Community Learning in Action

CLIA, short for Community Learning in Action, are courses involving some form of community-engaged learning.

CLIA 24 (W) Class of 1959 TeachNYC Urban Education Program

SPEC 24 Class of 1959 TeachNYC Urban Education Program Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants engage in a full day's program of observing, teaching, tutoring, and mentoring in their choice of more than 20 different school situations from elementary through high school. Each participating school will have a resident supervisor to meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in the discussions, keep a journal, and write a 5-page paper reflecting upon their experience. The course will conduct orientation meetings with students before January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing is provided along with some assistance with transportation and a $400 stipend for food. Further help is available for financial aid students. Interested students must 1) attend the course info session in early October or contact the Instructor (tff1@williams.edu) and 2) submit a statement of interest sharing a) why they are interested in the program and b) describing relevant experience (eg., tutoring, teaching, coaching, camp counselor work, etc.). The statement must be emailed to Program Director Tracy Finnegan (tff1) by October 13th.

Requirements/Evaluation: Short paper and final project or presentation.
Prerequisites: Send Statement of Interest to the Instructor by October 13th
Enrollment Limit: 10
Enrollment Preferences: seniority
Expected Class Size: NA
Grading: pass/fail only
Materials/Lab Fee: $400
Attributes: EXPE Experiential Education Courses
Not offered current academic year

Winter Study

CLIA 11 (W) Teaching 3rd Graders about Zebrafish - BioEYES

BioEYES brings tropical fish to 3rd-grade classrooms in Williamstown, Lanesborough, and North Adams Elementary schools, in a science teaching workshop. Elementary school students will breed fish at the school, then study their development and pigmentation for one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd-grade students in the classroom, and assess elementary student learning. No zebrafish experience or science expertise is necessary. All training is provided. During the first week, Williams students will learn to set up fish matings and review BioEYES lesson plans on embryonic development and the genetics of fish pigmentation. In small groups, students will practice teach hands-on experiments using living animals. In the subsequent three weeks, students will present lessons at the schools and review assessment data. Time commitment: Week 1 - approx. 6 hours total for program training and lesson preparation with additional outside-of-class time needed to create teaching posters, dates, and times TBD Weeks 2 & 3 - approx. 3 hours per day, times TBD, dependent on elementary school schedules during the regular school day between 8:30 am and 3:00 pm. Week 4 - TBD: 3 hours per day if running a school program; minimal hours if not running an elementary school program.

Requirements/Evaluation: Presentation(s)
Prerequisites: None
Enrollment Limit: 14
Enrollment Preferences: Preference given to first years.
Expected Class Size: NA
Grading: pass/fail only
Unit Notes: Jennifer Swoap, a former 3rd-grade teacher, oversees Williams Elementary Outreach, where over 150 Williams students teach, tutor,
and mentor in five local elementary schools. Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the Williams Elementary Outreach, where Williams students teach hands-on science lessons at area elementary schools. She has a BS in Mechanical Engineering.

Attributes:  EXPE Experiential Education Courses
Not offered current academic year

**CLIA 21 (W) Introduction to Engaged Scholarship**

Would you like to develop or refine a community project idea and get help finding the resources to make it happen? If so, this course is for you! You will learn from Community Outreach Fellows who've run successful projects and get strategic and logistical help for your ideas from Center for Learning in Action staff. Along the way, you will learn more about the Berkshires and pick up some useful skills through workshops on active listening, web editing, video, and Canva. In this course, students learn the basic principles of community-engaged scholarship while developing a short-term partnership project with a community organization. Engaged scholarship is understood as mutually beneficial learning partnerships between higher education institutions and community entities addressing pressing social and civic issues. Through a few brief readings, class discussions, and meetings with CLiA staff, student leaders, and community partners, students learn the history and context of engaged scholarship, explore the associated ethical, political, and cultural issues, and improve their understanding of the Berkshires and town/gown relations. This seminar-style course is led by Center for Learning in Action Director Paula Consolini, with co-instruction by CLiA Community Outreach Fellows Emily Flores and Monica Wheeler, who will share their work and insights. Project options include creating a healthcare consumer protection video or flyer, designing financial literacy resources, promoting the restoration of passenger rail service, designing racial justice cultural outreach resources, and more. Students can also develop their own specialty projects.

Requirements/Evaluation:  Project presentation and written reflection

Prerequisites:  If overenrolled, the instructor will choose participants based on statements of interest.

Enrollment Limit:  12

Enrollment Preferences:  Preference will be given to first-year students

Expected Class Size:  NA

Grading:  pass/fail only

Unit Notes:  Dr. Consolini earned her Ph.D. in Political Science from the University of California, Berkeley. Her research experience includes studying the educational effects of jury service and consulting for the World Bank, the Pacific Gas and Electric Company, and the Schenectady Municipal Housing Authority.

Attributes:  EXPE Experiential Education Courses  STUX Winter Study Student Exploration  WELL Winter Study Wellness

Not offered current academic year