



**Department of
Education**

Chancellor Richard A. Carranza

**After School Professional Development Program Syllabus
Summer 2018**

Title of Course: Tell Me about It: Oral Language Development through Phonological Awareness, Visual Literacy and Storytelling		
Number of Sessions: 2	Total Hours: 12	Total Number of Credits: 1
Course Start Date: July 30, 2018		Course End Date: July 31, 2018
Course Location: Everyone Reading, Inc. – 30 Broad Street- Suite 402, New York, NY 10004 AND the Smithsonian National Museum of the American Indian – 1 Bowling Green, New York, NY 10004		
Maximum Course Enrollment: 30		
Instructor’s Name: Lavinia Mancuso		Instructor’s Telephone: 917-903-2648
Instructor’s Email: Lmancuso@everyonereading.org		
Education Partner Fee: \$100		
Materials Fee (if applicable): N/A		
Registration Deadline (ASPDP will add):		

Instructions for completing registration and payment through education partner:

Participants pay Everyone Reading tuition through the Upcoming Events box on the Everyone Reading website: www.everyonereading.org. Payment may be by check, credit card or purchase order. They pay the ASPDP fee through the ASPDP website.

Dates and Locations (for In-Person and Synchronous Online Courses Only):

Date (mm/dd/yyyy)	Time	Location
07/30/2018	9:00 am – 4:00 pm	Everyone Reading 30 Broad Street – Suite 402 New York, NY 10004
07/31/2018	9:00 am – 4:00 pm	National Museum of the American Indian 1 Bowling Green New York, NY 10004

Course Information

1. Course Description

In 2014, the Annie E. Casey Foundation published *The Thirty Million Word Gap: The Role of Parent-Child Verbal Interaction in Language and Literacy Development*, which recounts the role of oral language proficiency or lack thereof on future literacy and school achievement. *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*, another Annie E. Casey Foundation publication from 2012, identified oral language at age 5 as one of the three key predictors of school success and high school completion. Eminent literacy experts such as Reuven Feuerstein, Maryanne Wolf, Timothy Rasinski, Vicki Gibson, Catherine Snow, and Joseph Torgesen concur that oral language is the basis of literacy and school success. Alas, due to a number of factors including a misinterpretation of the Common Core Standards, explicit oral language development has been downplayed in schools, and, thanks to texting and email, oral language has practically disappeared from many homes. Conscientious parents are talking **to** their children, but not to each other. Nannies are texting; older brothers and sister are texting. Oral language is no longer part of the home environment.

Tell Me about It: Oral Language Development through Phonological Awareness, Visual Literacy and Storytelling aims to amplify and redress this situation. Participants will learn the research basis for the importance of oral language development to foster vocabulary development, receptive and productive language, correct articulation, knowledge acquisition, auditory memory, and social skills. They will also learn to validate and respect the powerful oral language traditions, with a focus on American Indian cultures with strong oral and storytelling traditions through artwork and objects at the Smithsonian National Museum of the American Indian (NMAI).

In her 2014 book *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, Zaretta Hammond shares the findings that people learn best through games, social interaction and stories. Through their own participation in such activities throughout the course and discussion of the benefits, participants will also learn to design activities that incorporate games, stories and social interaction into the prescribed curriculum.

During the first day, through active involvement, participants will learn simple and more complex oral language activities, such as tongue twisters, nursery rhymes, dramatization, active listening and participating in stories read aloud. The second day will focus on the importance of oral traditions and non-text-based storytelling in 3-5 different American Indian cultures, using visual literacy, culturally specific oral vocabulary, and object-based learning. Participants will engage with handling objects from NMAI's teaching collection and participate in a guided tour of the museum's galleries and permanent exhibition, *Infinity of Nations*. Thus, the second session of the course will continue to address the focus of storytelling and auditory input, but by using objects, mnemonic devices, art, pictorial narratives, oral histories and other concrete representations instead of written text.

The first day, Monday, July 30, 2018, will take place at Everyone Reading (30 Broad Street – Suite 402 New York, NY 10004) and the second day, Tuesday, July 31, 2018, will take place at the



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National Museum of the American Indian (1 Bowling Green, New York, NY).

