IDEAS
INTEGRATING DEMOCRATIC EDUCATION AT STONEHILL
2014 Annual Report

Christopher Wetzel and Prithak Chowdhury
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2013-2014 IDEAS PARTICIPANTS

Program Co-Facilitators
Prithak Chowdhury ('15)
Christopher Wetzel, Associate Professor of Sociology

Course Facilitators
Kristen Bailey ('14)
Hanna Brucker ('15)
Katie Bryer ('16)
Gabrielle Cole ('14)
Brittany Frederick ('16)
Sarah Hall ('14)
Patrick Kennedy ('16)
Nisha Khubchandani ('16)
Elveera Lacina ('16)
O’Shane Morgan ('16)
Amanda Nagim-Williams ('16)
Thomas Noah ('15)
Theresa Paradis ('16)
Matt Smith ('15)
Kristina Vailonis ('14)
Evan Wolstencroft ('16)

Course Mentors
Scott Cohen, Associate Professor of English – Inner Activist
Katharine Harris, Teaching Fellow of Chemistry – Chemistry of the Cupcake
John Lanci, Professor of Religious Studies – The Truth About Us
John Leahy, Director of Recreational Sports – Daily Exercise and Health
Joshua Rapoza, Senior User Support Services – Meet Your Inner Yogi
Greg Shaw, Professor of Religious Studies – Action and Mystic Rituals
Bonnie Troupe, Director of Academic Development – Pop the Stonehill Bubble
Erica Tucker, Associate Professor of Anthropology – Many Cultures, One Stonehill
EXECUTIVE SUMMARY

Integrating Democratic Education at Stonehill (IDEAS) is an interdisciplinary, student-centered program that fosters engagement and active learning by creating an environment for students to share their passions, wisdom and knowledge with one another. In Spring 2014, the program’s second year, students facilitated eight one credit classes on topics including student activism, yoga, exercise and health, culture and ethnicity, current events, religion and social change, identity and social justice. Fifty-six students representing all four class years and nineteen academic disciplines enrolled in these classes. Research with enrolled students and course facilitators underscores some of the critical learning outcomes these classes produce. In particular, students enrolled in courses underscore how their IDEAS courses embodied the spirit of Stonehill’s academic values, particularly personal growth, intellectual engagement, leadership and collaboration. Students also note the critical importance of personal connections to big ideas and talking about things that matter beyond the classroom. After describing changes between IDEAS in 2014 and 2013 as well as our goals for the future success of the IDEAS program each of the classes are profiled to show what students experienced.
BACKGROUND

Democratic education celebrates the joy of learning and enables students to play an active role in shaping their own learning by creating a framework for the sharing of ideas, learning philosophies, teaching practices and community visions. Democratic education programs emerged on college campuses across the country starting in the mid-1960s, a time when many students and educators began to assess the critical importance of incorporating alternative pedagogies in the classroom. These programs give students more ownership over their education and are a vehicle for students to share their passions, experiences, and wisdom with their peers in ways that are not always possible in a traditional classroom setting. After examining models of democratic education at other colleges and universities, program co-founders Hailey Chalhoub (2013) and Professor Chris Wetzel focused on emulating programs like Tufts University’s Experimental College which offer a rigorous academic framework featuring peer-to-peer education where students create and teach innovative classes.

The IDEAS Program is organized around peer-facilitated courses. These one credit, pass/fail, elective classes are intended to compliment, rather than replace, students’ traditional academic experiences. Indeed, one of the program’s main goals is to enhance student engagement in classes outside of the IDEAS program. Initially approved in the fall of 2012 as a two-year pilot program by the Faculty Senate, IDEAS received approval as a permanent program at the College in January 2014.

IDEAS classes begin in the spring of the preceding academic year, when rising sophomores, juniors, and seniors can apply to be course facilitators. Through email and personal invitations, students are asked to reflect on their passions and propose classes on topics about which they have a level of expertise. The deadline to submit initial course proposals is typically
the last day of instruction for the spring semester. During the fall facilitators meet several times with Professor Wetzel to discuss learning objectives, syllabus design, class activities, and lesson plans. At one of our planning meetings in the fall of 2013 we were joined by Provost Joe Favazza and Dean of Faculty Maria Curtin to discuss the state of higher education, the value of the liberal arts, and the challenges and opportunities Stonehill College faces. Course enrollment takes during the add/drop period in the late fall, when students can sign up through myHill on a first-come basis. Enrollment is limited to no fewer than four and no more than eight students in order to promote more discussion and engagement.

