

Chapter 1 : City as Classroom | Eugene Lang College

City as Classroom, City as Laboratory is a series of six educational workshops for youth in the Greater Boston area, ages 8 to Throughout the sessions, students make use of "urban wilds" in order to become enveloped in the hybrid ecology of the growing city.

Tweet on Twitter As an institution with roots in the community for almost years, U of T has grown and evolved along side the city of Toronto. Now, more than ever before, there is a push for this relationship to become closer, more interconnected, and more involved. The city of Toronto and U of T still have a lot to learn from, and to teach each other, to the benefit of us all. Drawing from his experience as a professor of Geography and Planning and as co-founder of a large research program at the Munk School of Global Affairs, he wanted to see the institution leverage its urban location more fully, for the mutual benefit of university and city, and to reimagine and reinvent undergraduate education. The CCP supports instructors with consultation on course design, securing placements, aligning reflection assignments with course goals, insurance processes and more. She now works at CCP as a project assistant helping secure Community-Engaged Learning placements for students and encouraging others to work for what they believe in. So far, 20, undergraduate and graduate students have taken a CCP-supported course taught using a service-learning approach, spanning 34 academic disciplines across all three U of T campuses. The CCP also offers a range of workshops that invite students to think about intercultural communication, conflict resolution, reflection, and their role in the community. Reflection is a key component of service-learning, and allows students to make deeper meaning of their experiences and connections to course content. Walter Cavalieri, Director of The Canadian Harm Reduction Network, is committed to reciprocal learning, in which students help each other work through activities. As a valued CCP partner for seven years “ working in harm reduction, drug policy and law reform “ they make a big impact on the community with the help of U of T student volunteers. The Cities podcast series, produced by University of Toronto Communications, offers a different perspective on interacting with the community. The podcast embraces the idea of the university engaging in an actual dialogue with the broader community. The series explores both the physical city and the idea of cities in a broader sense with episode topics ranging from traffic and transit to the building of sustainable cities and the future of cities. Using a mix of academics, experts, activists, artists, and regular citizens, it examines the complex ideas surrounding cities and the people who inhabit them. While the podcasts relate to cities in general, they also deal with issues facing Toronto specifically. The fourth year internship course is one of the longest running experiential learning courses at the university. The class follows four modules “ local government, economic development, community development and urban planning. Students attend a weekly seminar and spend eight hours a week at their internship site. Once per module students leave the classroom and go on a field trip. Field trips have included a walking tour of Regent Park with a community-engagement worker and a trip to Mirvish Village with a developer to discuss the links between economic development and real estate. When it comes to the priority of rethinking undergraduate education, Dr. This involved working with a community organization for a full academic year and submitting projects that tied together in-class material with reflections on the hands-on learning experience. Service-Learning did this for me. A textbook did not. There are a lot of challenges that are focused in cities and those challenges are both important for us to think about “ how we might work to solving them and addressing them “ and at the same time provide an amazing educational opportunity for our students to learn and get involved and to be creative and innovative in the way that we approach them. As the university and the city continue their commitment to actively engage in growing and evolving together, the outcome can only be positive for everyone.

Chapter 2 : City as Classroom Projects | Community Engaged Learning | La Salle University

The City as Classroom Written by: Megan Bird, Executive Director of Citizen Schools Massachusetts and Arthur Pearson, President and CEO of Thompson Island Outward Bound Education Center As summer's blaze softens into autumn hues, our city's children are back in the schoolhouse.

Meet the girls from the Academy of Mary Immaculate. Across the road, more girls in bright blue uniforms are gathered outside Flinders Street station. The scene almost looks like a pop up artwork itself – the umbrellas shining, balanced in the crooks of elbows; the pencils skidding across paper now damp at the edges. Of course, for Melbourne locals, the sight of students from the Academy of Mary Immaculate out and about in the city is not unusual. Kilian McNamara, teacher Just a short tram ride away, across from the Melbourne Exhibition Building, the Academy sits behind high stone walls. Yet its curriculum is anything but confining. One or two nights a week, she volunteers on Lonsdale Street at Fitted for Work, a pre-employment service for disadvantaged women. Head of Visual Art Martin McInerney admits the tram stop outside his art room has become an important part of his lesson plans. And the art faculty there are so switched on. Their work from the session will be published in a book as part of the new Synergy program for year nines at the Academy. Each class in the year spends nine weeks in Synergy full time, covering every subject from science to history. There are scavenger hunts, art workshops, reading clubs. Students visit law courts or take their yoga mats over the road for meditation sessions in the gardens. It was really refreshing. But McNamara says the program has also revealed where the school could take more advantage of its location. Working with fellow student Madison Puyat, Violo and Luu put together a five-minute video on homelessness. Catherine Glenister says the film has now inspired the Academy council to take action on homelessness in the local community. Newly returned from a conference on girls education in New York, she declares: It is a figure Moloney says embodies everything she wants for the girls. This is a woman of action. Students can attend a knitting club run by Sister Hermenilda while Sister Felicia and Sister Rosina both lend a hand during textiles classes. As a heritage site, the school is limited in what signage it can display. Power hopes university music students will soon use the chapel for recitals, forging stronger tertiary links for Academy students. Unsurprisingly, many girls go on to study at universities in the inner city such as the University of Melbourne and RMIT. Others audition for art programs at the VCA, Power says, or study internationally. Now, on the steps of the chapel, a fresh cohort of year nines gather. Passers-by slow their step, turning their heads whenever a strain of laughter crests the wall.

Chapter 3 : City As Classroom: Understanding Language And Media by Marshall McLuhan

City As Classroom has 4 ratings and 0 reviews: Published by Book Society of Canada / Thomas Nelson Publishers, pages, Paperback.

Chapter 4 : "Global History to (HIS) City as Classroom Project Report" by Michael McInneshin PhD

Eugene Lang College is the newest and fastest-growing urban liberal arts college in New York – the most sought-after city in the world for college students.

Chapter 5 : Overview – City as Classroom, City as Laboratory – MIT Media Lab

City as Classroom AEC organizes and leads day-long experiences for teams of educators. These events utilize Pittsburgh as a classroom for innovative thinking and planning.

Chapter 6 : People – City as Classroom, City as Laboratory – MIT Media Lab

City as Classroom, City as Laboratory is a series of educational workshops for youth (aged 8 to 14) where students

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make use of "urban wilds" around Boston in order to understand the hybrid ecology of the growing city and propose imaginations for its future.

Chapter 7 : U of T McLuhan salons take the classroom to the city

City as classroom WeTell Summer School is a place of dialogue among students, professors and communities. The learning environment transcends the classroom walls and includes the outer world, its institutions, and its people.

Chapter 8 : Community Engaged Learning: City as Classroom

The city has many problems and although logistics require that we conduct most education in the school building, the author argues for putting out best brains to the task of bringing the city to the classroom and to exploiting the city as a classroom when appropriate.

Chapter 9 : THE CITY AS A CLASSROOM – The Coro Fellowship

The City as Classroom STEAM High School is a new educational paradigm for comprehensive high school education, a paradigm that views children holistically living in a particular place, within a particular time, and within a particular community - one that.