

XCC 433 Section C1: Photography for Youth Activism

Fall 2020

Meeting Time and Location: Thursdays 3:30-6:15 TBD

Instructors:

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Credits: 4 credits [+4 BU Hub Units (Oral Communication, Creativity/Innovation, Teamwork/Collaboration and Research and Information Literacy)]

Course Description

The Cross-College Challenge offers a unique project-based learning experience in which interdisciplinary student teams from across BU's undergraduate colleges tackle real-world problems and develop leadership, teamwork and communication skills. Students from any major will collaborate with both on- and-off campus sponsors exposing students to current challenges impacting BU and the City of Boston in areas such as arts management, technology, entrepreneurship, sustainability, and beyond. Some teams may also investigate enduring human questions such as inequality, social justice, and human creativity.

How can marginalized youth come to see themselves as catalysts of social change? In this course, we will learn and practice the process of *photovoice* — an accessible activism tool that uses photographs and narratives to illustrate the unique perspective of individuals within a community — and then teach the process to youth at 826 Boston, a nonprofit youth writing and publishing organization located in Roxbury. We will work alongside youth to create a photovoice project that will be displayed at BU and 826 Boston, with an emphasis on photovoice as a tool to empower marginalized youth to pursue social justice in their own communities.

Community partner: 826 Boston www.826boston.org

Will Marshal

Publishing and Programs Manager

Email: will@826boston.org

Shannon Slucum

K-8 Publishing and Programs Specialist,

Email: shannon@826 Boston.org

As you will be working with minors, all students are required to undergo a Criminal Offender Record Information (CORI) check by completing a CORI form. This criminal background check is required by law by the Commonwealth of Massachusetts.

BU HUB Objectives: XC 433 will meet [BU Hub Learning Outcomes](#) for Creativity/Innovation, Oral Communication, Teamwork/Collaboration and Research and Information Literacy. In particular:

CREATIVITY/INNOVATION LEARNING OUTCOMES Students will demonstrate understanding of creativity as a learnable, iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback, and will be able to identify individual and institutional factors that promote and inhibit creativity.

1. Students will be able to exercise their own potential for engaging in creative activity by conceiving and executing original work either alone or as part of a team.
2. Students will demonstrate understanding of creativity as a learnable, iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback, and will be able to identify individual and institutional factors that promote and inhibit creativity.
3. Students will develop a deep understanding of photography and narratives as expressive tools to convey the lived experiences.
4. Students will search for meaning and implications for youth activism and social change through this collaborative project with 826 Boston youth.

ORAL AND/OR SIGNED COMMUNICATION LEARNING OUTCOMES

1. Students will be able to craft and deliver responsible, considered and well-structured oral **and/or** signed arguments using media and modes of expression appropriate to the situation.
2. Students will demonstrate an understanding that oral/signed communication is generally interactive, and they should be able to attend and respond thoughtfully to others.
3. Students will be able to speak/sign effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.
4. Students will receive training in professional and respectful communication to effectively work with youth in group and individual consultation.
5. Students will receive training on respectful and responsive communication with team members.
6. Students will receive training and engage in practice presentations of their showcase at the end of the semester.
7. Students will continuously reflect on what they are learning about oral/signed communication.

TEAMWORK AND COLLABORATION LEARNING OUTCOMES

1. Students will receive explicit training in teamwork and sustained experiences of collaborating with others, students will be able to identify the characteristics of a well-functioning team.

2. Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, such as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.
3. Teams should complete a team contract in which they explicitly set goals, assign roles and responsibilities, discuss their processes, and identify how they will work together.
4. Students will assist 826 Boston youth in the process of respectful and collaborative teamwork.

RESEARCH AND INFORMATION LITERACY LEARNING OUTCOMES

1. Students will learn and demonstrate the ability to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.
2. By producing course assignments in a series of iterative phases, students will demonstrate an understanding of the overall research process and its component parts, and be able to formulate good research questions, gather and analyze information, and critique, interpret, and communicate findings.
3. Throughout the semester, students will reflect on the research process and build towards a deep understanding of the critical importance of selecting and citing respected research findings