2. Target Grade

Levels:

K-12

3. Integration of Danielson *Framework for Teaching* Components

All activities will model and practice key components of the Danielson Framework, especially Domain:

- 1a: Demonstrating Knowledge of Content and Pedagogy. The first step in maintaining content knowledge (1a) is understanding best practices in research. The invited historians will discuss the debates within the academic community and present their research and methods to participants. The second step is gaining knowledge is to learn information in meaningful, fun, and constructive ways. Through walking tours, object inquiry, gallery tours, historian talks, and primary source readings, participants will gain knowledge in fun and memorable ways while deepening their understanding of this time period. Discussions and group work will ensure that all participants come away able to accurately describe and teach this topic to their students, while also conveying the idea that the scholarship around this topic is and will continue to evolve. The participants will learn pedagogical techniques from museum educators that allow students to explore historical content in dynamic ways to bring it to life in their classroom.
- 3c –Engaging Students in Learning: Participants will learn strategies for using games, social interaction and stories for maximizing oral language development as a prelude to literacy and as an end in itself. On Day 1, participants will learn a repertoire of simple activities involving the four modalities of language (listening, speaking, reading and writing) and five aspects of linguistics (phonology, morphology, syntax, semantics and pragmatics), which can be embedded in all lessons to extend and reinforce oral language proficiency. To model the impact of engagement, participants will experience a variety of activities that will make the content fun and memorable to learn. Instructors will model these activities and break down the key components so that teachers will be able to design and implement similar learning experiences in their classrooms. Throughout the course, participants will be required to take an active role in their learning, such as participating oral language games, choosing and reading picture books aloud, devising “what if...?” questions about Museum exhibitions, sketching and analyzing artifacts and preparing their Native American-inspired, multi-media project. Participants will be thoughtfully grouped throughout the course, with pairings and small group work allowing teachers of similar grades to work together on appropriate activities and lesson planning. In making their presentations and writing their lessons, participants will be mindful of Expectations for Learning, Directions and Procedures, Explanations of Content, and Use of Oral and Written Language.

4. Integration of Standards

- CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- CCSS.ELA-LITERACY.SL.1-5.4 (Presentation of Knowledge and Ideas) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly; Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace; SL.6-8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation; and SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- CCSS.ELA-LITERACY.L.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

5. Pedagogical Approach

Each session will combine a formal presentation including a power point (handouts will be provided), hands-on activities, and group work which will cover research and instructional strategies. To model and practice oral language development approaches, participants will engage in group discussions, paired activities, and hands-on activities that involve using oral language. All discussions will allow participants to share ideas and practice strategies and approaches in different settings. Activities at Everyone Reading will involve participants in phonological awareness and phonics, oral and written vocabulary development. Participants will become familiar with language and literacy research done by Stephen Krashen, Timothy Rasinski, Maryanne Wolf and Anita Archer. They will learn to use tongue twisters, nursery rhymes and read alouds to foster oral language development. Participants will practice using quick and free oral language assessments, such as DIBELS, the *Test of Auditory Analysis Skills*, and games from the websites of Timothy Rasinski and *Reading Rockets*. They will also become familiar with the Rubric for Prosody to assess their own and their students abilities to tell and read stories aloud. These **informal** assessments will be done in pairs or small groups or



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through choral response to the instructor.

Activities at NMAI will focus on modeling and practicing object-based learning and visual literacy approaches that support developing students' language through the interpretation and dialogue of the objects and artworks. Participants will also share and listen to each other's stories, engaging in creative tasks that apply other teaching methods such as collaborative learning, project-based learning and object analysis, interpretation, and inquiry. Participants will have the opportunity to gain a deeper understanding of the significance of oral language and storytelling through interpretation and facilitated dialogue as they become familiar with diverse examples of indigenous story telling traditions as a means for preserving and conveying knowledge, culture, history and language in the past as well as the present. Lastly, an integrated approach to lesson planning and instruction is inherent throughout this course and museum learning at NMAI, providing participants with an opportunity to integrate different disciplines and subject areas beyond literacy and ELA, such as Visual Arts, Social Studies, World History, Global Studies, etc. – ultimately helping students make connections with understanding the role and importance of oral language and communication in different societies.

Participants will create a multimedia project that will involve multi-sensory modalities to develop oral language. They will be reminded of the intellectual and oral language demands of such a project, in addition to the obvious design and construction of their project, such as explaining, summarizing, organizing and sequencing. They will also have time to brainstorm and discuss the lesson plans or project ideas they will submit one week after the end of the course.

6. Application to Instruction and Student Learning

Explicit connections will be made between the content of this course and Common Core Standards in foundational skills and content area instruction (CCSS.ELA- Literacy R.I.4.7) and the Danielson Framework for Teaching, especially as it student engagement and the role of oral language development in literacy and content learning. The structure of the course, combining power point presentations with visuals, hands-on activities, large and small group discussion, gallery tours, and embedded assignments, will demonstrate the variety and nature of effective teaching practices.

