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Planting seeds
for the wider
Learning Cities
movement
in interstitial
spaces

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An **interstitial** space or *interstice* is a space between structures or objects.

- My background
 - Current location in the university
 - How I became interested in Learning Cities
 - Starting out
 - Realizing the need to work interstitially
 - Pandemic as opportunity
 - Going forward
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Primarily involved in locality-based practice in community education, leadership capacity-building & regional policy

Audio Visual Services, Berea College	Louisville Free Public Library System	Center for Study of Youth Literature University of Kentucky	Kentucky State Department of Education	Christian Appalachian Project	Community Farm Alliance	Appalachian Center of Berea College	Center for Excellence in Rural Health of University of Kentucky	University of Kentucky Appalachian Center
College Instructional Media	Public Library Services	Research Library Services	Community-based Adult Education	Rural Early Childhood Education	Community Organizing & Rural Policy	Appalachian Community Leadership Development & Regional Policy	Policy and Curriculum Development & Training in Appalachian Community Health	Appalachian Civic Leadership & Participatory Public Policy Development

Primarily involved in engaged teaching, learning and research, & based in institutions of higher education

<i>Cornell University, College of Human Ecology</i>	<i>CU School of Industrial & Labor Relations, Employment & Workplace Systems</i>	Cornell University, College of Agricultural and Life Sciences (CALS)	University of Alaska College of Health and Social Welfare	E&H College Department of Public Policy and Community Engagement	SWVA Higher Education Center MA Program, Community & Organizational Leadership	Cornell University, Office of Engaged Research + Learning	Cornell University Human Resources (HR), & CALS	Cornell University, HR, CALS, Department of Global Development
Articulating a Pedagogy of Place for Appalachian rural education network Teaching policy	Developing PEAR-- Participatory Evaluative Action Research in Placemaking Research on community indicators	Researching historic democratic placemaking & teaching action research and civic landscape	Teaching civic engagement in new program, & designing faculty development in PAR; conducting community-based research	Teaching sustainable community dev, public policy, etc. & designing faculty development	Developing curriculum & teaching social & org. learning, evaluation, etc. in new grad program	Designing & conducting developmental evaluation with university - community engaged research	After demise of Educ Dept, developing & teaching Adult & Lifelong Learning curriculum; re-establishing an intergenerational learning program	Working to integrate Adult & Lifelong Learning into an academic depart., teaching, developing course in lifelong learning, Just Sustainability & LCs; directing inter-generational learning partnerships

My charge: revive an inactive program, the Community Learning and Service Partnership, CLASP



Facilitating Adult Learning



*Bringing employees
and
students together
for
mutual growth*



Teaching & Learning Together



Any person
Any study
Any place

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CLASP

Community Learning & Service Partnership

Information for Staff

CLASP

Community Learning and Service Partnership

An educational project linking Cornell students
and employees in learning partnerships



Sponsored by
Cornell University
and
UAW Local 2300

Ithaca, New York

CLASP began in 1989-1990

A social justice-minded, reciprocal education program, CLASP was started by:

- Al Davidoff, then union local chapter president, of the relatively new UAW Local chapter 2300
- Students in Human Service Studies.
- Program was initially funded with a federal Literacy Program grant.

In decline since the Education Department closed in 2009; had come to a stand still before I took on the director role.



CORNELL CHRONICLE

Topics

Campus & Community

All Stories

In the News

Expert Quotes

Ezra Magazine



Jason Koski/Cornell Brand Communications

Cornell student Sidney Switzer with staff member Mark Robinson at the CLASP luncheon and recognition ceremony in Schurman Hall.

In mentoring program, staff and students learn from each other



Jason Koski/University Photography

Student Jack Strougo and his learning partner Leila Ellis, at the CLASP recognition ceremony May 11.



Jason Koski/University Photography

At left, Dave Nelson, CLASP's program liaison, congratulates LaVern Davis, custodian at the Vet School, for his work in CLASP.



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Lindsay France/Cornell University

Paul Cortez, right, an employee with facilities services, speaks about his learning partnership experience with Joe Thorsrud '20, center, at the Dec. 12 CLASP luncheon.

CLASP participants connect through lifelong learning

Not a volunteer gig, university students take courses in adult learning

DESIGN AND FACILITATE PROFESSIONAL DEVELOPMENT, ADULT EDUCATION & LIFELONG LEARNING!

Build your real-world skills in any of these courses linked with the Community Learning and Service Partnership program, CLASP!



**EDUC 2200/DSOC 2100:
INTRODUCTION TO ADULT &
LIFELONG LEARNING**

4 CREDITS; COURSE MEETS ONLINE ONCE A WEEK AND FIELDWORK CONSISTS OF ONLINE EDUCATIONAL MENTORING.

ANNALISA RAYMER, ALR26@CORNELL.EDU

Start with a growth mindset, add a commitment to social justice, and stir in skills and knowledge for designing and facilitating learning, and, voilà!—a tasty dish to fuel professional, recreational and intellectual development—for life. Most are very familiar with formal education, yet we live in a world of limitless opportunities for learning along a continuum of types and settings. In this course, we not only study principles, theories and methods of andragogy (adult learning) we apply what we learn by becoming educational mentors of adult learners here on our campus.



Courses for
university
students,
cont.