SCHEDULE OF MEETINGS

Cross College Challenge Virtual Launch Event! Friday, September 4, 4:00-5:30

PART I: Introduction to the course and 826 Boston; learning about teaming		
Date	Assignments	Topics
9/3 #1	Ask students to upload photos on one theme to discuss in next class	<ul style="list-style-type: none"> • Icebreaker • Overview of 826 from Will and Shannon • CORI forms for working with 826 students • Dave Eggers' TED talk about 826 Boston • Overview of photovoice • Complete Qualtrics survey to identify strengths for teaming • Introduce HUB Capacities and their connections to our project
9/10 #2	<p>Assigned reading (Available as an ebook through Mugar Library)</p> <p>Delgado, M. (2015). <i>Urban youth and photovoice: Visual ethnography</i></p>	<ul style="list-style-type: none"> • Assign students to teams • Teaming with Teaching Fellows (TFs) • Go over team contract assignment • Look at photos uploaded by students • Begin instruction on elements of teaming

	<p><i>in action</i>. Oxford University Press. Chapter 1: Overview</p> <p>Read the three brief pieces in the folder called “teaming” on Blackboard:</p> <ul style="list-style-type: none"> • Stages of team development • Team leadership • Team roles 	<ul style="list-style-type: none"> • Begin the research process
9/17 #3	<p>Assigned reading (Available as an ebook through Mugar Library)</p> <p>Delgado, M. (2015). <i>Urban youth and photovoice: Visual ethnography in action</i>. Oxford University Press. Chapter 5: Conducting a Photovoice Project</p> <p>Go to the “student work” tab on the 826 Boston website: https://826boston.org/student-work/ There are many pieces of student writing. Read through several of them. Select a line from two different pieces that really stood out to you.</p>	<ul style="list-style-type: none"> • 826 Boston volunteer training—Patti Wilder • Learning about steps to photovoice: <ul style="list-style-type: none"> ○ Asking a research question ○ Taking photos ○ Selecting and grouping photos ○ Refining order, narratives, etc. • Continue learning through research

PART II: Learning from photovoice projects, creating the project materials		
Date	Assignments	Topics
9/24 #4	Team contract due Mon, 9/21	<ul style="list-style-type: none"> • Guest speaker: <i>Noelle C. Dimitri, LICSW, Doctoral Candidate, Boston University, School of Social Work</i> • Look at examples of videos that 826 Boston has made for their students • Workshopping their materials for 826 Boston: <ul style="list-style-type: none"> ○ Create 5-minute video (do this first) ○ Prepare agenda and any materials for live session • Recruitment of 826 kids. What do our students need to do? Details: who has camera, ways to remind kids, etc.). • Reach out to and engage 826 Boston youth in our collaborative photovoice project • Reflect upon and apply lessons learned from our speaker to our work with 826 Boston youth

10/1 #5	Share initial videos in class for feedback from peers and instructors	<ul style="list-style-type: none"> • <i>Guest speaker: Philippe P. Bloch, M.Ed., Senior Research Coordinator, Center For Psychiatric Rehabilitation, Sargent College of Health and Rehabilitation Sciences</i> • Workshopping their materials for 826 Boston • Share other materials as they are ready • Get approval from Will and Shannon • Reflect upon and apply lessons learned from our speaker to our work with 826 Boston youth
10/8 #6	Final videos need to be posted for 826 Boston students by Friday, 10/9, 12:00 noon.	<ul style="list-style-type: none"> • <i>Guest speaker: David Sebastian, Coordinator of Mentoring Art, Wayside MetroWest Community Services</i> • Workshopping their materials for 826 Boston • Finalize materials • Practice/role play together in class • Reflect upon and apply lessons learned from our speaker to our work with 826 Boston youth

PART III: Engaging 826 Boston youth, sharing team presentations with the class

Date	Assignments	Topics
10/15 #7	Project @826 (team 1) 4-5pm live session One group each week: Examining the literature Team-based photovoice project	From 3:30-4pm, we will provide any last-minute help to the team working with 826 Boston students that day. Each team that does a live session is responsible for sharing the recording with the other teams on Blackboard From 4-6pm, we will work with the 3 teams who are not working with the 826 Boston students:
10/22 #8	Project @826 (team 2) 4-5pm live session One group each week: Examining the literature Team-based photovoice project	Give their “Examining the literature” presentation (one team each week, to be scheduled) Share their “Team-based photovoice project” presentation (one team each week, to be scheduled) Discuss together:
10/29 #9	Project @826 (team 3) 4-5pm live session One group each week: Examining the literature Team-based photovoice project	<ul style="list-style-type: none"> • How the work with the 826 Boston students going? • How can we support the 826 Boston students in writing their narratives?

