McMaster Children and Youth University
Design and Creation of Engaged Learning for Community Youth
CMTYENGA 2MC3 Course Outline
Fall 2022

Instructor:	Dr. Emily Scherzinger	**Office:** Online	
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Class Time and Location:	Tuesdays, 6-9 PM PGCLL M16	**Prerequisite:** Registration in Level II or above	

Course description:

McMaster Children and Youth University (MCYU) creates and delivers inquiry-based learning activities for youth aged 7 to 14 and their families in all areas of STEAM (Science, Technology, Engineering, Arts, and Mathematics). The main goal of 2MC3 is to produce workshops that will act as engaging learning experiences for young people in the Hamilton community. In doing so, you will learn about subjects that have value in this class and beyond, such as the best practices for engaged pedagogical design; the principles of community-engagement (whether in person or online); and the art of knowledge translation and communication with young people. Additionally, you will have the opportunity to receive direct feedback from a class of elementary school students. All of this work will culminate in a group submission of an engaging online workshop that will become part of the MCYU digital collection and eventually deployed by MCYU students. The topics of the workshops will be selected from a list decided upon by elementary school students. Aside from the curriculum, you will also gain experience working with kids, as well as teamwork, communication, digital content creation, and leadership skills.

Learning Outcomes:

By the end of this course, you will be able to:
  i)   Explain how to work effectively as part of an interdisciplinary team
  ii) Create a project that will be used in a community-setting to engage youth with inquiry-based learning

    iii)   Construct time management strategies to successfully meet all project deadlines
    iv)   Demonstrate leadership skills
    v)   Exercise effective problem-solving skills
    vi)   Demonstrate the integration of philosophical inquiry, performance and storytelling in communicating complex research concepts to diverse audiences

Readings:
Any required readings will be posted through Avenue at least one week prior to the class in which they will be discussed.

Course Schedule:

Fall Semester		
Date	**Topic**	**To Do:**
Sept. 6th	Overview of MCYU, Overview of Course, Expectations and Examples; Community Engagement; Understanding Yourself in Relation to Communities	Develop groups
Sept. 13th	Inquiry-based Learning; The "Why" in Inquiry	Finalize groups Read Community Engagement sourcebook; complete Module 1 and 3
Sept. 20th	Digital Storytelling; the BOPPPR Model; Review Available Topics; and Group Consultation	Group consultation
Sept. 27th	Share Script Outline with Class (2-minute presentation); Feedback from Peers; Book Times for Individual Group Meetings	Prepare script; Peer feedback
Oct. 4th	Child Development and Social Context; Reflexivity; Preparing Content for a Community (Video-Specific), Workshop with Aaron	Add peer feedback to script Read Kaufman **Script DUE**
Oct. 11th	Reading Week	
Oct. 18th	Pitch Video Viewing Party; Rankings!	**Final Pitch Video DUE before class**
Oct. 25th	Review Final Workshop Materials Assignment; Working in Groups; Review: Methodologies	**Reflection #1 DUE**
Nov. 1st	Announce Selected Workshops; Redistribute Groups; Group Consultation	Group consultation
Nov. 8th	Book Times for Individual Group Meetings No Class	
Nov. 15th	No Class	**Reflection #2 DUE**
Nov. 22nd	Milestone: Report to Dr. Scherzinger	Read Community Engagement sourcebook; complete Module 2 and 4
Nov. 29th	No class	Read Community Engagement sourcebook conclusion

Dec. 6th	No class	**Final Workshop Materials DUE one week after last class**

Evaluation:

Assignment	Value	Due Dates
Class Engagement and Activities	10%	**Ongoing**
Critical Reflection x 2	20% (10% each)	**October 25th, November 15th**
Script	15%	**October 4th**
Final Pitch Video	25%	**October 18th**
Final Workshop Materials	30%	**December 13th**

Time Commitment:

1. There are no test or exam evaluations.
2. Three-hour classes will not always go the full time. Students are encouraged to use the remaining time to meet with their groups.
3. Time expected outside of the class will vary with the project and team. We expect that no more than 3 hours of work outside of class time will be required per week.

Assignments

Class Engagement and Activities (Individual and Group)

Participation in the MCYU community classroom is important to the success of your project, as you will be learning and practicing skills that are essential to the creation process and your final project. This is a chance to learn from and teach to your peers. Engagement will be evaluated through…

- Your completion of the peer feedback form in Week 4
- Your completion of short activities that will have you engage with your classmates and your workshop topics
- Your inclusion or conscious exclusion of your peers' feedback in your Final Pitch

Critical Reflections (Individual)

An important part of learning is reflecting on what you have done, how you have changed, and what you want to do next. In this course, reflection is ongoing, but you will be asked to submit two reflections and will receive feedback and guidance on these submissions. Guiding reflection questions and expectations will be posted two weeks prior to the due dates.

