

An Inquiry into the UC Berkeley Education Minor Field Studies Requirement:
An Overview and Recommended Next Steps

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During spring 2015, Professor Erin Murphy Graham and I collaborated on the Undergraduate Education Minor Self-Study Report. As part of this report, we conducted two focus groups with Education Minor students and reviewed commentary on the Education Minor Exit Survey. Among the many findings from this inquiry, commentary regarding the Field Studies requirement stood out. More specifically, data collected for the Self-Study Report suggested that Education Minor students experienced varying degrees of quality within their Field Studies experience. Comments from students pointed toward the Seminar component of the Field Studies requirement as one of the main areas of inconsistent quality.

Purpose and Guiding Questions

Following up on findings from the Self-Study, the Education Minor Committee decided to systematically investigate the Field Studies requirement, with the intention of ensuring that all Education Minor students have a meaningful and educational field studies experience. Professors Erin Murphy Graham and Glynda Hull applied for and received the Center for Teaching and Learning Assessment Fellow grant to pursue the Field Studies inquiry. As the graduate student assigned to the project, I spent fall 2015 and spring 2016 semesters addressing the following guiding questions:

1. To what extent is the Seminar component improving the Field Studies experience?
 - a. What exactly occurs during the Seminar?
 - b. According to key stakeholders, what is the purpose of the Seminar component? What should the purpose be?
 - c. How is the field experience linked to what is discussed in the Seminar?
2. How should the Field Studies requirement frame its learning goals and outcomes?
 - a. How do other schools define and operate Field Studies components?
 - b. How do other UC Berkeley programs coordinate fieldwork opportunities?
3. How can the Education Minor Committee restructure the Field Studies requirement to best meet the desired outcomes and goals?
 - a. What next steps and decisions need to happen in order create this new structure?

Process and Methods

During fall semester, I focused on answering Question One. To do so, I went through the following steps:

1. I conducted a document review of Field Studies Seminar syllabi for information regarding: a) Seminar goals, b) Seminar meeting structure, c) Student assessment in Seminar courses, and d) Seminar content.
2. I met with key stakeholders within the Education Minor to understand the history and current context of the Field Studies component.
3. I developed an interview protocol (see Appendix) for interviewing Seminar instructors about the structure and content of their Seminar.
4. I conducted in-person and phone interviews with Seminar leaders and took diligent notes per the protocol topics.

5. I compiled the document review and interview notes into a matrix detailing how seminars are conducted and vary across one another.

At the end of fall semester, I presented my findings to the Education Minor Committee. From this conversation, the Education Minor Committee decided that the Field Studies requirement should be expanded and restructured in order to ensure quality across all student experiences. The first step in addressing this need was to clarify the goal and outcomes of the fieldwork component of the Education Minor. Therefore, the beginning of spring semester was focused on addressing Guiding Question Two through conducting the following activities:

1. I collected feedback from the Education Minor Committee about other on-campus/off-campus fieldwork opportunities that the Education Minor could draw from.
2. I conducted a review of on-campus/off-campus fieldwork opportunities and organized the information into a matrix (see Appendix).
3. I discussed the matrix with the Education Minor Committee as a ‘launching off’ point for brainstorming the key outcomes associated with the Undergraduate Education Minor fieldwork experience.

With the list of outcomes that came out of the March meeting, the Education Minor Committee could then begin discussing how the fieldwork experience should be structured in order to result in the intended outcomes. Therefore, the second half of spring semester was centered on addressing Guiding Question Three. Specifically, the following steps were taken to address Guiding Question Three:

1. I organized the brainstormed fieldwork outcomes into a ‘Program Theory’ diagram (see Appendix). This diagram linked the outcomes to both existing fieldwork opportunities and proposed (but not realized opportunities).
2. I was presented and discussed the Program Theory diagram with the Education Minor Committee.
3. The Education Minor Committee suggested revisions and modifications based upon potential new opportunities within the Education Minor; specifically, the possibility of an online course and a capstone/thesis requirement.
4. I incorporated the suggested revisions into a second Program Theory draft (see Appendix).
5. Based on the Program Theory and research regarding capstone/thesis requirements, I devised a list of recommended action items for revising the existing fieldwork requirements to best promote the outcomes and goal of the fieldwork requirement.

