C. Possible directions and priorities
• Several examples of maps follow. The fourth map invites the map-maker to work on identifying audience and purpose so that not everything on the map has to be done immediately—which is, of course, impossible.
• After the maps there's an example of sense-making applied to a student's whole project (see footnote to phase B).

Research the ways artists are prepared:

- School (different disciplines)
- Community
- Law (business, environmental)
- Other institutions

In light of the current curriculums for fine artist training, what do I need to know about existing artist preparation to advance my Basic Training Program for a holistic artistic lifestyle across all visual arts disciplines?

What tools can I use/create to reach multiple disciplines?
- Handbook/guide
- Workshops
- Support groups

Are artists interested in Basic Training?
- incentives
- health
- live/work space
- alternatives
- which artists are/aren’t

How do other institutions do it?
- SMFA
- Art Institute
- Pratt
- RISD
- MD Institute

How do different disciplines do it?
- 2D
- 3D
- Design
- Photo
- Arch.
Since the women have experienced violence (one barrier to learning) in the past, and still continue to do so in our Adult Learner Program, what curricular and pedagogical models can I draw on to facilitate an environment where the women feel comfortable to learn and continue a lifelong desire of learning?

"School shame"

VIOLENCE: What is it and how does it relate to learning?

Emotional

Need to understand their stories that the women face

Awareness that violence impedes learning

Caused by the bottom

Physical

Spiritual

What are the issues that cause them to drop out?

Low income women in the ALP

Teachers

Help women see a vision

Need to understand their stories that the women face

But we're not therapists

Theories of women as learners

Other pedagogical models

Popular education: Paulo Freire

Loma Rivera

"I just want my GED!" Why do I have to take all those extra classes?

"Scholarship"

Why don't you give me more for all those extra classes?

Learning Strategies

Health

Career Club

Special classes

Loves herself regardless

Career Club: "the GED and beyond"

Curriculum/lesson plans

Evaluation

Evaluation

too touchy feely

I just want my GED!

Why do I have to take all those extra classes?

Counter-arguments/tensions
Teaching to Young Adults

Why?

- Effective
- Inspiring
- Fun

Obstacles
- Emotional
- No Certification
- Fear
- No Experience

Search Firms
- Resume & Cover Letters
- Assistance to Write

CCT Alumni Synthesis

Think Tanks
- Research
- College Websites

CCT Professors

Mentor
- Guide

Network & Interview
- Alumni
- Friends in Ed.
- Administration

Nables & Teachers
- BFES

Umass
Harriet,

Your map shows the kind of thinking to write into your 1-2 paragraph project description. The two part nature of your project stands out dramatically. This should be reflected in your writing, your research design, and your practice.

There is, however, a link between the two clusters—The same principles that produce empowerment in the writing group community underline the need for leaders to have support community, no? Articulate these principles and you'll be able to write a stronger proposal (and move the clusters of branches closer together).

As a map—that is, a deliberate over-production of branches—you could add an extra layer or two of branches—e.g. spell out ways women lift themselves from poverty & where the writing community might & might not influence that.

OK/RAW for map.

Peter

but if you go further with your mapping, I'm happy to look over it results.
Nature is everywhere--including the cities!

Challenge of combining local contingencies with general principles

Issue: recommendations for management of urban ecology are needed

Issue: urban ecology should be a proper subject for ecologists to study

ISSUE: understanding ecology of carabids in urban environments

Funding

theoretical devts.

survey

autecology
carabid assemblages
rural-urban gradients

habitat dispersal & colonization, phenology, population size

structure relative abundance, diversity

disturbance climate

isolation of patches

 Issue: minimum requirements
   (why are some spp. able to survive in urban areas?)
Psychiatric Nursing

- A day in the life?
- History of psychology in the field
- A history of nursing
- What is mental illness?
- Development of nursing care
definition of major client groups
- Development of nursing care
- Education of student nurses
- Contemporary nursing
- Explorations of major client groups
- Founder of nursing (Crimensen)
- Feminist
-4. Cultural
- Nurse as a human subject, dignity
Lizzie Linn Casanave
Practicum
September 29, 1998

a) The essence of the project is: See project description
b) The reason I took this road is: I have an interest in understanding how education can be used
to better human interactions.
c) The best of what I have achieved is: Thus far I have brainstormed, mapped, researched and
questioned subjects related to empathy, communication, interaction and emotional intelligence. I
have begun to focus my question and determine what avenues I need to explore next.
d) What has been particularly helpful to me in this project has been: Free-writing, which has
helped me to take all my ideas and articulate them so they can then be straightened out and
focused.
e) What has hindered me has been: too many interests and ideas
f) What I am struggling with is: clarifying my thesis: specifically my audience and purpose.
g) What would help me now is: I now need to make some contacts, explore my resources and
continue to define my project.

Sense-Making
a) I appreciated: Seeing an example of a school that is structured to teach empathy. Not only did
they explain the reasoning behind teaching empathy, but they told about how they implemented
their ideas and they shared the challenges that arose from this way of teaching.
b) I learned: examples of how schools have educated others in the skill of interaction such as:
creating a save environment, involving the group in real life issues, telling stories, using a
strategy that makes students think about what they say (such as giving two compliments for every
put-down), encouraging academic cooperation, acknowledging acts of kindness, etc.
c) I wanted to know more about: how the students responded to the techniques. I would love to
hear (and perhaps with my own project I can research) what students think about empathy. Do
they even know what their school’s goals are in this arena? Is this skill easier for some than
others?
d) I struggled with: wanting to understand whether or not the students were being taught to think
critically or indoctrinated with the standards of their teachers and administrators.
e) I would have been helped by: a deeper explanation of what the school goals are. What do they
mean exactly by empathy? I would like to have seen some philosophical defense for teaching
empathy. Is it a purely religious motive?
f) My project connects with this in the following ways: I am exploring how empathy can be used
to better interactions among individuals. I would like to learn if it is possible to teach in school
and if so, how. This article gives examples of how and obviously believes it is possible. It raises
some good issues to explore further for example: how is this type of skill tested? And can
teaching a skill change an inward motivation? And how much autonomy must a teacher have
(and how can this be achieved) in his/her classroom?
g) I disagreed with: the premise that one must start with external motivation in order to have an
internalized value. Aren’t humans (even children) rational enough to realize the value of
empathy?
h) I think the author/presenter should consider: if it is even possible to truly understand what
someone else is thinking and feeling?