

Projects & Seminar Groups

SEMINAR/PROJECT GROUPS

In this program students will be actively involved in developing and participating in projects. Hirsh and Marja will each supervise a number of project areas. Students participating in the projects being supervised by one faculty will comprise your seminar group and your project/seminar faculty will write your evaluation.

A "project" is defined here as a sustained activity undertaken by individuals or groups of students to achieve a clearly perceived goal, e.g. a community event, an exhibit, a performance, a new curriculum, a garden, etc.

Many have espoused the value of student involvement in educational projects. For example, an educational method called Project Approach was introduced and articulated by progressive American educators (J. Dewey in 1890s, W. H. Kilpatrick and E. Collings in 1923), and has been further developed by Reggio Emilia schools in Italy since 1960. Used primarily in kindergarten and early childhood education, the Project Approach can also be used successfully in higher education. The benefits of working on educational projects include passionate educational inquiry, collegial work, community building, practical applications of theoretical study, work across significant differences -- in short, a list similar to Evergreen's five foci of learning.

Each group will have a project "emphasis." Hirsh' group will emphasize Celebrations, especially the Lunar New Year Celebration, and Marja's group will emphasize Gardens, especially the Longhouse Ethnobotanical Garden. We use the word "emphasis" because, while you will have a primary project with a particular emphasis, you may also support other projects, including those in the other project group, and thereby be part of an entirely different project if you choose.

Also, regardless of which Seminar Group you are in and which project(s) you select, you will be involved with children in an educational setting. Specifically, you will 1) select the group, 2) make contact with the teacher/care provider, 3) observe/participate on at least four occasions, 4) create a lesson/activity, and 5) carry out the lesson/activity.

Finally, everyone will give a presentation to the entire class at the end of the quarter which will include your project activities. More detailed information will be provided about expectations for the presentation.

PROJECT STRUCTURE & EXPECTATIONS

For 7-weeks (Week 2 - Week 8) you must spend an average of at least 7 hours per week on project activities, with a total of at least 49 hours. This is required for the 2 Project credits awarded for this program. **Please understand that *you will not receive full credit if you do not complete the project hour requirement (49 hours total).***

You must complete a (1) WEEKLY Project Log that includes the date, time spent, activities undertaken, and any practical questions that have arisen. You will summarize the time spent that week AND you will keep a running total of all the time you have spent to date. You will also complete a (2) WEEKLY Project Reflection that discusses your discoveries, learning and musings as well as your child observations. These will be posted weekly to your personal Web Page (within the Program Web Page).

For those of you traveling a half hour or more, you may also include travel time in your project time. Remember, too, that you will need to coordinate your own transportation to and from your project site. Your faculty (or in some instances, a "project liaison") can help facilitate this if needed but, ultimately, it is your responsibility. E-mail is a valuable way to communicate about transportation matters.

CHOOSING A PROJECT

Choose one or two of the project areas listed below. Each person will have a primary project for which you are fully responsible. If you wish, you may have a second, helper position as well. You may choose a primary project with Marja and a secondary project with Hirsh or vice versa. You may also choose a primary and secondary project with the same faculty. Oh yes, you can simply choose one primary position too!

You may choose a project area in which you already have expertise or an area in which you would like to develop expertise. In the latter case, you might need to participate in a training workshop or carry out independent research. Your training/research time counts as project time. You must organize and arrange it. Your faculty or your "project liaison" will be happy to give ideas and direct you toward resources. This will help to orient you.

During Week 2, everyone needs to get started. Tonight you will receive a Project Request Form that you will need to fill out and return immediately. It is not necessary for you to be sure of what you want to do at this time. Your general ideas will help us make suggestions to you

To be both successful AND happy with either of these projects, you must be able to take general ideas and turn them into concrete proposals and specific actions. You must be able to seek out Marja, Hirsh (or your other project "liaisons") and ask your questions. You must be willing to take initiative but also be flexible if your ideas are not adopted exactly as you hoped (or at all!). You must be independent and yet put out the effort to collaborate with others and work as a team. You must manage your time well. You must carry your load and stay on top of things, without slacking.

PROJECTS WITH HIRSH: AN INTRODUCTION

Off and on for the last ten years, Hirsh has been working on community projects and celebrations. One of them is the Lunar New Year Celebration here on campus. Other projects involved seasonal celebrations, gatherings, art exhibits, etc. During Fall quarter, our seasonal celebrations included the Harvest Festival at the TESC Organic Farm, the Samhain/Halloween/Day of the Dead/All Soul's Day, Diwali festival of lights cluster, San Guan, the Chinese celebration Welcoming the Waters of late fall, and Painted Word, an art exhibit celebrating the coming New Year.

HIRSH'S PROJECT CLUSTERS

Painted Word Art Show Website and Catalog

This art show, currently on display in the TESC Library, was produced by our program during Fall quarter. But the website for the show was not completed. This project group will focus on completing the website, management of incoming bids to purchase artwork, and taking down the show on Monday, Feb. 6. A possible subproject could be creating a print catalog of the show with photographs and critical essays. Good computer skills are required. This is self-directed work. Hirsh is the project advisor and liaison.

Lunar New Year

The Lunar New Year Celebration is on February 3 & 4, 2006, in TESC Longhouse. All students in our program will be producing, facilitating, and hosting the Celebration. It is a big event with 300-400 people attending each day. Planning will involve weekly meetings on Wednesday and Sunday afternoons. The project work will also involve soliciting grants and donations, community outreach, press releases and public announcements, etc. Hirsh is the project liaison.

