

Projects & Seminar Groups

SEMINAR/PROJECT GROUPS

In this program students will be actively involved in developing and participating in projects. Hirsh and Marja will each supervise a number of project areas. Students participating in the projects being supervised by one faculty will comprise your seminar group and your project/seminar faculty will write your evaluation.

A “project” is defined here as a sustained activity undertaken by individuals or groups of students to achieve a clearly perceived goal, e.g. a community event, an exhibit, a performance, a new curriculum, a garden, etc.

Many have espoused the value of student involvement in educational projects. For example, an educational method called Project Approach was introduced and articulated by progressive American educators (J. Dewey in 1890s, W. H. Kilpatrick and E. Collings in 1923), and has been further developed by Reggio Emilia schools in Italy since 1960. Used primarily in kindergarten and early childhood education, the Project Approach can also be used successfully in higher education. The benefits of working on educational projects include passionate educational inquiry, collegial work, community building, practical applications of theoretical study, work across significant differences -- in short, a list similar to Evergreen’s five foci of learning.

Each group will have a project “emphasis.” Hirsh’ group will emphasize COMMUNITY/CELEBRATIONS & KIDS. Marja’s group will emphasize GARDENS/PLANTS & KIDS. We use the word “emphasis” because, while you will have a primary project with a particular emphasis, you may also support those in the other project group and be part of an entirely different project if you choose. While each group will emphasize a different project area, both groups will also select a group of children in an educational setting to observe, make contact with the teacher/care provider, create a lesson/activity for these children which DRAWS UPON YOUR PRIMARY PROJECT AREA, and carry out the lesson/activity. Finally, everyone will give a presentation to the entire class at the end of the quarter about your project activities. More detailed information will be provided about expectations for the presentation.

PROJECT STRUCTURE & EXPECTATIONS

For 7-weeks (Week 2 - Week 8) you must spend an average of at least 7 hours per week on project activities, with a total of at least 49 hours. This is required for the 2 Project credits awarded for this

program. **Please understand that you will not receive full credit if you do not complete the project hour requirement (49 hours total).**

You must complete a (1) WEEKLY Project Log that includes the date, time spent, activities undertaken, and any practical questions that have arisen. You will summarize the time spent that week AND you will keep a running total of all the time you have spent to date. You will also complete a (2) WEEKLY Project Reflection that discusses your discoveries, learning and musings as well as your child observations. These will be posted weekly to your personal Web Page (within the Program Web Page).

For those of you traveling a half hour or more, you may also include travel time in your project time. Remember, too, that you will need to coordinate your own transportation to and from your project site. Your faculty (or in some instances, a “project liaison”) can help facilitate this if needed but, ultimately, it is your responsibility. E-mail is a valuable way to communicate about transportation matters.

CHOOSING A PROJECT POSITION

Choose one or two of the positions listed below. Each person will have a primary position for which you are fully responsible. If you wish, you may have a second, helper position as well. You may choose a primary project with Marja and a secondary project with Hirsh or vice versa. You may also choose a primary and secondary project with the same faculty. Oh yes, you can just choose one primary position too!

You may choose a project area in which you already have expertise or an area in which you would like to develop expertise. In the latter case, you might need to participate in a training workshop or carry out independent research. Your training/research time counts as project time. You must organize and arrange it. Your faculty or your “project liaison” will be happy to give ideas and direct you toward resources. This will help to orient you.

During Week 2, everyone needs to get started. Tonight you will receive a Project Request Form that you will need to fill out and return immediately. Because Marja will be leaving for India, we will prepare Project Assignments right after the first class. Also Marja has arranged for individuals to serve as a “project liaisons” for most of her projects. You will meet most of these people during the first class session.

To be both successful AND happy with either of these projects, you must be able to take general ideas and turn them into concrete proposals and specific actions. You must be able to seek out Marja, Hirsh (or your “project liaison”) and ask your questions. You must be willing to take initiative but also be flexible if your ideas are not adopted exactly as you hoped (or at all!). You must be independent and yet put out the effort to collaborate with others and work as a team. You must manage your time well. You must carry your load and stay on top of things, without slacking.

