



McMaster Children and Youth University
Design and Creation of Engaged Learning for Community Youth
CMTYENGA 2MC3 Course Outline
Fall 2021

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Office: Online
Office Hours: Mondays 3:00 pm – 4:00 pm or by appointment

Class Times: Tuesdays: 7:00pm-10:00pm; BSB 119 and on Microsoft TEAMS

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 use research that is happening at McMaster University to produce an engaging learning experience 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. 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, as well as a workshop that can be presented live around Hamilton. 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 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

There is a physical classroom for students to go to but the course will also be broadcasted online. This will allow flexibility for students to choose between these two formats. As you are forming your groups, please remember to consider how group members would prefer to meet.

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. 7th	Overview of MCYU, Overview of Course, Expectations and Examples, Group Development	Create Introductory Video
Sept. 14th	Community Engagement and Review Possible Workshop Topics	Finalize Groups
Sept. 21st	Social Context and Child Development and Understanding Yourself in Relation to Communities	Finalize Topics
Sept. 28th	Inquiry Based Learning and the BOPPPER model	Submit Questions Based on Topic
Oct. 5th	Philosophy of Education and Q and A with previous MCYU Facilitators	Read Plato's Meno Dialogue
Oct. 12th	Reading Week	Nothing Due
Oct. 19th	The "Art" of Audience Engagement	Reach out to Faculty
Oct. 26th	The Importance of Communicating through Story and Teachers Consult	Proposals DUE
Nov. 2nd	The "Why" in Inquiry	Reflection #1 DUE
Nov. 9th	Digital Storytelling	Group Work
Nov. 16th	Wrap-Up	Group Work
Nov. 23rd	Book Times for Individual Group Meetings	Group Work
Nov. 30th	Book Times for Individual Group Meetings	Online Challenge Due
Dec. 7th	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 2nd and December 14th
Proposal	20%	October 26th
Online Challenge	15%	November 30th
Final Workshop	35%	December 13th, 14th, 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, and conduct meetings with community members. 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.

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.

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. Your proposals should be incredibly detailed and act as a script for your final workshop production.

Online Challenge (Group)

In your group, you will create a short video that is based on the topic of your final workshop that can be posted online. There are several existing examples 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 (Group)

The final workshop 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 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). Each group member must include a self and peer evaluation with your submission.

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.

SENATE-APPROVED ADVISORY STATEMENTS

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.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

Some courses may use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

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. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). 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 university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s Academic Accommodation of Students with Disabilities policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.”

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.