

Ensemble building, learning through movement, college pathways and much more! *Emerging lines of analysis, work and play at Bruin Club*

The UCLA Bruin Club Team:

Diana Álvarez, Sophia Ángeles, Chris Estrella, Michael Gomez, Marjorie Faulstich Orellana, Lili Raygoza, Armando Olea Romero, Susy Zamora (and others who aren't here today)

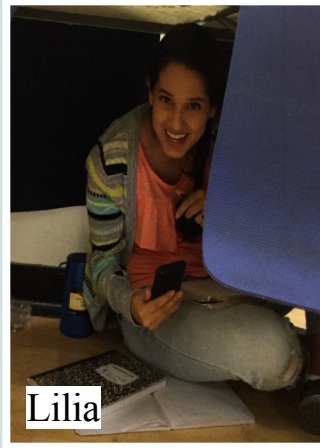
Introducing Our Team



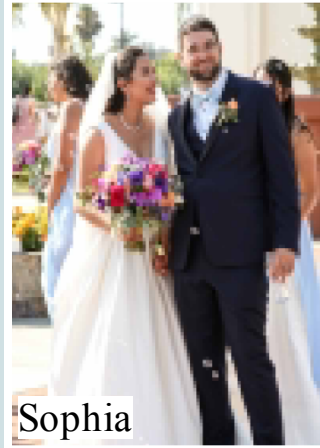
Lili



Janelle



Lilia



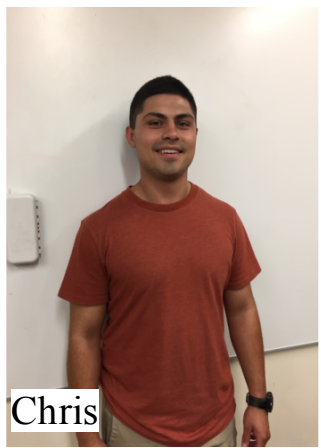
Sophia



Kyle



Ananda



Chris



Susy



Armando



Diana



Marjorie



Michael

Emerging lines of work, play and analysis:

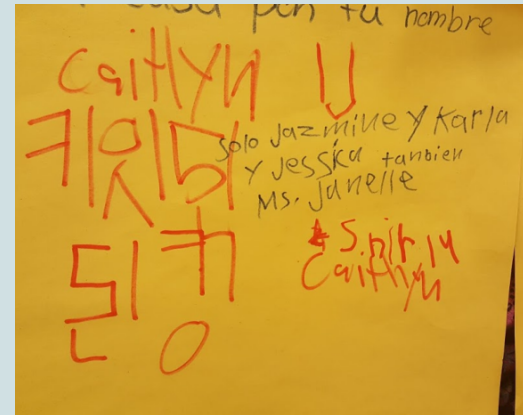
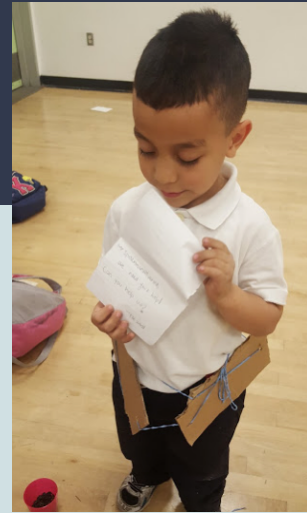


- ❖ Ensemble building
- ❖ Learning through movement
- ❖ UGs: Cultivating cultural competencies
- ❖ Kids' understandings of college and careers
- ❖ Learning through play
 - Language, literacy and numeracy
 - Imagination and play
 - And much, much more!



How Children in Multilingual Contexts Engage in Literacy and Numeracy Through Play

- 6 mo. of participant observations in BClub and kindergarten classroom
- GoPro recordings, fieldnotes, photos, and artifacts
- 3 Activities: Collecting Acorns, Building Houses, and Becoming a Superhero
- Negotiating decisions about representations
 - Making choices about when and how to collaborate
 - Shifting and/or combining languages and modes of representation
- Inserting themselves into their representations (maps & collecting drawings)



This brief is part of a series that brings together researchers and practitioners as co-authors to share research, practical experience, and policy resources to inform the work of educators and communities.

Nurturing Play: How Schools can Provide Powerful Opportunities for Children to Learn

Alentando el juego: Cómo las escuelas pueden brindar oportunidades valiosas de aprendizaje para los niños

A Research, Practice & Policy Brief
By Janelle Franco and Gabriela Pérez-Swanson
Spring 2019



A large body of research demonstrates the immense benefits of play for children's academic learning and development. However, "playful learning," a teaching approach that uses free-play as well as guided-play activities, is disappearing from many school settings, especially in schools located in underserved communities. In this brief, we discuss the value of play, highlight playful learning approaches at the UCLA Community School, and introduce organizations that advocate for play-based learning policies. We also provide suggestions and further reading for teachers and families.

Muchos estudios demuestran los inmensos beneficios del juego para el aprendizaje y desarrollo académico de los niños. Sin embargo, el aprendizaje a base de juego, o "playful learning," un enfoque de enseñanza que utiliza el juego libre al igual que el juego guiado, está desapareciendo de muchos espacios escolares, especialmente en las escuelas ubicadas en comunidades desatendidas. En este resumen, examinamos el valor del juego, destacamos el aprendizaje basado en el juego en UCLA Community School, y presentamos organizaciones que abogan por políticas de aprendizaje basadas en el juego. También ofrecemos sugerencias y lecturas adicionales para educadores y familias.