Handouts, worksheets, and resources will be given to the participants to ensure classroom application after the course. There will be time set aside for participants to work on their own or in small groups to reflect, synthesize, and apply the information and strategies from the course. Participants will also work in groups to create a multimedia storytelling project and lesson plan outline that will involves visual, auditory, and speaking skills to develop oral language.

Participants will be encouraged to use the lesson plan format recommended by their schools and complete the lesson and ideas generated from the course, ultimately creating a lesson that will have immediate applicability with their own students.

7. Assessment

Assessment for this course is based on **participation** and submission of a completed lesson plan based on one or more skills taught in the course. Active participation in oral language activities, including read alouds, as well as in discussions of museum exhibitions and artifacts, and, especially, engagement in the design and creation of the final multi-media project, will be required. In order to model the strategy of "Test What You Teach and Teach What You Test, the



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final activity in Day 1 will be a brief assessment on the basic concepts of language (modalities and linguistics) and ideas for classroom implementation. Participants will be able to consult their notes and work in pairs if they choose. These assessments will be submitted, reviewed and discussed at the beginning of Day 2. Part of the discussion will address any common misconceptions that were revealed in the test, as they indicate a failure of clarity on the part of the instructor as opposed to a failure of understanding on the part of the participants. The lesson plan will be graded based on its reflection of the targeted Danielson Frameworks and CCSS, its practicality and its appropriateness to the grade and content identified by the participant. As the techniques of using phonological awareness, object observation, visual literacy, storytelling and hands-on activities to develop oral language may be unfamiliar to the participants, participation and willingness to try new strategies are key. Participants will receive feedback from the facilitator and peers as they plan their lesson (Danielson 4e) to incorporate these new strategies.

Major Assignment	Due Date
<p>Participation: During each of the two sessions, participants will be given the opportunity to work individually and in small groups; to interact with primary sources and practice new vocabulary and teaching strategies. They will be encouraged to share their expertise with fellow participants. Active participation in the discussions and activities = 50% of the grade.</p>	<p>Throughout the course</p>
<p>Pre-session assignment for Day 2: Tentative and applied ideas for lesson plans which embed explicit oral language develop into desired activities, such as storyboarding and designing a multimedia storytelling project for their students.</p>	<p>July 30, 2018</p>
<p>Final lesson plan, reflecting one or more skills or content learned in the course, to be submitted one week after the end of the course</p>	<p>August 7, 2018</p>

8. Feedback

Formative feedback will be provided in the course of the activities and in the initial planning of the lessons. With the goal of modeling the Danielson framework for student engagement (Domain 3c), care will be taken to engage all participants in discussions and activities. Summative feedback will be provided in response to the lessons submitted after the end of the course.

9. Grades

Pass/fail will be determined by Participation =50% and Lesson Plan = 50%. The lesson plan must demonstrate evidence of clear objectives for vocabulary and content; pre-teaching/testing for prior knowledge; appropriate structure and sequence; use of oral language strategy development demonstrated in the course; differentiation, if necessary, for vocabulary and content knowledge; formative and summative assessments **to measure effectiveness of teaching**, assignments and follow up.

Course Calendar

Session #1 - Understanding the Importance of Oral Language Development and Strategies for Instruction	
Date: July 30, 2018	Time: 9:00 am to 4:00 pm (60 minute lunch)
Number of hours for this session: 6	Assignments due today: Complete
Registration	
Standards and Components Alignment:	
<p>Activities will also require participants to understand and practice components of the Common Core Standards.</p> <p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>All activities will model components of Charlotte Danielson's Framework for Teaching: 1b Demonstrating Knowledge of Students; 2a Creating and Environment of Respect and Rapport; 2b Establishing a Culture for Learning; 3a Communicating with Students; 3b Using Questioning and Discussion Techniques; 3d Using Assessment in Instruction; 4a Reflecting on Teaching.</p>
Objectives:	
<ol style="list-style-type: none"> 1. As measured by participation and discussion, participants will understand the need for effective oral language development as a precursor to reading and as an end in itself. 2. As measured by participation and discussion, participants will demonstrate understanding of the key research findings regarding oral language development, from Stephen Krashen, Catherine Snow, Vicki Gibson and Timothy Rasinski. 3. As measured by participation and discussion, participants will be able to carry out simple phonological awareness exercises and other strategies for stimulating students' oral production. 4. As measured by participation and discussion, participants will demonstrate knowledge and ability to present read alouds that engage students and foster their oral language development. 5. As measured by participation and discussion, participants will demonstrate their 	



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understanding of ways to integrate oral language development into literacy and content area instruction and vice versa.