With the finalized set of recommended action items, the Undergraduate Education Minor Committee has concrete next steps for realizing their desired changes for the Field Studies requirement. This final step however, required the preliminary work of ‘taking stock’ of the existing fieldwork structure and then engaging in a thoughtful inquiry around what students should be taking away from fieldwork requirement.

Overview of existing Field Studies options

Key findings from the review of the Field Studies Seminar and interviews with Seminar instructors revealed that Education Minor Students can currently select from the options presented in Table 1 in order to fulfill their field studies requirement.

Table 1: Distribution of Education Minor Approved Field Studies

Part of Course	Campus Dept.	Community Org	Student Group
1) ED 195B	1) BUILD	1) Coaching Corps	1) Project SMILE
2) ED 190 (1 unit)	2) Bridging Berkeley	2) PASS YM	2) PTPS (SAT Prep)
3) ED 143 (1 unit)	3) UC Links	3) YWCA Pre-K	3) Youth Support Program
4) ED W140A (1 unit)	4) SLC (4 sections)	Enrichment	4) OASES
5) ED 140AC	5) Athletic Study Center	4) Willard Middle School	
6) ED C181		5) East Bay Consortium of Ed Institutions	
7) Africam C133A			

Additionally, this review yielded specific information regarding how each Seminar was structured and conducted. This detailed information is provided in the Appendix; however, in general, the review found that the Seminars were inconsistent in terms of content focus and structure. The Seminars associated with Campus Departments tended to be the most structured and focused on providing students with the appropriate theory and tools needed to be effective in their fieldwork setting. Such Seminars were conducted on a regular basis and had clear assessment procedures. Other Seminars, most frequently in the Community Organization and Student Group options, did not meet on a regular basis, nor did the Seminar instructors feel that the Seminar was necessary for the student to be successful in his/her field studies site.

Review of Ed Minor Outcomes

Based on the need to improve upon the Field Studies structure within the Education Minor, the Committee brainstormed the following list of outcomes that should result from student participation in the Field Studies requirement:

1. Students build a community of practice;
2. Student learn how children learn;
3. Students contextualize papers read in classes;
4. Students serve the greater good;
5. Students connect with and challenge theory;
6. Students learn about what it means to be a teacher/administrator;
7. Students are exposed to the full range of the education system.

The aforementioned outcomes converge to realize the end goal of: “Students have a critical understanding of the correlations between education and the development of societies and individuals.”

Proposed Structure to meet Outcomes and Goal

In order to realize the stated outcomes and goal, the Education Minor Committee can consider the following structure and options:

1. Completion of Education Minor courses with approved field units: Students enroll in an Education Minor course and complete the corresponding fieldwork requirement. Students must complete 45 hours of field time to equal one unit of fieldwork. Students are not required to attend a separate seminar; rather, class time serves as the space for students to build a community of practice and contextualize their work within course papers and theory.
2. Completion of Education Minor approved ED 97/197 Field Experiences: Students enroll in one of the offerings provided through the Field Studies program on campus. Such offerings center around campus department partnerships (such as the Student Learning Center), community organization partnerships (tutoring, coaching, and mentoring programs), and student group partnerships (youth support and test-prep programs). In order for the course to count toward the Minor requirement, the course must be on the list of Education Minor approved ED 97/197 courses. In addition to completing 45 hours of field time for one unit, students must also enroll in a corresponding Seminar course.
3. Completion of ED 98/198 Directed Group Study: Students interested in fieldwork associated with action research or shadowing may enroll in ED 98/198. Partnerships with URAP opportunities, ACES courses, and Bay Area schools and districts fall under the ED 98/198 umbrella. To complete one unit for this option, students must have 15 hours of contact with a supervising faculty member and 30 hours of time in the field.
4. Completion of Online Field Studies summer course: Students interested in creating his/her own fieldwork experience may complete their Field Studies requirement via a summer online course. This online course allows students to propose their own fieldwork context. The course consists of 45 hours of student-directed fieldwork (equivalent to one unit) supervised by a Graduate Student Instructor. Students concurrently enroll in the online course taught by faculty.
5. Capstone/Thesis Option: Education Minor students have the opportunity to build upon their fieldwork experience through completing a Capstone course or Thesis. If a student chooses this option, he/she is not required to enroll in the Seminar corresponding to ED 97/197 courses.
 - a. Capstone course: This course occurs after students have completed three units of fieldwork. These units can be a combination of any of the aforementioned options. Students enroll a 3-unit semester-long course with a supervising faculty member. During this course, students critically reflect upon their fieldwork experience and identify needed skills or advocacy to realize what students hope to pursue and achieve within the field of education.

