# S-JEDI Learning group resource

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As leadership of the SCORE S-JEDI Learning Community, Summer 2020

*The mission of the SCORE-UBE Network is to help open education resource projects achieve their sustainability and broader impact goals by working together to amplify the value and reach of open education in STEM and to align our resources and practices with the principles of anti-racism, equity, social justice, and inclusion. In particular, we see open education as an approach and mindset to transform teaching and learning to center the needs of underrepresented and marginalized learners and instructors who have been systematically excluded from the benefits of traditional educational systems.*

<https://qubeshub.org/community/groups/score>

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## Purpose

The intended outcome of this S-JEDI learning curriculum is to improve STEM postsecondary education through a centering of social justice, equity, diversity and inclusion “S-JEDI” pedagogically, curricularly and structurally. This peer learning community will focus on examining social justice, equity, and race/racism in open education resource organizations. This group will be specifically geared to organizational leaders in open education interested in a peer learning community around race, racism, and STEM education.

* **Develop a community.** Nurture a community of learners on a journey to improve open education.
* **Challenge, Support, and Grow.** Build understanding together of social justice, equity, diversity and inclusion in higher education
* **Leverage Open Education for S-JEDI.** Learn how access to OER resources helps address equity in STEM education and explore how open education can be leveraged to facilitate a more meaningful and validating education for students in historically marginalized and underrepresented groups.
* **Steps Needed to Bring Change.** Articulate how S-JEDI fits into your organization and articulate next steps.
* **Moving to Long-term Change.** Incorporation of S-JEDI across orgs and faculty to improve student learning.

A challenge of this activity is the grandness of the goal for all participants to reconsider their organization’s mission. However, realistically we are aiming for a “+1 goal”, which recognizes that any step towards one’s overall goal is a success. True cultural and transformational change will take time, but we would like to help convene this important conversation for the community.

## Suggested Admin/organization

* Have clear expectations upfront in advertising about the time commitment and the subject.
* We recommend Google Docs for collaborative note taking and either an online forum or listserv for communication.
* To encourage trust and the vulnerability to have difficult conversations, agree not to share/record names in the notes documents.
* Have a volunteer write a summary/reflection of the discussion and/or main points each week to be shared with the group or public through the listserv/forum.

## Resources

[S-JEDI learning Community Resource Collection](https://qubeshub.org/community/groups/score/collections/s-jedi-learning-community) - SCORE Network Community Group

## Suggested readings and schedule

### Week 0 - Pre-homework:

Post the following on the forum/shared document:

“This peer learning community will focus on examining social justice, equity, and race/racism in open education resource organizations. This group will be specifically geared to organizational leaders in open education interested in a peer learning community around race, racism, and STEM education.

Ahead of our first meeting, please introduce yourself and include:

1. Name
2. Organization
3. Contact information
4. A picture that represents you
5. Your answer to the following questions:
6. What do you or your organization do currently to address Justice. Equity, Diversity and Inclusion?
7. What do you want to gain from this JEDI network?

In preparation for the first meeting, please read: [White Academia: Do Better](https://medium.com/the-faculty/white-academia-do-better-fa96cede1fc5) by Jasmine Roberts

We look forward to this opportunity to work with each other!”

##### **Notes for Moderator/Facilitator**

* Consider introducing yourself in your online forum/document to model and encourage others to do the same.

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### Week 1: Introductions

##### **Read the following before meeting**

* [White Academia: Do Better](https://medium.com/the-faculty/white-academia-do-better-fa96cede1fc5) by Jasmine Roberts

##### **Agenda**

* (10 min) Welcome and Ground in, explain why this group came to be
* (10 min) Introductions - each participant shares in one or two sentences why they are here
* (5 min) Explain administrative details: community notes, assign weekly reflection
* (20 min) Set community agreements for discourse:
  + We are all collaborating on this agreement/agree on a set of principles for discourse.
  + What tends to happen in these types of discussions...P word, privilege seems to be a particular place where we get defensive.
  + We’ve been socialized into being comfortable with this inequity, and undoing that comfort will feel (and should feel) uncomfortable. Share diagram on becoming an anti-racist and discuss. (Will revisit the norms discussion next discussion)



