

Syllabus (subject to revisions)

Conservation and Development Practicum

LAS 6047 or AFS 6346 (23666/23667), Fall 2023

Thursdays from 1:55 pm – 4:55 pm (periods 7-9), Grinter 376

COURSE INSTRUCTORS

Dr. Glenn Galloway
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Dr. Leandra Merz
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This year Dr. Leandra Merz, MDP, Ph.D. will co-teach the course. She will be joining the UF MDP program for the next two years as the Postdoctoral Teacher-Scholar in Sustainable Development Practice in the Center for African Studies. Other faculty members and graduate students will also be invited to contribute to the course, depending on their availability.

OFFICE HOURS

I, Glenn Galloway, have an open-door policy when in my office. My official office hours will be from 2 to 5 pm on Tuesday. Feel free to call or send me an email to coordinate a meeting at another time. While the intention is that instruction will be face-to-face, accommodations will be made for students who for health or other reasons must attend the class remotely.

COURSE PURPOSE AND DESCRIPTION

This course will help MDP students gain competence in applied, professional work in development practice. Students will carry out an analysis of the information generated during their 2022 summer field practicum projects, gaining experience in the analysis of information and in the interpretation of results, linking findings across disciplines and scales. Based on feedback received on the course, a major emphasis will be placed on discussing progress on different sections of the field practicum final reports in small groups and sharing a sampling of the results of these group discussions with the overall class. Space will also be created for individual work – including planning -- in consultation with the course instructors and course facilitator and invited faculty and students who support specific class sessions. Finally, class presentations and discussions will focus on aspects relating to the development of key sections of the field practicum final reports.

GOAL AND DELIVERABLES

The primary goal of this course is to facilitate the analysis of the information compiled during your summer field practicum projects, interpret the results, and prepare a complete first draft of the final report. You will be required to develop and present two principal deliverables:

1. Poster to be presented in a poster session in conjunction with the annual Latin American Studies MALAS / TCD / MDP / PhD Fieldwork Festival in the Spring semester 2024.

2. First complete draft of the final report of your field practicum (portions of this final report will be discussed during in-class group settings and once revised will be handed in as class assignments). The document *"Indications for the preparation of the Field Practicum final report"* (see Program Manual) provides information on what constitutes a field practicum final report. A concise summary of these indications will be provided and will serve as a type of checklist to track your progress. Another Program Manual document entitled *"The field practicum of the UF MDP Program"* – which we have discussed in the past -- provides additional information on expectations regarding this important formative exercise. Many examples of field practicum final reports have been placed on the Institutional Repository ([UFDC Search Results - Institutional Repository at the University of Florida \(IR@UF\) \(ufl.edu\)](#)).

Other assignments and deliverables are indicated below.

PARTICIPANT LEARNING OUTCOMES

By taking full advantage of this course, you will be able to:

1. Analyze information derived from the application of different methods. Attention will be focused on methods applied in your field practicums.
2. Interpret the results of your analyses, drawing on the literature to complement, compare and contrast your findings with other experiences.
3. Integrate key concepts learned throughout the MDP program into your final report, utilizing and strengthening the contextual/conceptual frameworks you developed in your field practicum proposals. It is quite likely that your contextual/conceptual framework will undergo significant revisions as you progress in the development of your final report.
4. Present results in a clear fashion using figures, tables, and graphs, as appropriate.
5. Identify cross-scale and cross-disciplinary linkages and interactions relevant to your field practicum.
6. Develop an attractive poster summarizing what you did in your field practicum and the primary findings and conclusions. As indicated above, these posters will be presented during the LAS Fieldwork Festival in the Spring semester (2024).
7. Improve writing skills required for preparing a major report.

IMPORTANT CONSIDERATIONS

1. **Student supervisory committee involvement:** You will be generating the first draft of the final report of your field practicum in this course. Therefore, it will be essential to engage your supervisory committee members in the process throughout the semester. Their involvement will be tracked during the semester.
2. **Faculty and graduate student involvement:** When necessary and feasible, a faculty member or graduate student will be invited to present the analysis and interpretation of results utilizing specific methods. Leandra will contribute her considerable experience in the analysis of data throughout the semester.
3. **Structured, graduated deadlines for draft final report preparation:** You will be required to develop and turn in sections of your draft final report throughout the semester. This approach will be used to ensure that the bulk of the work is not put off until the end of the semester.

