

Instructionally Related Activities Report Form

SPONSOR: Annie White

PROGRAM/DEPARTMENT: Early Childhood Studies

ACTIVITY TITLE: ECS and Art Narrative Stories at the Santa Rosa Island

DATE (S) OF ACTIVITY: November 18-20, 2016

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity. Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY;

This trip to Santa Rosa Island was for the Early Childhood Studies (ECS) courses ECS 462, "Supporting Dual Language Learners" and the Art Program course Art 390, "Screen Printing", to support interdisciplinary collaboration by providing ECS and Art students opportunity to combine learning stories and narrative course assignments which created occasion for students to build creative work, critical reflection, and personal self-identity as part of a culminating assignment. This Instructionally Related Activities (IRA) fund request provided an incredible opportunity for ECS and Art students to collaborate and support each other's development of their "My Story" narrative assignment.

This IRA funded trip to the Santa Rosa Island created an amazing opportunity for students to develop a strong sense of community, a deeper sense of self identify, and a transformative experience for students. The Santa Rosa Island trip connected ECS and Art students through the experience of sharing their narrative stories on the Santa Rosa Island. This meaningful experience for student's fostered risk-taking through their authentic sharing of their personal lived experiences, increased their awareness of identity of self, and relationship to others, through in-depth reflection and sharing of their creative narrative representations. The students created narrative representations through constructing 3D books that reflected their narrative stories ("My Story" assignment) which were expressed through various art mediums that showing students' diverse cultural and linguistic backgrounds. Students created their "My Story" books that were full of powerful images representing each aspect of their self-identity.

Student reflections took place on Santa Rosa Island in small and large group discussions and ended the weekend on the Santa Rosa Island with students presenting their "My Story" books. The purpose of this project was to create opportunity for students to gain



Self-identity through the experience of sharing narratives (“My Story”) following learning stories (storytelling) format. The environment at Santa Rosa Islands provided the optimal setting which fostered a safe and open space for students to share their narrative stories in a beautiful, pristine, topographically diverse location that generated building a community of learning.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

The activity related to the ECS 462, “Supporting Dual Language Learners” in several ways. The ECS 462 course endeavors to help teachers to learn strategies to support children who are dual language learners. Teachers must understand their own cultural values and beliefs in order to support diverse children and families. The ECS 462 class has a unit which focuses on student self-identity. In ECS 460 and ECS 470 courses, student learn how to complete learning stories assessments on young children. In the ECS 462 course, students take their knowledge of child assessments, using the learning stories approach, and develop a learning story on their own development, referred to as a “My Story”. The ECS 462 student’s self-identified key aspects of their identity that they believe had the greatest impact on their development. In addition, similar to learning stories, the students included a “What it Means” section which describes the significance of their identity and also a “Opportunities and Possibilities” section which included their vision for their future. Lastly, students completed the “My Story” written assignment before the Santa Rosa Island trip and shared their paper with key people in their lives. These supportive family and friends, wrote a response after they read the student “My Story”. The “My Story” was very powerful and transformative for the students. Students indicated that they felt that as a result of the “My Story” they have a better understanding on how to support diverse children and families.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

The strength of the activity was being on the Santa Rosa Island and the incredible sense of community that was developed. Some students had never spent a night away from their family, some had never been on a boat, or an island, and some felt they finally developed caring friendships which they did not feel they had experienced at CI before this trip. In addition, the sharing of the 3D “My Story” books was so powerful and transformative. Students took risks to share openly, honestly and very transparent. This level of sharing could not have been recreated in a classroom at CI. The Santa Rosa Island was an amazing setting that fostered the students feeling of safety and their willingness to share with one and another their personal stories.