* (10 min) Discuss reading - Reflection Questions:
  + In what ways did this article resonate with what you know or what did you learn?
  + Although the article was related to the academy, how can the suggestions be applied to your organization, relative to where your organization is on its journey?
* (5 min) Wrap up, set tasks for next time

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##### **Notes for Moderator/Facilitator**

For the first meeting, consider modeling the note-taking summaries

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##### **Additional resources:**

* [Taking Equity-Minded Action to Close Equity Gaps](https://www.aacu.org/peerreview/2017/Spring/Malcom-Piqueux) By Lindsey Malcom-Piqueux
* [Anti-Oppression: Anti-Racism](https://simmons.libguides.com/anti-oppression/anti-racism)
* [How to Be an Antiracist](https://www.aspenideas.org/sessions/how-to-be-an-antiracist) - interview with Ibram Kendi and Jemele Hall, 2019 Aspen Ideas Festival
* [We all have implicit biases. So what can we do about it?](https://www.youtube.com/watch?v=kKHSJHkPeLY&list=PLDToukXRDVMSkxrabFfSb5u6cE82huRpD&index=8&t=0s) By Dushaw Hockett, TEDxMidAtlanticSalon

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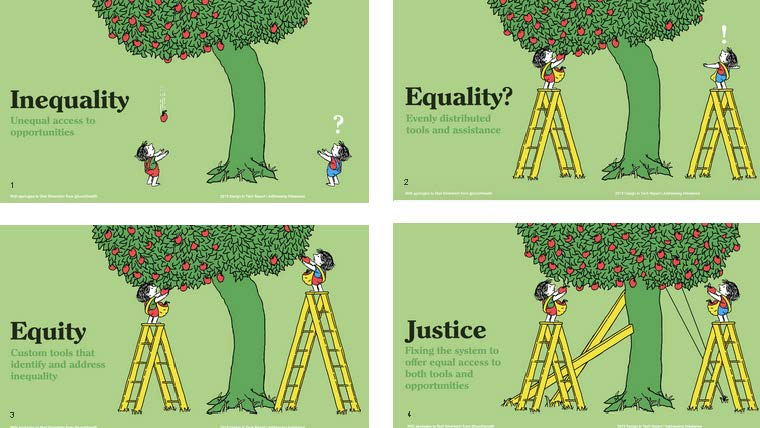
### Week 2: Language/Awareness of S-JEDI and Social Justice as a Framework

##### **Readings/videos to read/watch in advance**

* [Leading Courageous Conversations on Race Equity](https://thecommunity.nonprofitnewyork.org/s/article/Leading-Courageous-Conversations-on-Race-Equity)
* [Anti-Racism Defined](http://www.aclrc.com/antiracism-defined) - Alberta Civil Liberties Research Centre
* [Understanding Structural Racism](https://www.youtube.com/watch?v=711hKrPnpg4&list=PLDToukXRDVMSkxrabFfSb5u6cE82huRpD&index=13&t=0s) - Luiza Lodder (video)
* [Re-envisioning Diversity in High Education: From Raising Awareness to Building Critical Consciousness Among Faculty](http://www.nea.org/home/65435.htm) - Dana M. Stachowiak
* Read [#BlackInTheIvory](http://twitter.com/hashtag/blackintheivory?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Ehashtag) on Twitter

##### **Activities to prepare for meeting:**

* Reflect on your current definitions of social justice, equity, diversity and inclusion and write out your own definition to share with the group
* Consider the meanings and implications of the follow images



##### **Agenda**

* (5 min) Check in and assign individuals to write the week’s reflection
* (15 min) Discuss community discourse agreement
  + In particular, how much space you take up in discussion relative to your privilege and & how to handle mistakes.
  + Discuss the role of facilitators - discuss managing conversations (not just about participant conduct, but also moderator conduct). Ask, does anyone have a preference for how they receive criticism.
* (10 min) Debrief from last week’s reading/things you have been thinking about after last week’s discussion.
* (5 min) Share S-JEDI definitions
* (20 min) Share and discuss what enacting S-JEDI principles/being anti-racist might mean for your organization.