These sections will be subjected to in-depth discussions in small groups to provide structure to the report development process and to ensure each student receives timely feedback on their progress.

4. **Required readings:** Readings and other resources will be assigned during the semester to aid you in the analysis of information from different methods. A discussion space will be utilized on Canvas to encourage dialogue and reflection on key readings. You will be expected to consult additional literature as references to strengthen the contextual/conceptual frameworks and discussion sections of your field practicum final report (it is hoped that many of you collected new sources of information while carrying out your field practicums). You are encouraged to recommend readings and sources in other formats. All readings will be posted on Canvas.

COURSE POLICIES

Attendance is required. Class meetings are a vital part of this course. All students are expected to complete assignments and readings before class, to arrive on time for each class, and to participate actively in classroom learning. Unexplained absences will be reflected in the grade. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation – see the section Absences in: <https://gradcatalog.ufl.edu/graduate/regulations/>

Personal technology in the classroom. During regular class time students may not use personal technology devices (laptops, mobile email devices, smartphones, mobile phones, iPods, iPads, and similar technologies) unless permission is granted. The instructors will indicate when devices may be used for specific class activities. Exceptions will be made in the case of students who use personal technology devices due to documented disabilities, or students who need to leave a phone on in anticipation of emergency calls.

CAMPUS HELPING RESOURCES

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student. The web link to U Matter, We Care is as follows: umatter.ufl.edu

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or

<http://www.police.ufl.edu/>.

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.career.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Written Student Complaints: <https://registrar.ufl.edu/complaint.html>.

On-Line Students Complaints: <https://flexible.dce.ufl.edu/student-complaints/>

UF POLICIES

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructors and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>. Since the format of the class is being changed, feedback will be solicited during the semester to make adjustments as necessary.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors in this class. Make sure you understand what plagiarism is and measures you must take to avoid placing you and your program at risk.

Software Use

All faculty, staff, and students at the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa/>

NOTE: There may be changes to this syllabus depending on the availability of guest speakers, class interest in certain topics, or other unforeseen events.

ACTIVITIES, ASSIGNMENTS AND GRADING

| Assignments contributing to grade | Maximum points earnable |
|--|-------------------------|
| P-1: Enthusiastic participation “in” and out of the classroom | 100 |
| P-2: 7 essays following guidelines and questions posted weekly on the CANVAS discussion board | 70 |
| P-3: 6 responses to essays posted by colleagues on CANVAS discussion board | 30 |
| P-4: Short presentation of your field practicum experiences | 50 |
| Deliverable 1 (D-1): Preliminary outline of your FP final report | 50 |
| Discussion regarding the methods applied during the realization of the field practicums | |
| D-2: Revised/updated methods section of your FP final report | 50 |
| P-5: Presentation of the analysis of data. Each student will have the opportunity to present in class. | 50 |
| D-3: Completed analysis section | 50 |
| P-6: Presentation of a sampling of your FP results using effective graphs, figures, tables, etc. | 50 |
| P-7: Presentation of cross-scale and cross-disciplinary considerations relevant to your field practicums | 50 |
| Discussion of updated contextual-conceptual frameworks (c-c frameworks) of your FP (will be carried out in groups) | |
| D-4: Revised/updated versions of the c-c frameworks of your FP | 50 |
| D-5: First draft of your FP final reports for peer review | 50 |
| D-6: Peer reviewed final reports returned to authors | 50 |
| D-7: Draft poster to be presented - reviewed in class | 50 |
| D-8: Draft FP final report incorporating changes suggested by your peer reviewer. The first draft with comments and track changes made by your peer reviewer must also be handed in. | 250 |
| D-9: Poster presentation in the Fieldwork Festival in February 2022 | |
| Total | 1000 |
| Deductions: For each deliverable not handed in on time, 2% will be deducted from your grade. Failure to attend class without notice will result in a 5% reduction in your final grade. | |

GUIDELINES AND ASSESSMENT CRITERIA FOR GRADED ASSIGNMENTS

P-1, Aug. 24-Nov. 30: Respectful and enthusiastic participation in and out of the classroom

The class will involve a great deal of interaction and discussion, and you will benefit from your efforts to learn collaboratively with respect, enthusiasm, and open minds. A basic requirement for such involvement is to arrive at each class on time and well-prepared, whether in person or remotely (only if unavoidable). During the semester, you will be required to give short presentations and participate in group and roundtable discussions. Indications will be provided to help you prepare for these presentations and discussions. Presentations will have to be concise and within the time allotted. Many of these presentations will serve to present the results of group discussions.