Community Lunch/Dumpling Making Workshop

This project involves getting a food-handling card, learning how to make dumplings and facilitating the community workshop on Sunday, Jan. 22, 2-4pm, as well as set up and clean up on Sat. Feb. 4, 12-2pm.

Reading/Seminar group on Education and Curriculum Development

This project group will meet weekly to discuss specific readings on Education, Child Development, and Curriculum. The group will make presentations and present a synthesis of their work to the whole program. The work in the group will require purchasing books in addition to program texts as well as consistent participation in group work. Hirsh is the project supervisor.

Website Development

Students in this group will maintain our program's website, develop websites for our community events, and help other students in our program to get proficient with web postings. Hirsh & Beth Stinson, Evergreen staff, are project liaisons.

Other projects with schools, gardens, etc.

PROJECTS WITH MARJA: AN INTRODUCTION

Off and on for the last ten years, Marja has been working on garden projects. One is the Longhouse Ethnobotanical Garden located here on campus. Another is the Gifts of the First People Garden located on the Skokomish Indian Reservation. More recently, Marja has become involved in other gardens as well.

MARJA'S PROJECT CLUSTERS.

Longhouse Ethnobotanical Garden (Marja's Principal Focus)

Marja's intention is to obtain approval to teach a program next year that will focus on creating a "sayuyay" Sister Garden – mirroring one aspect of the Gifts of the First People Garden on the Skokomish Indian Reservation as well as bringing the Longhouse Garden closer to a "finished" condition. Students involved in this project will maintain this garden that consists primarily of native plants organized in habitat areas as well as review and organize various library and archive materials as well as help plan a strategy and make preparations for next year's program. Patience, resourcefulness, and the willingness to get dirty are necessary. There are students continuing in this project from Fall quarter.

TESC Longhouse & Skokomish Gifts Garden Web Page Development

Marja and various students have worked intermittently to create Web Pages that tell the story of the unique Gifts of the First People Garden Project as well as the Longhouse Ethnobotanical Garden. This project does not require web page skills (although they would, of course, be helpful) because web page training will be part of the program. Both Marja & Beth Stinson, Evergreen staff, are project liaisons. This project was not carried out during Fall Quarter,

Gardens Library and Archives Development

Many plant images, plant monographs and archival documents exist in Marja's office. Students have been organizing and cataloging these materials. This work needs to continue. A student working in this position would strengthen their knowledge of plant taxonomy, plant identification and organizational skills. Marja and Zim Barnes are project liaisons.

Peterson Garden (Skokomish Indian Reservation)

This garden project was begun this last summer. It is at the home of elders, Pete and Merilee Peterson. Pete is a master carver. Merilee is a charming fireball. This garden involves the creative reconstruction of the yard around the Peterson home. Again, respect, flexibility & means of transportation are required. Merilee is project liaison. There are students who participated in this project during Fall quarter and can describe the joys of being in Merilee's garden AND her kitchen!

Roosevelt School Gardens

Students involved in this garden project will work with a group of very dedicated parents who have been establishing gardens at Roosevelt, which is located across the street from the San Francisco Bakery on the East Side, and who are working to maintain pesticide-free school grounds. The project liaison is Beth Doglio, mom of Roosevelt students.

Note about the Gifts of the First People Garden (Skokomish Indian Reservation)

With the passing of *subiyay*, Bruce Miller, the traditional leader on whose property this garden is situated, the garden has entered a period of transition. Students who would like to clean up the garden area prior to the Fourth Year Memorial for Leona Miller that will be held on 29 February may do so as part of your project work. Please let Marja know of your interest. This would be a secondary garden position.

Roosevelt – Second Grade Classroom – Art Curriculum Development & Support

PRINCIPAL ASPECTS OF ALL PROJECTS

1. Select & Work on Project – Seek to understand the project, read any associated materials. Plan goals for the quarter and include them in your first Project Reflection.

Start work. Project work can include BOTH hands-on work and related research. Maintain Weekly Project Logs and Project Reflections. Continued Project Reflections consist of learning & discoveries that result from your activities. The Final Project Reflection includes self and partner evaluations and learning highlights.

2. Contact School – Establish schedule for observations, sign classroom contract, submission of lesson/activity plan, doing lesson or activity, receiving feedback. (Arrange for student colleague to be present, photograph and give feedback also.)
3. Prepare Power Point or Web Page Presentation to share with the class. More information will be given.
4. Final Presentations: Week 9 & 10

RECOMMENDED PROJECT SCHEDULE

Week 1, Wed: Meet projects, and select project(s) (or indicate general interests)

Week 2: Start project work. Contact school, sign contract, set up schedule. Post Project Assignments to Web (Log & Reflections).

Week 3: Continue project work. Start school observations. Post Project Assignments to Web. Turn in signed classroom contract (Wed, 25 Jan).

Week 4: Continue project work, continue observations, start planning lesson/activity. Post Project Assignments to Web.

Week 5: Continue project work, continue observations, complete draft of lesson/activity – give to classroom teacher or equivalent and your faculty. Post Project Assignments to Web.

Week 6: Continue project work, continue observations, prepare lesson/activity for next week. Post Project Assignments to Web.

Week 7: Carry out lesson/activity this week. Post Project Assignments to Web.

Week 8: Evaluate experiences. Prepare presentation. Post Project Assignments to Web. Turn in Presentation Outline (Wed, 1 March).

Week 9: Finish preparing presentation. Give presentation on Wed (or next week). Post Project Assignments to Web. Turn in Teacher Evaluation (Wed, 8 March).

Week 10: Post Final Project Log and Reflections to Web (Wed, 15 March). (In Reflections, include learning highlights and evaluation of your own and any group members' participation.) Also complete Summary of Learning (turn in hard copy on Wed, 15 March).