Script (Group)

Your script will outline what your group plans to record for your Final Pitch Video. Specifically, you will need to make an engaging, dynamic, and persuasive video that encourages elementary school students to select your workshop as the one to be developed further. This video should include information about your topic, the narrative that your workshop will follow, and your engaged learning activity to be completed during the workshop. Your script should be incredibly detailed.

Final Pitch Video (Group)

In your group, you will create a short video that will be shown in an elementary classroom. These students will then vote on which workshops they would like to see developed further, based on your video. There are several existing examples of workshops on the MCYU website to model these after. Technical help will also be available for those who are unsure about how to execute the content and ideas they have come up with.

Final Workshop Materials (Individual)

The materials that you will prepare will be one piece of a broader project: Building a workshop that will then be passed on to the 2MD3 students to deploy in classrooms around Hamilton next semester. This project is the culmination of your work throughout this course. Therefore, it should reflect what you have learned and be in a polished condition. Specifically, the workshop must include a cohesive and engaging slide deck; a narrative that has a logical flow following the BOPPPR model; accurate, informative content; opportunities for the workshop facilitators to employ inquiry-based learning; clear directives for the workshop facilitators; and any other materials that will ease the hand-off between the workshop developers (your group) and facilitators (2MD3 students). Each group member then must include a self and peer evaluation. These evaluations will be taken into consideration for your individual grade on this assignment.

<u>Course Policies</u>

Accessibility Statement
Everyone learns in different ways, and we are committed to ensuring the full participation of all students in this course. If you are differently abled, or have a health consideration that requires accommodations, please feel free to let either Drs. Scherzinger or Raha know via email or scheduled office hours. Accessibility Services is also available to undergraduate students as a confidential resource. Student Accessibility Services (SAS) can be contacted at 905-525-9140, ext. 28652, or at sas@mcmaster.ca to make arrangements with a Program Coordinator.

> **Please note:**
> Lack of accessibility also functions in ways beyond disability. If there is any difficulty in accessing the online course content due to your living conditions, access to internet, and/or other reasons that may affect your learning, please let us know via email or scheduled office hours.

→ Your success in this class is important to us. We are happy to work together with you to develop strategies and alternative paths that will encourage you to meet both your own learning needs and the requirements of the course.

Inclusivity and Class Culture
As a McMaster student, you have the right to experience and the responsibility to demonstrate respectful and dignified interactions within all of our living, learning and working communities. Please review expectations as described in the Code of Student Rights & Responsibilities document. All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online. It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with any university functions including those on online platforms (e.g. Avenue to Learn, Echo360 or Microsoft Teams) will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms. Additional information can be found in the Code and etiquette document.

A Note About the Course
Lectures
The lectures for this course will be a hybrid course, both online and in person; however, this does not mean that accessibility measures will take a hit. Lectures will still include accessibility measures.

This class will use Avenue to Learn to post lecture materials, assignment guidelines,

> **Accessibility Measures**
> → Slides and videos in lecture
> → Transcripts and/or lecture notes posted after lecture
> → Flexible due dates
> → In-person and online office hours

and other information related to the course. Please check our course site on Avenue to Learn regularly, and ensure that your notifications are turned on.

Email Policy
Please direct emails regarding this course to your TA and Dr. Scherzinger. We will happily respond to questions and concerns via email; however, if you wish to discuss course content and/or your own work in detail, please attend office hours or make an appointment.

> **Please note:**
> We will not respond to e-mails for 24 hours after an assignment is handed back.

Policy on Missed Work, Extensions, and Late Penalties
This course is incredibly generous with extensions, and so if you anticipate missing a due date, please contact Dr. Scherzinger and/or your TA in advance of the due date (see: "Email Policy"). We ask that you email us to let us know in advance so that we can adjust our grading schedules accordingly.
- Students who have official accommodations from SAS and anticipate needing to use their accommodations must talk to me in advance of the due date.
- Papers submitted late without prior arrangement will be penalized at the rate of one grade point per business day. For example, a B+ paper that is one day late would become a B paper; and three days late would become a C+ paper.
- Assignments will be considered late if they are submitted after 11:59 PM on the last day of the week-long due date.

Academic Integrity
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/.
The following illustrates only three forms of academic dishonesty:
- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained
- Improper collaboration in group work
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)
Students requiring academic accommodation based on religious, Indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done either by the instructor for the purpose of authorized distribution or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances
The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.