

# Oasa DuVerney Mid-Year Report: CTL Fellowship - Spring 2025

## Accomplishments This Semester

My central accomplishment this semester involved the successful incorporation of collaborative projects and exercises into two distinct foundation courses with 12 students in each course: **Visualization and Representation (VR)** and **Light, Color, Design (LCD)**. These initiatives aimed to foster teamwork, communication, and a broader understanding of diverse perspectives among first-year students.

Specifically, I implemented the following collaborative activities with :

- **Designing Board Games for Social Issues:** Students in my LCD course worked in groups to design board games that critically examined specific social constructs or issues. Topics explored included student loan debt, accessibility for visually impaired individuals, and climate change. This project encouraged students to synthesize course concepts with real-world challenges, fostering both intellectual engagement and collaborative problem-solving.
- **Consensus Building for Decision Making:** Across both courses, I facilitated exercises focused on learning and practicing consensus-building techniques. This provided students with valuable skills in negotiation, compromise, and collective decision-making, essential for effective collaboration in any setting.
- **"Choose Your Own Drawing Adventure":** In the VR course, I introduced a paired assignment titled "Choose Your Own Drawing Adventure." Students partnered to select weekly drawing challenges and complete them together. This fostered direct artistic collaboration, shared creative decision-making, and peer-to-peer learning in a hands-on context.

## Learning and Takeaways

My experience this semester has yielded several important insights into the dynamics of collaborative learning among first-year college students:

- **Varied Initial Interest in Collaboration:** I observed a spectrum of initial enthusiasm for collaborative work. Some students arrived eager to engage with classmates, while others were more hesitant. This highlights the importance of thoughtfully structured collaborative activities that can gradually build comfort and engagement.
- **The Role of Collaboration in Expanding Social Networks:** The formation of early social groups or "cliques" can sometimes limit students' interactions with a broader range of peers. Collaborative assignments proved to be a valuable tool in encouraging students to connect with individuals outside their immediate social circles, fostering a more inclusive and interconnected classroom environment. Notably, after the first group assignment in my VR course, I witnessed a

tangible and positive shift in the classroom atmosphere, with students exhibiting increased engagement with both the coursework and their peers.

- **Facilitating Partnering and Addressing Challenges:** The "Choose Your Own Drawing Adventure" assignment presented some interesting challenges in the partnering process. For instance, all four male students initially gravitated towards partnering with each other. Additionally, some students expressed discomfort in proactively approaching classmates to form partnerships. To address this, I actively facilitated the process by bringing together students who had not yet found a partner, creating a direct and less intimidating space for them to connect.
- **Student Agency in Defining Collaboration:** An encouraging outcome of the paired drawing assignment was the students' ability to create their own rules for working together. This fostered a sense of ownership and responsibility within the partnerships, allowing them to tailor their collaborative approach to their individual needs and working styles. The actual collaboration manifested in diverse ways, ranging from shared conceptualization and planning to physically drawing together on the same artwork.

## Progress Towards Goals

I feel confident that I have made significant progress in achieving my goals for this semester. I successfully designed and implemented collaborative projects that were well-integrated with the overall learning objectives of both foundation courses. Furthermore, I actively created space for students to develop their decision-making skills, both independently and within group settings. By encouraging dialogue, deliberation, and consensus-building, I aimed to empower students to navigate their personal goals while considering the needs and perspectives of their peers.

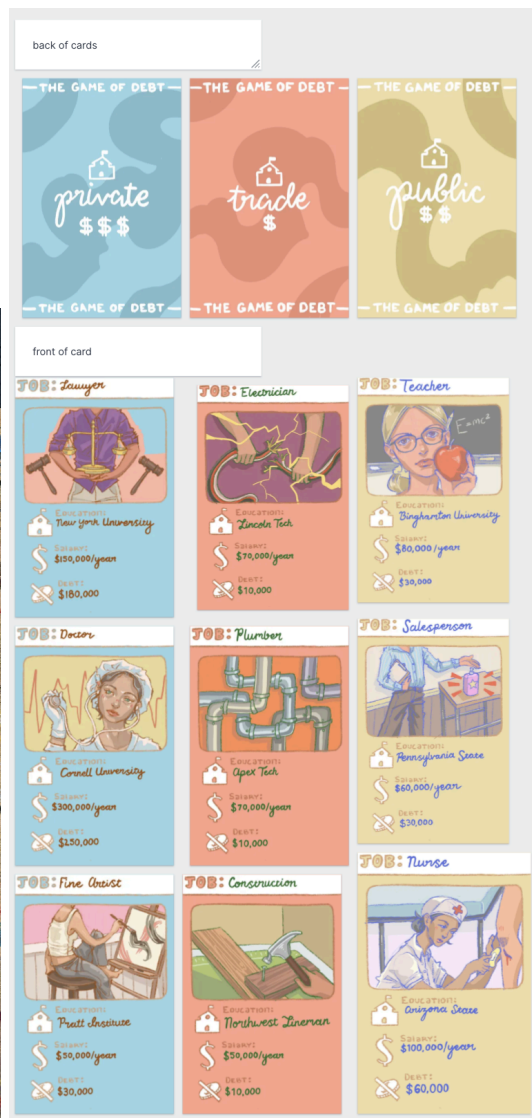
## Future Directions

Looking ahead to the Fall 2025 semester my objectives include:

