"Not everything that is faced can be changed, but nothing can be changed until it is faced"

-JAMES BALDWIN

EDUC H311
THEORIES OF CHANGE
Spring 2023

Dr. Kelly Gavin Zuckerman

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COURSE GOALS

This course is one of the culminating seminars for students completing the Minor in Educational Studies at Bryn Mawr and Haverford Colleges.

It has three interrelated learning goals:

· To facilitate multiple perspectives on ways of learning from an ongoing field placement, including (where possible) gaining additional practical experience as an educator;

· To empower students in exploring and enacting theories of change and pathways of action in educational institutions and systems;

· To help students gather together, communicate, own, and extend their learning across the courses and contexts that have comprised the minor for them in a variety of ways, including through the completion of a final portfolio.

I have been teaching since 2006, first as a high school English teacher in the Bronx, NY and second as a professor of education (at Barnard College and here in the Bi-Co). In my teaching, I strive to co-create joyful, critical learning communities with my students—spaces where all individuals feel welcome and all ideas are seen as worthy of our attention and analysis. I look forward to learning with and from you this semester.

Hi! I'm Kelly.

kzuckerman@brynmawr.edu

Office Hours Weekly By Appointment

KZUCKERMAN@BRYNMAWR.EDU
WHAT CAN YOU EXPECT?

1. Consistent overarching structure for each session
2. A focus not only on content but also on the creation of community
3. Discussions at varying levels (e.g. dyads, quads, full group)
4. Frequent solicitation of feedback on course content, structure, and my pedagogical practices
5. Use of multimedia during class sessions whenever possible
6. Ongoing requests for you to examine your own positionality in light of the topics of the course
7. Multiple opportunities for you to evaluate your own development
8. Shifts and changes when necessary and with as much advanced notice as possible

COURSE TEXTS

All assigned readings will be available via our Moodle site. A reading/viewing schedule will be provided.

TIP: CHECK MOODLE PAGE REGULARLY FOR LATEST UPDATES TO SYLLABUS, ASSIGNMENTS, READINGS

Covid and masking: The Bi-Co continues to embrace a “mask-friendly” policy in all campus indoor spaces. In their communication with faculty, the college leaders explain: “Part of being mask-friendly means that hosts of gatherings may set expectations for masking at events, inclusive of faculty in their classrooms and other learning spaces.” Given the rise in covid cases in our area, and given that the winter weather will make ventilation more challenging, we have as an Education Program agreed to make masking the norm; masks must be worn in all classroom and associated (e.g., partnership/field placement) spaces. We have decided to lean toward safety for several reasons: to ensure that we ourselves and everyone in our classes feel safe, to protect those with whom we partner in educational settings beyond the Bi-Co, and in consideration of those who have their own health to consider and responsibility for the care of others. We welcome dialogue about this policy and expect that, as conditions and the covid virus continue to shift, we will revisit it.
In this course, I am committed to creating and supporting a classroom community that is inclusive, equitable, and conducive to learning for all students. Your regular attendance and active, thoughtful engagement and constructive contributions (which can and do often look different for each individual) are key to your own and other’s learning in this course. I believe that there is a certain, irreplaceable magic that happens when we are learning together in community. With that said, I also understand the pressures of the given moment and respect that this course is only one of many priorities in your life. If you are unable to attend class or complete an assignment by the due date, I ask that you let me know ahead of time and work with me to determine when you will complete the work (from class or assigned). If it is not possible for you to request extra time beforehand, I ask that you maintain communication with me so that we can work together to determine a good course of action. This may include partnering with your Dean to arrive at a workable plan for meeting course and individual goals. As I believe that you can best assess your efforts and engagement in the course, both inside and outside of class, you will use a participation rubric to self-assess the quality of your contributions twice during the semester (February 28th and April 25th).

