McMaster University

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

Instructor:	Dr. Becca Collins-Nelsen	**Office:**	Online
	Email: collir2@mcmaster.ca	**Office Hours:**	Mondays 3:00 pm – 4:00 pm or by appointment
Class Times:	T: 7:00pm-10:00pm; on Microsoft TEAMS		

Course description:
McMaster Children and Youth University (MCYU) creates and delivers inquiry-based learning activities for youth aged 7 to14 and their families in all areas of STEAM (Science, Technology, Engineering, Arts, and Mathematics). The main goal of 2MC3 is to use research that is happening at McMaster University to produce an engaging learning experience for young people in the Hamilton community. This year, this will take the form of an online workshop. 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. Additionally, you will have the opportunity to have discussions with an interdisciplinary group of faculty and staff from all corners of the University and virtual meetings with community members, including elementary school teachers and 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 potentially be seen by young people around the world. The topics of the workshops will be decided upon by your groups but must connect in some way to research areas from McMaster. Aside from the curriculum, you will also gain experience working with kids, as well as, teamwork, communication, 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 online 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

Format:
Lecture (three hours); one term

Prerequisite(s): Registration in Level II or above

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. 8th	Overview of MCYU, Overview of Course, Expectations and Examples, Group Development, Collaboration Tools in TEAMS	**Create Introductory Video**
Sept. 15th	Community Engagement, Social Context and Child Development and Review Possible Workshop Topics	Finalize Groups
Sept. 22nd	Understanding Yourself in Relation to Communities and Q and A with previous MCYU Facilitators	Finalize Topics
Sept. 29th	Inquiry Based Learning and the BOPPPER model Consider Community Consult	**Submit Questions Based on Topic**
Oct. 6th	Philosophy of Education	Read Plato's Meno Dialogue
Oct. 13th	Reading Week	Nothing Due
Oct. 20th	The "Art" of Audience Engagement	Group Work
Oct. 27th	The Importance of Communicating through Story	**Proposals DUE**
Nov. 3rd	The "Why" in Inquiry	**Reflection #1 DUE**
Nov. 10th	Digital Storytelling	Group Work
Nov. 17th	Storyboarding	Group Work
Nov. 24th	Book Times for Tech help	**Submit a "story" of your workshop**
Dec. 1st	Book Times for Individual Group Meetings	Group Work
Dec. 8th	Time for Group's to Finalize their Workshops	Group Work

Evaluation:

Assignment	Value	Due Dates
Class Engagement and Activities	10%	**Ongoing**
Critical Reflection x 2	20% (10% each)	**November 3rd and December 14th**
Proposal	20%	**October 27th**
Final Online Workshop	45%	**December 11th**
Self and Peer Evaluation	5%	**December 15th**

Class Engagement and Activities (Individual and Group)

You will be given a series of short activities that will have you engage with your classmates and your workshop topics. Specifically, you will be asked to create a short introductory video and watch at least two of your classmates' videos, submit interesting questions related to your topic

choice, conduct virtual meetings with community members, and submit a "story" of your workshop. 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. We will ask you to check in each week with your group or with one of the instructors. This will also be reflected in the incremental improvement of your workshop product.

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.

Proposal (Group)
Your proposal will outline what your group plans to present and how your group plans to present it. Specifically, you will need to write down your intended learning outcome, plans for pre-assessment, your engaged learning activity, and post assessment. You proposals should be incredibly detailed and act as a script for your final workshop production.

Final Online Workshop and Script (Group)
The final online workshop is the culmination of your work throughout this course. Therefore, it should reflect what you have learned and be in a polished condition to be added to the MCYU online collection. Specifically the online workshop must be well **organized** (there should be a logical flow), the **content** must be strong (the information presented must be accurate and it should be clear that your audience was taken into consideration as well as the skills you learned this semester about inquiry-based learning, the BOPPPR model, philosophical inquiry, community engagement and storytelling), and finally the **presentation style** must be well thought out (should be captivating, creative, and include skills from the art of engagement). Your group will also be required to submit a script for what a live version of your workshop would look like.

Self and Peer Evaluation (Individual)
You must include an evaluations of yourself and all of your group members. Each person (including yourself) should be given a score out of 10 and a short explanation of what they contributed to throughout the semester. Additionally, you will be assigned 2 online workshops made by other groups in the class to evaluate out of 100 and provide comments about. All of these evaluations will remain anonymous.

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.

Policy Statements

Assignment Deadlines & Missed/Late Work:
Students are expected to hand in all assignments on the specified due dates. Late submissions will be subject to a penalty of 20% per day (including weekend days). Assignments submitted after the beginning of class on the due date will be counted as one day late.

Given that some course assignments require electronic submission, you should familiarize yourself with the Avenue to Learn Assignment in advance of the deadlines, and ask for assistance as necessary. Problems with electronic submission WILL NOT be accepted as an excuse for lateness.

Sustainable Written Work Submission Guidelines
The written work submission guidelines have been chosen to support the more sustainable use of paper, energy, and toner, and meet the Platinum standard of the Office of Sustainability; http://www.mcmaster.ca/sustainability/. Each assignment will have different standards in terms of font size, margins, etc. but seeing as all work can be handed in digitally the Platinum standard is still met.

Academic Integrity Statement
McMaster Policy on 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. 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. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the *Academic Integrity Policy*, located at: http://www.mcmaster.ca/academicintegrity.
The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one's own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

MSAF Statement
McMaster Student Absence Form (MSAF):
In the event of an absence, students should review and follow the Academic Regulations in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work. Students must contact the instructor when an MSAF is submitted. MSAF's are not an excuse to not complete an assignment, all assignments must be handed in or a grade of zero will be assigned.

Academic Accommodation of Students with Disabilities Statement
Academic Accommodation of Students with Disabilities:
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. SAS can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO) Statement
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 requiring a RISO accommodation 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.

Email Contact and Student Responsibility Statement
Please Note:
The instructor and university reserve the right to modify elements of the course during the term. The university may 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. It is the responsibility of students to check **their McMaster email** and course websites regularly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

Authenticity/Plagiarism Detection Statement
In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student-submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.