic:** Drama-based and active pedagogies for facilitating all types of learning experiences **Task:** Discuss SI observations, Map Developmental and Learning theories; Choose partner and decide if you want to do an Activating Dialogue or Theatre Game or Image work facilitation.	**VIEW:** **https://youtu.be/UgNeWsbKDUY** **READ:** DBP pgs 9-27 **DUE:** Simple Interactions Observation reflection **SUBMIT:** Question and Learning to Canvas
1/29	**Q:** What's the process for designing learning experiences look like? What do learning experiences look like on paper? **Task:** Choose a think partner for workshop. Begin noticing at your chosen site potential areas for learning.	**READ:** DBP pgs 31-43 **VIEW:** https://dbp.theatredance.utexas.edu/conte nt/constructivism AND https://youtu.be/XasHU-R7Vos

	Conference with me pairs 1-3.	**SUBMIT:** Question and Learning to Canvas
2/5	**Q:** What are activating dialogue activities and how can we make them not awkward? **Topic:** Thinking about opening and closing rituals **Task:** Brainstorm ideas for learning for your workshop with partner. Conference with me pairs 4-6.	**READ:** DBP pgs 48-61, choose 9 activating dialogue activities across the three sections to read, be ready to discuss **VIEW:** Artifact or Exploding Atom videos–https://dbp.theatredance.utexas.edu/videos **DUE:** Facilitation pairs 1-3 **SUBMIT:** Question and Learning to Canvas
2/12	**Q:** How can we bring play into our learning experience–even when no one wants to play? **Task:** Identify area of learning for facilitation plan. Conference with me pairs 7-9.	**READ:** DBP pgs 103-114, choose 9 theatre games across three sections to read, be ready to discuss **VIEW:** Truth about Me or This is not a–https://dbp.theatredance.utexas.edu/videos **DUE:** Facilitation pairs 4-6 Reflection on Facilitation pairs 1-3 **SUBMIT:** Question and Learning to Canvas
2/19	**Q:** How can we facilitate multi modal ways of learning and knowing through image work? **Topic:** Describe, Analyze, Relate **Task:** With your think partner, brainstorm ideas for objectives and activities for your workshop.	**READ:** DBP pgs 179-186, choose 9 image work activities across three sections to read, be ready to discuss **VIEW:** Image work, sculptor/clay, OR donkey https://dbp.theatredance.utexas.edu/videos **DUE:** Description of area of learning for facilitation.

		DUE: Facilitation pairs 7-9 Reflection on Facilitation pairs 4-6 **SUBMIT:** Question and Learning to Canvas
2/26	**Q:** How do you link activities and ideas together? **Task:** With think partner, decide on objectives, opening/closing rituals, and activities; Sign up for facilitation.	**READ:** DBP pgs 273-283, 325-332, & choose 1 example to discuss (starting on page 284 OR page 294 OR page 302 OR 312) and be ready to discuss **DUE:** Reflection on Facilitation pairs 7-9 **SUBMIT:** Question and Learning to Canvas
3/4	**Coming together and sending off** **Q:** How do we know what we have learned? What does our assessment say about what we value? **TOPIC:** Formative Assessment & Making Things Visible **Task:** Work time for revising workshop and evaluation	**READ:** DBP pg 335-336, AND Edmiston Assess what you value **SUBMIT:** Question and Learning to Canvas **DUE:** Bring revised workshop and evaluation to class to discuss
3/11	Happy Spring Break!	
3/18	**Facilitating a Workshop 1-4**	**DUE:** Plan for facilitating workshop 1-4
3/25	**Facilitating a Workshop 5-8**	**DUE:** Plan for facilitating workshop 5-8; Reflection on facilitating a workshop 1-4
4/1	**Facilitating a Workshop 9-12**	**DUE:** Plan for facilitating workshop 9-12; Reflection on facilitating a workshop 5-8
4/8	**Facilitating a Workshop 13-16**	**DUE:** Plan for facilitating workshop 13-16; Reflection on facilitating a workshop 13-16
4/15	**Facilitating a Workshop 17-20**	**DUE:** Plan for facilitating workshop 17-20; Reflection on facilitating a workshop 13-16

4/22	Final revised workshop and evaluation due by Midnight.

*Topics and dates are subject to change. Any changes will be announced in class and through Canvas.