11/5 #10	Project @826 (team 4) 4-5pm live session One group each week: Examining the literature Team-based photovoice project	
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PART IV: Pulling together the project, preparing for the showcase		
Date	Assignments	Topics
11/12 #11	TLA due 10/9 by 11:59pm	Feedback session on 11/12 with TAs Work in teams and across teams: <ul style="list-style-type: none"> • What loose ends are left? • What does final project look like? • What do showcase presentations look like? • What follow-up needs to happen with the 826 Boston students and staff?
11/19 #12		Workshopping the final presentations with help from other teams and the instructors.
12/3 #13	Presentation materials need to be in good shape to practice in class. Doll, W. M. (2014). <i>Speak: How to talk to classmates and others: A primer on oral presentation</i> . Oxford, UK: Oxford University Press.	<ul style="list-style-type: none"> • Practice for showcase • Course evaluations • Wrap-up course
TBD	Showcase format and date TBD Final reflection paper due within 24 hours of showcase	

Assignments

The following assignments provide students with opportunities to learn photovoice as a tool for youth activism, and to develop and demonstrate the BU Hub learning outcomes: oral communication, teamwork/collaboration, creativity/innovation, and research and information literacy. Each assignment is described in detail below.

Team contract

Due: Monday, September 21 by 11:59 pm
Submit on Blackboard (one team member posts it)
Worth 5% of final grade

Examining the literature

Due: one team will present each week: 10/15, 10/22, 10/29, 11/5
Submit the slides on Blackboard by 11:59 pm (one team member posts it)
Worth 15% of final grade

Team-based photovoice project

Due: one team will present each week: 10/15, 10/22, 10/29, 11/5
Submit the slides on Blackboard by 11:59 pm (one team member posts it)
Worth 15% of final grade

Photovoice project with 826 Boston students

Due dates are varied, approximately as follows:
Each team prepares an educational video (drafts due 10/1, final versions by 10/9)
Each team leads a live session with an agenda and materials (10/15, 10/22, 10/29, 11/5)
Each team records and shares a recording of their live session with the class
Each team works with some 826 Boston students individually on their narratives (late Oct)
Worth 40% of final grade

Final presentation for showcase

Practice for showcase will happen in last class on 12/3
Showcase format and date are TBD
The showcase will involve sharing about the process and product of the project.
Worth 10% of final grade

Final reflection

Due within 24 hours of the final showcase
This is an individual assignment to be posted on Blackboard
Worth 5% of final grade

Participation

All students are expected to engage actively throughout the semester, including attending class, being present during class, interacting with guest speakers, providing feedback to peers, completing TLA sessions, helping with ad-hoc tasks related to the project, etc.
Worth 10% of final grade

CONNECTION TO THE HUB OBJECTIVES

Each assignment is an opportunity to develop and demonstrate knowledge and skills related to the HUB objectives, as described below:

Team contract

Through this course, students will receive explicit training in Team Learning Assistant (TLA) software. This software will cultivate students' ability in teamwork and sustained experiences of collaborating with others; students will be able to identify the characteristics of a well-functioning team. Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, such as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

Examining the literature

This assignment will help students: develop their understanding of the overall research process and its component parts; gather and analyze information; critique, interpret, and communicate findings, and learn and demonstrate the ability to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.

Team-based photovoice project

This assignment will provide students with the opportunity to exercise their own potential for engaging in creative activity by conceiving and executing original work. Students will develop an understanding of creativity as a learnable, iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback. This assignment will also help students demonstrate their ability to use the tools and strategies of working successfully with their group, by as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

Photovoice project with 826 Boston students

This assignment will allow students to develop a deep understanding of photography and narratives as expressive tools to convey the lived experiences. This assignment will also allow students to search for meaning and implications for youth activism and social change through this collaborative project with 826 Boston youth.

Final presentation for showcase

This assignment will provide opportunities for students will be able to create and deliver a well-structured visual, oral and/or signed summary of the collaborative photovoice project.

Final reflection

This assignment will provide students with the opportunity to reflect on their learning over the course of the semester, with a particular focus on the HUB capacities learned as a result of their interactions and work with their team and youth collaborators.

COURSE REQUIREMENTS:

Course Materials

All course materials, including readings, links to videos, assignment descriptions, and assignment submission folders, are available on our course's Blackboard site.

