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).

Luanne E. Witkowski

CCT 698

Map

October 15, 2002

Research the ways artists are prepared:

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

Are artists interested in Basic Training?

- incentives
- health
- live/work space
- alternatives
- which artists are/aren't

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?

How do other institutions do it?

- SMFA
- Art Institute
- Pratt
- RISD
- MD Institute

What tools can I use/create to reach multiple disciplines?

- Handbook/guide
- Workshops
- Support groups

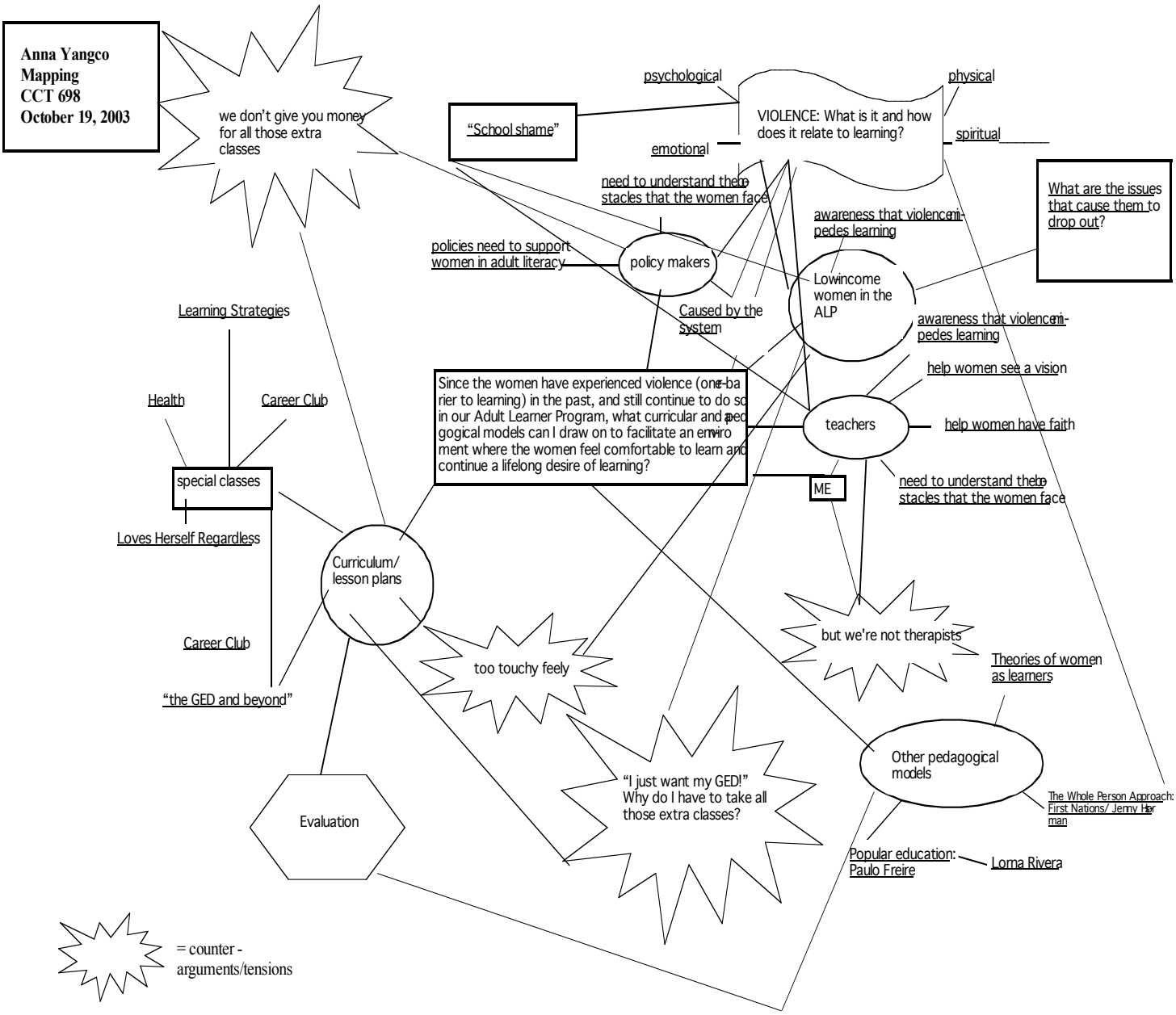
How do different disciplines do it?

- 2D
- 3D
- Design
- Photo
- Arch.