PROJECTS WITH HIRSH: AN INTRODUCTION

Off and on for the last ten years, Hirsh has been working on community projects and celebrations. One of them is the Lunar New Year Celebration here on campus. Other projects involved seasonal celebrations, gatherings, art exhibits, etc. This Fall our seasonal celebrations will include the Harvest Festival at the TESC Organic Farm, the Samhain/Halloween/Day of the Dead/All Soul’s Day, Diwali festival of lights cluster, San Guan, the Chinese celebration Welcoming the Waters of late fall, and Painted Word, an art exhibit celebrating the coming New Year.

HIRSH’S PROJECT CLUSTERS

Harvest Festival (4-5 positions)

Our Harvest Festival is coming up quickly, on Saturday, Oct. 1st. This group will need to start working right away staying the first night after class and working intensely before Saturday. All our students will participate, but students in this group will be responsible for developing projects, getting supplies, setting up and clean up. I envision several activities for community (children and adults): Balloon Luminaries, Pumpkin Carving, Crafts with leaves, acorns, etc, and others. Students in this group will also need to choose another project. Hirsh is the project liaison.

Painted Word Art Show (4-6 positions)

The art show will be in TESC Library, opening on December 10. It will be a show of calligraphy, languages, graffiti, and written symbols. This show will be a part of, and a preparation for our Lunar New Year celebration on Feb. 4, 2006. Art workshops to create calligraphy and words will be organized in November – December 2005 at TESC. Students will be involved in organizing workshops for TESC community, working with other artists, curating and hanging the show, etc. Hirsh and the TESC librarian will be the project liaisons.

Lunar New Year Fund Raising and Planning (3-6 positions)

The actual Lunar New Year celebration will be on February 3 & 4, 2006, in TESC Longhouse. It is a big event with 300-400 people attending each day. Planning will involve weekly meetings on Tuesday, or Wednesday afternoons starting from mid-November. The project work will also involve researching and applying for grants, community outreach, etc. Hirsh is the project liaison.

Day of the Dead, Diwali festival of lights etc. (4-6 positions)

This will be our in-class celebration on Wednesday, November 2. The interests of students in this group will structure this project and celebration. Hirsh is the project liaison.

Web Site Development (3-4 positions)

Students in this group will maintain our program's website, develop websites for our community events, and help other students in our program to get proficient with web postings. Hirsh & Beth Stinson, Evergreen staff, are project liaisons.

Documentation We would like each project group to have at least 2 students for project reflections, evaluations, comradery, etc. Hirsh and local project liaisons.

Documentation and Advertising (posters) (2-4 positions)

This group will work on still and video documentation of our program's activities and will design and distribute posters. Hirsh is the project liaison.

Other projects with schools, gardens, etc. (2-4 positions)

PROJECTS WITH MARJA: AN INTRODUCTION

Off and on for the last ten years, Marja has been working on two garden projects. One is the Longhouse Ethnobotanical Garden located here on campus. The other is the Gifts of the First People Garden located on the Skokomish Indian Reservation which is about a half hour north of Evergreen past Shelton along Hood Canal. More recently, Marja has become involved in other gardens as well. Students in Marja's project group will select a position with one of several garden projects. Additionally, Marja will be offering the possible opportunity for two students to consider the value of experience with gardens and plants for children in cross-cultural and cross-language transitions.

MARJA'S PROJECT CLUSTERS.

Longhouse Ethnobotanical Garden (3-4 positions)

Students will assist the Longhouse Work Study Gardeners in maintaining this ethnobotanical garden that consists primarily of native plants organized in habitat areas. You will have the opportunity to learn to identify various plant species. In a separate handout, you will find a brief history of the garden.

Gifts of the First People Garden (Skokomish Indian Reservation) (3-4 positions)

With the passing of *subiyay*, Bruce Miller, the traditional leader on whose property this garden is situated, the garden has entered a period of transition. Students working in this position must be able to work in challenging conditions, show respect, and flexibility. The position also requires initiative, consistency, a means of regular travel to Skokomish, and regular communication with Marja and Sonja Gee, the project liaison. Sonja was *subiyay*'s personal assistant.

It is also critical that you recognize that what underlies our activities on the Skokomish Garden is reciprocity. In other words, we - as a mainstream academic program - are giving back to Indigenous People for all the many ways that they have given to non-Indigenous people and for all that they have suffered and lost. On top of it all, this project involves working in a Tribal Community where each person has views about our work. Some welcome us. Some do not. While not always comfortable, I view my ten years of work with members of the Skokomish Indian Tribe as a great privilege.