P-2, Aug. 31 – Nov. 16: 7 brief essays written in response to questions posed on CANVAS discussion board

You are expected to write and post an essay on the CANVAS discussion board five times during the semester. These short essays should be posted by the time indicated by the instructors. You may earn up to 10 points for essays posted on time and by following the specific guidelines provided. The board will not be open the first or last week of the semester.

Criteria for brief essays:

Be between 200 and 500 words in length

Respond to / align with assignments and topic for the week

Include and actively engage one quote from the week's assigned readings

Ideally, will raise a question for discussion

Written reflections may also include:

Reactions to other postings

Reference to personal experiences

Links to relevant materials, videos, websites

P-3, Aug. 31 – Nov. 16: 6 responses written in conversation with brief essays posted by colleagues on CANVAS discussion board

At least six times during the semester, you should respond to and dialogue with a brief essay posted by a colleague. Responses must be posted by the time indicated by the instructors and should be between 150 and 300 words long. Students are encouraged to read all essays of fellow students. Very short responses that do not meet the criteria indicated will not earn credit but can be important to provide a nice reaction to fellow student's contribution.

P-4, Aug. 31: Initial short presentations of your field practicum experiences

The instructors will provide a short guide to help you prepare these presentations, including questions such as: How well did the FP go to plan? What modifications did you have to make to your original plan? How well were you able to sustain communication with your committee and with your host organization(s) – did remote communication work well? What were the most important cultural challenges you had to face? What were the major difficulties encountered? What did you particularly like about the experience?

Sep. 7: Discussions on the methods applied during the realization of the field practicums

During this session we will have breakout group discussions on the methods applied during the realization of your field practicums. We will address, among others, the following questions: What lessons were learned about the application of these methods? If more than one method was used, how were they sequenced together? What worked well and what did not work? Why? How were data and information organized and recorded? Did you opt to eliminate any methods from your study? If so, why? What type of support do you need to process the information generated?

P-5, Sep. 14 - Oct. 5 or 12: Individual work and group discussions on the analysis of information derived from different methods

Early in the semester, we will devote up to five weeks focusing on the analysis of information from the array of methods utilized in your FPs. We may, in some cases, secure faculty or PhD student support to accompany us when we discuss specific methods. The aim is that each of you has clarity with regards to

the analysis of information from your field practicums. In each class session we will focus on one or more methods, drawing on student knowledge and experiences, expertise of invited UF faculty and MDP alumni and other sources. The following table will be refined in class.

| Methods applied (preliminary list compiled from proposals) | # Students who applied method |
|---|-------------------------------|
| Interviews (including structured, semi-structured interviews, and informal conversations – key informants – life stories, storytelling) () | |
| Literature review (historical information), secondary data analysis and oral video histories () | |
| Ethnographic observation and participant observation () | |
| Participatory methods for measuring governance, PAR, Participatory working groups and workshops () | |
| Focus groups () – Discussed the difference between Focus Groups & Working Groups | |
| Surveys (Likert scale), including Pre- and Post-Workshop Surveys () | |
| M&E, MEL () | |
| Appreciative inquiry () | |
| SWOT or <u>SWOC</u> analysis () | |
| Stakeholder mapping and situational analysis with matrix of influence and interest Power Mapping () | |
| GIS Analysis, GPS coordinates, Spatial analysis () | |
| Data management & statistical analysis Development of a plan – strategic & operational, business () Market research () Power analysis () Policy analysis () Others: (examples from last year: training attendance, Workshop pilots, System development, Photo/Camera workshop) () | |

P-6, Oct. 19: Presentation of a sampling of your FP results using graphs, figures and/or tables

You will present a sampling of your most important results employing tables, graphs, frequency of response diagrams, among others, depending on the methods you applied (any way you intend to

present your results). As a group, we will discuss the effectiveness of each figure, table and graph and provide feedback on how to improve them to facilitate their interpretation.