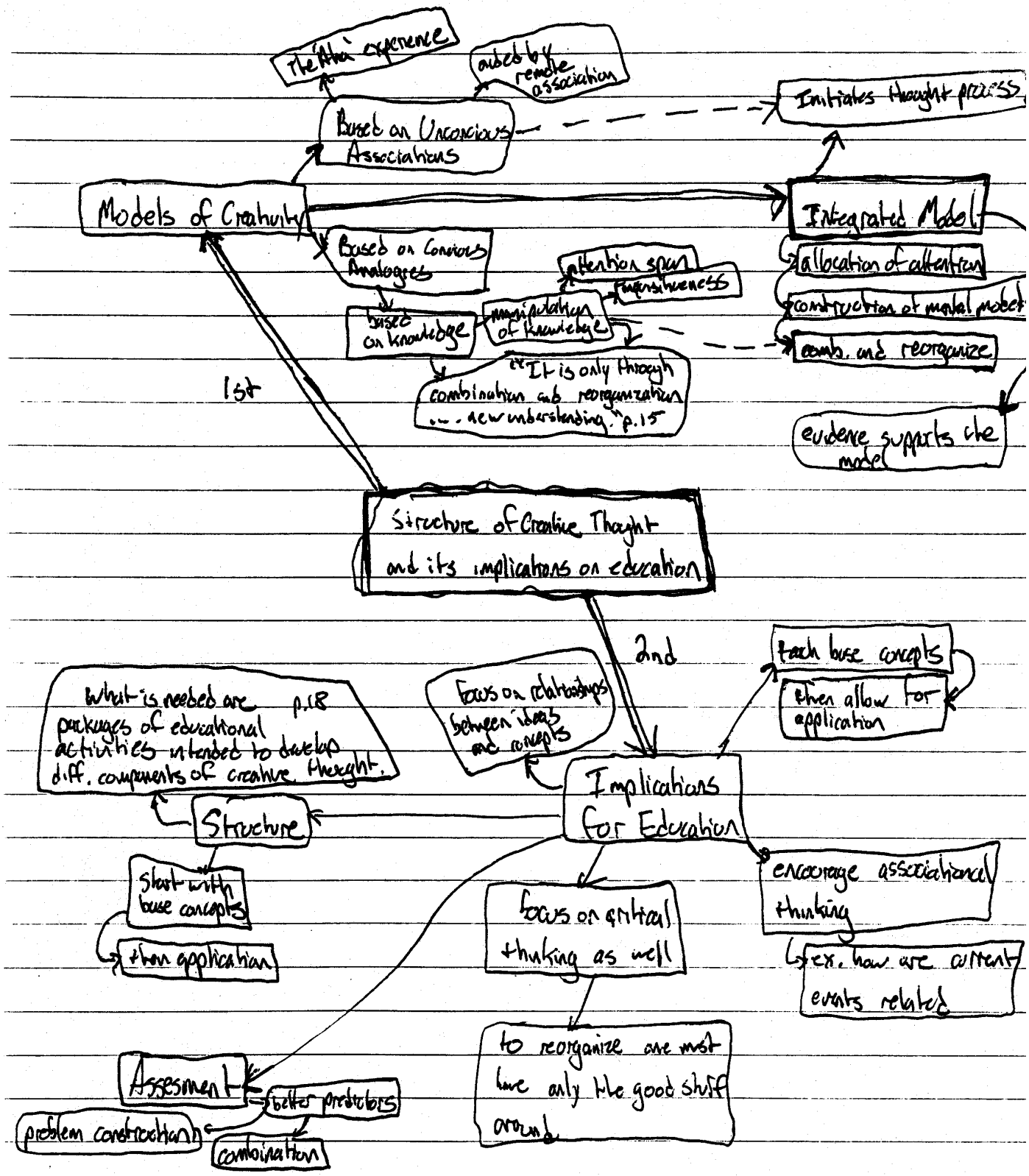
RESEARCHABLE QUESTION:

WHY IS THE EVOLUTION OF 19TH C. AMERICAN ROMANTICISM AND ITS VISCERAL IMPACT ON POST-COLONIAL NEW ENGLAND IMPORTANT TO REVISIT TO GAIN INSIGHT INTO WHO WE ARE TODAY AS READERS AND WRITERS AND HOW HAVE THESE HISTORICAL PRECEDENTS IMPACTED MY INTELLECTUAL DEVELOPMENT?

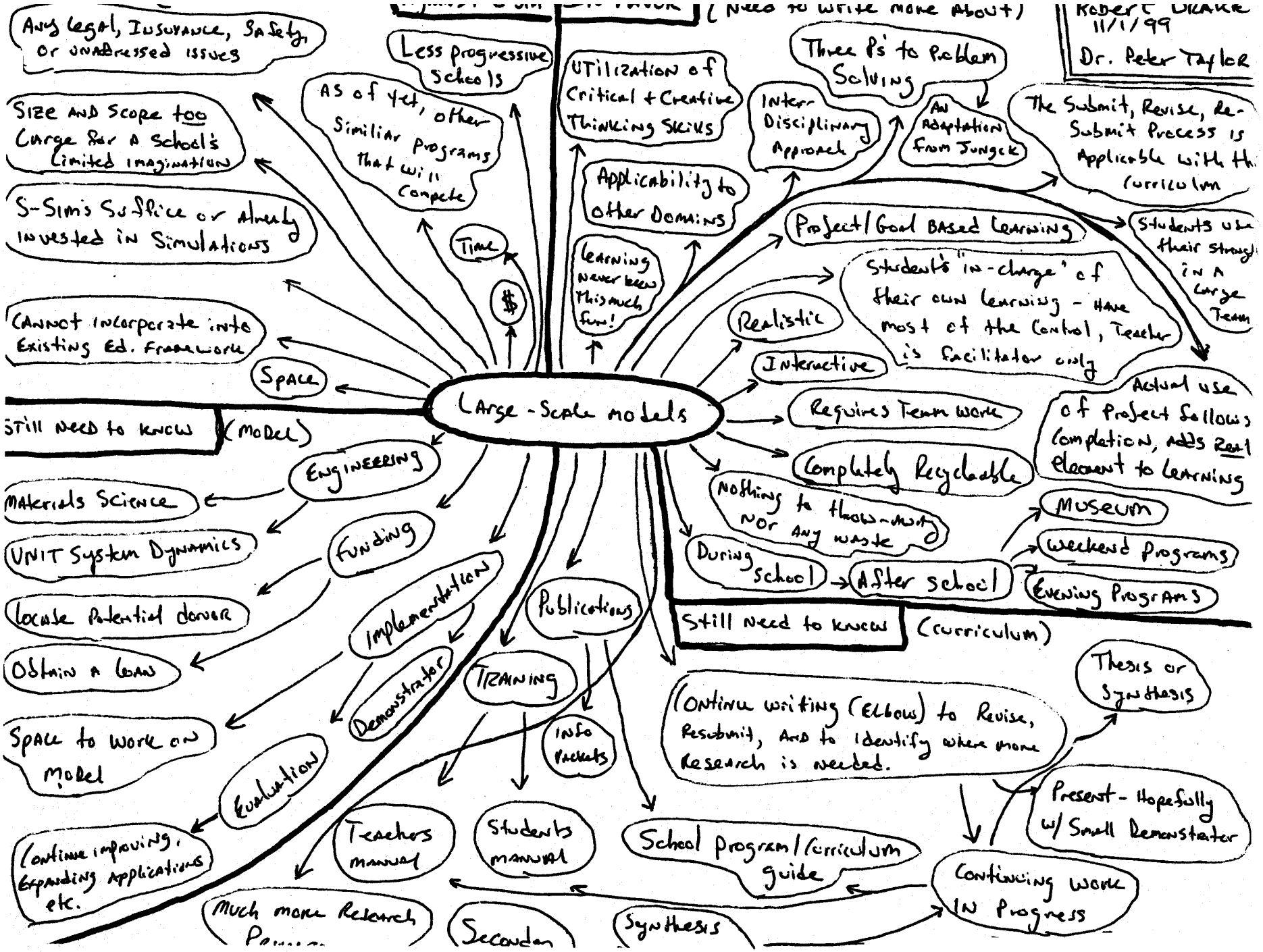
KRISTEN BENNETT
CCT 698
PHASE C-2
10/17/05