Peterson Garden (Skokomish Indian Reservation) (2 position)

This is a new garden project that was begun this last summer. It is at the home of elders, Pete and Merilee Peterson. Pete is a master carver. Merilee is a charming fireball. This garden involves the creative reconstruction of the yard around the Peterson home. Again, respect, flexibility & means of transportation are required. Merilee is project liaison.

Roosevelt School Gardens (2-3 positions)

Students involved in this garden project will work with a group of very dedicated parents who have been establishing gardens at Roosevelt, which is located across the street from the San Francisco Bakery on the East Side, and who are working to maintain pesticide-free school grounds. The project liaison is Ameer, mom of a Roosevelt student.

Gifts Garden (Skokomish) Web Page Development (1-2 position)

Marja and various students have been working to create a Web Page that tells the story of the unique Gifts of the First People Garden Project. This position does not require web page skills (although they would, of course, be helpful) because web page training will be part of the program. Both Marja & Beth Stinson, Evergreen staff, are project liaisons.

Gardens Library and Archives Development (1-2 position)

Many plant images, plant monographs and archival documents exist in Marja's office. Students have been organizing and cataloging these materials. This work needs to continue. A student working in this position would strengthen their knowledge of plant taxonomy, plant identification and organizational skills. Marja and Zim Barnes are project liaisons.

Gardens and Plants for Children in Cross-cultural and Cross-language Transitions (2 positions)

This is a unique position. Marja is making available the possibility of working with the 5-year-old daughter she is bringing home from India. This child speaks Hindi and Marathi only, and has been in an orphanage for the last two years. Her prior history is not known. Students in this position would research the role that gardens and plants could potentially play in helping children in such profound transition, observe and interact with Marja's daughter, and create and carry out a structured activity. They are also expected to participate in one or more garden projects as sources of experience and inspiration. Marja is project liaison.

Possibly one or two other garden projects may be available. These will be announced.

PRINCIPAL ASPECTS OF ANY PROJECT

1. Select & Work on Project – Seek to understand the project, read any associated materials. Plan goals for the quarter and include them in your first Project Reflection. Start work. Project work can include BOTH hands-on work and related research. Maintain Weekly Project Logs and Project Reflections. Continued Project Reflections consist of learning & discoveries that result from your activities. The Final Summative Reflection includes self and partner evaluations and learning highlights.
2. Contact School – Establish schedule for observations, sign classroom contract, submission of lesson/activity plan, doing lesson or activity, receiving feedback. (Arrange for student colleague to be present, photograph and give feedback also.)

3. Prepare Power Point or Web Page Presentation to share with the class. More information will be given. Draft Due, Sat, 12 Nov
4. Final Presentation Week 9, Wed, 30 Nov - or Sat, 3 Dec..

SAMPLE PROJECT SCHEDULE

Wed, Week 1: Meet Projects, Meet Project Liaisons, Select Project

Sat, Week 1: Project Assignments Given (Marja away)

Week 2: Start project work. Contact school, sign contract, set up schedule. Post Project Assignments to Web (Log & Reflections) (Marja away – so Marja’s students direct questions to project liaisons.)

Week 3: Continue project work. Start school observations. Post Project Assignments to Web (Marja away.)

Week 4: Continue project work, continue observations, start planning lesson/activity. Post Project Assignments to Web. Turn in signed classroom contract.

Week 5: Continue project work, continue observations, complete draft of lesson/activity – give to classroom teacher or equivalent and your faculty. Post Project Assignments to Web.

Week 6: Continue project work, continue observations, carry out lesson/activity this week or
 Week 7. Post Project Assignments to Web.

Week 7: Carry out lesson/activity this week or previous week. Presentation outline due on Sat., 12 Nov. Post Project Assignments to Web.

Week 8: Evaluate experiences. Classroom teacher evaluation due. Prepare presentation. Post
 Project Assignments to Web.

Week 9: Finish preparing presentation. Give presentation on Wed or Sat. Post Project
 Assignments to Web.

Week 10: Post final summative Project Assignments to Web. (In Reflections, include learning highlights and evaluation of your own and any group members’ participation.)