- b. Thesis course: Students work with a faculty adviser to complete a thesis that builds upon research conducted during a student's fieldwork experience. The Education Minor thesis may also correspond to a thesis requirement for a student's major.

Visual representations (Fieldwork Program Theory Diagrams) of these options are provided in the Appendix.

Recommended Actions

In order to decide upon and solidify the various Education Minor fieldwork options, the Education Minor Committee can take the following next steps:

1. Decide if a Seminar should be required for ED 97/197 Field Experiences: Given the inconsistency of Seminar experiences and the potential for a Capstone or Thesis, the ED 97/197 Seminar may not be needed. ED 97/197 courses that feel that the Seminar is integral to the nature of the fieldwork could have the option to mandate the Seminar as part of the course.
2. Create a formal system for students to select from and enroll in ED 98/198 Directed Group Study: If the Education Minor Committee deems this option as feasible, the partnerships and administrative systems for allowing students to use URAP, ACES, or shadowing opportunities need to be created.
3. Create guidelines/parameters for students interested in a self-directed field experience: Students interested in creating their own fieldwork experience via an online course may need resources and administrative guidelines (required hours, nature of GSI involvement).
4. Decide upon the structure and content of a potential Capstone course: Primarily, should a capstone or thesis be required of all Education minor students? A review of the Global Poverty and Practice Minor capstone course and two off-campus capstone courses is provided in the Appendix. The Education Minor capstone can be modeled off of this existing example but modified to fit the Education Field Studies context.
5. Decide upon the structure and content of a potential Thesis course: A review of two existing UC Berkeley Minor thesis options is provided in the Appendix. The Education Minor thesis option can draw from these two examples to create the structure and requirements for an Education Minor-specific thesis course.

This document serves as an overall brainstorm regarding potential directions for the Education Minor to take in order to ensure that all Education Minor students have an impactful fieldwork experience.

Next Steps

Based on the aforementioned recommendations, the Undergraduate Education Minor Committee will take on the following next steps:

1. Monitor quality and consistency of Seminar courses: Instructors of record for each Seminar course will be contacted as asked to review their Seminar course syllabus. If the

Instructor of Record has any concerns about the quality or content of the Seminar, they will be asked to make suggestions to the Seminar course instructor.

2. Develop additional structures for completing field work: The Education Minor Committee has planned to re-visit the issue of developing the 98/198 option during the fall.
3. Create a detailed plan for an Education Minor Capstone Course: The Education Minor Committee will create a detailed capstone course proposal during the 2016-17 academic year. The Committee is very interested in implementing this course and also plans to explore the idea of thesis option once the capstone option has been solidified.

The implementation of these recommended next steps is largely dependent on administrative/faculty capacity, funding, and the pending approval of the Education Minor online course.

Tips and strategies for Engagement

Additional campus departments looking to modify a component of their major/minor requirements can draw from the process used in this inquiry to guide their own efforts. Specific tips and strategies are as follows:

1. Conduct a thoughtful review of the existing major/minor component structure and corresponding challenges. Without an understanding of the details of how the component currently operates, it is difficult to have a clear vision of improvement. This understanding comes from speaking with key stakeholders and conducting thorough document reviews.
2. Research the structures of similar major/minor components in other campus departments. Discovering how other departments structure their programs can help stakeholders brainstorm options for modifying the existing program.
3. Use logic models/theory of change diagrams to help stakeholders connect proposed structure changes to intended outcomes and goals. Using a visual representation of the program helps stakeholders focus and clarify exactly what is needed to make the desired impact.