Topics and Agenda:

Understanding the Importance of Oral Language Development and Strategies for Instruction

- Review of the research, from Hart and Risley through Maryanne Wolf.
- Presentation and discussion of the components and complexity of oral language from the phoneme to the paragraph and the two person conversation
- Presentation and discussion of quick and effective assessments of phonological awareness and auditory processing.
- Demonstration and practice in oral language development strategies, such as tongue twisters, nursery rhymes, songs, word ladders, minimal pairs, etc. to enable students to add, delete, segment, substitute and rearrange sounds, words, sentences and ideas.
- Presentation, discussion and practice in auditory memory strategies, such as retelling, dramatization, reporting out, and rapid naming activities.
- Demonstration and practice in using picture books and read alouds to develop oral language and literacy. Topics to be covered include:
 - Theory and practice for reading aloud, with a focus on developing Cognitive Academic Language Proficiency and interest in reading.
 - Planning for reading aloud: choosing books, rehearsing; deciding focus and vocabulary.
 - Planning visual literacy with picture books – focus and vocabulary
 - Choosing and reinforcing “power words,” discussing the pictures as if they were text, with attention to using the language of art; focusing on language patterns such as “if clauses” and idioms, and the need for rehearsal and performance skills.
 - Practice reading aloud: Participants will then choose one of the books or passages and design a mini-lesson using one of the picture books, selecting the elements for focus, and presenting the lesson to the group. Presentations will include reading a section of the book or passage aloud with enthusiasm and emphasis.

Application to Instruction and Student Learning:

Participants will bring their understanding of the importance of oral language development to bear on their lesson planning and classroom instruction. Participants will be able to identify oral language deficits and find strategies to remedy them through explicit instruction and ongoing discreet practice. Teachers will set aside time each day for books or passages to be read aloud. Teachers will be able to select appropriate material for reading aloud and perform it with accuracy and expression.

Assessment and Feedback:

Paired discussion, reporting and participation in activities to confirm that participants understand content. Paired and group brainstorming on ways to embed oral language development into all lessons in all subject areas.

Session #2 – Exploring Storytelling and Visual Literacy at the National Museum of the American Indian

Date: 07/31/2018

Time: 9:00 am – 4:00 pm

Number of hours for this session: 6

Assignments due today: *Participants will be*

able to recount the strategies used in Day 1, and discuss general ideas for using those strategies in daily lessons.



Standards and Components Alignment:

In day two of the course, participants will analyze and examine visual and oral information provided through a variety of modalities and approaches: inquiry and object-based learning and interpretation, gallery and exhibition-based learning, discussions and activities, presentations and project-based work, and review key ideas expressed and draw conclusions in light of information and knowledge gained from the tour (CCSS.ELA-Literacy.SL.5.1d), and summarize information presented in diverse media and formats, including visually and orally (CCSS.ELA-Literacy.SL.5.2).

The gallery experiences and object-based learning in the *Infinity of Nations* provide participants with the opportunity to examine, interpret, and “read” objects and artworks and explain how the information contributes to an understanding of the content it is presenting (CCSS.ELA-Literacy.RI.4.7).

The participants will learn different strategies, approaches, and techniques from course instructors that allow students to not only explore historical and cultural content in dynamic ways and through best practices in research and scholarship (Danielson 1a), but also (Danielson 2b), establish a culture for learning where participants will learn simple, effective strategies for engaging all types of students through auditory development, oral history, and visual literacy. Additionally, participants will learn strategies for maximizing oral language development as a prelude to literacy and as an end in itself (Danielson 3a) and individual and group work and presentation will include “Expectations for Learning, Directions and Procedures, Explanations of Content, and Use of Oral and Written Language” as well as designing coherent instruction (Danielson 3a) and participants are required to develop lesson plans they can implement in their classroom, thus demonstrating understanding and applicability of the different approaches that support and teach oral language development.