During the spring semester, IDEAS courses run for thirteen weeks, starting after the first week of courses and finishing before the final week. This accommodates students’ schedules, which tend to be busier and filled with other academic commitments at the beginnings and ends of semesters. Classes met for two hours per week, generally in the evening or on the weekends to expand learning opportunities and to make fuller use of the College’s classrooms. Ultimately, we aspire to offer classes that are academically rigorous and engaging.

FACTS AND FIGURES

The IDEAS program expanded considerably in its second year, growing from six classes and 49 student participants (of whom 37 were enrolled in classes and 12 facilitated the classes) in the spring of 2013 to eight classes with a total of 72 students participating in the program (56 were enrolled, 16 were facilitators) in the spring of 2014.

As evident in Figure 1, students participating in the program are drawn from all four years at the College. The significant increase in the relative enrollment by seniors in 2014 is particularly noteworthy. Our assessment research suggests that many of these students needed additional credits to graduate and saw IDEAS courses as particularly appealing. Also worth
Figure 1: IDEAS enrollment by class year, 2013 and 2014

<table>
<thead>
<tr>
<th>Class</th>
<th>2013</th>
<th>2013 %</th>
<th>2014</th>
<th>2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>37</td>
<td></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>8</td>
<td>21.6</td>
<td>23</td>
<td>41.1</td>
</tr>
<tr>
<td>Junior</td>
<td>8</td>
<td>21.6</td>
<td>10</td>
<td>17.9</td>
</tr>
<tr>
<td>Sophomore</td>
<td>9</td>
<td>24.3</td>
<td>13</td>
<td>23.2</td>
</tr>
<tr>
<td>Freshman</td>
<td>12</td>
<td>32.4</td>
<td>10</td>
<td>17.9</td>
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mentioning is the modest decline in participation among first year students, which saw a
decrease both as a percentage of students in the program and absolute numbers. Given that this is
only the program’s second year, what represents “normal” participation rates remains unclear.
Enrollment by class year is an issue that we will continue to monitor.

Students are also drawn from various academic backgrounds, reflecting and enhancing
the program’s goal of fostering interdisciplinary learning (see Figure 2). The 56 students who
enrolled in an IDEAS class represented twenty majors (including undeclared), with the largest
numbers being drawn from psychology (nine students), English (eight students), biology (five
students), and communications (five students). Of the 56 students, six were double majors and
seventeen had minors.

The program’s gender balance shifted between the first and second years. Whereas the
program was relatively evenly split between women and men in 2013 (and thus overrepresented

Figure 2: Student majors, 2014

9 Psychology
8 English
5 Biology, Communication
4 Finance, History, Political Science
3 Accounting, Criminology
2 Education, Interdisciplinary Studies (BS), Sociology, Undecided, Graphic Design
1 Foreign Language, French, Interdisciplinary Studies (BA), Marketing, Religious Studies
Figure 3: Enrollment by gender, 2013 and 2014

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDEAS</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>Stonehill College</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDEAS</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>Stonehill College</td>
<td>62%</td>
<td>38%</td>
</tr>
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men compared with the entire Stonehill student population), we saw more women students participate in 2014. With 66 percent women, the IDEAS courses were comparable to the rest of Stonehill. Much like with class years and majors, as a developing program we continue research to better understand how to advertise and reach as wide a group of students as well as what attracts students to these unique learning environments.

COURSES

After Hailey Chalhoub and Professor Wetzel (IDEAS program co-founders and co-directors for 2013) met with Provost Favazza and Dean Curtin in the summer of 2013, the program was approved to offer up to 10 classes in spring 2014. Although we initially planned to offer a full complement classes, two courses were withdrawn during the planning stages in October because of students’ significant academic commitments in the spring semester. Figure 4 shows for each of the eight courses the title, number of facilitators, and number of students formally enrolled.