EDUC 4940(B): SPECIAL TOPICS IN EDUCATION: TEACHING ENGLISH TO ADULT LEARNERS

**2 CREDITS; COURSE MEETS ONLINE ONCE A WEEK AND
FIELDWORK CONSISTS OF ONLINE EDUCATIONAL
MENTORING OF A CORNELL EMPLOYEE ENGLISH
LANGUAGE LEARNER.**

SASHA ENDO, SKE5@CORNELL.EDU

What is it like to live in a country, but not feel able to communicate clearly with people around you? How is learning a new language as an adult different from childhood language learning? What do teaching and learning look like, when the teacher and learner do not share the same language to use as their means of communication? Through reflections on readings, simulations, roleplays, and weekly online fieldwork with a Cornell employee who is an English Language Learner, students will consider these questions to deepen their understanding of what it means to learn a language as a non-native speaker. Students will apply TESOL methodologies to the needs of their learning partner and receive feedback from learning partners, classmates, and instructors on their lesson planning and delivery in order to strengthen their teaching practice. In the process, students and adult learning partners will also learn from each others' situated experiences, and increase their awareness of educational, social, political, and economic issues involved in global migrations and language learning.



How I got interested in Learning Cities

Always on the look for things to show in class to affirm to students that lifelong learning is a real field of study...

Noodling around one day in 2017, came across:

- Institute for Lifelong Learning, UIL
- Global Network of Learning Cities, GNLC
- Biennial GNLC conference
- The 3rd such was to be held in
Cork, Ireland



Came back all fired Up!

applied for an *Internationalizing the Cornell Curriculum* grant to:

- Engage students in lifelong learning *off-campus*
- Connect with learning cities around the world
- Promote membership into UNESCO's Global Network of Learning Cities
- Focus on SDGS, & link students and adult learners with others globally working on local solutions

Began laying groundwork with potential partners

- Invited providers of adult and lifelong learning educational opportunities and interested others to consider a collaboration opportunity
- Convened campus and community stakeholders to begin thinking about the courses to be developed
- Started networking with local and regional institutions, civic groups and cultural center
- Began conversations with potential learning localities in my area

Saw this design challenge as a great way to begin



The Adult Career Pathway Challenge: Fact Sheet



WHAT IS THE ADULT CAREER PATHWAY CHALLENGE?

The first Minds that Move Us challenge is to design career pathway innovations for adult learners who do not have any formal postsecondary training or education and lack the skills necessary to put themselves on a career path, especially those with disabilities. This challenge encourages creativity, collaboration and out-of-the-box ideas as solutions to pressing employment challenges and includes a design camp, festival, and coaching to assist in the development and implementation of promising practices. Applications for this challenge are due Friday, June 29, 2018.

The Adult Career Pathway Challenge: Fact Sheet

A great mobilizing success!

In less than two weeks, convened over 40 community members representing all of the suggested stakeholder groups and others. Much enthusiastic work on drafting a proposal—only halted when we learned a local community center was going for the same opportunity; They asked us to please not compete with the.



But, oops.

Called in,
nicely, but...

Due to funding
parameters,
must focus on
what has direct
benefit for
Cornell
employees...

Convening
community
partners—
nope.



Creative tensions between . . .

Expectations of department:

- Do research
- Publish
- Develop courses for the new major
- Be useful in the academic structures

and

Restrictions on scope of work per the federal source of \$ funding for my position & program

Pandemic as opportunity

Distinction between campus and community has lessened as both courses & Learning Partners shifted to working online

More opportunities to connect students with leaders of Learning Cities. Looking ahead, bring employee adult learners into this virtual gatherings.

Able to actively contribute to advancing emerging networks

Use conferences as opportunities to learn, network, offer papers and provide workshops on sustainability and lifelong learning and the wider LC movement

Participate in research in the spaces that bridge community and workplace learning or that studies benefits of community learning ecosystems to employees and potential employees, especially immigrant families

Can teach courses related to Learning Cities esp--if involve CLASP

EDUC 4940(A): SPECIAL TOPICS IN EDUCATION: LIFELONG LEARNING AND SUSTAINABILITY

4 CREDITS; COURSE MEETS ONLINE ONCE A WEEK AND FIELDWORK CONSISTS OF ONLINE EDUCATIONAL MENTORING.

ANNALISA RAYMER, ALR26@CORNELL.EDU

When the pandemic struck in Spring of 2020, members of the Global Network of Learning Cities were rapidly exchanging responses, lessons learned and materials. A Learning City, or Learning Locality, is a community that embeds continuous learning for innovation, fun and problem-solving into the fabric of daily life. Find out how communities around the world are reshaping themselves as ecosystems of learning opportunities and localizing the Sustainable Development Goals (SDGs). Rediscover your inner lifelong learner while considering how best to create conditions, policies and practices to support learning and sustainability in multiple scales and contexts.





Ideas re: going forward

- Frame my rich background as an asset for the new department and look for additional allies in making the case that given the academic nature of my work, the College needs to fund part of my position.

- Serve on key committees re: curriculum, especially community-engaged courses, to become better integrated in department. Emphasize just sustainability in my new course.
- Float idea of book proposal, perhaps with accompanying open source online content; see who might be interested.
- Cut back on work so can have some personal time for working locally on own time.



“No hay cambio sin
sueño,
como no hay sueño
sin esperanza.”

Paulo Freire
Pedagogy of Hope

Keep eyes on the prize & work with
the willing