The various activities associated with the course, such as during discussions, group-work, or art/object-based learning and interpretation, the participant’s will also effectively describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (CCSS.ELA-LITERACY.SL.1-5.4); the group presentations on their storytelling projects and lesson overview will also reflect their ability to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace SL.1-5.4, SL.6-8.4, and SL.9-10.4. Project-based work and active listening will also guide and demonstrate participants’ ability engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on appropriate topics and texts, building on others’ ideas and expressing their own clearly (CCSS.ELA-Literacy.SL.5.1) and lastly, pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others (CCSS.ELA-Literacy.SL.5.1c.)

Objectives:

1. Participants will experience a variety of methods for conveying information orally and engaging students in developing oral language and auditory skills, including: an exhibition tour, object analysis and interpretation, inquiry dialogue and discussions in small groups, and presentations
2. Participants will gain general content knowledge of the significance of different art forms and cultural objects used to record events and share knowledge, history, and worldviews and be able to “read” and analyze their different characteristics.
3. Participants will learn and apply understanding of culturally specific terminology used to describe and read artwork and objects in diverse American Indian cultures with oral



traditions, such as “pictorial narrative” and “creation stories,” along with identifying the representation and relationship of animals, cultural symbols, materials significant to the people and their stories.

4. Participants will be introduced to contemporary Native artists who continue their storytelling traditions through diverse art forms, such as animation, documentaries, and comics and comic-inspired art.
5. Participants will apply their knowledge acquired from active inquiry, visual literacy, and dialogue as a way to begin to interpret the meaning of the artworks and objects.
6. Participants will develop a lesson overview as a group project and explore the use of storyboarding and storytelling colored by experimenting with drawing, collage, and stop motion animation, and other multimedia techniques.
7. Participants will describe and present their final group project or ideas to the other participants, as well as brainstorm and share activities and resources that can be applied in their lesson plan development.
8. Participants will learn and explore resources available at NMAI to support their teaching.

Topics and Agenda:

10:00 a.m. – **Welcome and Objectives**

- Introduction to NMAI and Education Initiatives and Resources for Teachers
- Activity and Reflection from Day 1

10:30 a.m. – **Gallery Experience: Storytelling and Visual Literacy**

- Introduction to Infinity of Nations and key concepts: Diversity, Naming, and Culture + Continuity
- How is history recorded and shared in indigenous communities?
 - Reading the Two Row Wampum Belt (Haudenosaunee Nation)
- Narrative Art of the Plains
 - Reading A Warriors Robe (Apsálooke warrior’s exploit robe)
- Storytelling and Oral Traditions
 - Pacific Northwest Coast Art

11:30 a.m. – Small group work/application: **Your Object’s Story Activity**

12:00 p.m. – **Terminology and Approaches** Presentation and Workshop

12:30 p.m. – Lunch on own

1:15 p.m. – **Continuity of Storytelling Traditions and Techniques**

- Showcasing 3 contemporary Native artists
- Digital storytelling and visual narratives
- Multimedia approaches, techniques, and demo

2:00 p.m. – Creative Collaborations: **Classroom Connections and Application to Classroom Practice and Lesson Planning**

2:30 p.m. – **Creative Collaborations: Storytelling Project Group Work** and Lesson Plan Overview

3:45 p.m. – Project Presentations

4:30 p.m. – **Reflections and Discussion: Lesson Planning Idea-share**

5:00 p.m. – End

Application to Instruction and Student Learning:

1. Participants will experience and analyze a variety of methods for conveying information orally and visually thus discuss and explore ways to engage students in developing oral language and auditory skills in the classroom; participants will be provided worksheets, handouts, and resources to support classroom implementation and learning.
2. Participants will work individually and in small groups to discuss and present content,



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approaches, strategies, and new ideas, ultimately applying concepts learned throughout the course in project-based work and lesson planning.

3. Participants will be required to use one or more of the oral language development and visual literacy strategies and approaches in their group projects and final lesson plan

Assessment and Feedback:

1. Participants' questions and responses to discussion points and course activities include specific observations and terminology used that refer to and/or describe specific cultures including names, materials, places, and traditions.
2. Participants' collaborative discussions, group work, and lesson overview shows their ability to create and apply different approaches to oral language development.
3. Participants' analysis and interpretations throughout the day demonstrate a progression of understanding and visual literacy, highlighting each of the presenting group's conscious choices of language, expression, and ultimately media and art materials that effectively tells their story.
4. Participants will be assessed on their willingness and thoughtfulness in participating throughout the day, including during the exhibition experience, presentations, and discussions, and their multimedia storytelling project work.
5. Participants will receive feedback from course leaders throughout the day during course activities and discussions.