

**Syllabus** (subject to revisions/improvement)

**Conservation and Development Practicum**

**LAS 6938 or AFS 6905 (15094/10273), Fall 2020**

Thursdays from 12:50 pm - 3:50 pm (periods 6-8), Grinter 376 using hybrid approach

### **COURSE INSTRUCTORS**

Dr. Glenn Galloway  
[ggalloway@latam.ufl.edu](mailto:ggalloway@latam.ufl.edu)  
466 Grinter Hall  
Telephone: 392-3292

Faculty members and graduate students will be invited to contribute to the course, depending on their availability.

### **OFFICE HOURS**

I have an open door policy when in my office. My official office hours will be from 2 to 5 pm on Tuesday. Feel free to call or send me an email to coordinate a meeting at another time. Should the COVID-19 crisis persist, extra effort will be made to accommodate students' needs.

### **COURSE PURPOSE AND DESCRIPTION**

This course will help MDP students gain competence in applied, professional work in development practice through a guided analysis of the information generated during the 2020 summer field practicum projects. You will gain experience in the analysis of information and in the interpretation of results, linking findings across disciplines and scales. Each of you will be required to provide leadership (with at least one other person) to one class session. A seminar series will be carried out in conjunction with this class. In the 2018 Spring Curriculum Committee meeting (April '18), student representatives indicated that they would like to have more exposure to the exciting work being carried out by UF MDP core and affiliate faculty members. To respond to this interest, in each of the past two years, MDP core and affiliate faculty have been invited to present their work, followed by a brief period for questions and discussion. Students have indicated that they found these seminars an invaluable addition to the class. To the degree possible, the seminar of each speaker will align with the topic to be discussed in class that day.

### **GOAL AND DELIVERABLES**

The primary goal of this course is to facilitate the analysis of the information compiled during your summer field practicum projects, interpret the results, and prepare a complete first draft of the final report. You will be required to develop and present two principal deliverables:

1. Poster to be presented in a poster session in conjunction with the annual Latin American Studies / TCD / MDP Fieldwork Festival in the Spring semester 2021.
2. First complete draft of the final report of your field practicum (portions of this final report will be handed in as assignments during the semester). The document *“Indications for the preparation of the Field Practicum final report”* (see Program Manual) provides information on what constitutes a field practicum final report. Another Program Manual document entitled *“The field practicum of the UF MDP Program”* – which we have discussed in the past -- provides additional information on expectations regarding this important formative exercise. Many examples of field practicum final reports have been placed on the Institutional Repository (<http://ufdc.ufl.edu/ufir/results/brief/?t=MDP+or+M.D.P,Sustainable+Development+Practice,Not+MDP,&f=ZZ,+ZZ,-ZZ,+TO>).

Other assignments and deliverables are indicated below.

### **PARTICIPANT LEARNING OUTCOMES**

By taking full advantage of this course, you will be able to:

1. Analyze information derived from the application of an array of different methods.
2. Interpret the results of your analyses, drawing on the literature to complement your findings with other experiences.
3. Integrate key concepts learned throughout the MDP program into your final report, utilizing and strengthening the contextual/conceptual frameworks you developed in the proposal of your field practicum.
4. Present results in a clear fashion using figures, tables and graphs, as appropriate.
5. Identify cross-scale and cross-disciplinary linkages and interactions relevant to your field practicum.
6. Develop an attractive poster summarizing what you did in your field practicum and the primary findings and conclusions.
7. Improve your writing skills for preparing a major report.
8. Gain greater awareness of the work being carried out by core and affiliate faculty members of the UF MDP program. The definitive program is under development.

### **IMPORTANT CONSIDERATIONS**

1. **Student supervisory committee involvement:** You will be generating the first draft of your final report of your field practicum in this course. Therefore, it will be essential to engage your supervisory committee members in the process throughout the semester. Their involvement will be tracked during the semester.
2. **Faculty and graduate student involvement:** When necessary and feasible, a faculty member or graduate student will be invited to present the analysis and interpretation of results utilizing specific methods.
3. **Structured, graduated deadlines for draft final report preparation:** As indicated below, you will be required to develop and turn in sections of the draft final report throughout the semester.