Anna Yangco
Mapping
CCT 698
October 19, 2003
we don't give you money for all those extra classes
"School shame"
psychological
physical
VIOLENCE: What is it and how does it relate to learning?
spiritual
emotional
need to understand the obstacles that the women face
What are the issues that cause them to drop out?
awareness that violence impedes learning
policies need to support women in adult literacy
policy makers
Low income women in the ALP
Caused by the System
awareness that violence impedes learning
Learning Strategies
help women see a vision
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?
Health
Career Club
teachers
help women have faith
special classes
ME
need to understand the obstacles that the women face
Loves Herself Regardless
Curriculum/ lesson plans
but we're not therapists
Career Club
too touchy feely
Theories of women as learners
"the GED and beyond"
Other pedagogical models
"I just want my GED!" Why do I have to take all those extra classes?
The Whole Person Approach: First Nations/ Jenny Herman
Evaluation
Popular education: Paulo Freire
Lorna Rivera
= counter - arguments/tensions

Map:
Think Tanks
Research
CCT Alumni Synthesis
College Websites
CCT Professors
Search Firms
Resume & Cover Letters
Build It
Assistance to write
Teaching to Young Adults
Why?
Effective
Create
Memorable
Counsel
Inspiring
Fun
Mentor
Guide
Emotional
No certification
Obstacles
Fear
No Experience
UMASS
Friends in ed.
Alma Mater
Network Interview
Administration
Nobles
&
BFCPS
Teachers



Article: Mumford, Michael D. 'Creative Thought: Structure, Components, and Educational Implications' Roeper Review, Vol. 21 #1 p. 14–19


Robert Drake
11/1/99
Dr. Peter Taylor
(Need to write more about)
Any legal, Insurance, Safety, or unAddressed issues
Less progressive Schools
Utilization of Critical & Creative Thinking Skills
Three P's to Problem Solving
Inter-Disciplinary Approach
An Adaptation from Jungck
The Submit, Revise, Re-Submit Process is Applicable with the curriculum
Size and Scope too Large for a School's Limited Imagination
As of yet, other Similar Programs that will Compete
Applicability to other Domains
Project/Goal Based Learning
Students use their strengths in a Large Team
S-Sim's Suffice or already invested in Simulations
Time
$
learning never been this much fun!
Students "in-charge" of their own learning - Have most of the Control, Teacher is facilitator only
Realistic
Cannot Incorporate into Existing Ed. Framework
Interactive
Space
Large-Scale models
Actual use of Project follows completion, adds Real element to Learning
Still Need to Know (Model)
Requires Team Work
Engineering
Completely Recyclable
Materials Science
Nothing to throw away NOR any waste
Museum
Unit System Dynamics
Funding
During School
After School
Weekend Programs
Locate Potential donor
Implementation
Publications
Evening Programs
Still Need to Know (curriculum)
Obtain a Loan
Demonstrator
Training
Thesis or Synthesis
Continue writing (Elbow) to Revise, Resubmit, And to Identify where more Research is needed.
Space to work on Model
Info Packets
Evaluation
Present - Hopefully w/ Small Demonstrator
Continue improving, Expanding applications etc.
Teachers manual
Students manual
School program/curriculum guide
Continuing Work In Progress
Much more Research
Secondary
Synthesis

Map

Harriet,

Your map shows the kind of thinking to write into your ~~one~~ 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 underlie ~~your~~ the need for leaders to have a support community, no? Articulate those 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 have added an extra layer or two of branches eg. spell out ways women lift themselves from poverty & where the writing community might & might not influence that.