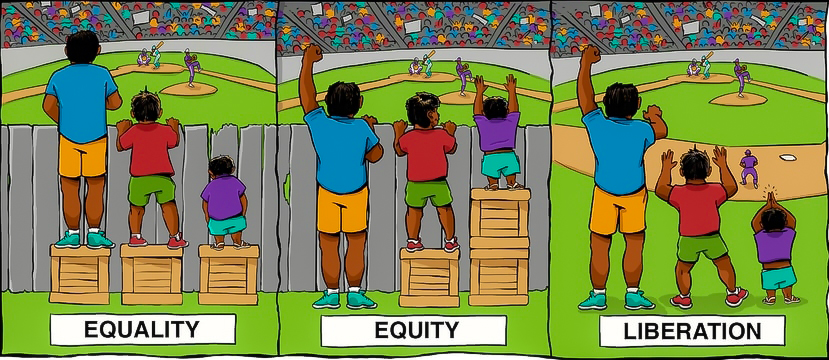
##### **Notes for Moderator/Facilitator**

* Suggested Guidelines for community conversations

1. Listen to each other with respect, empathy, and curiosity.
   1. Practice reflecting back what people are saying
2. Try to engage everyone in the conversation
3. Be aware of how much space you are taking up on the conversation. Don’t take up too much space, but don’t take up too little space.
   1. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
   2. Is there a way to politely indicate to someone that they are taking up too much time?
      1. Start posting questions and comments with the goal of drawing in others into the chat
      2. Practice saying, “That’s a good point. How do we build on that? How can we move on…?” or “I'm sorry to interrupt, but it would be good to see how others agree or not with you
      3. Say, “I’m sorry to interrupt, but it would be good to see how others agree or not with you
4. Ascribe better intentions to each other.
5. Be mindful of and take responsibility for the impact of what you say, and do not rely on others ascribing good intentions to you.
6. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
7. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
8. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
9. The goal is not to agree -- it is to gain a deeper understanding.
10. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
11. Understand that it’s okay if things “get a little messy” sometimes. We don’t have to be perfectly articulate on some of these difficult concepts and discussions.

##### **Additional resources**

* [Teaching the difference between equality, equity, and diversity in preschool](https://www.paperpinecone.com/blog/teaching-difference-between-equality-equity-and-justice-preschool) - Paper Pinecone
* [Working In Science Was A Brutal Education. That’s Why I Left.](https://www.buzzfeednews.com/article/brandontaylor/i-dont-miss-being-a-scientist-except-when-i-do)



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### Week 3: S-JEDI within OER

##### **Please read before meeting**

* [Open to What? A Critical Evaluation of OER Efficacy Studies](http://www.inthelibrarywiththeleadpipe.org/2020/open-to-what/)
* [UDL on Campus - Universal Design for Learning in High Education](http://udloncampus.cast.org/page/media_oer)
* [Changing our (Dis)Course: A Distinctive Social Justice Aligned Definition of Open Education](https://jl4d.org/index.php/ejl4d/article/view/290/334)
* [Textbook Broke: Textbook Affordability as a Social Justice Issue](https://www-jime.open.ac.uk/articles/10.5334/jime.549/print/)

##### **Activities to prepare for meeting**

* For each framework, where are you as an organization? Complete a self-assessment and be ready to share a sentence for each framework.
  + Critical Pedagogy criteria - Cost and action, pedagogical practice, and academic labor
  + UDL Connection - Multiple means of engagement, action and expression, representation
  + Social Justice OER - Redistributive Justice, restorative justice, representational justice

##### **Agenda**

* (5 min) Check-in and assign individuals to write a short reflection
* (10 min) Debrief from last week’s reading/things you have been thinking about after last week’s discussion.
* (15 min) Self-assessment share
* (15 min) Breakout rooms - pick one of the items and talk about what you could work on and how.
* (15 min) Share out to larger group and discussion

##### **Notes for Moderator/Facilitator**

We found many discussions with practitioners to center on OEP. This is great, but then it detracted from conversations on social justice. Consider offering a separate learning community on OEP if possible! We found that there was a lot of interest in doing another sort of learning community after this one ended.