This approach will be used to ensure that the bulk of the work is not put off until the end of the semester.

4. **Required readings:** Readings and other resources will be assigned during the semester to aid you in the analysis of information from different methods. A discussion space will be utilized on Canvas to encourage dialogue and reflection on key readings. You will be expected to consult additional literature as references to strengthen the contextual/conceptual frameworks and discussion sections of your field practicum final report (it is hoped that many of you collected new sources of information while carrying out your field practicums). You are encouraged to recommend readings and sources in other formats, especially for the session you will lead. All readings will be posted on Canvas.

## COURSE POLICIES

**Attendance is required.** Class meetings are a vital part of this course. All students are expected to complete assignments and readings before class, to arrive on time for each class (either in person or via Zoom), and to participate actively in classroom learning. Unexplained absences will be reflected in the grade. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation.

**Personal technology in the classroom.** During regular class time students may not use personal technology devices (laptops, mobile email devices, smartphones, mobile phones, iPods, iPads, and similar technologies) in the case of in-person classes. The instructor will indicate when devices may be used for select class activities. Exceptions will be made in the case of students who use personal technology devices due to documented disabilities, or students who need to leave a phone on in anticipation of emergency calls. Should it be necessary to carry out classes remotely, as seems likely, stipulations indicated here will not apply.

## CAMPUS HELPING RESOURCES

### *Health and Wellness*

**U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

## Academic Resources

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

**Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus**: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**On-Line Students Complaints**: <http://www.distance.ufl.edu/student-complaint-process>.

## UF POLICIES

### ***Students Requiring Accommodations***

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### ***Course Evaluation***

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

### ***University Honesty Policy***

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors

that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. Make sure you understand what plagiarism is and measures you must take to avoid placing you and your program at risk.

### ***Software Use***

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

**NOTE:** There may be changes to this syllabus depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events, such as the unfolding of the COVID-19 crisis.

## ACTIVITIES, ASSIGNMENTS AND GRADING

Assignments contributing to grade	Maximum points earnable
5 essays following guidelines and questions posted weekly on the CANVAS discussion board	10
5 responses to essays posted by colleagues on CANVAS discussion board	5
Enthusiastic participation in and out of the classroom	10
Short presentation of your field practicum experiences	
Deliverable 1 (D-1): Preliminary outline of your FP final report	5
Discussion of updated contextual-conceptual frameworks (c-c frameworks) of your FP (will be carried out in groups)	
D-2: Revised/updated versions of the c-c frameworks of your FP	5
Discussion regarding the methods applied during the realization of the field practicums	
D-3: Revised/updated methods section of your FP final report	5
Leadership (in conjunction with at least one other person) pertaining to the analysis of information derived from a specific method	10
D-4: Completed analyses associated with your FP	
Presentation of a sampling of your FP results using effective graphs, figures and/or tables	5
Discussion on cross-scale and cross-disciplinary considerations relevant to your field practicums	5
D-5: Draft poster to be presented - reviewed in class	5
D-6: First draft of your FP final reports for peer review	
D-7: Peer reviewed final reports returned to authors	10
D-8: Draft FP final report incorporating changes suggested by your peer reviewer. The first draft with comments and track changes made by your peer reviewer must also be handed in.	25
D-9: Poster presentation in the Fieldwork Festival in February 2021	
Total	100
Deductions: For each deliverable not handed in on time, 2% will be deducted from your grade. Failure to attend class without notice will result in a 5% reduction in your final grade.	

## GUIDELINES AND ASSESSMENT CRITERIA FOR GRADED ASSIGNMENTS

### **5 brief essays written in response to questions posed on CANVAS discussion board**

You are expected to write and post an essay on the CANVAS discussion board five times during the semester. These short essays should be posted by the time indicated by the instructor on the day before class. You may earn up to 2 points for essays posted on time and by following the specific guidelines provided. The board will not be open the first or last week of the semester.