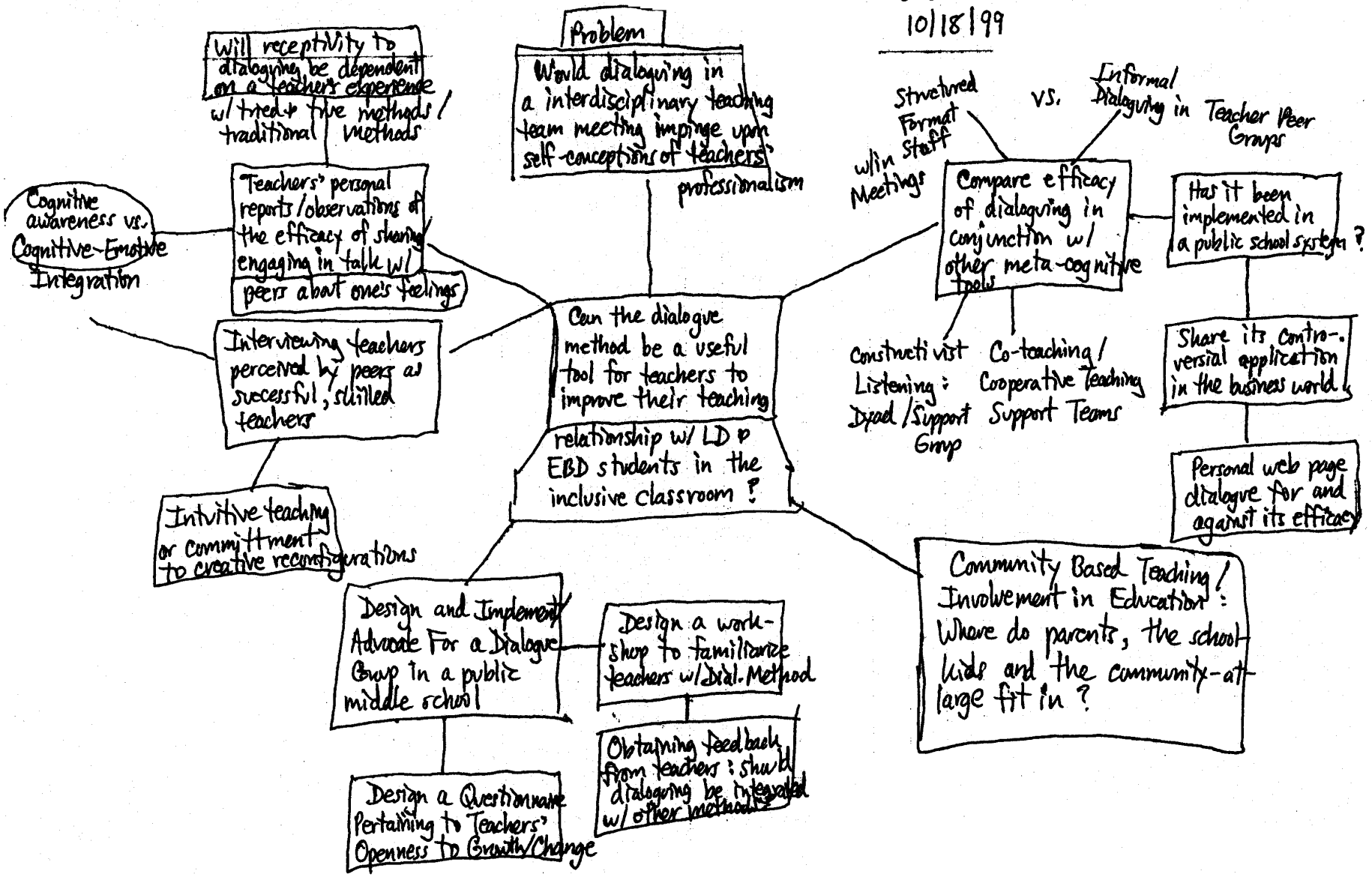
OK/RNR for map

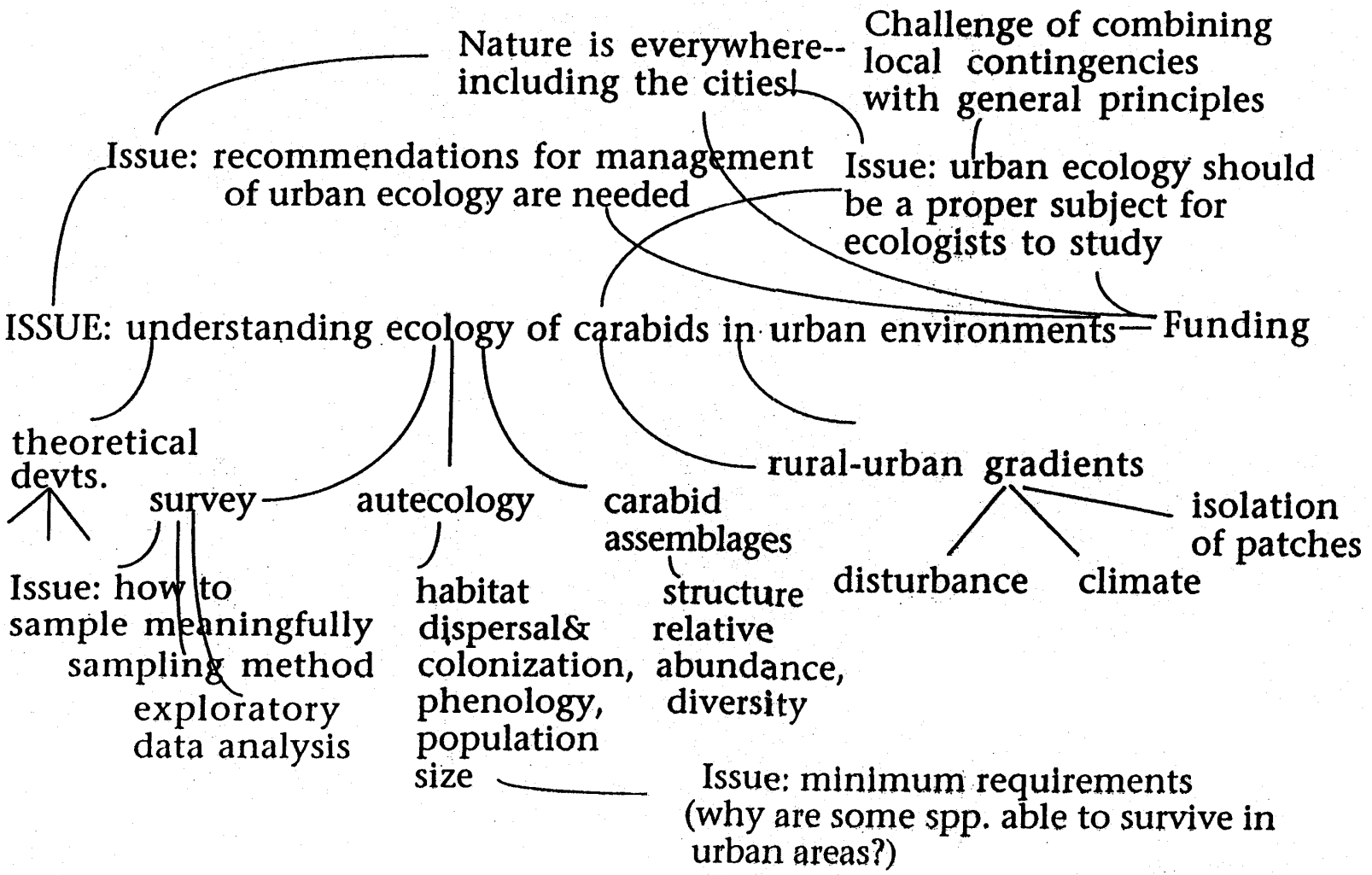
/ peto

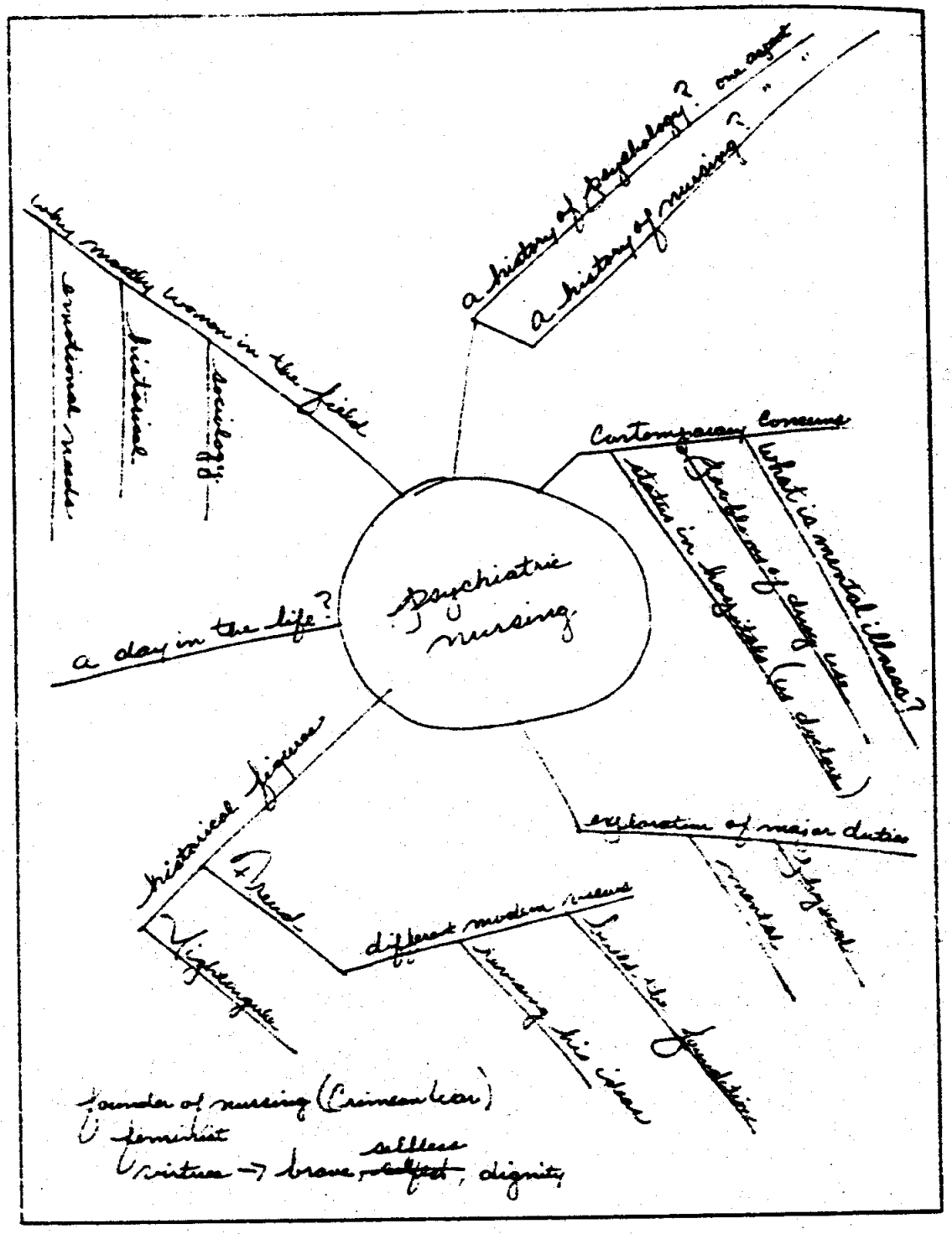
but if you go further with your mapping, I'm happy to look over the results

Harriet Griffin
10/18/09

Jack Sullivan
CCT 698
Class 5
10/18/99




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
isolation
of patches
disturbance
climate
Issue: how to
sample meaningfully
sampling method
exploratory
data analysis
habitat
dispersal&
colonization,
phenology,
population
size
structure
relative
abundance,
diversity
Issue: minimum requirements
(why are some spp. able to survive in
urban areas?)