In general, embedding oneself into the organizational structure of the department helps facilitate consistent meeting times and investment in the assessment process. Given the dynamic nature of undergraduate education, several UC Berkeley departments may benefit from learning about the process and methods used to conduct an inquiry into the UC Berkeley Education Minor Field Studies requirement.

Appendix

1. Seminar instructor interview protocol – *Page 9*
2. Overview of Existing Seminars – *Page 10*
3. Fieldwork Program Theory Diagram: Option 1 – *Page 15*
4. Fieldwork Program Theory Diagram: Option 2 – *Page 16*
5. Overview of on-campus/off-campus fieldwork programs – *Page 17*
6. Overview of Capstone Courses – *Page 19*
7. Overview of Thesis Courses – *Page 20*

Seminar Instructor Open Ended Interview Questions

Seminar instructors will be contacted via a short email introducing myself and stating:

I am working with Professors Erin Murphy Graham and Glynda Hull to learn more about the Education Minor's Field Studies component. The Field Studies component is an important part of our Minor, and we've received a small grant to better understand how the Field Studies program complements the learning goals of the Education Minor. So this interview is part of our efforts to gather information for the Education Minor committee about our various Field Studies opportunities.

Would it be okay if I stopped by your seminar course just after it ends and ask you a few quick questions about the seminar?

1. Can you tell me a bit about your seminar and its associated site?
 - a. What do you hope that the students gain from participating in your field study site?
 - b. What do you hope that the students gain from participating in the seminar?
 - c. What do you think is an "ideal" or "best case scenario" experience for students at the site?
 - i. Tell me what factors play a role in determining "ideal" experience;
 - ii. And what happens/what factors play a role when students don't have an "ideal" experience.
 1. Do you think anything can be done to increase the likelihood that students have an ideal experience, rather than a less-than ideal experience, if so what could be done?
2. How do you go about navigating the requirements of the field studies component?
 - a. How did you learn about the field study requirements?
 - i. How were the requirements communicated to you?
 - b. How are students placed at the sites?
 - c. What is the communication like between you and the site leaders?
 - d. What is the process for ensuring that students complete their required hours?
3. What do you do if students encounter a problem at their site?
4. Would you mind if I contacted you in the spring for a follow up interview or survey?