#### Criteria for brief essays:

Be between 200 and 500 words in length

Respond to assignments and topic for the week

Include and actively engage one quote from the week's assigned readings

Ideally, will raise a question for discussion

Written reflections may also include:

Reactions to other postings

Reference to personal experiences

Links to relevant materials, videos, websites

### **5 responses written in conversation with brief essays posted by colleagues on CANVAS discussion board**

At least five times during the semester, you should respond to and dialogue with a brief essay posted by a colleague. Responses must be posted by the time indicated by the instructor on the day before class and should be between 150 and 300 words long. Students are encouraged to read all essays of fellow students.

### **Respectful and enthusiastic participation in and out of the classroom**

The class will involve a great deal of interaction and discussion, and you will be rewarded for efforts to learn collaboratively with respect, enthusiasm and open minds. A basic requirement for such involvement is to arrive at each class meeting on time and well-prepared, whether in person or remotely.

### **Oral presentations and class discussions**

During the semester, you will be required to give short presentations and participate in group and roundtable discussions. Indications will be provided to help you prepare for these presentations and discussions. Presentations will have to be concise and within the time allotted.

### **Initial short presentations of your field practicum experiences**

The instructor will provide a short guide to help you prepare these presentations, including questions such as: How well did the FP go to plan? What modifications did you have to make to your original plan (I recognize this could be quite extensive this year!)? How well were you able to sustain communication with your committee and with your host organization(s) – did remote communication work well? What were the most important cultural challenges you had to face? What were the major difficulties encountered? What did you particularly like about the experience?

### **Presentations of your updated c-c frameworks of your FP**

Updated, graphic representations of the contextual-conceptual frameworks of your FP will be discussed in small groups. In most cases, these frameworks will be subjected to further modifications as the semester progresses. You should indicate the primary sources of information utilized to develop your C/C framework.

### **Discussions on the methods applied during the realization of the field practicums**

During this session we will have group discussions on the methods applied during the realization of your field practicums. We will address among others, the following questions: What lessons were learned about the application of these methods, especially considering that in most cases, these were carried out remotely? How were they sequenced together? What worked well and what did not work? Why? How were data and information organized and recorded. Which methods did you have to eliminate from your study? What of type of support do you need to process the information generated?

**Leadership (in conjunction with at least one other person) pertaining to the analysis of information derived from a specific method**

We will devote up to four weeks focusing on the analysis of information from the array of methods utilized in the FPs. We may, in some cases, try to secure faculty support to accompany us when we discuss a specific method. The aim is that each of you has the opportunity to follow and/or take part in the analysis of information from an array of methods. In each class session we will focus on one or more methods, drawing on student knowledge and experiences, expertise of invited UF faculty and other sources. Common difficulties and pitfalls in the analysis of information from these methods will be discussed. Each of you will provide leadership to the exercises and discussion corresponding to a particular method, in conjunction with at least one other person – the challenge will be doing this remotely. The following table presents a preliminary listing of methods included in this year’s field practicum proposals (we will refine this list in class).

<b>Methods applied (preliminary list compiled from proposals)</b>	<b># of students applying (est.)</b>
Interviews (including structured, semi-structured interviews, and informal conversations – key informants – life stories, story telling), often using Facetime, phone or Zoom (Amira, Andia, Ange, Brenda, Caroline, Madison, )	
Literature review (historical information), secondary data analysis and oral video histories (Ange, Brenda, Madison )	
Stakeholder mapping and situational analysis with matrix of influence and interest Power Mapping (Ange, Brenda )	
Focus groups (Amira, Brenda )	
Surveys (Amira, Andia using Likert scale, Brenda, Madison )	
Ethnographic observation and participant observation (Andia, Ange, Madison, )	
GIS Analysis, GPS coordinates, Spatial analysis (Brenda? )	
M&E (Andia )	
Map analysis (Brenda, )	
Appreciative inquiry (Andia, )	
SWOT or <u>SWO</u> Challenges analysis (Amira, Madison)	
Participatory methods for measuring governance, PAR, Participatory working groups and workshops ( )	
Data management & statistical analysis (Andia, Brenda ) Analysis of software use data (Caroline, )	



Analysis of current research and strategies for outreach activities (Madison, ) Triangulation (to discuss)	
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**Presentation of a sampling of your FP results using graphs, figures and/or tables**

You will present a sampling of your most important results employing tables, graphs, frequency of response diagrams, maps, and social network diagrams, among others, depending on the methods you applied (any way you intend to present your results). As a group, we will discuss the effectiveness of each figure, table and graph and provide feedback on how to improve them to facilitate their interpretation.