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1 Institution numbers are drawn from the 2012-2013 Common Data Set (1,002 men and 1,588 women) and 2013-2014 Common Data Set (938 men and 1,520 women).
During the pilot and full program proposal review process, the Faculty Senate and Curriculum Committee both asked about how much time students participating in IDEAS classes would spend on course-related tasks. This parallels a larger institutional conversation about the work expectations embedded in each credit hour. The New England Association of Schools and Colleges, Stonehill College’s accrediting organization, is placing an increased emphasis on faculty clarifying the amount of work required to earn a credit. Their definition is that a credit represents “an amount of work represented in intended learning outcomes and verified evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than – one hour of classroom or direct faculty instruction and a minimum of two hours of student work each week for approximately fifteen weeks for one semester or trimester hour of credit.”

The basic expectation in IDEAS is that students spend at least 26 hours meeting in class (13 weeks at 2 hours per week), with the additional hours to earn one credit completed outside of class. Two data sources help gauge how much work students are investing outside their IDEAS classrooms: the College on-line course evaluations and program evaluations. Based on self-report data from our IDEAS program evaluation, students indicated that they spent 1.97 hours

<table>
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<tr>
<th>Course Title</th>
<th>Facilitators</th>
<th>Students</th>
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<tbody>
<tr>
<td>Action and Mystic Rituals</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry of the Cupcake</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Daily Exercise and Health</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Inner Activist</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Many Cultures, One Stonehill</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Meet Your Inner Yogi</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Pop the Stonehill Bubble</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>The Truth About Us</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>56</td>
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</tbody>
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per week on average doing homework for IDEAS. College course evaluations show a similar pattern, with 68 percent of students one or two hours per week being far and away the most frequent responses to time spent working on their IDEAS homework. A quarter of students actually said they spent three or more hours on IDEAS homework, assignments, and projects. Students are investing a considerable amount of time on IDEAS-related tasks.

The College’s course evaluations provide some quantitative measures of learning outcomes for IDEAS students. While the response rate for these surveys was somewhat low (and lower than the campus response rate of around 60 percent) at 52 percent (29 respondents) important aspects of the IDEAS learning experience are evident. All figures are rates on a 1 (low) to 5 (high) scale:

- Created an inclusive and respectful learning environment: 4.43 average
- I would rate the course as excellent: 4.26 average
- This course examined questions that matter outside of the classroom: 4.22 average
- This course challenged me to reflect on my experiences: 4.12 average

Regardless of the specific class topic, we see that the learning environments that are student-centered and student-led are inclusive, respectful, and foster engagement. Also, the courses pose big questions that challenge students to think about connections between their classroom and the larger world as well as to reflect on their own lives and experiences as an integral whole.

In our program-directed assessment, we asked students questions in two broad categories: programmatic logistics (particularly related to marketing, enrollment, and how to help scaffold the experience to maximize learning) and learning outcomes. Here we highlight two questions
about students’ learning experiences. First, we asked students to reflect on the experience of peer-led learning. This question highlights one of the main contributions of democratic education. Students offered:

“After learning more about the theory behind the class I feel I participated more as I knew my voice was being heard and would have an impact. Both my teachers were great about this”

“It’s made me realize just how much I can contribute to a class when I never really considered myself a teacher. Everyone has their own specific knowledge and interests and sharing that with others has made it a truly special experience.”

“I really hope everybody has a chance to take an IDEAS course, because they really redefine your perceptions and expectations of a classroom. Taking courses outside of the core classes offered by Stonehill with equally engaged and passionate students has taught me more than a lecture course ever could!”

“I enjoyed learning this way a lot. My favorite part about it was that it taught me that in a classroom, everyone can be equal. I loved learning this way because everyone knew different things, but no one was seen as greater than anyone else in the class. This is seldom the case in a traditional classroom because the professor is obviously the person of power and greater status. I liked being on equal ground with everyone, including the facilitators.”
“I really enjoyed learning from my peers. I think that learning from your peers is really important and is often forgotten in ‘typical classroom settings.’”

