

Proposal # 1013

Instructionally Related Activities Report Form

SPONSOR: Dr. Annie White

PROGRAM/DEPARTMENT: Early Childhood Studies

ACTIVITY TITLE: Early Childhood Studies, Performing Arts (Dance), and Art (Clay and

Sculpture): Narrative Inquiry at Santa Rosa Island

DATE (S) OF ACTIVITY: March 8-10, 2019

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;

The Instructionally Related Activities (IRA) funded a Santa Rosa Island (SRI) trip for the Early Childhood Studies (ECS) course UNIV 392, "Narrative Stories" and the Performing Art Program (PA) course PADA 151 "Conditioning for Dancers" and ART courses 202 "Sculpture" & ART 207 "Ceramics". This interdisciplinary collaboration at the SRI provided ECS, Art, and PA students' opportunity to combine a narrative inquiry course assignment with modalities of interpretive dance, clay and sculpture. The SRI trip provided students opportunity to engage in creative work through critical reflection and personal self-identity. The SRI trip took place during spring 2019 and included crosscultural interaction, reflection, self-awareness, and a transformational learning experience for students. This experience allowed students from different disciplines to link their social and cultural identities through increased awareness of self and others through deep self- reflection, shared through creative expression of movement, clay and sculpture. Students' participated in narrative inquiry through journal writing, small and large group work, interpretive movement, and clay and sculpture.

Students shared with peers' their social and cultural identities which led to culturally responsive interactions. Student written reflections were used to help student inquiry and participatory research. The purpose of this project included students gaining deeper understanding of social and cultural identities through narrative inquiry in the Learning Stories (storytelling) format referred to as My Stories. Student My Stories were shared individually and collectively and culminated in clay and sculpture installations. The SRI provided the optimal safe environment for student narrative investigations in a prime



INSTRUCTIONALLY RELATED ACTIVITIES C H A N N E L I S L A N D S

topographically diverse setting, which supported high impact practices, while creating a culture of inquiry and community of learners.

This IRA funded trip to the SRI 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 SRI trip connected ECS, Art and PA dance students through sharing narrative stories on the SRI. This meaningful experience for student's fostered risk-taking through authentic sharing of personal lived experiences, increased awareness of identity of self, and relationship to others, through in-depth reflection and sharing of their creative artifact representations. Student reflections took place on SRI in individual, small and large group discussions and reflections. Students created narrative representations expressed through movement and clay, reflecting each narrative Learning Story ("My Story" assignment). The "My Story" written assignment focused on diverse cultural background and student various self-identities. Students wrote narrative "My Story" on the SRI which were shared in small groups. On the final day on the SRI, individual students' shared their "My Story" with the large group expressed through clay and sculpture installations, representing the storyteller's self-identities.

The purpose of this project was to create opportunity for students to gain deeper understanding of self-identity through the experience of sharing narratives ("My Story") following the Learning Stories (storytelling) format. The SRI environment provided the optimal setting that fostered a safe and open space for students to share their narrative stories in a beautiful, pristine, topographically diverse location that helped build a learning community through interdisciplinary and cultural exchange.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES? The activity related to the UNIV 392, "Narrative Stories" in several ways. The trip to the SRI met course student learning objective, as students were able to apply techniques and skills used in individual and group process facilitation, problem solving, decisionmaking, collaboration, communication and team-building in order to effectively work in partnership with families, professionals, and the community. It is critical educators understand their own cultural values and beliefs in order to support diverse children and families. The course objectives include acquiring a deeper understanding of the Learning Stories approach, analyze and compare Learning Stories, and observe and reflect upon student identities, living in a multi-cultural society. Also, the ECS 463 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 UNIV 392 course, students continue their inquiry assessment practices with the Learning Stories approach, by developing a Learning Story about their own development, referred to as a "My Story". The UNIV 392 student's identify key aspects of their social and cultural identities that have influenced their development.

Similar to Learning Stories, students included a "What it Means" section which describes the significance of their identity and also a "Opportunities and Possibilities" section which included vision for their future. Lastly, students completed the "My Story" written



assignment during the SRI trip and following the SRI trip shared their written "My Story" with key people in their lives. These supportive family and friends, wrote a response to

the storyteller, after they read the student "My Story". The "My Story" was very powerful and transformative experience for the students. Students reported that they felt that as a result of the "My Story" assignment they had a better understanding of their identities and are better prepared to support diverse children and families, connect with deeper with their own families and community.

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

The strength of IRA activity was the incredible sense of community that was developed as a result of the SRI trip. The interdisciplinary collaboration between ECS, ART, and PA provided a powerful exchange between faculty and students. Some students had never spent a night away from their family, traveled by boat, or visited an island. In addition, some felt this trip was the first time they developed caring, supportive friendships, and experienced a true sense of community which they did not feel they had experienced at CI prior to this SRI trip. In addition, the sharing of the "My Story" through interpretive movement was very powerful for non- PA students. Whereas, some of the PA students had never worked with clay and had a very positive experience. Students' took risks to share their stories openly, honestly while being very transparent. This level of sharing could not have been recreated in a classroom at CI. The SRI trip provided an environment that fostered the students feeling of safety and the ability to share their personal stories, expressed collaboratively through narrative, movement and clay.

Also, the PA faculty provided exceptional leadership in the area of self-care, movement exercises, yoga, team building activities, and demonstrated true collaboration with the ECS and Art program. In addition, the Art faculty lead students in creating clay pieces that represented their My Stories with respect, while honoring the varying skill and comfort levels of students using clay. The exchange between programs was definitely a highlight of this IRA activity.