Instructional Format, Course Pedagogy, and Approach to Learning

Class time will be used for a combination of lectures, discussions, and team work. Participation is very important in this class, as students will be asked to explain the readings, practice concepts, offer analysis of research, and communicate their opinions.

Attendance. Since this course is a weekly seminar, your regular attendance and participation are essential both to your own learning and to your classmates' learning. Consequently, regular attendance is essential, and missing class will have a direct impact on your final grade. Under ordinary circumstances, missing more than one week of class will lower your final grade. Missing more than two weeks of class may lead to a failing grade in the course.

Grading Scale in this Course

A	= 94 - 100
A -	= 90 - 93
B+	= 87 - 89
B	= 83 - 86
B-	= 80 - 82
C+	= 77 - 79
C	= 73 - 76
C-	= 70 - 72
D	= 60 - 69
F	= 59

COURSE POLICIES

Grade Consultations:

We are happy to meet with you to discuss grades. However, you must wait ***at least 24 hours*** after receiving a graded assignment before contacting either one of us to discuss grades. The purpose of this policy is to give you time to read and consider our written feedback on your work. If you do come to see us about a grade, we will expect you to have read this written feedback beforehand.

Technology Policy:

Cell phones are a distraction and can disrupt productive conversations and even prevent them from happening. Cell phones must be turned off during class. Students who use laptops or tablets for any other purpose (gaming, emailing, web browsing, etc.) will be marked absent for the day.

Email Policy:

Email is preferred method contacting us. You may wish to send your email to both instructors so that we can all be aware of student questions.

Academic Integrity

Academic integrity is the bedrock of any scholarly community. The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning and the pursuit of knowledge can best take place.

As articulated in the Academic Conduct Code “All students at Boston University are expected to maintain high standards of academic honesty and integrity. It is the responsibility of every student to be aware of the Academic Conduct Code’s contents and to abide by its provisions” (<http://www.bu.edu/academics/policies/academic-conduct-code/>).

In general, academic misconduct is conduct by which a student misrepresents his or her academic accomplishments, or impedes other students’ opportunities of being judged fairly for their academic work. Students should pay particular attention to the rules regarding plagiarism, teamwork, submission of work to more than one course without permission, and conduct in a professional field assignment. If students have any questions about academic integrity or how it applies to the assignments in a specific course, students should consult their instructor.

Incomplete grade policy

Students receiving a grade of Incomplete must complete an “[Incomplete Contract](#).” This contract should be filled out by both the student and instructor to dictate the completion deadline and circumstances of an Incomplete grade. Both student and instructor will need to sign this form and the signed form should be returned to the SED Student Records Office, Room 115, for processing. Incomplete grades should not be awarded without this contract.

Students have one year to resolve the terms of the contract or the grade will become the grade earned at the time the “I” grade was issued.

Policy on Late Work

Students must arrive to class on time in order to fully participate in the class. If they arrive late and miss the individual or group work on an in-class question, there is no make-up. Credit is offered only if they are present in class when the work is being completed.

- Excuses for late work are not recognized on or after the due date. In other words, if a student expects an assignment to be late it is best to communicate with the instructors prior to class and design a plan for late paper submission. Arriving in class and offering an excuse will not earn an extension on or after the due date without a reduction in grade. It is best to plan ahead so that there is time to communicate with the instructor.
- Excused absences for illness (yours or a family member’s) will be granted provided that students submit documentation from the medical professional in question.

Statement of Accommodations for Students with Disabilities

BU is committed to equal access for students with disabilities. If you have a specific disability and require accommodations in this class, please let me know early in the semester so that appropriate accommodations can be made. You must provide me with a letter of needed accommodations prepared by the Office of Disability Services. Contact information for that office is as follows:

(617) 353-3658 V/TTY or access@bu.edu. All discussions and written materials will be kept confidential.