These examples illustrate democratic education’s transformative possibilities. Students show how these classes work to “redefine [their] perceptions and expectations of a classroom.” IDEAS learning environments are engaging and participatory, lively and responsive. Students celebrate the value of learning from their peers as well as increasingly seeing themselves as active agents who can shape classroom conversations.

Second, in last year’s assessment research we were struck by how frequently students talked about the connection of IDEAS with the College’s Cornerstone Program and its learning outcomes. This was unprompted, emerging from students’ responses to questions in focus groups and surveys. This year, we explicitly asked students about the connections between IDEAS and cornerstone learning objectives:

“I feel that all my experiences at Stonehill have made this class that much better an experience for me. I knew how to look at the information objectively and critically when one could have only looked at the recipe as it was.”

“This course focused on intellectual engagement by taking the knowledge that we learned in class and then incorporating that into our weekly physical assessments. Also, the instruction and hands on learning in the gym made the class very engaging. Not only did the instructors effectively communicate class materials,
but I also improved my communication skills with other peers and through the oral presentation at the end of the class. Often, I would collaborate with a partner on each physical assessment. Most importantly, this class and the final project really focused on personal growth and discovery. I made drastic improvements in my nutrition and exercise by the end of the course through applying what I learned to my real life. I was able to effectively achieve most of my goals set in the beginning of the course.”

“I constantly connect academic content that I have learned over my four years here to everything that we do in class. IDEAS is intellectually engaging just by definition; everyone who takes an IDEAS course wants to be there because they self-selected, so everyone is passionate and eager to learn. In a small, intimate class with peers, you are more or less forced to participate and communicate effectively and bounce ideas off of everyone in the room. Leadership and collaboration is a large part of our activism class, as well, such as going to the Marshall Ganz workshop on activism. Social responsibility is at the core of our class and our discussions about privilege. Personal growth and discovery arise from being with peers and being encouraged to pursue interests you are passionate about already, and discover new things about them from all perspectives.”

“This class has taught me who I want to be and what I want to accomplish in my life and has made me a better person so that I can teach others about acceptance.”
Engaged Learning

As evidenced in the time on task data, students enrolled in IDEAS courses are generally spending 1-2 hours per week outside of class completing assignments. Throughout the semester, this takes a range of forms such as reading, watching videos, completing an activity, blogging, updating the class Facebook page with relevant article and commentary. Facilitators also made creative use of field trips and guest speakers. For example, students in the “Action and Mystic Rituals” class visited the Islamic Center of New England while the “Inner Activist” class participated in Marshall Ganz’s community organizing workshop at Harvard University. “Many Cultures, One Stonehill” brought a musician campus to talk about his life and work as well as to teach students a bit about playing the steel drum.

Last year’s assessment research highlighted that while students felt strongly connected with their specific classes, they wanted more ties to the larger IDEAS program. Responding to these suggestions, we worked with facilitators to add two elements. First, we started the semester
with a common reading: an essay by Dan Gardiner ('14, an IDEAS facilitator in spring 2013) about the value of democratic education. Facilitators used this reading to spark conversations about shared expectations for the class and why students chose to participate in these projects.

Second, we organized an IDEAS “open house.” Held in Cleary Dining Room on a Wednesday afternoon in late February, this was a chance for students and facilitators to interact with people from different classes and share their experiences (see image above). IDEAS course mentors John Lanci and Bonnie Troupe attended and talked with students.

*Final Projects*

Every student completed a final project, which served as an integrative culmination of the questions motivating their IDEAS courses while allowing for creative expression by students. Projects ranged from in-class presentations to student-led activities to community outreach. For example, students in “Chemistry of the Cupcake” had to prepare a food two ways: once following the recipe, the second using at least one substitution they learned about in the class while maintaining the taste, texture and look. To culminate “Inner Activist” students organized campaigns on an issue important to them, raising awareness, reflecting on what went well and where they faced struggles, and presenting the findings to class. “Meet Your Inner Yogi” students planned and lead a series of poses that connected with a theme and wrote a paper. Students in “Pop the Stonehill Bubble” collectively decided to volunteer at the Cape Verdean Association and facilitate lessons for students about environmental issues.
Pedagogy Seminar