(4) What would you say are/were the activity's weaknesses?

The original date of the SRI trip was scheduled for fall 2018 which was during the Borderline shooting and fires. The SRI trip had to be cancelled because all campus activities were closed during our scheduled fall trip. However, the SRI Research Station Director, Assistant Director and Coordinator were very supportive and rescheduled our trip to spring semester to ensure students had the opportunity to experience and participate on the SRI trip.

The rescheduled trip during spring semester is a very busy time of year for the Research Station and required careful consideration by the SRI Research Station team to be able to accommodate our group. Our group needed to share the bunkhouse with Capstone students which resulted in the reduction in amount of students we were able to take to the island. In the original IRA proposal, we requested 36 spots (3 faculty and 33 students). However,



with prioritization, careful consideration, and excellent organizational skills by the SRI Research Station team, they were able to accommodate 26 spots for our group.

The SRI Research Station team dedication and commitment validated this research project and it was very clear they want all CI students to have access and experience the SRI, including non-science majors such as, ECS, Art and PA programs. It is very apparent they work diligently to support interdisciplinary research at the SRI. Before, during and after the trip, the SRI Research Station team, Russ, Robyn and Aspen, worked very hard to help make this trip a success for faculty and students. They demonstrated inclusive excellence and helped the faculty to create high impact practices that fostered positive student learning outcomes. This interdisciplinary project expanded beyond ECS, Art and PA to include the SRI Research Station team, as valued and contributing members, who helped create optimal learning for our students. We are deeply grateful for their partnership, dedication and service to CI students, faculty and community.

Another challenge was the organizing and coordination of three programs. It required a lot of time and energy to plan and implement the SRI trip. Due to the fall cancellation three days before the scheduled trip, in the spring, we had to start all over again to plan, gather student release of liability forms because the fall releases expired at the beginning of the new year. Thus, we basically had to start all over again and reorganize the trip. However, the success of the SRI trip over rides any of the additional workload.

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

Next time, I would like to bring an international expert to help continue the research project, focused on the Art modality of improvisation acting to help students explore My Stories expressed through improv. Also, I would like to offer future SRI trips to other ART and Liberal Studies faculty and students.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

I learned how much work it takes to plan a trip to the SRI! I had an ECS student participate in this research project. They helped create a survey for students to complete at the end of the trip to help evaluate their experience on the SRI. They also helped developed the menu, planned activities such as a mannequin treasure hunt, gave input to the trip agenda, helped shop for food, create the sign-in sheet, cross checked the passenger manifest, and took photos during the SRI trip.

We also learned to listen to student needs and adapt accordingly. For example, during the SRI trip, it became apparent students needed more time to explore the island. As a result, we adjusted the schedule and incorporated more student activities that supported autonomy and small group interactions.



(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)

I created a survey to assess student experience and feedback about the SRI trip.

Here is some of the responses from students from the Art, PA and ECS programs:

"The experience allowed me to stay true to myself. My experiences in my life are a huge part of who I am and how I approach the world. To be able to share and not be afraid of judgement and hopefully inspired others, meant the world to me. I felt a sense of acceptance and care"

"I cried, laughed, felt close to everyone"

"I really had to sit down and think about what made me who I was and where I wanted myself to be. I felt that people took their time to listen and relate to me and each other. I liked how people were open with themselves and share.. I loved my experience with the clay work"

"I now have more friends than I did before [the SRI trip]. The My Story made me wanna cry, in a good way. The questions posed made me really think about my life. I loved feeling that sense of vulnerability"

"The clay told everything"

"My tribe [small group] was diverse in culture and developed a trust that was unusually surprising"

"Scary at first, but very liberating and got me out of my comfort zone. I loved it"

"It was moving to hear and see people's stories in the clay"

"This experience is what education should be like"



8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

IRA Activity approved budget: \$5,080

Actual Costs:

Island Packard- round trip boat transportation and SRI lodging= \$2,704.00 Food= \$854.30

SRI Research Station Lodging= \$390.00

Total spent= \$3,948.3

\$5,080.00 (IRA budget) \$3,948.30 (Amount spent) **Total Remaining Funds** = \$1,131.70

Note: <u>over budget</u> due to reduced number of students who attended the IRA funded Santa Rosa Island trip

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:

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 #1013
Interdisciplinary Collaboration between ECS, Ceramic and Sculpture ART & Performing ART: Narrative Stories at Santa Rosa Island

Name	Course
Annie White	Instructor- Early Childhood Studies (ECS)
Bonnie Lavin	Instructor- Performing Art (PADA)
Marianne McGrath	Instructor- Art, Ceramic and Sculpture
Paul Magallanes	PADA 151
Ashley Testado	PADA 151
Ben Mueller	PADA 151
Dylan Aragon	PADA 151
Kiera Sailor	PADA151
Andrea Mercedes Stamatelaky	UNIV 392
Michael Adachi	UNIV392
Edalith Ambriz	UNIV392
Cambria Crandall	UNIV392
Luz Ortega	UNIV392
Jasmine Villatoro	UNIV392
Jessica Bailey	UNIV392
Alexa Hamel	UNIV 392
Patricia Keller	ART 494
Natalie Gula	ART 421
Jynell Bosacki	ART 421
Daniel Aceves	ART 318
Roxanne de Casas	ART 202
Yanley Delgado Romero	ART 318
Macgregor Mason	ART 421
Julie McHorney	PADA 151
Jason Ruiz	PADA 151
Burgette Sartor	PADA 151