##### **Additional resources**

* [Diverse Book Finder](https://diversebookfinder.org/)
* [Biological, Universal, and Inclusive Learning in Data](https://qubeshub.org/community/groups/builds) (BuiLDS) community group resources
* [Open Education Global](https://www.oeglobal.org/)
* [STEM Education: Open Educational Resources](https://libguides.mines.edu/stemeducation/oer) - Arthur Lakes Library, Colorado School of Mines
* [Social Justice Standards: The Teaching Tolerance Anti-Bias Framework](https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf) - Teaching Tolerance.org

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### Week 4: S-JEDI within OEP

##### **Please read/watch the following before meeting**

* [Embracing Open Pedagogy](https://courses.lumenlearning.com/suny-oercommunitycourse-understandingoer/chapter/embracing-open-pedagogy/)
* [Whose Knowledge is Reliable? - Siko Bouterse](https://www.youtube.com/watch?v=F0EU7YsibGI&t=46s) Part of OpenCon 2017's Diversity, Equity and Inclusion in Open Research and Open Education panel.
* [Open Pedagogy Notebook](http://openpedagogy.org/open-pedagogy/)
* [Academia isn’t a Safe Haven](https://hbr.org/2020/06/academia-isnt-a-safe-haven-for-conversations-about-race-and-racism)

##### **Activities to prepare for meeting**

* Review the three definitions of redistributive, recognative, representational. Audit your current organization in terms of these three aspects, and be ready to share (this is part of an activity from last week that we didn’t quite finish).
* What parts of open pedagogy does your organization already support?

##### **Agenda**

* (5 min) Check in and assign individuals to write a short reflection
* (20 min) Revisit the three social justice definitions: redistributive, recognative, representational. What questions do you still have about this framework/definitions? Finish discussion about these particular aspects and reflection after last week’s discussion.
* (20 min) What questions do you have about open pedagogy, particularly as it relates to social justice?
* (10 min) As a result of the readings last week on social justice and the readings this week on open pedagogy, what one action might you take in your organization or classroom? For example, what policy change could you implement and how does that relate to a social justice framework?
* (5 min) Other resources to share related to your world/sphere?

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##### **Notes for Moderator/Facilitator**

* Questions guiding this week’s readings and discussion:
  + Possible authority of knowledge/who has the knowledge? Attribution/reputation.
  + How is implementation affected by the use of a social justice lens on our OER offerings?
  + How could OER improve pedagogy?
  + How do we support knowledge producers of color/other people taking this risk (payment, understanding bullying in public forums)?
  + Refocusing on social justice
* *Redistributive* justice is the most long-standing principle of social justice and involves allocation of material or human resources towards those who by circumstance have less (Rawls, 1971). *Recognitive* justice involves recognition and respect for cultural and gender difference, and *representational* justice involves equitable representation and political voice (Fraser, 1995; Keddie, 2012; Young, 1997).

##### **Additional resources**

* [Centering a Critical Curriculum of Care During Crises](https://docs.google.com/presentation/d/1h4YRIACBCUGEsRoVJj1frES8EaHTqvGSfCFeMjeOSYo/edit#slide=id.p) - Maha Bali
* [Racial Equity Impact Assessment Toolkit](https://www.raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit)
* The Key Podcast - [Ep 13: Equity and Higher Education Policy](https://www.insidehighered.com/audio/2020/06/30/ep-13-equity-and-higher-education-policy)
* [Open Pedagogy and Social Justice](https://www.digitalpedagogylab.com/open-pedagogy-social-justice/)
* [Supporting Deeper Learning Through OER and Open Educational Practice](https://www.iskme.org/our-ideas/supporting-deeper-learning-through-oer-and-open-educational-practice-0) By: Lisa Petrides, Amee Evans Godwin, and Cynthia Jimes
* [Science in the Classroom (SitC)](https://www.scienceintheclassroom.org/) - American Association for the Advancement of Science
* [SENCER - Science Education for New Civics Engagements and Responsibilities](http://sencer.net/#:~:text=SENCER%2C%20the%20signature%20initiative%20of,making%20connections%20to%20civic%20issues.)