In addition to teaching their respective courses throughout the semester each instructor also attended a weekly teaching seminar co-facilitated by Professor Wetzel and Prithak Chowdhury (class of 2015, an IDEAS facilitator in 2013). The seminar provided a space for instructors to share teaching strategies, formulate ideas about how to engage students and address any other concerns. To foster personal and professional development, we invited three guest speakers to share their experiences with the facilitators. Professor Richard Gribble, current winner of the Hegarty Award for Excellence in Teaching, shared his experiences as an instructor. He talked at great length about the importance of pursing your calling and working with passion at tasks (see image below). Pauline Dobrowski, Vice President for Student Affairs, joined us for a conversation about her professional trajectory and the connections she envisions between democratic education and student leadership. Heather Heerman, Director of Career Services, spoke with us about how to represent the IDEAS experiences to graduate schools, internships, and potential employers. The speakers’ personal stories particularly resonated with the facilitators.
Course facilitators wrote weekly teaching journals reflecting on developments in their courses and the experiences of engaged teaching and learning. For students completing the seminar for credit, two larger assignments were due at the end of the semester: a teaching portfolio that included copies of their initial and final course syllabi, examples of student work and a statement of their teaching philosophy; and an analytic paper addressing the topic of what democratic education means and its role at Stonehill College. Both of these assignments also required students to submit a self-evaluation.

OLD AND NEW CHALLENGES

Because the IDEAS program is still new, it is critical to have continued discussions about how addressing challenges and opportunities. We continue to reach out to students, administrators, faculty, and staff in order to make the program, and the message of democratic education, more visible on campus.

*Old: Program approval*

While much of the 2012-2013 was spent organizing the proposal for the pilot project, and a significant part of the fall 2013 was dedicated to coordinating the proposal for the permanent program, IDEAS is now in a different place. With two years of experience we are confident about showing the value of democratic education at Stonehill.

*Old: Registration*

For Spring 2013, students were enrolled in courses by the Registrar’s Office in January. Given the myriad challenges that emerged from this process, we worked with John Pestana and
Zach Brown to advertise courses through the on-line course listing and allow students to self-register for IDEAS classes through myHill. While it is programmatically challenging to have a final list of course titles and descriptions ready by mid-October, the registration process worked significantly better in 2013-2014. Opening classes during add/drop meant that facilitators knew their schedules and could determine when they would offer their classes in the spring.

*Old: Finances*

Each IDEAS class has a modest budget to cover the cost of materials, field trips, and other expenses related to course development and mentorship. In 2013, we received a $1,000 classroom innovation grant from the Center for Teaching and Learning. When we approached Provost Favazza and Dean Curtin about funding for 2014, they encouraged us to apply for another classroom innovation grant. While we again received this grant (now for $1,250 given the larger number of classes) for 2014, Stacy Grooters underscored that this could not be a future source of funding for IDEAS. As such, continued institutional support in the form of allocating small budgets for each class needs is important to foster the learning experience in democratic education. In addition, Professor Wetzel is currently declining the stipend associated with serving as the faculty director for the program. However, the College must also account for this cost in the near future. Moreover, the student co-director position is currently funded as an academic peer mentor (APM) position for ten hours per week in the spring through the Center for Writing and Academic Achievement. In all likelihood, this should be a full year position with a relatively modest commitment in the fall (2-3 hours per week) to help with training and planning as well as 8-10 hours per week in the spring. It would be clearer and reflect the real
costs associated with running the program to have a dedicated line for the student co-director position in the IDEAS program budget.

New: **Leadership training**

We were excited to see an increased number of sophomores facilitating IDEAS classes during the 2013-2014 academic year. (Given the timing of submitting course proposals, first year students will not be able to facilitate an IDEAS course.) While only 2 of 12 facilitators in 2013 were sophomores, 9 of 16 facilitators in 2014 were sophomores. Not only does it signal a strong interest in democratic education among first and second year students, it also means students will have more time on campus to build on the experience of facilitating a course. Programmatically, it underscores the importance of intentionally organizing the training process in fall to talk not just about course planning but also leadership development and helping students enhance their strengths in the classroom. Drawing on his many experiences, Prithak Chowdhury is spending part of summer 2014 drafting a curriculum for the fall semester’s leadership development training.