In addition, following the trip, I created individualized Voice Threads with accompanying photos of the Santa Rosa Island trip and music. I sent links to each student with my Voice Thread with audio recorded reflection and feedback for each student, regarding their “My Story” sharing on the island. I included also feedback about each area of the student’s self-identity. I sent each student a link with the Voice Thread. The positive feedback from the students was great. For example, one student responded, *“I want to say that your voicethread comments were very touching. I have never had a professor who cares so much for her students and really takes the time to create such heartfelt and sincere feedback. I honestly feel like that trip was much needed and it changed my life. I have made new friend, people who I truly can have fun with and we have all connected on such a deep level. The trip was so freeing and I learned so much about myself and others as well. I just want to thank you so much, not only for the awesome experience at Santa Rosa Island, but for an amazing semester.*



(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

Several of the Art students did not attend the Santa Rosa Island trip. We did not receive notice until a couple days before the trip that they were not going to attend. There were various reasons but, mostly they just declined joining the IRA trip. Jasmine, the Art professor was discouraged by the Art students lack of commitment. However, the Art students who did attend the IRA funded trip to the Santa Rosa Island benefited and made excellent contribution to the learning of the ECS students. The interdisciplinary experience was very powerful. The Art students shared they usually express themselves through art. However, the "My Story" narrative sharing was very transformative. The ECS students do not have much of an opportunity to express themselves through art and the Art students took the lead and helped their fellow peers in completing the "My Story" book.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

Next time, I would like to have the ECS and Art students meet each other before the trip to create a sense of community. I think this may help influence the Art students to be more committed to attend the trip. Also, I would have Cause or Robyn present to the Art students. I think this may help students understand better this incredible opportunity and thus, follow through their commitment to attend a IRA funded trip.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

I learned how much work it takes to plan a trip to the Santa Rosa Island! I had two ECS students who received independent studies unit to help me organize this IRA funded trip. Together, we created the menu, planned activities such as a mannequin treasure hunt, detailed outline of trip, shopping, and packing for trip. The students gained valuable experience in organizing this trip and believe this experience will help them in their future work with young children and families.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

A student made an eBook of the IRA funded trip:

<http://www.cliptomize.com/Clipbook/View/409063?secret=as8sy6aq7f>

In addition, each ECS 462 student created a video as part of their self-reflection of their experience at the Santa Rosa Island. Each student presented their video at the final class. Here is one example of a video made by a student:

<https://drive.google.com/file/d/0BwJpKfRw8K7vMU1VeHNQMXJkOXM/view>

8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

Art Supplies for the 3D "My Story" books \$110.53
Island Packard- round trip boat transportation \$3,536.00
SRI Lodging- \$280.00
Food- \$751.62
Total= \$4,678.15



California State
University

**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L
I S L A N D S

NOTE. ~~ORIGINAL BUDGET~~ due to reduced number of students who attended the IRA funded Santa Rosa Island trip

Remaining Funds= \$1,369.85

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

Please see attached Attendee list

C.IMAGES FROM ACTIVITY:

<http://www.cliptomize.com/Clipbook/View/409063?secret=as8sy6aq7f>

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!

See attached photos

IRA ECS and ART Narratives at Santa Rosa Island
Student Participant List

	Last Name	First Name
1	Alcaraz	Thalia
2	Barrera	Mindy
3	Castelo	Adrianna
4	Galvez	Mariela
5	Garcia	Erica
6	Guzman	Jennifer
7	Lopez	Ana
8	Luney	Cassandra
9	Mehle	Jessica
10	Romero	Sandybell
11	Serna	Samantha
12	Shenouda	Selefana
13	Soria	Laura
14	Tamayo	Arely
15	Ventura	Clarissa
16	Whalen	Shauna
17	Winters	Haley
18	Wooldridge	Tatyana
19	Zuniga	Yeraldinny
20	Petersen	Danielle
21	Prieto	Rebecca
22	Belaustegui	Panapa
23	Fitzsimmons	Emma
24	Li	Peiying
25	Pacifico	Grant
26	Balegh	Mostafa
27	Castillo	Hugo
28	Casper	Shauntay

ECS and Art interdisciplinary collaboration on the Santa Rosa Island



ECS and Art students completed "My Story" books on the Santa Rosa Island



artist
perfectionist

GLAPS
tic

Mexican

MOST STUDIOS

THE HITS

CULTURE

FOR A CAUSE
LIFE TO SUPPORT
SMALL BUSINESS
TO MAKE
YOUR MARK WITH
ARTISTS



An ECS student presents their "My Story"

ECS and Art students share their "My Story" narratives





ECS and Art students work collaboratively on creating their "My Story" narrative books.

ECS and Art Interdisciplinary collaboration on the Santa Rosa Island



ECS and Art students completed "My Story" books made on the Santa Rosa Island





An ECS student presents their "My Story"



ECS and Art students work collaboratively on creating their "My Story" narrative books.