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### Week 5: Analyzing one’s own organization under a critical lens

##### **Please read the following before meeting**

* [Why So Many Organizations Stay White](https://hbr.org/2019/11/why-so-many-organizations-stay-white) - Victor Ray
* [What Black scientists want from colleagues and their institutions](https://www.nature.com/articles/d41586-020-01883-8) - Virginia Gewin
* Reprise - [White Academia: Do Better](https://medium.com/the-faculty/white-academia-do-better-fa96cede1fc5) - Jasmine Roberts

##### **Activities to prepare for meeting**

* Reflect: What organizations are you affiliated with? What is your sphere of influence and what agency do you have in this to make changes within each organization? Which reading/video over the last several weeks was particularly influential or provided meaningful ideas for your particular organization?
* Engage someone else or a group in your organization (who are the key people?) in those reading/ideas. Be ready to share back with the group one insight from the reading that applies to your organization. (And if you don’t have this space to discuss yet, can you create this space?)

##### **Agenda**

* (5 min) Check-in and assign individuals to write a short reflection
* (20 min) Homework share: Which organization did you pick to do this exercise? What space do you have or are you creating to share these ideas? What did you talk about in your organization(s)?
* (15 min) Reflecting on the readings for this week, what challenges did you recognize for your organization and what opportunities do you see for change?
* (15 min) What is the mission of your organization? What policy change could you implement, how does that relate to a social justice framework, and how does that relate to the mission of your organization?
* (5 min) Other resources to share related to your world/sphere? For next week - think about what your organization's pledge might be - perhaps even part of a broader statement/pledge.

##### **Notes for Moderator/Facilitator**

* This week is laying the groundwork for possibly creating a group statement/pledge as a product of the learning community in Week 6. It is important that any statement be backed up by action plans/items.
  + Lead with social justice angle
  + Digging into one’s organization - really reflect on the abundance of information. Using these lenses on one’s own organization.
  + This week focuses on reflection to build to week 6, which will focus on action.
* Consider posting reflections on agency in your group’s online forum/discussion space in advance of the meeting to stimulate additional discussion and reflection.

##### **Additional resources**

* [Where are All the Faculty in the Open Education Movement?](https://www.edsurge.com/news/2018-05-16-where-are-all-the-faculty-in-the-open-education-movement) - Jasmine Roberts
* [10 Small Steps for Department Chairs to Foster Inclusion](https://www.insidehighered.com/advice/2020/06/05/advice-department-chairs-how-foster-inclusion-among-faculty-opinion)
* [5 Biases Pushing Women out of STEM](https://hbr.org/2015/03/the-5-biases-pushing-women-out-of-stem)
* [The “Problem” Woman of Colour in the Workplace](https://coco-net.org/wp-content/uploads/2018/03/WoC-in-Organizations-Tool-FINAL-EN.pdf)

### 7/27 - Week 6: What are your next steps?

**Please note that this week there are no readings and only activities, which will take advance time to discuss and prepare.**

##### **Activities to prepare for meeting**

* The SCORE mission statement is below. Analyze this mission statement. Critique it. What action plans could be added to this? Be prepared to discuss this.