New: **Clarifying policies**

As we offer more IDEAS classes to a growing number of students, having clear, consistent policies in place is critical. Given feedback from this year’s course facilitators, we see the particular need to detail programmatic policies in two areas: attendance (allowing for no more than two absences from a class) and what it means to pass the class (articulating expectations about engagement and participation). In general these have not been consistent
problems and facilitators do an excellent job addressing concerns with their peers. However, as the program grows, we think it is important to be explicit about our shared expectations.

*New: Programmatic transitions*

Now a permanent offering at Stonehill, we are excited to continue planning and organizing for the future of IDEAS. Beyond some of the changes described above (reorganizing fall training for course facilitators, clarifying policies) it is critically important to prepare for new leadership. Professor Wetzel plans to step down as the faculty director of IDEAS at the end of spring 2015 – a decision he has already shared with Provost Favazza and Dean Curtin. Having a different faculty direct with new perspectives will enhance the growth and development of the IDEAS program. It will be critically important for the Provost, Dean, Professor Wetzel, student course facilitators, and course mentors to collaborate on advertising and recruiting a new person during the upcoming year.

**STUDENT LEARNING**

The report’s final section provides more detailed information about each of the eight classes offered during Spring 2014. Through the course descriptions, topics covered during the semester, direct quotes from course evaluations, and images, one gets a richer picture of the IDEAS experiences and what students learned.
APL 090 A: IDEAS: Action and Mystic Rituals

Facilitators: Sarah Hall (2014) and Elveera Lacina (2016)

Description: This course invites students to integrate the study of positive thinking techniques with various religious rituals to enhance their knowledge of the mind, body, and spirit while catalyzing action which will bring them deeper meaning. Course discussions will incorporate mystic practices from varying religious traditions, such as Islam, Hinduism, tribal religions, and Christianity. We will challenge students to be truly present in their own lives and within their interactions with others. Weekly topics including Chinese medicine, Buddhist meditation, and other practices of interest to students will involve reading, journaling, and discussion matter for class, along with opportunities to begin mindful action. By the completion of this rigorous semester of introspection and exploration of multiple spiritual traditions, students will have a deeper understanding of themselves and how personal action can profoundly influence others in vibrant, interconnected world in which we live.
Action and Mystic Rituals

What did students learn about?

- Meditation
- Yoga
- Buddhism
- Hinduism
- Native American Mysticism
- Chinese Medicine
- Positive Practices
- Nature walk with Dick Grant
- Islam
- Happiness

What do students say about IDEAS?

“The content in mine, specifically, promoted … exploring different spiritual traditions and all things alternative. We were offered an opportunity to expand our world view by being exposed to a multitude of new ideas without the stress and burden that comes with a traditional class. As these relate to IDEAS courses in general, I think each course is an excellent catalyst for personal growth and discovery and social responsibility will be learned from the small community formed.”

“Everyone had to participate, but it wasn't stressful because it was such an intimate and connected group. Being forced to develop my own thoughts and opinions helped me learn the material far more than if I had been able to sit idly by and just listen.”
APL 090 B: IDEAS: Chemistry of the Cupcake


Description: This course is designed to provide students with the opportunity to investigate the science behind baking. We will meet one evening per week in the New Hall kitchen to create various confections and baked goods. During waiting periods and after sampling the final product(s), group discussions about the chemistry of baking will be held. Homework will include the use of Pinterest to make suggestions for future projects, watching informational videos, and readings throughout the semester. Potential topics to be covered include identifying baked goods by their recipes, the effects of modifying ingredients and using substitutions, the chemistry of artificial flavoring, healthier dessert alternatives, quick breads/muffins/biscuits, frozen chocolate wind, and fruit snacks.
## Chemistry of the Cupcake

### What did students learn about?

- Chocolate Chip Cookies
- Hidden Ingredients
- Dietary Restrictions
- Chocolate and Fudge
- Molecular Gastronomy
- Quick Breads
- Ice Cream

### What do students say about IDEAS?

- “It made me want to speak out when I have something to say about the information—by speaking up, I learned so much more because that spurred conversation with the group.”