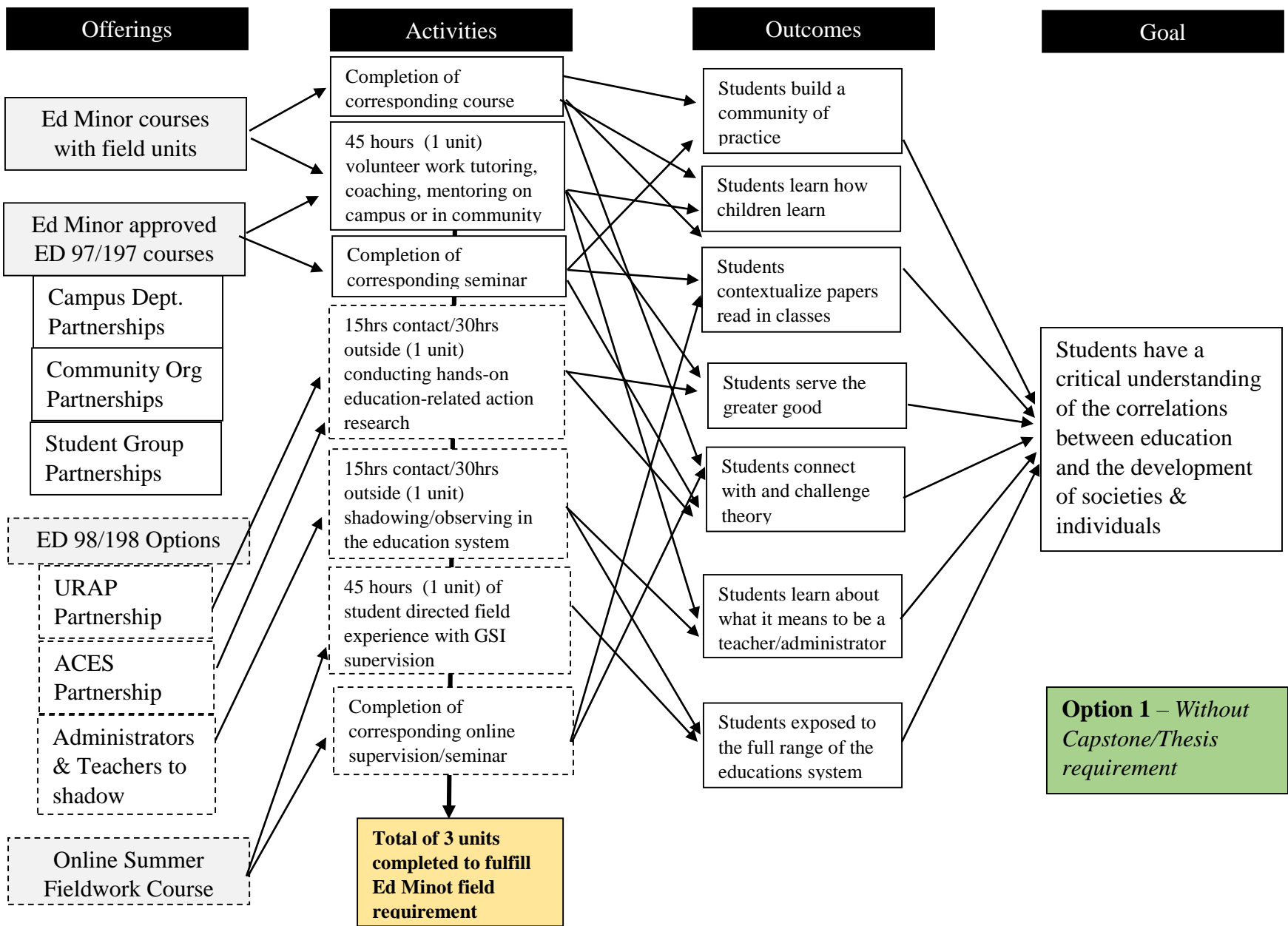
Preliminary Review of Ed Minor Field Studies Seminars				
Seminar Name	Meeting Frequency	Seminar Objectives	Seminar Evaluation & Assessment	Additional Notes
SLC: Science New Tutor Training Course	1.5 Hours every week	<ul style="list-style-type: none"> *Explore topics in pedagogy pertaining to tutoring and teaching in the sciences. *Connect theory and the practice of tutoring by discussing what tutors are actually experiencing in the class *Provide students with a solid foundation for preparing and delivering an explanation of a subject at a chalkboard 	<ul style="list-style-type: none"> *Conducts SLC-specific evaluation of seminar *Students assessed through class reading/writing assignments, mock lectures, and final reflection paper 	<ul style="list-style-type: none"> *Compliance with Ed Minor requirements not a problem, centralized through Liz *SLC would still conduct the seminar even if it wasn't required by Ed Minor
SLC: The Craft of Facilitating	2 Hours every week	<ul style="list-style-type: none"> *Craft a teaching philosophy based on personal reflections on the process of learning and teaching *Craft significant learning experiences for undergraduates through creating course syllabus and lesson plans, as well as practicing facilitation skills *Craft a teaching portfolio by highlighting and documenting course and professional development 	<ul style="list-style-type: none"> *Conducts SLC-specific evaluation of seminar *Students assessed through class reading/writing assignments, mock facilitation, and final project 	<ul style="list-style-type: none"> *Compliance with Ed Minor requirements not a problem *Students learn hard skills of how to facilitate as well as a more macro understanding of educational issues