P-7, Oct. 26: Participation in a discussion on cross-scale and cross-disciplinary considerations relevant to your field practicums

You will devote a section of your final report to visualizing how your work forms part of a bigger picture. To accomplish this, it will be necessary to identify potential relationships between your work/findings and development processes occurring at varying scales involving different stakeholders. You will want to consider how your work cuts across and/or integrates different disciplines and sectors and whether any of your findings have important policy implications. This important section will push each of you to view your efforts from a broader, more holistic perspective. It will be important that you begin visualizing these linkages early in the semester. This class will discuss approaches to visualize these linkages, including using the SDGs as a framework of reference. Once again, much of this discussion will be conducted in groups.

Nov. 2: Discussion of your updated c-c frameworks of your FP

Updated, graphic representations of the contextual-conceptual frameworks of your FP will be discussed in small groups. In most cases, these frameworks will undergo modifications as the semester progresses. You should cite primary sources of information utilized to develop your C/C framework.

Written deliverables

First deliverable (D-1), Aug. 31: Preliminary outline of your FP final report

Indications will be provided on how to develop this preliminary outline of your FP final report.

D-2, Sep. 07: Revised/updated methods section of your FP final report

Hand in an updated Methods section that will form part of your draft final report. This section should provide information on how you conducted each method, including, if applicable, the sampling scheme you utilized. Also indicate measures you took to record and organize your data. Take this opportunity to write down what you would have done differently had you known during the planning of your FP, what you know now (some of these insights might form part of the final section of your report, when you make recommendations for future work).

D-3, Oct. 19: Completed analyses associated with your FP

Hand in the primary analyses of the information gathered during your respective FPs. For each analysis, please indicate the major implication(s) of the finding(s) in a concise fashion.

D-4, Nov. 09: Revised/updated versions of the c-c frameworks of your FP

Hand in an updated version of your contextual-conceptual framework that integrates the following:

- Contextual information gathered during your field practicum
- New references on the topics/concepts you focused on in your field practicum

As a result, you will have an improved graphic representation of your c-c framework, reflecting your enhanced understanding of the context in which you carried out your field practicum and illustrating how your work fits into this overall context.

D-5, Nov. 21: First draft of your FP final reports for peer review

Turn over the first draft of your FP final report to a fellow student for peer review. By this date, you should have all the necessary information to assemble a draft of your final report.

D-6, Nov. 28: Peer reviewed final reports are returned to the corresponding authors

By November 28, return the draft final report you peer review to the author. Indications like those followed in Design and Methods for Sustainable Development Practice will be provided.

D-7, November 30: Draft poster to be reviewed in class

The assignment involves preparing an attractive poster that presents a clear summary of your field practicum: title, introduction, c/c framework, objectives, participants, methods, results, conclusions, and references. Support received during the planning and realization of the FP should be acknowledged on your poster. Draft posters will be reviewed by your fellow students. You will be expected to consider observations and suggestions made during this session to improve the design and content of your poster.

D-8, Dec. 05: Draft FP final report

By Tuesday, December 05, hand in a high-quality draft of your FP final report. In addition, you will provide the instructors with your first draft with track changes and comments made by the fellow student who carried out the peer review of your report.

Note on **Poster Session**: MDP students present the final versions of their posters (D-9) in conjunction with the Latin American Studies / TCD / MDP Fieldwork Festival in the Spring semester of each year (for you, 2024). In the poster session, MDP students present their work with master's and PhD students from MALAS and TCD. This event is normally well attended by students and faculty across campus.

Course grading

Grades will be assigned as follows:

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
|-------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----|
| Tot % | 96- 100 | 92- 95.9 | 88- 91.9 | 84- 87.9 | 80- 83.9 | 76- 79.9 | 72- 75.9 | 68- 71.9 | 64- 67.9 | 60- 63.9 | 56- 56.9 | <56 |

COURSE SCHEDULE FALL 2021

This schedule may be adjusted during the semester, depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events. Updated versions will be posted on CANVAS and sent to students via email.