Psychiatric nursing
a history of psychology? one aspect
a history of nursing? " "
why mostly women in the field
emotional needs
historical
sociology
Contemporary concerns
what is mental illness?
problems of drug use
status in hospitals (vs doctors)
a day in the life?
historical figures
Freud
Nightingale
different modern views
Lived the foundation
remaining his ideas
exploration of major duties
mental
physical
founder of nursing (Crimean War)
feminist
virtues → brave, selfless, dignity

HOLES:

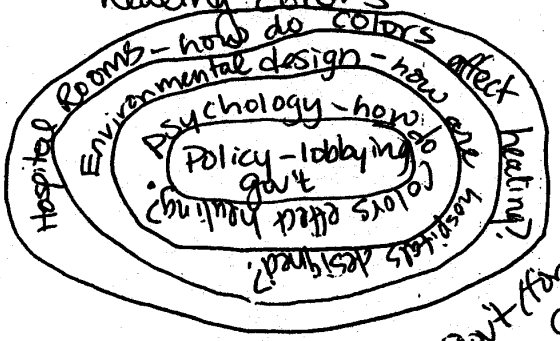
- There are studies that I have not found, yet
- There are Environmental psychologists I have not spoken with, yet.
- I still need to talk to hospital admin. (Which hospital? What Admin.?)

PURPOSE

Urge hospital (admin.? design?) to use appropriate colors (colors that promote healing) in patient rooms

What are these colors?

