

"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 2024

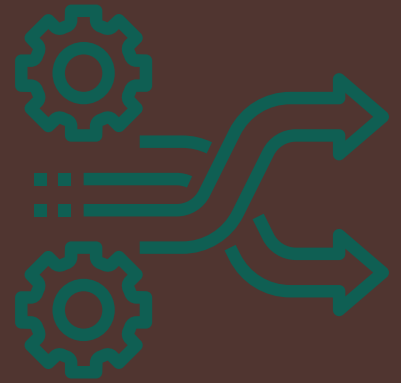


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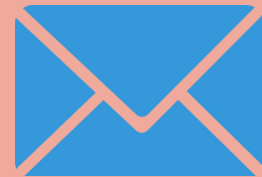
COURSE GOALS

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

It has three interrelated learning goals:

- To empower students in exploring and enacting theories of change and pathways of action in educational institutions and systems;
- To facilitate multiple perspectives on ways of learning from an ongoing field placement, including (where possible) gaining additional practical experience as an educator;
- To help students gather together, communicate, own, and extend their learning across the courses and contexts that have comprised the minor/major for them in a variety of ways, including through the completion of a final portfolio.

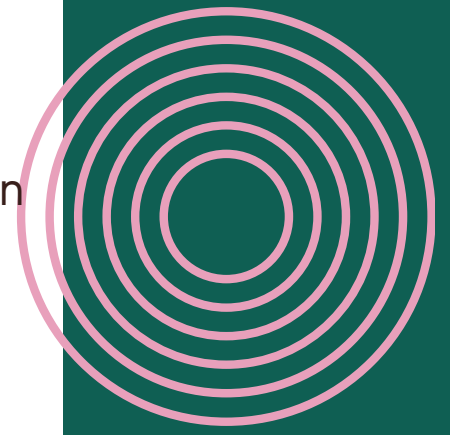
We recognize that we live and work on Lenape land, and pay respect and honor to the caretakers of this land, from the time of its first human inhabitants until now, and into the future. We seek to maintain and build upon our current and ever-evolving connections with members of Lenape tribes and communities, in recognition of our intertwined histories and with a goal of moving toward right relationship between the Bi-Co of today and Lenape peoples.



***OFFICE HOURS WEEKLY BY
APPOINTMENT***

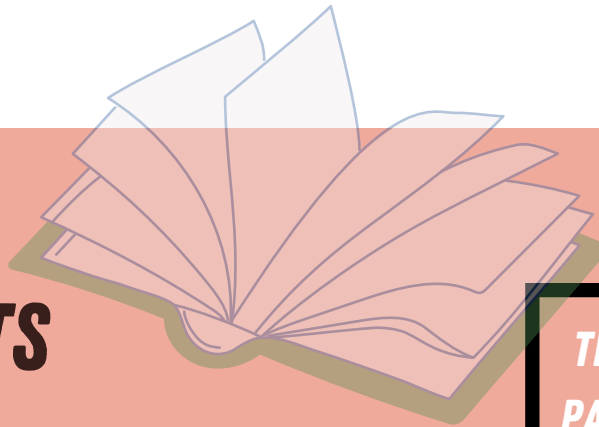
WHAT CAN YOU EXPECT?

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

COURSE ATTENDANCE & PARTICIPATION



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.

ONLINE DISCUSSION POSTS

For class sessions 2-11, there will be an open discussion forum available on Moodle. You are asked to **pick 6 sessions (at least 3 before March 8th)** in which you will participate in the discussion forum by posing 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. These contributions should be made by midnight the Monday before the chosen session. You are asked to **respond to 4 posts** of your colleagues over the course of the semester (**2 before March 8th and 2 additional responses by May 3rd**), but are welcome to use the forum as much as is helpful for your learning.

FIELD EXPERIENCE

Over the course of the semester, you will have the opportunity to work 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 **8-10 visits of 3 hours each** over the course of the semester engaging in your internship. You will document your noticings and wonderings about the operational theory of change at your site in 3 three-page field memos (**Due 2/23, 3/29, and 5/3**). ***Pseudonyms must be used for any references to stakeholders from your internship.

TOC PART 1: THE WORLD AS IT IS/ THE WORLD AS IT SHOULD/COULD BE (MULTIMODAL, DUE 2/9)

Represented in a modality of your choosing, I invite you to answer the following:

What is a particular issue in education (a slice of “the world as it is”) have you, through your own experience and your time in the Education Department, become passionate about transforming? What draws you/connects you to the issue? (i.e. What is your stake in this issue?) In your opinion, what would it look like for this issue to be “as it should/could be”? Why?

2

TOC PART 2: BRIEF LITERATURE REVIEW AND DRAFT MODEL/DIAGRAM (7-10 PAGES; DUE 3/8)

Building off of TOC Part 1, you will conduct a brief literature review identifying the current models/theories of change around your chosen educational focus in order to situate your own theory of change within this landscape. After completing your literature review, you will create a draft model/diagram of your own theory of change around this particular problem of policy or practice.

ALL WRITTEN WORK SHOULD FEATURE:

- **12-POINT TIMES NEW ROMAN (OR EQUIVALENT) FONT**
- **DOUBLE-SPACING, WITH 1 INCH MARGINS**
- **COMPLETE CITATIONS OF ALL SOURCES USING A KNOWN CITATION FORMAT (MLA, APA, CHICAGO)**

COURSE ASSIGNMENTS IN BRIEF



Full descriptions will be handed out at least two weeks in advance

3

TOC PART 3: PRESENTATION AND FINAL DIAGRAM (DUE 4/16, 4/23, OR 4/30)

After receiving feedback on TOC Part 2, you will revise your theory of change model/diagram and will share it in a 20-30 minute interactive presentation with our classroom community.