TITLE IX

Boston University recognizes that sexual assault, harassment, discrimination and other forms of sexual misconduct can have a profound impact on a person's personal, academic, and work life. The University encourages any student coping with such a situation, and who is uncertain of their options or simply need help, to call one of the following confidential resources:

On Campus

BU Sexual Assault Response & Prevention Center 617-353-7277 | sarp@bu.edu 930
Commonwealth Avenue, Boston, MA 02215

Boston University Chaplains 617-358-3560

Student Health Services 617-353-3575

Behavioral Medicine 617-353-3569

Off Campus

Rape, Abuse, and Incest National Network 1-800-656-467

Boston Area Rape Crisis Center (BARCC) 800-841-8371

And, because Boston University is committed to fostering an environment that is free from all forms of sexual misconduct, any concerns, questions, or disclosures related to sexual misconduct can be directed to any of the Wheelock College Title IX Deputy Coordinators (<http://www.bu.edu/safety/sexual-misconduct/title-ix-bu-policies/sexual-misconducttitle-ix-policy/title-ix-team/>) or any other reporting resource on campus (<http://www.bu.edu/safety/sexual-misconduct/reporting/>).

All disclosures of sexual or gender-based violence or harassment on or off campus made to faculty, teaching assistants, or other university employees must be forwarded to the BU Title IX Coordinator (617-353-9286).

Information above was adapted from the Boston University Title IX Policy found at: <http://www.bu.edu/safety/sexual-misconduct/title-ix-bu-policies/sexual-misconducttitle-ix-policy/>

Course recording policy

All class sessions will be recorded for the benefit of registered students who are unable to attend live sessions (either in person or remotely) due to time zone differences, illness or other special circumstances. Recorded sessions will be made available to registered students ONLY via their password-protected Blackboard account. Students may not share these recordings with anyone not registered in the course and may not repost them in a public platform.

Students have the right to opt-out of being part of the class recording. Please contact your instructor or teaching assistant to discuss options for participating in the course while opting out of the class recording.

No student may record any classroom or other academic activity (including advising sessions or office hours) without my express written consent. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. If you have (or think you may have) a disability such that you need to record classroom activities, or need other assistive services, you should contact Disability & Access Services to request an appropriate accommodation. More information may be found [here](#).

Assignment: Team Contract Outline
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Successful teams are known to set high performance standards, have a clear direction for working together, and provide ongoing constructive performance feedback. The Cross-College Challenge is largely a self-directed team, and therefore, it is up to you to collectively establish your own working contract for this semester. This outline is adapted from the Questrom OB 221 team contract assignment.

In approximately 3 pages, write a team contract following the GRPI model. You are encouraged to use subheadings and bullet points, but please write in complete sentences. Use the prompts below to consider each aspect. It is important to plan and anticipate how you will work effectively with one another in order to carry out a thoughtful, thorough project within our limited amount of time.

In addition to the contract, include a cover sheet with your team name and your individual names and signatures. By signing your name, you are indicating that the contract was completed by consensus, and all members of the team agree to abide by it. This assignment is worth 5% of your final grade.

As a refresher: we are teaching a group of students at 826 Boston about photovoice, and carrying out a photovoice project together. All of our teaching materials must be strengths-based, demonstrate cultural competence, and prioritize their social-emotional approach. Each group will help with pieces of this project, including creating videos with background information, leading a live session, and supporting students in writing their accompanying narratives. There will be additional tasks to complete as the project unfolds (not everything can be anticipated ahead of time!).

GOALS

What are your team's goals for this project? What is your rationale for setting these goals? Your goals should focus on what you want to learn and accomplish as a team this semester. What is important to your team? How will you define success? The goals should be framed as SMART goals: specific, measurable, attainable, relevant, and time-bound Include both process- and task-related goals.

ROLES AND RESPONSIBILITIES

What are the specific task- and process-related roles that team members will need to fulfill for your project? A task role relates to the completion of the project and its component parts/tasks. A process role enables the functioning and effectiveness of the team, such as facilitation, mediation, etc. Who performs what role? Are the roles clearly described and understood?

Explain why you chose each person for their specific role and how individual differences were considered in determining optimal roles. You will want to consider each team member's individual worksheet about their strengths, skills, working style, etc. in determining the roles.

Who has *responsibility* for what? What tasks is each team member responsible for? How will you hold each other accountable, and how will you support team members in their work? Do you expect team members to ask for help if they encounter difficulties in fulfilling their responsibilities? Do you expect team members to provide help when asked?

PROCESS AND PROCEDURES

How will the team organize and manage the work? Clarify how you will communicate (e.g., virtual, face-to-face, texting, emails, apps, etc.), as well as how you will collaborate, problem-solve, and make decisions.

How will you evaluate the quality of your work? How will you ensure your work meets everyone's standards? How will you handle a team member who isn't pulling their weight or meeting team expectations? How will you recognize and reward teammates who are going above and beyond team expectations?

