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# Jan 27: Welcome to the Multimedia Studio (zoom)

**Agenda**

1. Welcome to the School Desegregation Studio
2. Prior studio projects
3. Skills assessment survey & discussion [survey link](https://forms.gle/1wq6qis4Nn2ca9WH9)
4. Multimedia sign-up and Workshop sign-up [sign up link] (TBD)
5. [School Segregation: Last week tonight with John Oliver](https://www.youtube.com/watch?embed=no&v=o8yiYCHMAlM&t=8s). (2016, October 31). HBO.
6. Pair breakout room: my schooling history
   * what was your high school like?
     + how big? setting (public/private, urban, suburban)? sports? academics? clubs?
     + what was the racial and ethnic mix?
     + when was your school most united, as a community?
     + what “cliques” existed in the school? how were social groups divided/organized?
     + was you school racially diverse? was your social group racially diverse?
7. Full group discussion
8. Wrap-up and due next week

# Feb 03: 21st Century School Segregation (async)

**Do**

1. Read Kozol, J. (2011). Still Separate, Still Unequal: America’s Educational Apartheid. In E. B. Hilty (Ed.), *Thinking about Schools: A Foundations of Education Reader* (pp. 445–464). Taylor & Francis Group. [adelphi library](http://ebookcentral.proquest.com/lib/adelphi/detail.action?docID=709005)
2. Read Kozol, J. (2019, June 6). [When Joe Biden Collaborated With Segregationists](https://www.thenation.com/article/archive/joe-biden-education-busing-opposition/). *The Nation.*
3. Explore the interactive map: [Mapping Segregation](https://www.nytimes.com/interactive/2015/07/08/us/census-race-map.html). (2015, July 8). *The New York Times*.
4. Watch the screencasting tutorials
5. Post in the “Apartheid Schools” forum (includes screencast activity)

# Feb 10: Past & Present of Discrimination (zoom)

**Read**

Coates, T. (2014). [The Case for Reparations.](https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/) *The Atlantic*, June 2014. [[pdf](http://pscourses.ucsd.edu/ps108/6%20Reparations/Coates%202014-%20The%20Case%20for%20Reparations.pdf)]

**Agenda**

1. Discuss online format, tutorials, answer questions
2. Brief discussion of apartheid schooling
3. “Reparations”

* break out groups to summarize sections
* break out group reports
* general discussion

1. Getting ready for next week

*Breakout room instructions*

*Coate’s article is organized into 10 sections. Working with a partner, you will enter a zoom breakout room to summarize and synthesize the key points in your assigned section. Do your best to express the author’s key claims, at this point we are not critiquing. Also, explore any multimedia in your section and take some notes on them so that you can report back.*

# Feb 17: NYC Schools Today video

New York City schools are diverse – not in the meaning that Kozol derides where diverse means non-White or all Black and Latinx. Still, as we have seen, they struggle with integration. According to [the data at a glance from NYC DOE](https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance), the population of >1.1M students are:

* 13.2 percent of students are English Language Learners
* 20.2 percent are students with disabilities
* 72.8 percent are economically disadvantaged
* Race or ethnicity:
  + 40.6 percent Hispanic
  + 25.5 percent black
  + 16.2 percent Asian
  + 15.1 percent white
* 119,551 are in charter schools

This week we will focus on the current state of schools.

**Readings**

* *Watch:* [the audio editing tutorials](https://moodle.adelphi.edu/mod/forum/discuss.php?d=697502) from Nick and Richie
* *Read:* Shapiro, E. (2021, January 29). [New York Schools Are Segregated. Will the Next Mayor Change That?](https://www.nytimes.com/2021/01/29/nyregion/nyc-mayoral-race-school-segregation.html) *The New York Times.*
* *Listen:* [Nice White Parents, episodes 1 & 2](https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html)
* *Explore:* Erase Racism infographic, [“structural racism at a glance: education”](http://www.eraseracismny.org/resource-center/teaching-tools), which focuses on Long Island schools
* *(optional reading):* Chin, S. A., Margaret M. (2018, June 14). [What’s Going On With New York’s Elite Public High Schools?](https://www.theatlantic.com/education/archive/2018/06/new-york-high-schools-stuyvesant-brooklyn-bronx/562772/) *The Atlantic.*
* *(optional video):* Manhattan Institute. (2019, February 26). [Diversity By Decree: Is NYC’s New Policy For Elite High Schools Constitutional?](https://www.youtube.com/watch?embed=no&v=mj4-7A2eDIE&feature=youtu.be)

This week’s reading response forum will take the role of an “audio essay” where you upload an audio response to this week’s readings. Like all of our reading responses, you should have a clear point, make interesting claims, and defend/explore them with evidence. To practice our technical audio production skills, you *must* include at least 3 different audio clips from “Nice White Parents”, and at least 2 other audio clips other than your voice. Your post must be between 7 and 10 minutes. If it’s shorter, try to add some more depth. If it’s too long, cut it until it’s more focused. You should be able to upload your .mp3 or .wav file directly to this forum, you can you post a shared link to your google drive.

Schedule:

* read/listen Thurs (2/11) to Sat (2/13)
* upload your audio by end of day Sunday (2/14 💕)
* listen to all posts
* comment (in writing) on at least two different posts by end of day Monday (2/15)
* open discussion until Wed (2/17)

*Please give your post a unique title*

# Feb 24: Topic Briefings (zoom)

**Agenda**

1. Check-in
2. Topic reports
3. Pitch ideas
   * 10 minutes write down 3 different ideas
   * 10 minute group discussion
4. Next week:
   * we meet live
   * the pitches should be high quality
   * photo editing tutorials

Feb 24: Topic Briefings data viz

Mar 03: Pitches photo editing

Mar 10: *no class (mini break)* Mar 17: Cognitive Load Theory vector graphics

Mar 24: Multimedia Principle & Contiguity web dev

Mar 31: Modality & Redundancy open topics

Apr 07: Coherence, Personalization, Segmenting -

Apr 14: Prototype Critique -

Apr 21: Studio Session -

Apr 28: User Testing -

May 05: Studio Session -

May 12: *no class (makeup day)* - May 19: zoom (final presentations) -