- **Developing Collaborative Assignments for New Courses:** I intend to design and implement collaborative assignments for the Space, Form, Process (SFP) course and the first semester of VR. This will allow me to continue exploring diverse collaborative methodologies across the foundational curriculum.
- **Connecting with Collaborative Artist Teams:** I am keen to identify and connect with collaborative artist teams and studios in the region. Facilitating studio visits for first-year students would provide invaluable exposure to real-world collaborative practices and inspire their own teamwork.
- **Further Exploration of Corita Kent's Work:** Inspired by the positive impact of incorporating Sister Corita Kent's "Rules" into the drawing assignment, I plan to further study her work and pedagogical approaches. This exploration could lead to new and innovative collaborative projects.
- **Experimenting with Collaborative Printmaking:** I am interested in leveraging the Littlest Print Shop on campus to introduce first-year students to the possibilities of collaborative

printmaking. This medium naturally lends itself to shared creation and could offer a unique and engaging collaborative experience.

In conclusion, my first semester as a CTL Fellow has been a rewarding and insightful experience. I am encouraged by the positive impact of collaborative learning on student engagement and social connection, and I am excited to continue developing and refining these pedagogical approaches in the semesters to come.



Student Loan Debt Board Game, LCD Course

**Premise -**  
**Blind player** wears red acetate glasses that inhibit their ability to read cards that are written in red ink, so non-blind person must read the cards to them. However, they can lie if it benefits them, which is why the **guide dog** player has the ability to "sniff out" and call bs on the player reading the cards. If the guide dog makes a false accusation, that player and the blind player receive a penalty (either go back a certain amount of spaces or lose a turn). If the nonblind player is caught in a lie, they receive a penalty (same as guide dog's).  
 (Some cards, if lucky, have brail on them, so this gives blind person ability to read card themselves, or maybe this is an event space?)  
**Non-blind player** moves around map as normal.

**Spaces -**  
**Event Spaces**

- Temporary advantage, guide dog gets distracted, etc.

**Navigation:**

- Draw a card from the navigation pile that tells you how many spaces to move, or move to this location (ex. Nearest fire hydrant, whatever other city landmarks)

**Normal:**

- Do nothing, move on to next turn

**End Goal**  
 Make it to the end of the board first (guide dog and blind person vs non-blind person)

Digital part of board design:

(How it looks thru the red acetate)

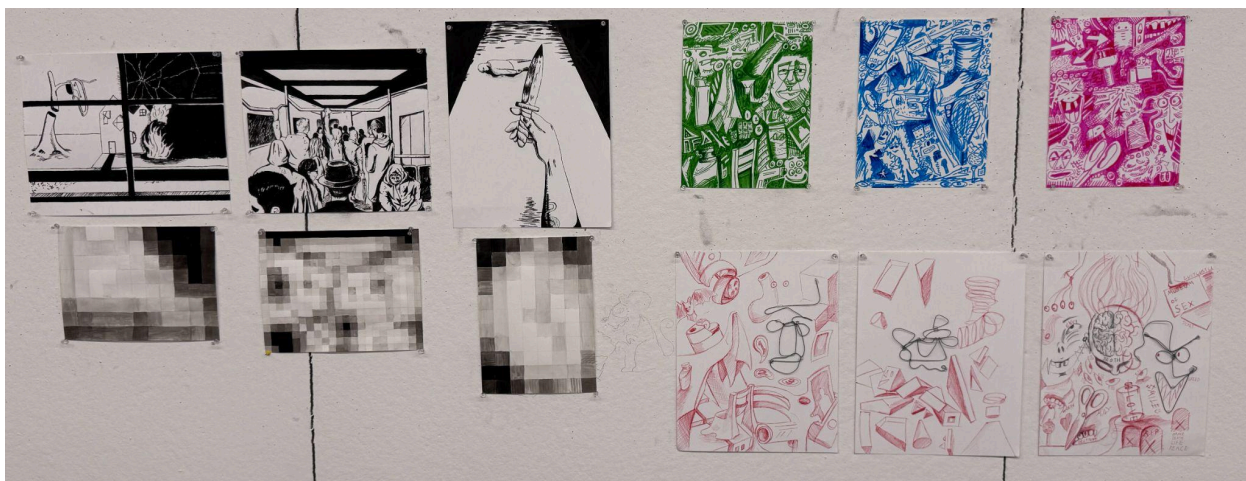
**Blank card Templates**

Penalty for either lying or falsely accusing player of lying: move back 5 spaces  
 (this will change if penalty specific event card is picked up)

**Board Design -**

- Urban city layout
- All red path, same shade as green background so you cant see w acetate glasses
- Find similar color red color-aid and paste event and navigation icons on certain spaces
- (will be mixed media, mostly digital with physical additions, such as textured event space icons)

Board game to understand visual impairment while navigating public spaces LCD Course



Choose Your Own Drawing Adventure Collaboration, VR Course



Collaborative Narrative Ink Drawing, VR course