urge govt (?) to fund experimentation in discovering healing colors



Color of in-patient hospital rooms --> Effects on patient healing

SUBJECT

Govt (for funding) - why is color important? Give support

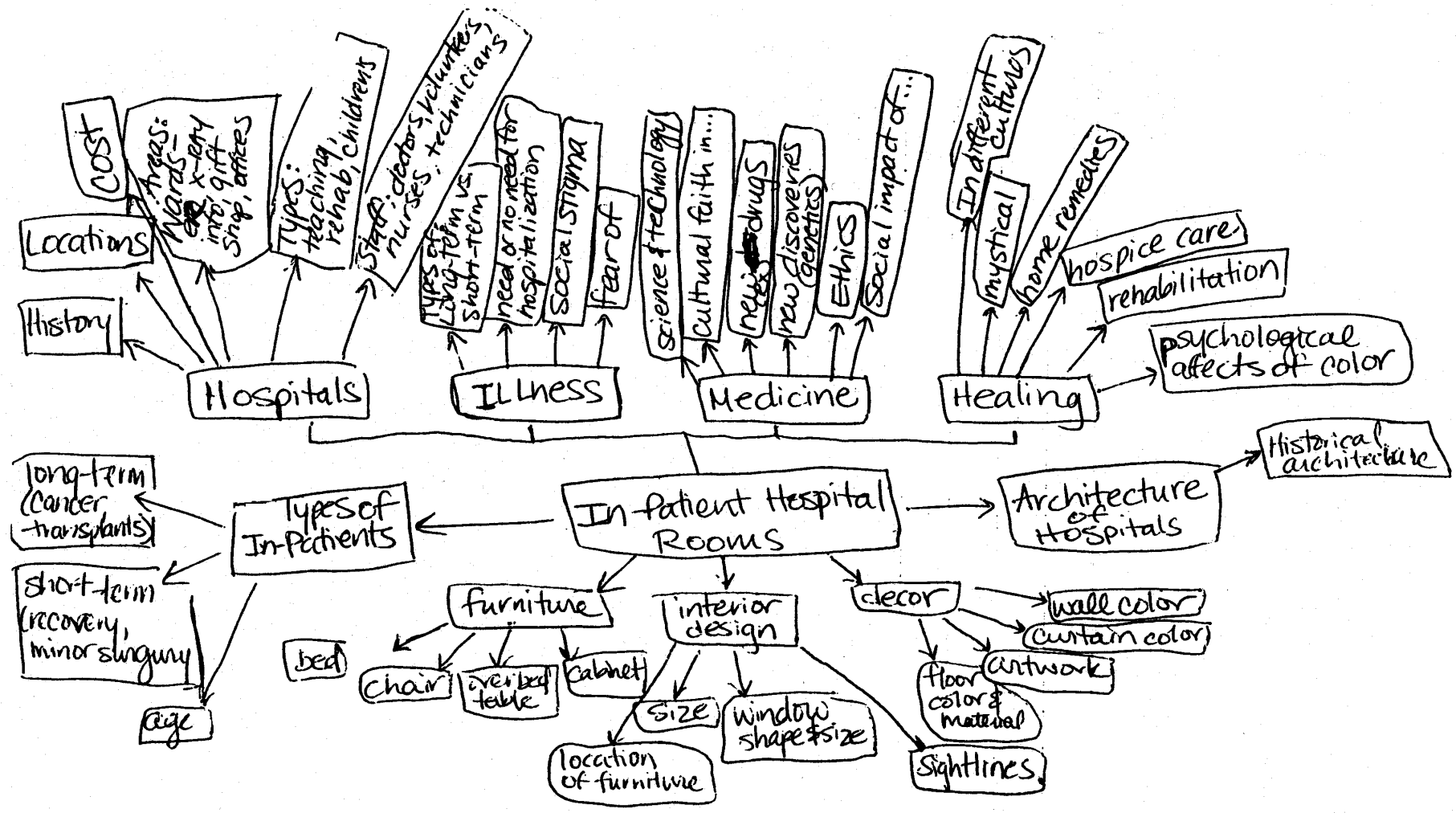
Class → will look for scientific proof

Whomever makes desicions on H-R design

~~will want to know the urgency~~ why

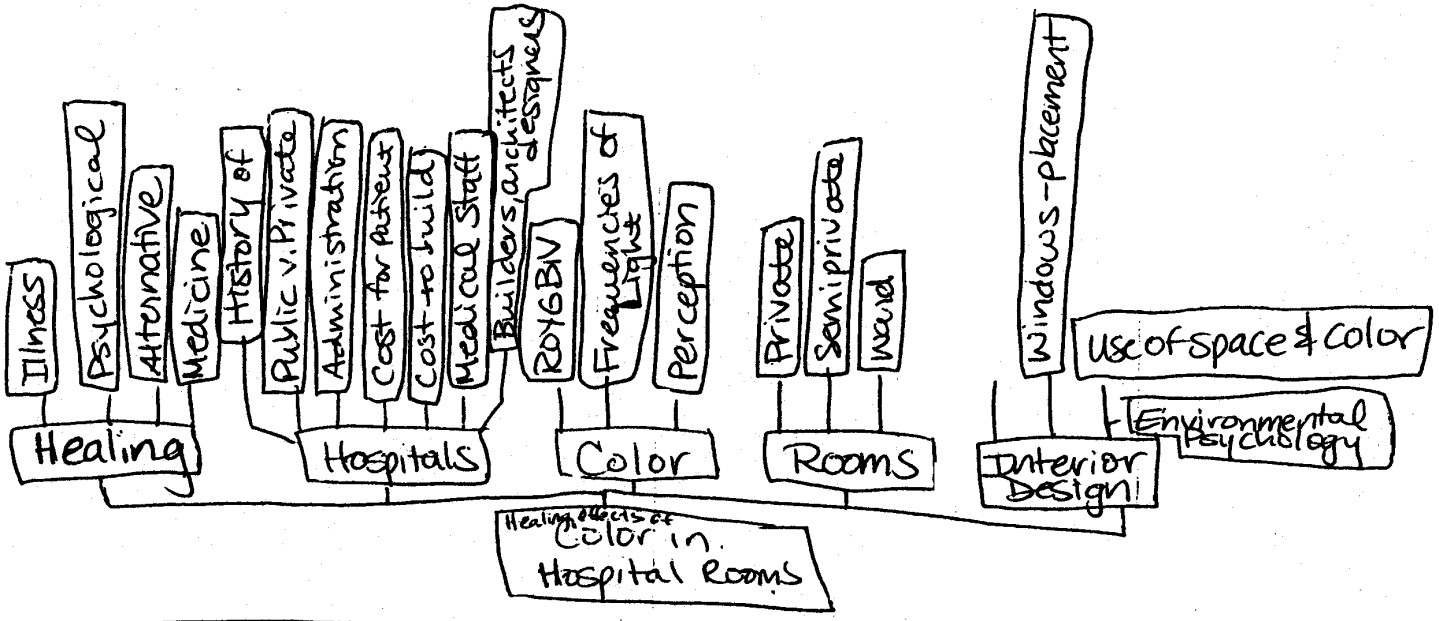
AUDIENCE

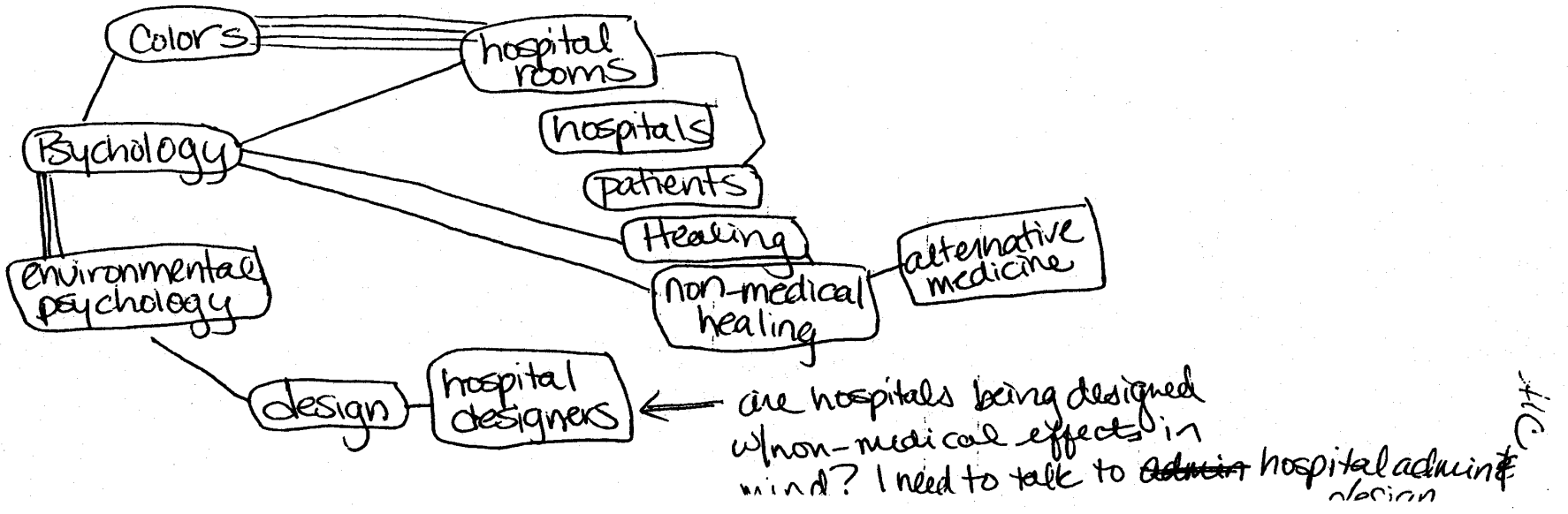
AC



Hospitals
History
Locations
Cost
Areas: Wards - x-ray info, gift shop, offices
Types: teaching, rehab, childrens
Staff: doctors, volunteers, nurses, technicians
Illness
Types of: Long-term vs. short-term
need or no need for hospitalization
Social stigma
fear of
Medicine
science & technology
cultural faith in...
new drugs
new discoveries (genetics)
Ethics
Social impact of...
Healing
In different cultures
mystical
home remedies
hospice care
rehabilitation
psychological affects of color
In-Patient Hospital Rooms
Types of In-Patients
long-term (cancer transplants)