**DISCUSSION POSTS**

On **Mondays 1/23; 1/30; 2/20; 3/13; 3/27; 4/3; and 4/10** pose a question that has been raised by the week’s readings and provide a brief paragraph that gives a summary, background, or rationale for your question. You are asked to respond to 4 posts of your colleagues over the course of the semester (2 before February 30th and 2 additional responses by April 25th), but are welcome to use the forum as much as is helpful for your learning. You will use a rubric to self-assess the quality of your discussion posts and responses twice during the semester (February 28th and April 25th).
At the end of the course, you will prepare a portfolio of 8 artifact and reflection pairs as well as a 3 page introduction and 2 page conclusion that represents your learning and development through the course as well as through your time in the Education Program.

**CRITICAL SELF-REFLECTION (MULTIMODAL, DUE 2/6)**

For this assignment, I ask that you explore your own conceptions of change. Represented in a modality of your choice, you will address the following:

What does change mean to you? From where have these ideas about change originated? How does who you are inform how you experience change and seek to make change?

**THEORY OF CHANGE: BRIEF LITERATURE REVIEW APPROXIMATELY 7 PAGES; DUE 3/3**

For this assignment, you will identify a particular problem of policy or practice in which you seek to make change in the field of education and will conduct a brief literature review identifying the current models/theories of change around this educational focus.

**THEORY OF CHANGE: MODEL/DIAGRAM DRAFT DUE 3/3; FINAL DRAFT AND PRESENTATION DUE 4/17 OR 4/24**

After completing your literature review, you will utilize your emergent knowledge of theories of change and their visual representations to construct a draft of your model/diagram of your own theory of change around this particular problem of policy or practice. After receiving feedback, you will revise your theory of change model/diagram and will share it in a 15 minute interactive presentation with our classroom community.

**ALL PAPERS SHOULD FEATURE:**

- 12-POINT TIMES NEW ROMAN (OR EQUIVALENT) FONT
- DOUBLE-SPACING, WITH 1 INCH MARGINS (BE SURE TO ADJUST THE DEFAULT PAGE SETTINGS IF USING MICROSOFT WORD)
- COMPLETE CITATIONS OF ALL SOURCES USING A KNOWN CITATION FORMAT (MLA, APA, CHICAGO)

**PORTFOLIO (DUE 5/6 AT 5:00 PM)**

At the end of the course, you will prepare a portfolio of 8 artifact and reflection pairs as well as a 3 page introduction and 2 page conclusion that represents your learning and development through the course as well as through your time in the Education Program.
It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation and then must speak to me. Other class members need to be aware that this class may be recorded.

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

https://www.brynmawr.edu/access-services
https://www.haverford.edu/access-and-disability-services
Over the course of the semester, you will have the opportunity to partner with a school or community-based organization to gain insight into changemaking in educational organizations as well as a chance to offer your time and skills to address felt needs in the field. This work will be arranged in consultation with Margo Schall, Community Partnership Coordinator, and you can expect to spend around 8-10 hours over the course of the semester engaging in partnership.

As you engage in partnership over the course of the semester, you will be expected to take notes on your experiences. From these jottings, you will write three “field memos,” each approximately 3 pages double-spaced in which you reflect upon some aspect of your work and how it informs your emerging and evolving understandings of the theory of change of your particular partnership and/or change in the field of education more broadly.

Field Memo 1 Deposit Due: 2/13/23
Field Memo 2 Deposit Due: 3/20/23
Field Memo 3 Deposit Due: 4/28/23
**ACCOUNTABILITY**

You will be asked to self-assess at two points in the semester (February 30th and April 25th) and these self-evaluations will be placed in conversation with my assessment of your work products and class engagement as I render a final grade.

As part of the accountability process, you will be asked to write a one page reflection (due along with your final portfolio) about your growth and learning towards the course and individual goals over the semester and assign yourself a grade. This self-reflection will be put in conversation with my own observations and engagements with you and your work in the process of issuing an official grade.

**THINGS TO REMEMBER:**

1. I want you to do well.
2. I believe that you can succeed.
3. I see myself an active partner in your intellectual and personal growth and development.
4. I am here to support you.