“*The mission of the SCORE-UBE Network is to help our Network participants achieve their sustainability and broader impact goals by working together to amplify the value and reach of open education in STEM and to align our resources and practices with the principles of anti-racism, equity, social justice, and inclusion. In particular, we see open education as an approach and mindset to transform teaching and learning to center the needs of underrepresented and marginalized learners and instructors who have been systematically excluded from the benefits of traditional educational systems.*”

* During our last discussion we discussed policy changes you could implement, how they relate to a social justice framework, and how a social justice framework relates to the mission of your organization.
  1. Bring this conversation back to your organization and discuss action items for you and your group to move social justice forward within your organization.
  2. **Draft an organizational pledge statement to share with this group** (or depending on where your organization is in the process, this could be a personal pledge statement, a personal action plan, an organizational action plan, etc).

##### **Agenda**

* (5 min) Check-in and assign individuals to write a short reflection
* (15 min) Discuss the SCORE mission statements.
* (20 min) Share your draft organizational S-JEDI pledge with the rest of the group.
* (15 min) What are the next steps moving forward for your organization with respect to S-JEDI. How can SCORE support this work moving forward?
* (5 min) Wrap up - What are you most excited about from this reading/learning group moving forward?

##### **Notes for Moderator/Facilitator**

* Encourage participants to share their (individual and/or institutional) pledges in your online forum/discussion space ahead of your meeting, to encourage engagement and reflection. Have moderators model this.
* Goal for this week: Articulate how an OER group could be explicitly mission aligned with S-JEDI
* We originally shared the “old mission statement” for SCORE and after critique what was crafted was “new mission statement.” Depending on the context of this group, you could share your institution's vision and mission or perhaps someone would volunteer theirs. The “old” SCORE mission statement is below.

*“The mission of the SCORE-UBE Network is to work together to increase visibility of disciplinary-based open education, redefine open education in terms of equity and justice, and synthesize work and leverage expertise across the Network to help our Network participants achieve their sustainability and broader impact goals.”*

##### **Additional resources**

* [Scaffolded anti-racism resources](https://docs.google.com/document/d/1PrAq4iBNb4nVIcTsLcNlW8zjaQXBLkWayL8EaPlh0bc/preview?fbclid=IwAR1oRmlKgzQsVUjgIQ8muyLtgXe5eMA18NVcSaRQQhiLD-MXC4vGFRIYLcs&pru=AAABcpprJuY*pugJDk47kiCRlsbBSU3YMw)
* [Lumina is setting aside $15 million over the next three years to help eradicate systemic racism](https://www.luminafoundation.org/news-and-views/lumina-is-setting-aside-15-million-over-the-next-three-years-to-help-eradicate-systemic-racism/)
* [American Association of University Professors (AAUP) Racial Justice Resource Page](https://u1584542.ct.sendgrid.net/ss/c/atcYNHk4Eh2YdGnwBh-YDEWaxiKeMD-d6zgPCbEmvmwENWzvabI9HxCWMvBxx8cYGLdPPf0Lnmc06INDOYAoYwxTYB_kVNLzb2ze04LertIdNYeq6o3zL-w3HIeUypq02C5UYmsPP1ScRKULc5DBcAPkDJwFjlqg_FCmdsqzxxpYpRbp2j2SftnV7qbNVoPiJ_mCQZmSJH7iFn0Ee4UXSH3YKrmHFhb6kgaJOZXwFfBlobFnpIfx4GCnkTn-Repfg84bueXbzL6oFhksB0yi2w/332/B0EFKDucQG-Hx_S-13cEpw/h1/iV6Miu9NylzbhR3A0NtusJoOGs5MObnoaAEspXirw20)
* [Building Organizational Capacity for Social Justice: Framework, Approach & Tools](https://www.racialequitytools.org/resourcefiles/aapip.pdf)

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## Post-Learning Group Survey

Post-survey evaluation questions (add prompts requesting a minimum of 2 sentence responses)

1. A. Do you feel that the exchange of ideas that took place during the learning community meetings will influence your future work? yes/no

B. Please explain

1. What do you feel was/were the most useful aspect(s) of the learning community?
2. Would you change anything about the learning community meetings?
3. Indicate any suggestions you have for facilitating communication among participants of the learning community.
4. Articulation of action plan and potential interest in participating in additional programming

Quantitative question about the numbers of readings assigned each week?