| Date | Topic | Readings and videos required before class | Learning activities | Assignment due |
|------|---------------------------------|--|---|---|
| 8/24 | Intro | <p>Review once more the section in the MDP Program Manual pertaining to preparing the final report of the field practicum. An abbreviated description of the field practicum final report will also be provided.</p> <ul style="list-style-type: none"> • Indications for the preparation of the Field Practicum final report (beginning on page 44) | <p>Overview of course expectations</p> <p>Explanation of process for preparing an outline of the FP final report</p> <p>Establish class norms</p> | |
| 8/31 | Presentations of FP experiences | Scan the Table of Contents of two FP final reports that interest you in the institutional repository | <p>Individual presentations of FP experiences</p> <p>Discussion of preliminary outlines in small groups</p> <p>Short presentations by each group regarding the development of the outlines</p> | <p>P-4: Short presentation of your FP experiences</p> <p>D-1: Preliminary outline of your FP final report</p> |
| 9/07 | Methods applied in the FP | <p>Review figures illustrating how methods are applied sequentially</p> <p>For example, scan page 33 of Sydney Nilan's FP final report posted on the institutional repository and associated text</p> <p>Review the document <i>MDP Students' experiences and insights in the application of different methods in realization of their field practicums</i> (Jot down anything you might like to add to this document based on your experiences)</p> | <p>Refine list of methods applied across the FPs – Decide on methods to focus on in classes on the analysis of information</p> <p>Discussions in small groups on experiences gained utilizing different methods in your FPs</p> | <p>D-2: Revised-updated methods section of your FP final report – can turn in on 9/08</p> <p>Note: may reserve some time in class to refine your methods sections</p> |

| | | | | |
|-------|--|--|---|--|
| 09/14 | Analysis of information from the FP These class sessions will be fleshed out once there is more clarity about the methods applied | Readings on analysis of interview data https://www.youtube.com/watch?v=2X-QSU6-hPU (Qualitative vs. Quantitative Research by Chris Flipp) – will provide new link https://www.youtube.com/watch?v=a-XtVF7Bofg&ab_channel=Scribbr another option (by Scribbr) | P-5: Presentation on the analysis of data gathered from interviews | Over these 4-5 weeks, we will focus on the analysis of information derived from different methods We will set aside some time each week for individual consultations and discussion among peers |
| 09/21 | | To be defined | | |
| 09/28 | | To be defined | | |
| 10/05 | New sources will be identified most weeks | Other potential sources to consider DFID. 2001. Approaches to the analysis of survey data. (have pdf file saved) Kawulich, B.B. 2005. Participant observation as a data collection method. FQS: Vol. 6, No. 2, Art.43 http://www.qualitative-research.net/index.php/fqs/article/view/466/996#g10 | | |
| 10/12 | This week will most likely be devoted to analysis | | | |
| 10/19 | Key results of the FPs | Readings and perhaps a video on good practices for presenting results http://www.ncsu.edu/labwrite/res/gh/gh-tables.html (Links to an external site.) Document on preparing good tables http://flowingdata.com/2010/07/22/7-basic-rules-for-making-charts-and-graphs/ (Links to an external site.) Graph preparation tips | P-6: Individual presentations of a sampling of FP results using effective graphs, figures and/or tables Provide feedback to fellow students to improve their graphs, figures and/or tables | Preparation of materials to present D-3: Completed analyses associated with your FP (due 10/20) |

| | | | | |
|-------|---|--|--|--|
| | | http://writingcenter.unc.edu/handouts/figures-and-charts/ (Links to an external site.) Preparation of figures and charts – will complement with other sources | | |
| 10/26 | Cross-scale & cross-disciplinary considerations | Reading(s) and PowerPoint on cross-scale and cross-disciplinary considerations. Reference to the Sustainable Development Goals (SDGs), drawing on IUFRO-WFSE ongoing work and other references | P-7: Group discussion on cross-scale and cross-disciplinary considerations derived from the results of FPs | Preparation of cross-scale and cross-disciplinary considerations to share with class |
| 11/02 | C-C frameworks | Focus on new readings and sources to strengthen your c-c frameworks, including sources gathered during your FP http://simplyeducate.me/2015/01/05/conceptual-framework-guide/ - Consider Maxwell, J.A. 2005. Qualitative research design: An interactive approach (2 nd Ed.). Thousand Oaks, CA: SAGE Publications http://www.sagepub.com/sites/default/files/upm-binaries/48274_ch_3.pdf (Conceptual Framework: What do you think is going on?) | Refining the graphic representations of the c-c frameworks of your FP Sharing/refining your c-c frameworks in small groups Presentations and discussions of some of the c-c frameworks | Sharing/discussion of updated c-c frameworks D-4: Revised c-c frameworks of your FP |
| 11/09 | Important conclusions of your FPs Poster development process | Readings on the derivation of conclusions and on developing a good poster (other sources can be found online) Writing a Research Paper Conclusion Step-by-Step Guide https://www.scribbr.com/research-paper/research-paper-conclusion/ The Writing Center, UNC College of Arts & Sciences http://writingcenter.unc.edu/handouts/conclusions/ (Links to an external site.) | Small group discussions on important conclusions of your FPs Sharing examples of good conclusions Explanation of qualities that contribute to a good poster | Prepare preliminary list of the primary conclusions of your FPs On November 21, hand over the first draft of your final report (D-5) to your peer reviewer. |