**Participation in a discussion on cross-scale and cross-disciplinary considerations relevant to your field practicums**

You will devote a section of your final report to visualizing how your work forms part of a bigger picture. To accomplish this, it will be necessary to identify potential relationships between your work/findings and development processes occurring at varying scales involving different stakeholders. You will want to consider how your work cuts across and/or integrates different disciplines and sectors and whether any of your findings have important policy implications. This important section will push each of you to view your efforts from a broader, more holistic perspective. It will be important that you begin visualizing these linkages early in the semester. This class will discuss approaches to visualize these linkages, including using the SDGs as a framework of reference.

**Written deliverables**

**First deliverable (D-1): Preliminary outline of your FP final report**

Indications will be provided on how to develop this preliminary outline of your FP final report.

**D-2: Revised/updated versions of the c-c frameworks of your FP**

Hand in an updated version of your contextual-conceptual framework that draws on the following sources:

- Contextual information gathered during your field practicum
- New references on the topics/concepts you focused on in your field practicum
- Graphic representation of the C/C framework that will reflect your understanding of the context in which you carried out your field practicum and illustrate how your work (concepts and methodological approaches) fits into this overall context

**D-3: Revised/updated methods section of your FP final report**

Hand in an updated Methods section of that will form part of your draft final report. In addition to reworking this section that formed part of your FP proposals, you should expound on what you learned about the application of each method (provide information on how you conducted each method, including the sampling scheme you utilized), and measures you took to keep data and information organized. Take this opportunity to write down what you would have done differently had you known during the planning of your FP, what you know now (some of these insights might form part of the final section of your report, when you make recommendations for future work).

**D-4: Completed analyses associated with your FP**

By October 30, you should have handed in the primary analyses of the information gathered during your respective FPs. For each analysis, please indicate the major implication(s) of the finding(s) in a concise fashion.

**D-5: Draft poster to be reviewed in class**

The assignment involves preparing an attractive poster that presents a clear summary of your field practicum: title, introduction, c/c framework, objectives, participants, methods, results, conclusions, and references. Support received during the planning and realization of the FP should be acknowledged on your poster. Draft posters will be reviewed by your fellow students. You will be expected to take into account observations and suggestions made during this session to improve the design and content of your poster.

**D-6: First draft of your FP final reports for peer review**

On November 24, you must turn over the first draft of your FP final report to a fellow student for peer review. By this date, you should have all the necessary information to assemble your final report.

**D-7: Peer reviewed final reports are returned to the corresponding authors**

By December 01, you must return the draft final report you peer review to the author. Indications similar to those followed in Design and Methods for Sustainable Development Practice will be provided.

**D-8: Draft FP final report**

By Wednesday, December 07, you will be required to hand in a high quality draft of your FP final report. In addition, you will provide the instructor with your first draft with track changes and comments made by the fellow student who carried out the peer review of your report.

Note on **Poster Session**: MDP students present the final versions of their posters (D-9) in conjunction with the Latin American Studies / TCD / MDP Fieldwork Festival in the Spring semester of each year (for you, 2021). In the poster session, MDP students present their work with Masters and PhD students from MALAS and TCD. This event is well attended by students and faculty across campus, but was carried out remotely in Spring 2020 due to the coronavirus pandemic.

**Course grading**

Grades will be assigned as follows:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Tot %	96-100	92-95.9	88-91.9	84-87.9	80-83.9	76-79.9	72-75.9	68-71.9	64-67.9	60-63.9	56-56.9	<56

## COURSE SCHEDULE FALL 2016

This schedule may be adjusted during the semester, depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events. Updated versions will be posted on CANVAS and sent to students via email.

