Maximizing Smallness: Successful Relationships, Successful Learning

Joe Feldman
Facilitation at Emeryville Community Design Workshop
January 25, 2012
Activity 1: Successful Learning

Recall a time when you had a successful learning experience (in/out of school, academic/non-academic, young/yesterday, etc.).

- Describe the learning experience. In particular, think about…
  - What did you learn?
  - Who helped you learn?
  - Did you know her/him before the experience? Did that person know you?
  - Did your connection to that person change as a result? Did their connection to you change as a result of the experience?

Silently as Individuals (3 min)

Share with a partner (who you don’t already know well) and explore commonalities and differences (7 min)

Share outs (20 min)
Relationships and Learning

I. Learning through Knowledge and Care

II. Maximizing “Smallness”

III. Relationships and building a culture of care for academic success
Learning through Knowledge and Care

Effective Learning

1. Adults knowing students; students knowing adults

- Familiarity
- Knows expectations
- Respect

- Needs
- Skills
- Family
- History
- Strengths

Knowledge
Effective Learning

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Knowledge

Willingness

Comfortable

Groupings

Strategies

Opportunities

J Feldman; Emeryville CDW 1.25.12
Effective Learning

1. Adults knowing students; students knowing adults
2. Care

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Learning through Knowledge and Care
Effective Learning

1. Adults knowing students; students knowing adults
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Opportunities

Successful Learning

- Motivation
- Comfortable
- Willingness
- Persistence
- Trust

Care

Concern

Knowledge
...many otherwise reasonable people seem to believe that our educational problems consist largely of low scores on achievement tests. My contention is, first, that we should want more from our education efforts than adequate academic achievement and, second, that we will not achieve even that meager success unless our children believe that they themselves are cared for and learn to care for others (Noddings, 1995).
Maximizing “Smallness”

- A small # of adults share a small # of children
Maximizing Smallness

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Maximizing Smallness

- A small # of adults share a small # of children

Shared Commitment

Common understanding

Collective Concern

Successful Learning
Building a culture of care for academic success

- There is no guarantee that learning and care will occur within a small setting. However, a small setting provides many more opportunities for learning and care to occur.

- Communication and proximity are crucial in order for adults to develop a common understanding, collective concern, and shared commitment.

- “Adults” is an expansive category—the more expansive, the more opportunity for collaborative efforts, and the more powerful the potential for student success.
Activity 2: Fish Bowls

What ideas (from Activity 1 or the presentation) resonate with you, or are bouncing around in your head, as you think about the Emeryville Center of Community Life?

- Group 1: Adults that work with youth
- Group 2: Parents/Guardians
Community Design Workshop 6
January 25, 2012

Evaluation Summary

On a scale from 1-5, the overall averages for each were:
(5 = Strongly Agree, 1 = Strongly Disagree)

The workshop was well organized: 4.75
I enjoyed the format: 4
I felt my ideas and concerns were heard: 4.4

What was your favorite part?

Joe’s presentation and schematic was nice.
Joe was a good choice to facilitate
Sharing out loud
Always appreciate hearing everyone’s point of view
Person-to-person

Refocus on learning environment
Fishbowl comments
Listening to Joe Feldman
Variety of feedback
Listening to other community
members’ perspectives and ideas

Summary:
1. We like Joe!
2. Sharing and hearing others’ perspectives and experiences
3. Refocus on the learning environment

How can workshops be Improved?
Other Comments and suggestions.

1. For most, the workshop was enjoyable, but there was confusion on the purpose of the workshop and how it fits into the big picture of the ECCL project.
2. Have ice-breakers for community attendees to get to know each other.
3. Articulate or have visible GOAL(s)/OUTCOME(s) for the workshop.
4. The beginning presentation would be better if it was more interactive with the audience.