| | | | | |
|-------|---------------------------|---|---|---|
| | | | | Return by November 28 (D-6) |
| 11/16 | Draft poster review | Additional reading and materials on the development of a good poster Will post 1-2 PowerPoints on the preparation and presentation of posters. | Individual presentations of draft posters to receive feedback from instructors and fellow students | Preparation of draft poster (D-7) to present in class |
| 11/23 | No class: Thanksgiving | | | |
| 11/30 | Tie up loose ends | Work on this week | | Note: D-8, Draft FP final report is to be turned in by Dec. 05 |

Summary of assignments and deliverables – 2021

| Assignment/Deliverable | Date |
|--|---|
| P-1: Enthusiastic participation | Aug 24 – Nov 30 |
| P-2: Essays in CANVAS | Aug 31 – Nov 16 |
| P-3: Responses to essays in CANVAS | Aug 31 – Nov 16 |
| P-4: Initial short presentations of FP experiences – guidance will be provided | August 31 |
| Deliverable 1 (D-1): Preliminary outline of your FP final report | August 31 |
| Prepared to take part in group discussions on methods applied in your FP | September 07 |
| D-2: Revised/updated Methods section of your FP final report | September 07 |
| Progress each week in the analysis of information generated from your FPs | Sept 14 – Oct 12 |
| P-5: Presentation on the analysis of information | Sept 14 – Oct 12 |
| D-3: Completed Analysis section of your FP final reports | October 19 |
| P-6: Individual presentations of a sampling of your FP results using effective figures, graphs and/or tables | October 19 |
| P-7: Come prepared for group discussion on cross-scale and cross-discipline implications/considerations derived from the results of your FP | October 26 |
| Sharing updated c/c frameworks of your FP in small groups | November 02 |
| D-4: Revised/updated versions of the c/c frameworks of your FP (incorporate feedback received in the small group session) | November 09 |
| D- 5: First draft of your FP final reports to be peer reviewed by fellow students. Date indicated is when draft report must be given to your peer for review. | November 21 |
| D-6: Peer reviewed reports returned to authors | November 28 |
| D-7: Draft poster to be reviewed in class | November 30 |
| D-8: Draft FP final report incorporating changes suggested by your peer reviewer. The first draft with comments and track changes made by your peer reviewer must also be handed in. | December 05 |
| D-9: Poster session presentation | Spring 2024 – exact date to be determined |

Class Norms (Leandra, these are examples from previous years)

Two years ago

- Wear ya damn mask
- Bring snacks
- Respect each other
- Hard on ideas, soft on people
- Keep time please – except Sarah
- There are no stupid questions
- All practicums are awesome
- Timely breaks (at 1.5 hours mark at latest)
- Participatory learning – in groups
- Options for some class outside
- Lean on classmates for help
- New comp for Alejo
- Don't forget our Zoom colleagues
- COVID compassion, practice caution, be careful, err on side of caution

Last year

- Respect for self and respect for others.
- Freedom to discuss controversial views without judgment.
- Understand different points of views and that everyone is doing something different, no need to compare one another
- Listen to understand
- Assume the best of others
- Understand that not everyone has the same experiences or knowledge.
- Contribute to a positive learning environment
- Communicate dissenting opinion respectfully
- Help each other out to the best of our ability