INTERPERSONAL INTERACTIONS

Discuss and agree upon your expected interpersonal interactions, such as being respectful, attending and participating in team meetings, interacting responsibly, building healthy and supportive relationships, etc.

How will you handle disagreements and diverse views? How will you handle conflict when it arises? How can you be certain that all voices are being heard? How can you encourage creativity and critical thinking? How should you give each other feedback on your performance on this team?

NEXT STEPS

Make an initial list of 5 next steps that can be assigned to different team members. What background information will help you be informed and prepared? What information do you need to gather? What resources do you need? As you take over ownership of this project, where will you begin?

WEEKLY UPDATES

Finally, by the end of the day on Tuesdays, each group needs to post a brief update for Janine and Ashley in which you share what your team has done since our last class and what you hope to focus on or want help with in our next class. As a team, decide how you will ensure this update gets posted to Blackboard each week. We look forward to hearing from you and supporting your progress.

Assignment: Examining the Literature
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The goal of this assignment is to deepen your knowledge about the practice of photovoice. Each team will select a different aspect of photovoice from the list below. You will examine that aspect of photovoice across several projects that have been published in the academic literature.

For example, your team might pick “social action.” Together, you will locate and read a range of photovoice projects to understand how action steps are developed, decided upon, and carried out. How is photovoice used as a tool for social action? What comes of the actions taken? How do participants feel about the action steps? As you look across photovoice projects, what are the various ways social action has been done?

As a team, create a presentation (in PowerPoint, Prezi, Google, etc) that includes 10-15 slides on your chosen theme. Each group member needs to have a role in reading the literature, compiling the information, creating the slides, and presenting the slides, although per your team contract, you will decide how to divide up this work and who takes the lead for each part.

Here are the pieces to include:

1. Identify and explain the aspect of photovoice that you are exploring
2. Provide information and evidence from 8 (or more) photovoice projects
3. Give pertinent details: where and when did it take place, who was involved, what was the research question, etc. You can present a range of perspectives; it does not need to be a consensus across projects.
4. Compile your work in a set of slides that use text and visuals to convey your points
5. Offer any takeaways that can inform our project with the 826 Boston students
6. Include a final slide with your references listed in APA style
7. Practice your presentation! It should be no more than 20 minutes.

Possible aspects to explore:

Age of participants	Discussions and debriefing of photos
Ethical considerations	Critical analysis/critical consciousness
Process of identifying a topic	Techniques to analyze, sort, and select photos
Social action steps and outcomes	Promoting empowerment and resilience
Types of photographs: staged, candid, etc.	Our social identities as another lens
Making hidden issues visible and accessible	Exhibits and showcases for projects
Photographs as a source of data	Seeing from different vantage points
Learning to take a “good” photograph	The purpose of the narratives

If you would like to pick an aspect that is not listed here, please run it by your instructors first.

If you need help finding scholarly articles in academic databases, we suggest that you consult the librarians who are connected to this course.

(Continued on next page)

A few databases that you might try: Social Sciences Full Text, Academic Search Premier, and ERIC (Education Resources Information Center).

If you need guidance for formatting your citations, we suggest that you use an online APA style guide, such as this one from OWL Perdue:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Each team will sign up for a date to share your presentation with the class. This assignment is worth 15% of your final grade.

Assignment: Team-based Photovoice
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The goal of this assignment is to learn about photovoice by carrying out a small-scale project. Your group will select a theme and a research question. For example, perhaps you are interested in mutual aid during the time of COVID. Your research question might be: how do communities demonstrate mutual aid during the time of COVID? Be sure to pick a topic that feels relevant and compelling to all members of your team.

Throughout the semester, we will learn the steps of a photovoice project. This assignment gives you the opportunity to experientially practice these steps. In short, you are asked to:



As a team, create a presentation (in PowerPoint, Prezi, Google, etc) that includes 10-15 slides of your photovoice project. Make sure that each team member has at least two slides with narratives in the show. Each team will share their project with the class, and receive feedback and questions from your peers.

Finally, each team member is asked to submit a 1-2 page (double-spaced, 12-pt font) reflection about your experience with the team-based photovoice project. This reflection is an individual assignment. You might consider these questions: What stands out for you about your team’s photovoice process? What is clearer to you now that you have completed a photovoice project? What can you use from your experience to inform our work with the 826 Boston students?