short-term (recovery, minor surgury
age
Architecture of Hospitals
Historical architecture
furniture
bed
chair
overbed table
cabinet
interior design
size
location of furniture
window shape & size
sightlines
decor
wall color
curtain color
artwork
floor color & material

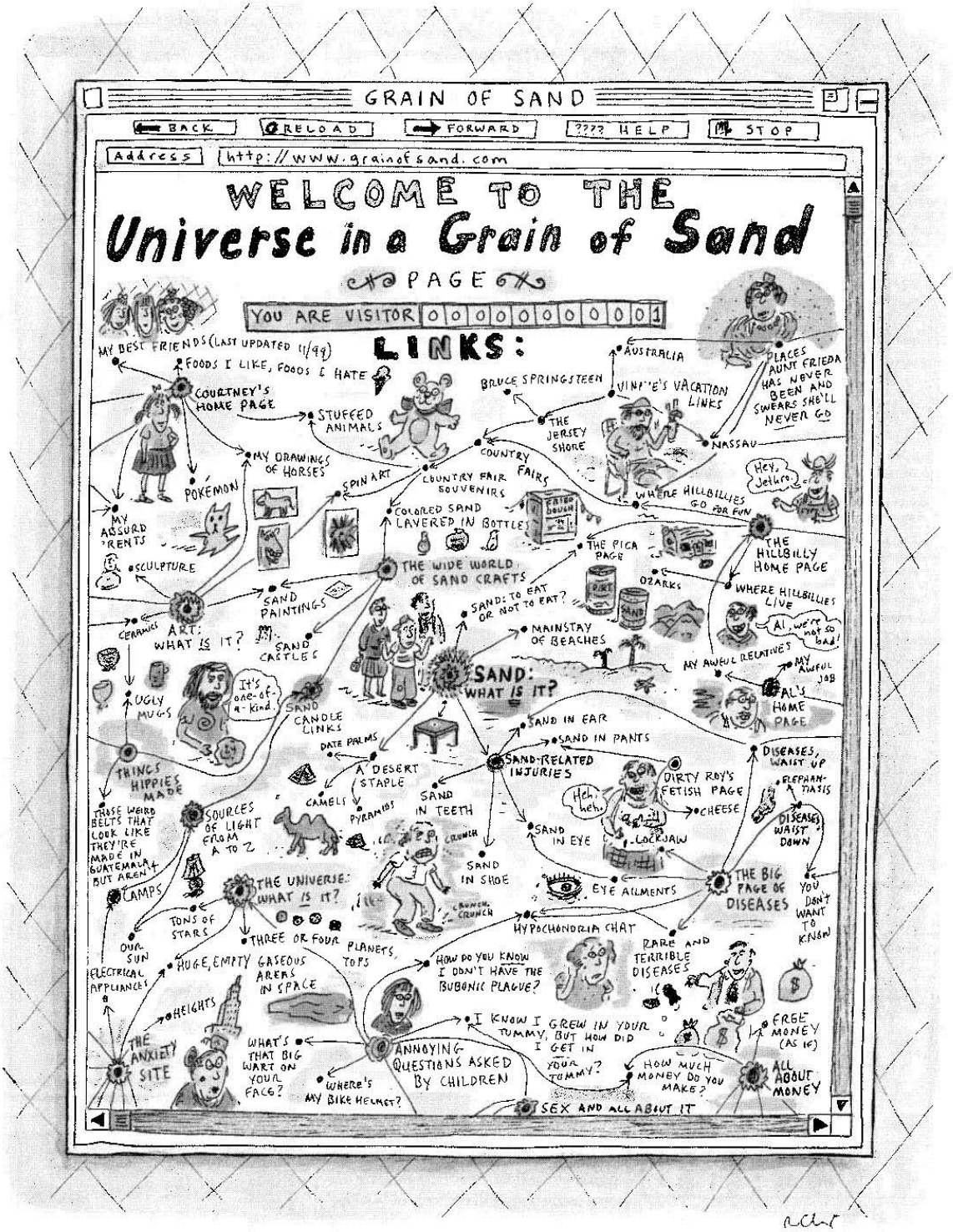
AKC
1-30-94


Illness
Psychological
Alternative
Medicine
History of
Public v. Private
Administration
Cost for patient
Cost-to-build
Medical Staff
Builders, architects designers
ROYGBIV
Frequencies of Light
Perception
Private
Semiprivate
Ward
Windows-placement
Use of space & color
Environmental Psychology
Healing
Hospitals
Color
Rooms
Interior Design
Healing effects of Color in Hospital Rooms


Colors
hospital rooms
hospitals
patients
Healing
Psychology
environmental psychology
non-medical healing
alternative medicine
design
hospital designers
are hospitals being designed w/non-medical effects in mind? I need to talk to ~~admin~~ hospital admin & design

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?

THE BACK PAGE BY ROZ CHAST