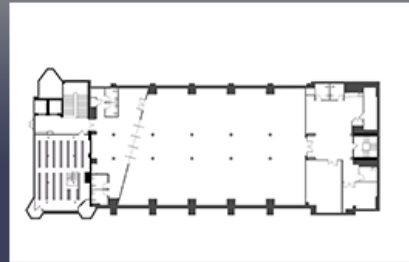




## The Learning Theater Columbia University



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## Genre Journey

A creative writing program for middle school students to learn distinctions between 6 literary genres.

Duration: 1.5 hours

### Objective:

Students will learn how to distinguish between 6 prominent literary genres through an experiential activity [E.g. through multi-media, visual simulations, physical kinesthetic activity, written (visual & spatial) activities, the program will incorporate various learning styles in an immersive space]. Students will learn that throughout different contexts, characters (bigger picture: people) will change with their environment. Contextual change is a more complicated concept, but will be addressed through the survey and will be emphasized in the program for teachers to understand so that they can contextualize the experience before and after their students experience the LT activity.



### INFORMATION NEED

At the opening of the Learning Theater, programming has yet to be designed. My Capstone project addressed the information need of events and activities that could be featured in the space. With my education curriculum background, and library education, I developed programs, which would combine the tools of the newest technologies, social justice topics, and immersive learning activities.

### OBJECTIVE

I provided two multi-media rich programs for implementation at the theater, titled Genre Journey and History Walks. Genre Journey was a program designed for middle school students to help them understand and distinguish the differences between six literary genres while exploring creative and narrative writing. History Walks was developed to parallel two perspectives on the Civil Rights History; the one told by history books and the other described through personal accounts and narrative. This program will show that the dominant voices in history should not be the only story told.

### METHODOLOGY

I conducted interviews with EdLab staff, and researched the history of the Learning Theater's development. I conducted development and research seminars with staff members to create feedback for the most relevant programs to match the mission and vision of the Teacher's College.

### CONCLUSION

The programs serve to provide the Learning Theater with two templates for future programs. Staying true to the orientation of the EdLab in the education and technology, my programs feature cutting edge technology, social justice, and education innovation.



## History Walks

A walk through the historical and narrative accounts from the Civil Rights Movement.

DURATION: 1.5 hours

### OBJECTIVE:

To show a different narrative from the historical event that is less familiar, if not completely unknown to the general public surrounding the Selma March on Alabama in the Civil Rights Movement.

This education program will be split into two "Walks":

1. The Historical Account of the Selma March on Alabama.
2. The narrative history as told by the people that participated in the peace marches and reflections on it from highly regarded modern voices.

- ◆ Through a multimedia immersion of each account, the juxtaposition of the 2 pathways/perspectives, will teach patrons how the historical account of an important historical event has been skewed to paint a history from a lens that damages the real narrative of the nation's history.
- ◆ Technology: Patrons will be given a headset that has 2 stations. One station will be listened to in Pathway One, the other, Pathway Two.