Each team will sign up for a date to share your presentation with the class. This assignment is worth 15% of your final grade.

Assignment: Engaging the 826 Boston Students with Photovoice
XCC 433 C1 Fall 2020

The goal of this assignment is to create a photovoice project with the students at 826 Boston. After learning about and practicing photovoice as a class, we will create materials and hold sessions to engage the 826 Boston students in this process.

Each team will do separate but sequential parts of this project. We are outlining the components below, but like most XCC projects, there are elements that are beyond our control or will evolve as the semester unfolds. We need to be flexible and responsive to these changes.

Each group will create an approximately 5-minute video to educate the 826 Boston students about part of the photovoice process. These videos can be roughly broken down into these topics:

Team #1: What is photovoice?

Team #2: How do you take pictures on a theme?

Team #3: What is a narrative to go with photos?

Team #4: How does photovoice promote social action?

The 826 Boston students will watch and learn from your engaging videos on their own time. We want them to come to the live sessions excited to create a project together.

Next, each team will carry out a live session with students.

Team #1: Meet with students to discuss who they are, why they're interested in photovoice, what questions they have, etc. Decide on a theme in the first meeting. Provide logistics about where to send photos.

Team #2: Meet with students to look at their photos and talk about what it was like to take them. Do they want/need to take more? Narrow down which ones to include in the project. Provide guidance about what to include in the narrative.

Team #3: Meet with students to read narratives for each photo to each other. Give each other feedback about the narratives. Put the photos and narratives in order.

Team #4: Meet with students to discuss social action steps. Who should see the project? What could come of the project? Use this session to wrap up and say goodbye.

In between the live sessions conducted by team #2 and team #3, all students will work in pairs or groups of three to support the 826 students in writing their narratives. This outreach may take place during a videoconference, a phone call, and/or an email exchange.

All contact with students will be recorded. This an expectation of 826 Boston to maintain student and volunteer safety, and it allows the other teams and instructors to stay up to speed on the

project's progress. It also provides a way to help an 826 Boston student stay up-to-speed if they miss a session.

Finally, as a class, we will need to divide up the work of putting together the final photovoice project and disseminating it as decided with the 826 Boston students.

There will be other tasks that come up in carrying out the project, and this work will need to be divided up as we go along. All teams are expected to volunteer to help with these tasks over the course of the semester.

These assignments are done in teams, according to your team contract and project proposal. All videos, live session outlines, teaching examples, handouts, etc. need to be reviewed by the class and instructors prior to using them with the 826 Boston students. We want to ensure that each team is conveying similar information and can support the larger goal of a photovoice project for the 826 Boston students. We also will share them with our staff contacts at 826 Boston to ensure they are informed and comfortable with the materials.

The due dates are as follows:

- Videos drafts shared in class: 10/1
- Videos posted for 826 Boston students: 10/9 by noon
- Live session for team #1: 10/15
- Live session for team #2: 10/22
- Live session for team #3: 10/29
- Live session for team #4: 11/5

Grading will be as follows:

- Video for 826 students: 20% of final grade
- Live session and individual support of 826 students: 20% of final grade
- Deliverables to show your process and the final project: 10% of final grade

Assignment: Final Reflection
XCC 433 C1 Fall 2020

The goal of this assignment is to reflect on the process of carrying out the photovoice project with our community partner, 826 Boston. After completing the project and giving a presentation, we want to hear about the knowledge and skills you developed over the course of the semester.

This reflection explores the knowledge and skills that you developed in each of the XCC learning objectives associated with this course: 1) oral communication, 2) creativity/innovation, 3) teamwork/collaboration, and 4) research and information literacy.

Your reflection should explore the following questions:

- Where can the reader/viewer see evidence of your writing and research skills?
- Where have you demonstrated your creativity and innovation?
- What has been your experience of working in a team?
- What has this interdisciplinary cross-college challenges experience meant to you?
- How do you think the skills and knowledge from this course will translate to your future studies and workplace?
- How did things unfold as anticipated, and what unexpected challenges did you need to contend with?
- If you had it to do over again, how would you approach the project now?

This assignment should be completed *individually* and is due within 24 hours of the showcase on Blackboard. If you choose to write a traditional paper, it should be no more than 3 pages. You may also choose to complete this assignment creatively, such as an album of photos with detailed captions, a vlog, or some other engaging format. Any sources that you use in this paper/assignment, need to be cited in MLA or APA style.