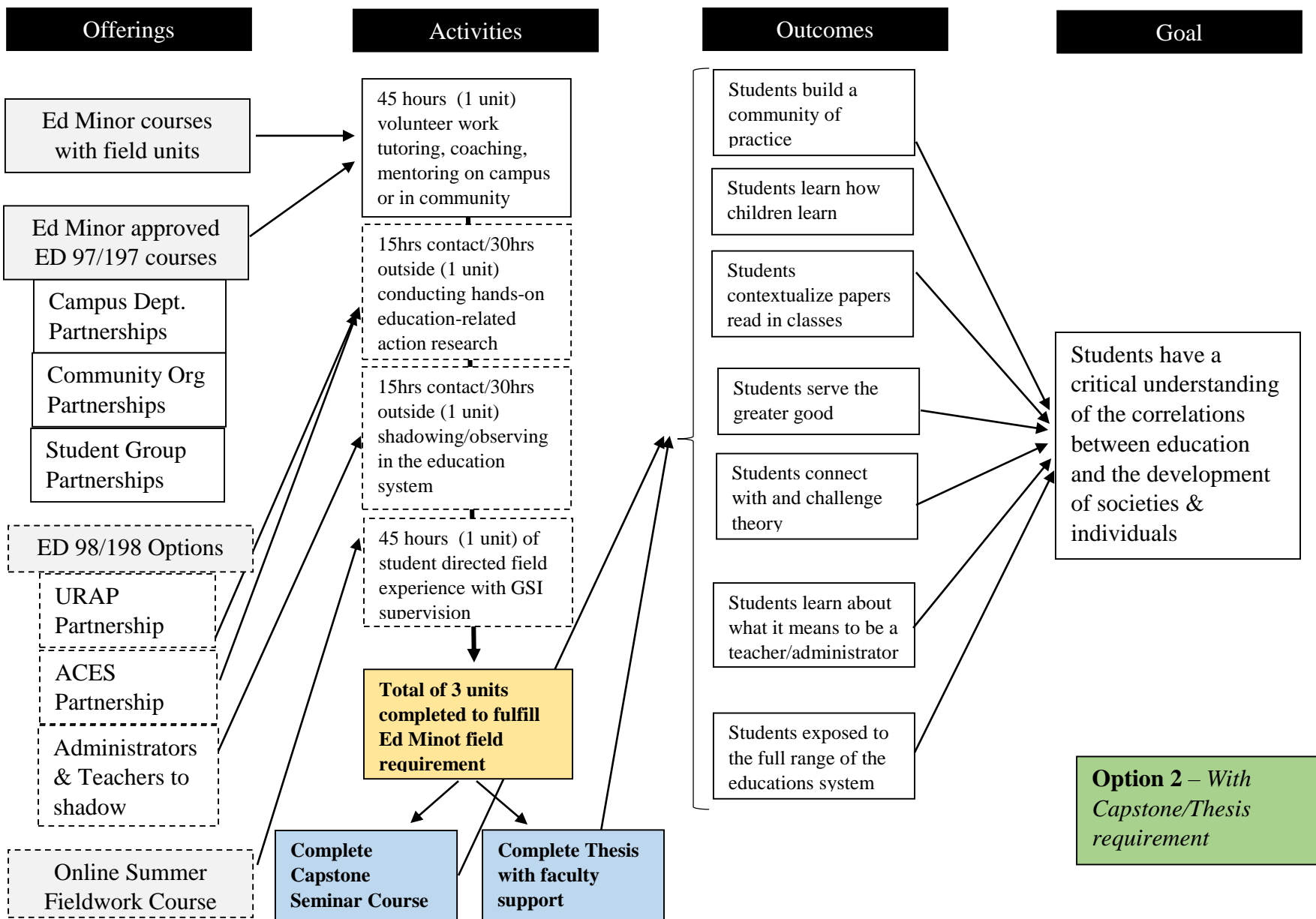
Project SMILE	Six 2 hour sessions	<p>*Mentors understand educational theories applicable to their mentorship experience</p> <p>*Mentors learn effective methods in establishing trusting relationships with their mentees that overcome cultural, social, and economic boundaries</p> <p>* Through course readings and open class discussions, the mentors will develop a better understanding of the education system and its issues</p>	*Mentors assessed through group discussion, group presentation, and final reflection paper	<p>*Seminar leaders stated that if Seminar didn't happen, students would miss out on what it means to be an education minor</p> <p>*Primarily, the seminar helps mentors decide if they want to be part of Ed Minor</p> <p>*SMILE facilitators are also at the middle school, and they are very diligent about attendance and compliance with Ed Minor requirements</p>
Coaching Corps	No regular meetings – pre-service training only	<p>*Coaches receive a hands-on experience about what it is like to work with children</p> <p>*Coaches receive life skills applicable to working in the nonprofit sector</p> <p>*Coaches learn public speaking skills, planning skills, and learn flexibility</p>	*Coaches assessed through 3 papers addressing what to expect, how they did, any future advice, and what they learned	*Only one or two Ed Minor students enroll per semester