- “After learning more about the theory behind the class I feel I participated more as I knew my voice was being heard and would have an impact. Both my teachers were great about this”
APL 090 C: IDEAS: Cultures at Stonehill

Facilitators: O'Shane Morgan (2016) and Amanda Nagim-Williams (2016)

Description: This course will examine the relationships between cultural ties to various aspects of one’s daily life through avenues such as music, art, and food. Particular attention will be paid to the ways in which varied cultural experiences about education, socioeconomic status, and oppression shape the perspectives of many. This course aims to help advance the mission of Stonehill College to educate the whole person by opening up dialogue between students with the ultimate goal of building stronger relationships by acknowledging and understanding how culture directly impacts individuals’ perspectives. Students will log their experiences within the class through journal. In addition to engaging in rich dialogue, students will be able to share in hands on experiences of the various cultures through guest speakers, food, music, art, festivals, or movies. These engaged activities will deepen our exploration of topics discussed in the course.
Many Cultures, One Stonehill

What did students learn about?

- Defining culture
- Race, ethnicity, and the American “melting pot”
- Culture shock
- Dancing through cultures
- Immigration and Politics
- Eat that culture
- Women’s roles
- Wave that flag
- The third rail and Stonehill

What did students say about IDEAS?

“The experience has been very great & positive all semester. The facilitators truly make the effort to bring everything they have to the class. They make the classroom very welcoming and a safe environment to share thoughts & ideas.”

“I like that this was not lecture-based because by engaging the students, we tend to retain more information and our interest in the topic is not lost. It also made classes a lot more fun and not stressful.”
APL 090 D: IDEAS: Daily Exercise & Health


Description: In this course students will have the opportunity to explore how to live a healthy lifestyle through exercise and dieting techniques. Students will learn how to write their own exercise program, techniques for injury prevention, how certain sports can affect human physiology, and understand the proliferation of popular supplementation products currently on the market. Students will challenge themselves through exercise with weekly physical assessments and by performing their own research on health-related topics. An open yet critical mind and a positive attitude are essential for this course.
Daily Exercise and Health

What did students learn about?

• Anatomy and physiology of the muscular system
• Mobility
• Dieting
• Lifting techniques
• Sports injury prevention and rehab
• Writing your own training program

What did students say about IDEAS?

“We all learn from each other and the interactive teaching style encourages us to teach one another and not have it be a one-way stream of knowledge.”

“This class made learning more of a two-way process than traditional classes. Each class began with a sharing of new facts that each student researched prior to class. This sharing of new facts allowed Matt and Thomas to learn from us as well as us to all learn from each other. This worked out well because in each meeting the students learned from Thomas and Matt and I believe they also learned from us as well.”
APL 090 F: IDEAS: Inner Activist

Facilitators: Kristen Bailey (2014) and Evan Wolstencroft (2016)

Description: This course will guide and empower students to identify and develop their underlying passions and find their “inner activist” in order to learn more about themselves and foster the ability to become an agent of change. A variety of topics will be covered over the duration of the course. Theories of how to build social change and justice through numerous mediums, including film, writing, photography, and rhetoric, will be discussed. Concepts of grassroots organizing and student-led activism will be explored by examining different organizations, movements, and programs to increase insight and knowledge. Students will develop their own “toolkit” that will become a foundation for initiating change in communities, as well as participate in discussions regarding activism in a college setting, and how such a setting affects student-led advocacy.
Inner Activist

What did students learn about?

- Student Activism
- Marshall Ganz 101
- Community and Grassroots Organizing
- Great Leaders and Activists
- Theories of Social Chance
- Building Allies: Creating Inclusion for Diversity
- Symbolism
- Finalizing Your Toolkit
- Community Service vs. Activism

What did students say about IDEAS?

“'I've always loved IDEAS classes because they are a cooperative learning environment where everybody is a teacher and a student. It really showcases how capable and knowledgeable passionate students are.’”

“My favorite part about it was that it taught me that in a classroom, everyone can be equal. I loved learning this way because everyone knew different things, but no one was seen as greater than anyone else in the class. This is seldom the case in a traditional classroom … I liked being on equal ground with everyone, including the facilitators.”