Date	Topic	Readings and videos required before class	Learning activities	Assignment due
9/03	Intro	Review once more the section in the MDP Program Manual pertaining to preparing the final report of the field practicum <ul style="list-style-type: none"> <li>• Indications for the preparation of the Field Practicum final report (beginning on page 42)</li> </ul>	Overview of course expectations  Explanation of process for preparing an outline of the FP final report	
9/10	Presentations of FP experiences  Strengthening of c-c frameworks	At least one reading on the derivation and importance of contextual-conceptual frameworks (review one that you have not seen/read before)  Burpee, G., Heinrich, G., Zemanek, R. 2008. Integral human development (IHD): The concept and the framework. Catholic Relief Services (CRS). 16 p (also assigned in Spring semester)	Individual presentations of FP experiences  Refine list of methods applied  Revisit the derivation of c-c frameworks	Short presentation of your FP experiences  D-1: Preliminary outline of your FP final report
9/17	C-C frameworks	Focus on new readings and sources to strengthen your c-c frameworks, including sources gathered during your FP  <a href="http://simplyeducate.me/2015/01/05/conceptual-framework-guide/">http://simplyeducate.me/2015/01/05/conceptual-framework-guide/</a> - Consider  Maxwell, J.A. 2005. Qualitative research design: An interactive approach (2 <sup>nd</sup> Ed.). Thousand Oaks, CA: SAGE Publications <a href="http://www.sagepub.com/sites/default/files/upm-binaries/48274_ch_3.pdf">http://www.sagepub.com/sites/default/files/upm-binaries/48274_ch_3.pdf</a> (Conceptual Framework: What do you think is going on?)	Honing the graphic representations of the c-c frameworks of your FP  Sharing/refining your c-c frameworks in small groups	Sharing/discussion of updated c-c frameworks  D-2: Revised c-c frameworks of your FP

9/24	Methods applied in the FP	<p>Will discuss figures illustrating how methods are applied sequentially Nice example of Practicum Methods Matrix: see page 33 of Sydney Nilan's FP final report on the institutional repository.</p> <p>See synthesis of past discussions on methods – experiences and lessons learned – focus on text included</p> <p>Provide guidance – each student should do an exercise in class</p>	Discussions in small groups on experiences with different methods in the FPs	D-3: Revised-updated methods section of your FP final report
10/01	Analysis of information from the FP	<p>Readings on analysis of interview data</p> <p><a href="https://www.youtube.com/watch?v=2X-QSU6-hPU">https://www.youtube.com/watch?v=2X-QSU6-hPU</a> (Qualitative vs. Quantitative Research by Chris Flipp)</p>	Presentation on the analysis of data gathered from interviews	Over these next 4 weeks, each of you will provide co-leadership to a session on the analysis of information derived from a specific method
10/08		To be defined		
10/15		To be defined		
10/22		<p>Other potential sources to consider</p> <p>DFID. 2001. Approaches to the analysis of survey data. (have pdf file saved)</p> <p>Kawulich, B.B. 2005. Participant observation as a data collection method. FQS: Vol. 6, No. 2, Art.43 <a href="http://www.qualitative-research.net/index.php/fqs/article/view/466/996#g10">http://www.qualitative-research.net/index.php/fqs/article/view/466/996#g10</a></p>		
10/29	Key results of the FPs	<p>Readings and perhaps a video on good practices for presenting results</p> <p><a href="http://www.ncsu.edu/labwrite/res/gh/gh-tables.html">http://www.ncsu.edu/labwrite/res/gh/gh-tables.html</a> (Links to an external site.)</p> <p>Document on preparing good tables</p>	<p>Individual presentations of a sampling of FP results using effective graphs, figures and/or tables</p> <p>Provide feedback to fellow students to improve their graphs, figures and/or tables</p>	<p>Preparation of materials to present</p> <p>D-4: Completed analyses associated with your FP</p>