BUILD	Weekly meetings and 3.5-4 hours of supplementary training	*Students reflect on their tutoring challenges, successes, and share questions *Students help children develop the foundational reading skills needed to succeed in schools	*Students assessed through monthly online reflections and one quiz	*Teams are managed by a BUILD director who oversees compliance with Ed Minor requirements
SLC - Study Strategies/Math/Social Sciences	Weekly meetings	Weekly seminar tailored to the Program content area, conducted by SLC professional staff. Seminars include assigned readings, directed activities, reflection, observation and feedback.		Have not spoken with
SLC - Tutoring Writing and Literature	Weekly meetings	Weekly seminar tailored to the Program content area, conducted by SLC professional staff. Seminars include assigned readings, directed activities, reflection, observation and feedback.		Have not spoken with
Studies in Peer Tutoring for the ASC	Weekly for two hours - All new tutors also will be required to attend an initial 4-hour training session.		During the final two weeks of the seminar, tutors will be asked to share a technique that they have used in their tutorial sessions that they have found to be successful	Have not spoken with
Willard Middle School Youth Support Program				Seminar status unclear – need to get in touch

YWCA Pre-K Enrichment		Research and present on early childhood educational and development theories/skills/trainings;	Final project about students' early childhood education experience	Have not spoken with – need to get in touch
People's Test Preparation Service	Weekly two hour meetings	review teaching strategies and techniques, current issues in education, and other topics relevant to the overall teaching experience.		Have not spoken with
OASES	11 50 minute sessions	participants provided with a framework grounded in the principles of urban education and will develop practical strategies for working with students in such settings. Class will place particular emphases on sociological factors such as race, class, gender, and language. During these sessions, students will engage in discussions generated by assigned weekly readings, field observations, and shared personal experiences. Seminar encourages students to find collaborative solutions to some of today's educational problems. This seminar serves as an open forum for students to discuss issues, exchange ideas, brainstorm creative solutions to problems, and find		Have not contacted

		ways to implement these solutions in their fieldwork.		
East Bay Consortium of Ed Institutions	1.5 hours weekly	Students complete at least one page of reflective writing per week; seminar will help students develop an understanding of the key issues affecting youth and education and help students develop in the roles of teachers, tutors, and mentors.		





Summary of Additional Fieldwork Programs			
Organization	Time Commitment/Units	Integration into Course Sequence/Program	Additional Notes
Global Poverty Minor	<p>240 hours in the field/6 weeks</p> <p>Units are not attached to the field studies hours</p> <p>Compliance to the field studies hours are not officially tracked</p>	<p>Field experience is a Core Course that can only be fulfilled after completing GPP 115 & GPP 105</p> <p>Afterwards, students complete a capstone, either 1) a reflection course in which they discuss their field experiences or 2) Thesis in which the field experience is explored; thesis must be connected to undergrad major</p> <p>Each student's field experience is acknowledged at the minor graduation ceremony</p>	<p>The field experience is the 'signature component' in which students link theory to practice.</p> <p>The field experience can be domestic or international</p> <p>Students are not placed by Blum staff b/c the experience of finding a field experience is considered part of the learning</p> <p>GPP Peer advisers provide guidance and resources</p> <p>Students update database of field studies experiences for future student reference</p>
Human Rights Center	<p>Civil/Criminal Field Placements: 16hrs per week for 14 weeks yields 4 units of credit; requires a 2 unit seminar</p> <p>Judicial Externships: 16-40 hours a week for 14 weeks yield 4-10 units; requires a 1-unit seminar that meets for 1 full day before externship and several times during</p> <p>Away Field Placements: 560 hours for 10 units</p>	<p>Fits into the 'experiential education' component in which students learn the practical skills of being a lawyer</p> <p>1st year students are allowed to enroll in "clinic" courses in which students work with faculty in specific areas to work on real cases</p> <p>2nd and 3rd year students are eligible for a Field Studies courses.</p>	<p>For placement, students may apply directly to placement sites on the approved list. Students may also request that additional sites be placed on the approved list.</p>