Description: The main goal of this student lead course is to explore the self through the uses of Yoga, meditative practices, gratitude journaling and prompted discussions. Students will be challenged to recognize their faults, embrace their strengths and cultivate the two in order to gain a greater understanding of themselves. Students will be given tools in order to discover and explore their deepest needs and desires. Yoga and meditation practices, led by a certified instructor, will be a vehicle for the students to think unconditionally about themselves without the distractions of the outside world. This course will be an opportunity to calm the mind, soothe the soul and become acquainted with the most peaceful and whole self. The course will require readings and journals but most importantly it will require honesty and dedication to the goal of meeting your inner Yogi.
Meet Your Inner Yogi

What did students learn about?

• What is Yoga?
• Balance and Control
• Letting Go and De-cluttering
• Detox, Self-Service and Outward Service
• Self-Judgment and Appreciation
• Energy
• Patience
• Courage
• Yogi Style Comparison

What did students say about IDEAS?

“This class is the most unique class I have ever taken at Stonehill, and one of the main reasons is that I am able to learn from my peers. After every yoga session, we gather and talk about how yoga relates to the things in our life, like trying to balance our busy college schedules. Each of my classmates shares what is going on in their life and how the practice of yoga is changing how they view things or helping them cope. It is refreshing to hear that many of them are going through the same struggles as I. We have discussions that you would usually never hear in a more traditional classroom”

“Being involved in this class allowed me to realize that there is so much more to education than the core classes we need to meet. Honestly, I think students would be far better off if they had to take a few IDEAS courses that can really expand their learning in regard to not only themselves, but the surrounding communities.”
APL 090 I: IDEAS: Pop the Stonehill Bubble


Description: How do you feel about being stuck inside the Stonehill bubble? College students tend to be unaware of major issues happening in the world around them, including poverty, violence, and lack of diversity. We put these issues in the back of our minds, while concentrating on issues that directly affect our daily lives, such as homework, friends, and sleep. Every week, our class will meet and have an open discussion on a new topic, while keeping in mind the underlying issue and how it relates to the Stonehill community. Topics will be selected based on student interest and can include something nearby such as disadvantaged youth in Brockton or worldwide, such as the conflict in Syria. Field trips will be implemented to guide the learning experience. In this course, we will discuss issues outside our community and what we can do to increase awareness and pop the Stonehill bubble.
## Pop the Stonehill Bubble

<table>
<thead>
<tr>
<th>What did students learn about?</th>
<th>What did students say about IDEAS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Education</td>
<td>“I found that learning does not always have to take place with a teacher teaching a student. Teaching can take place among friends. It is really amazing how much you can learn from other people.”</td>
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<tr>
<td>• History</td>
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<tr>
<td>• Religion</td>
<td>“It is easy for us to talk and discuss our opinions and thoughts with one another because we are friends.”</td>
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<td>• Health Care</td>
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<td>• Poverty</td>
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<td>• Violence</td>
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APL 090 J: IDEAS:
The Truth About Us

Facilitators: Brittany Frederick (2016), Nisha Khubchandani (2016), and Patrick Kennedy (2016)

Description: This course will give students a chance to reflect upon and discuss their own identities. Oftentimes, we overlook our own identities even though they are such an integral part of who we are. The course is meant to provide a safe space in which students can learn about each other and themselves. With the help of these conversations, our course will connect who we are to the broader social justice issues that pertain to Stonehill as well as the global community. An exploration of diverse backgrounds and experiences will enable students to gain a better understanding of power, privilege, and oppression. The experience will allow students to become effective allies for targeted communities. Intergroup dialogue and facilitation techniques will serve as means of becoming better social change agents.
The Truth About Us

What did students learn about?

- Student Leadership
- Social Identities
- Understanding Privilege
- Advantaged and Dominated Groups
- Prejudice, Bias and Discrimination
- Oppression

What did students say about IDEAS?

“I found it particularly interesting because I … got to experience classes with a lot of peers I would never have met otherwise. It was really interesting to learn from my peers rather than it feeling like they knew EVERYTHING, they wanted to learn from us as well.”

“My participation in this class impacted my perception of learning in a positive way because I not only got to discuss interesting topics, but also learned from others by talking and expressing what we felt.”