		<a href="http://flowingdata.com/2010/07/22/7-basic-rules-for-making-charts-and-graphs/">http://flowingdata.com/2010/07/22/7-basic-rules-for-making-charts-and-graphs/</a> (Links to an external site.) Graph preparation tips		
		<a href="http://writingcenter.unc.edu/handouts/figures-and-charts/">http://writingcenter.unc.edu/handouts/figures-and-charts/</a> (Links to an external site.) Preparation of figures and charts		
		<a href="http://www.sfedit.net/tabfig.pdf">http://www.sfedit.net/tabfig.pdf</a> (Links to an external site.)		
11/05	This week may provide us with flexibility to move analysis sessions up. Discuss during the first class.			
11/12	Cross-scale & cross-disciplinary considerations	Reading(s) and PowerPoint on cross-scale and cross-disciplinary considerations. Reference to the Sustainable Development Goals (SDGs), drawing on IUFRO-WFSE ongoing work and other references	Group discussion on cross-scale and cross-disciplinary considerations derived from the results of FPs	Preparation of cross-scale and cross-disciplinary considerations to share with class
11/19	Important conclusions of your FPs  Poster development process	Readings on the derivation of conclusions and on developing a good poster  Strategies for writing a conclusion, St. Cloud State <a href="http://leo.stcloudstate.edu/acadwrite/conclude.html">http://leo.stcloudstate.edu/acadwrite/conclude.html</a> (Links to an external site.)  The Writing Center, UNC College of Arts & Sciences <a href="http://writingcenter.unc.edu/handouts/conclusions/">http://writingcenter.unc.edu/handouts/conclusions/</a> (Links to an external site.)	Small group discussions on important conclusions of your FPs  Explanation of qualities that contribute to a good poster	Prepare preliminary list of the primary conclusions of your FPs
11/26	No class: Thanksgiving			
12/03	Draft poster review	Additional reading and materials on the development of a good poster	Individual presentations of draft posters to receive	Preparation of draft poster to present in class

		Will post 1-2 PowerPoints on the preparation and presentation of posters.	feedback from instructors and fellow students	On November 24, hand over the first draft of your final report to your peer reviewer. Return by December 01
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## Summary of assignments and deliverables – 2020

(Shaded rows are hard deadlines for deliverables)

Assignment/Deliverable	Date
Initial short presentations of FP experiences – guidance will be provided	September 10
Deliverable 1 (D-1): Preliminary outline of your FP final report	September 10
Sharing updated c/c frameworks of your FP in small groups	September 17
D-2: Revised/updated versions of the c/c frameworks of your FP (incorporate feedback received in the small group session)	September 18
Prepared to take part in group discussions on methods applied in your FP	September 24
D-3: Revised/updated Methods section of your FP final report	September 25
Progress each week in the analysis of information generated from your FPs	October 01 – October 22
Individual presentations of a sampling of your FP results using effective figures, graphs and/or tables	October 29
D-4: Completed Analysis section of your FP final reports	October 30
Come prepared for group discussion on cross-scale and cross-discipline implications/considerations derived from the results of your FP	November 12
D- 6: First draft of your FP final reports to be peer reviewed by fellow students. Date indicated is when draft report must be given to your peer for review.	November 24
D-7: Peer reviewed reports returned to authors	December 01
D-5: Draft poster to be reviewed in class	December 03
D-8: Draft FP final report incorporating changes suggested by your peer reviewer. The first draft with comments and track changes made by your peer reviewer must also be handed in.	December 07
D-9: Poster session presentation	Spring 2021 – exact date to be determined

**Seminars by MDP Core and Affiliate Faculty Members (still under development)**

Date	Speaker	Seminar to be presented
09/10	Vanessa Hull	<i>Pandas, People, and Policy- Conservation in China</i>
09/17	Tim Townsend	
09/24	Gerrit Hoogenboom	
10/01	Catherine Tucker	<i>What works for effective transdisciplinary research? Results of an international survey and examples from fieldwork</i>
10/08	Matt Hallett	
10/15	Jamie Kraft	<i>Application of Entrepreneurial Competencies in Development of Innovative Solutions</i>
10/22	Kristin Joys	
10/29		
11/05		
11/12		
11/19		