	(typically over 14 weeks) UCDC Law Program – up to 10 units		
UC Irvine Education Minor	40 hours of verifiable field experience or research in an educational setting; mandatory in order to complete degree	Field work hours can be fulfilled through a combination of the following three opportunities: <ol style="list-style-type: none"> 1. Fieldwork associated with UC Irvine courses 2. Research completed as part of ED 198 – Directed Research in Education 3. Submit a ‘fieldwork verification form’ for work completed independent of courses 	Fieldwork experience should relate to one or both of the following post-undergraduate aspirations: 1) careers in teaching; 2) graduate study in education or related fields. Also, field studies should help to assume roles as citizens, parents, and volunteers
AC Center	ACES is a minimum 3-Unit course, with intensive 2-day Summer Institute, 2-3 brown-bag meetings per semester, an annual symposium, and workshops and meetings throughout the year	ACES fulfills the undergraduate AC requirement	Faculty must submit an application to create an ACES course. Course includes a community-based project

Overview of Additional Capstone Courses			
Department/Course	Requirements	Course Overview	Course Structure/Assessment
Global Poverty Minor – Capstone options/GP 196	Fulfills Senior Capstone Project – 3 units in either fall or spring semester Must have completed field experience	Led by GPP faculty – allows students to reflect on what they learned in the field experience through mediums such as public debate and op-eds. Students also can develop practical skills such as grant writing and organizational reports Course is 2hrs per week with 15-22 students per course (300 total students in the Minor)	Student are expected to attend the reflection seminar and complete deliverables assigned by the leading faculty.
UNC Education Minor Capstone Course	Required of all students. Students must have taken at least three other courses that count toward the minor	The capstone course culminates classes in the minor. The seminar format emphasizes reflection and collaboration as it extends inquiry about issues, aims, reform and policy in education.	Students complete a project or research and integrate their academic major studies with the topics and issues examined in the education minor.
Cornell Education Minor Capstone Experience	Required of all students. Completed in the final semester before graduation	Two Options: 1. Conversations in education: Students participate in a series of 20-minute discussion with educators from Cornell and the wider Ithaca community. 2. Publications on Education: Students summarize their new insights on education through a written reflection.	Conversations option: Minors will summarize their new insights on education and how these developed. Discussion will follow, then groups will rotate for a total of 2 or 3 conversations. Publications options: “Written reflection” can be construed broadly, including but not limited to essays, editorials, short stories, and poems.

Overview of Additional Thesis Courses		
Department/Course	Requirements	Thesis Process
UC Berkeley Human Rights Minor	<p>All students must complete and enroll in a thesis workshop course (1-3 units)</p> <p>Thesis is 25-30 page research paper, or an alternative form (documentary or reflection on internship experience) approved by faculty adviser)</p>	<ol style="list-style-type: none"> 1. Student submits a thesis contract prior to the semester participating in the workshop – states 2nd faculty reader, research inquiry, and plan/timeline for completion 2. Students take the thesis workshop course led by an HRI faculty adviser. The 1-unit option is for students revising existing work and 3 units for students writing an entirely new paper 3. Students completes thesis 4. Students participate in HRI Thesis Conference during spring semester
UC Berkeley Global Poverty and Practice Minor	<p>Students choosing the thesis option must integrate their field experience into the thesis required in their major department.</p> <p>Students who use their major thesis to fulfill the Capstone Reflection requirement for the minor may not overlap any additional courses between their major and minor.</p>	<p>The thesis needs to meaningfully integrate a scholarly, pragmatic, or personal reflection of the student’s practice experience in his/her major field of study. Many students choosing to complete a thesis find it beneficial to also complete GPP 196 because of the support it provides for reflection on the practice experience.</p>