4

PORTFOLIO (DUE 5/11 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.

*** If you have taken a prior Capstone and are taking this as an elective, your portfolio will be 5 artifact and reflection pairs that are more tailored to the work of this course.

If you have (or think you have) a learning difference or disability including mental health, medical, or physical impairment – please reach out to Access Services/ Disability Services at your home institution (HC/BMC) to confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing. Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement. I am happy to work with you to ensure that you have the support that you need.

<https://www.brynmawr.edu/access-services>

<https://www.haverford.edu/access-and-disability-services>

RESOURCES AND SUPPORTS

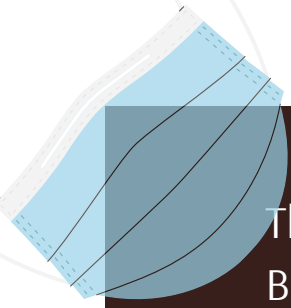
It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation and then must speak to me. Other class members need to be aware that this class may be recorded.

Students are encouraged to reach out to the Office of Academic Support/ Office of Academic Resources staff to explore effective learning, studying, test-taking, note-taking and time and stress management strategies that are essential to success in this course and college life.

http://www.brynmawr.edu/deans/acad_support/learning_resources.shtml

<https://www.haverford.edu/oar>

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.



The Education Department's COVID masking policy is consistent with Bryn Mawr and Haverford College's policies overall. Our course classrooms are mask-friendly, meaning masks are welcome, but not required unless the instructor working with the class decides to create a class requirement informed by the class community's needs. We will continue to emphasize care and consideration for each other's needs and desires, and make ongoing decisions, centering these.

The Honor Codes at both Bryn Mawr and Haverford Colleges outline standards regarding the demonstration of trust, concern and respect for oneself and others in our community. Maintaining academic integrity throughout our work and interactions with one another in this course is an important way to uphold these values.



The proliferation of generative AI (e.g., ChatGPT, Bard, Dall-E, Claude) and non-generative forms (e.g., Google Translate, Grammarly) offer opportunities for faculty, staff, and students to revisit the purpose of education broadly conceived and of learning in any given course. The Education Department takes and advocates an inquiry stance on the ways in which the proliferation of AI can inform thinking, attribution, research, and sharing in the production of knowledge with integrity. AI, like all technologies, can be put to positive/productive or harmful/detrimental use, and its various forms re-raise both new and age-old questions about creativity and ownership in knowledge production. Individual faculty members in the Education Department will explore particular uses of AI in individual courses. As with all scholarly work, appropriate citation is expected. See a useful resource with issues to consider and question to ask yourself about generative AI from the University of Michigan: <https://genai.umich.edu/guidance/students>

ACCOUNTABILITY

How we are taking "a count" of our learning individually and collectively over the course of the semester?

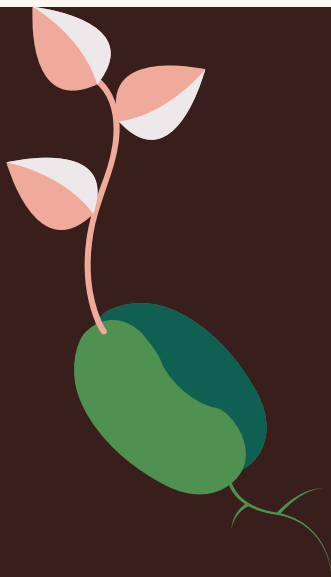
Aligned with my own "theory of change" that centers agency and voice, your evaluation be the result of my own assessment of your work products and engagement as well as your own. I recognize that this can feel uncomfortable, particularly if you, like myself, have been schooled in a system in which "grades" are edicts from above rather than a shared project between teacher-learner and learner-teacher. I am here to support you in this journey.

In the beginning of the semester, I will ask you to articulate your own aspirations for your learning/growth in the course as well as the ways in which you hope to contribute to our learning community. I will offer space for you to share what you think you will need from me as well as your classmates in order to meet these goals.

For each assignment, I will provide you with evaluation criteria, and while I will not issue a numerical or letter grade, my commentary on your assignments will center around your progress towards these goals.

At two points in the semester, on March 8th and May 17th , I will ask you to write a self-reflection (with the support of a thorough rubric) assessing your work and grade in the course. In this offering, I will invite you to share with me your own thoughts around your growth as a thinker, communicator, and community member, among other roles that you take up in this course. I will respond to your reflections in writing, offering my own perspective. If there is a large (one point in grade on the 4- point scale) difference between my own evaluation and your own, I will schedule a conference to discuss and come to a resolution.

At any point in the semester, you can meet with me to discuss your progress.



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.

WHAT'S DUE?



Deadline (11:59 pm unless noted otherwise)	Assignment
Mondays 1/29, 2/5, 2/12, 2/19, 2/26, 3/4, 3/18 3/25, 4/1, 4.8	Options for Discussion Posts (Pick 6)
Friday, February 9th	TOC Part 1
Friday, February 23rd	Field Memo #1
Friday, March 8th	TOC Part 2 & Mid-Semester Self-Evaluation; At least two responses to colleagues' discussion posts
Friday, March 29th	Field Memo #2
Tuesday, April 16th, April 23rd, and April 30th	TOC Presentations and Final Diagram
Friday, May 3rd	Field Memo #3 and at least 2 responses to colleagues' discussion posts
Saturday, May 11th by 5 pm	Final Portfolio & Final Self-Evaluation

Please note that if you are ever in need of an extension, just ask. I cannot know that you need additional time if you do not tell me. We will work together to make a plan.