"A child's greatest achievements are possible through play."

Los mayores logros de un niño son posibles a través del juego.*

Lev Vygotsky



Download the full brief at:

<https://communityschooling.gseis.ucla.edu/nurturing-play/>

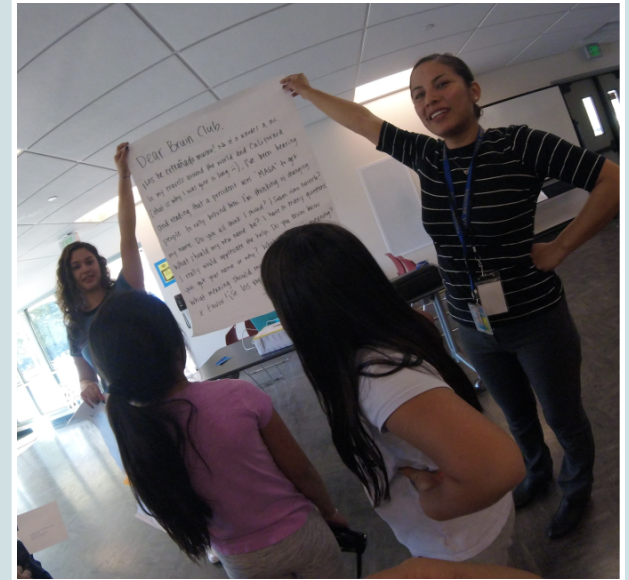
Play and Social Dreaming



- 5 yrs of ethnographic work at B-Club + 10 yrs with UC-Links!
- CHAT and the New Childhood(s) Studies
- GoPro recordings, fieldnotes written by UGs and researcher
- Long-Term goal: Design equity oriented spaces for immigrant children and innovative approaches to teacher preparation.



Ensemble Building



Design

Designing and foregrounding frameworks of participation for the roles of undergraduate students.

- Creates opportunities for the undergraduates to move in and out of ensemble as well as to facilitate activities.
- Ensemble Workshops
 - Voice, pass the clap, pass the gesture, movement through space, coming in and out of groups, reframing mistakes.

Through ensemble activities designed for undergraduates, we create an epistemic stance and framework for collaborative leadership.



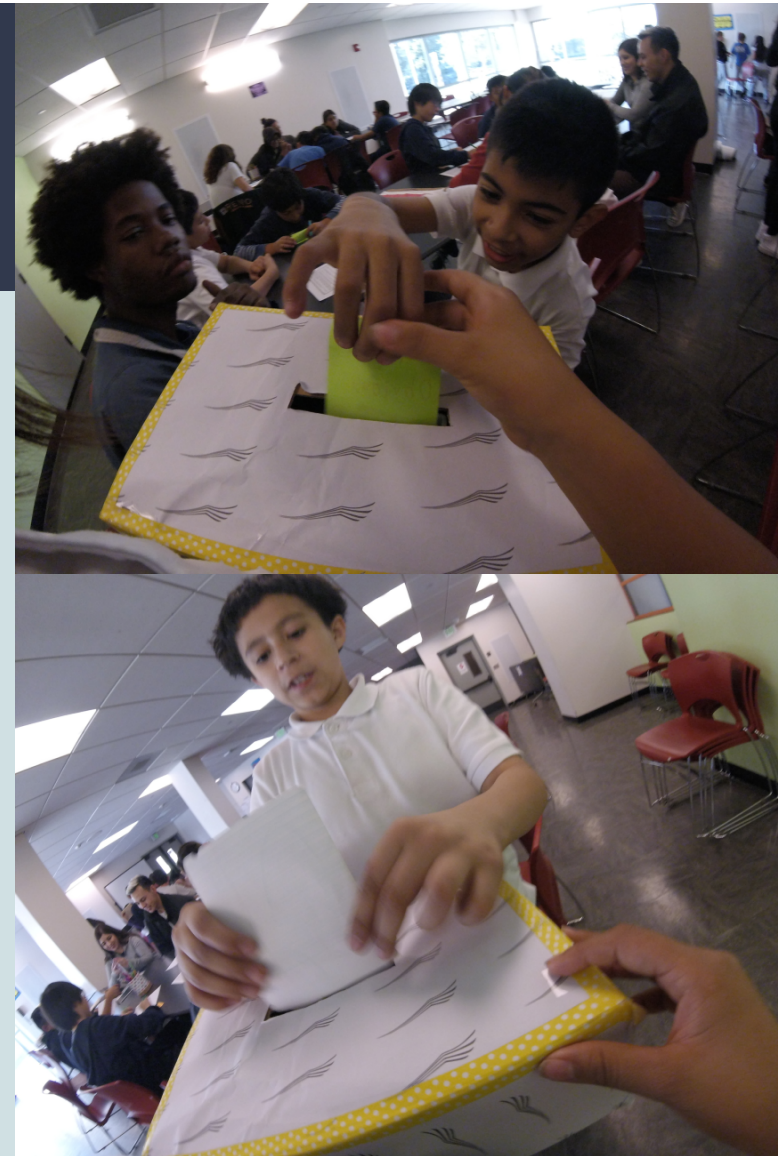
Embodied Learning and Learning through movement

*Research Questions (Marin
2019)*

- ❖ How does ensemble movement facilitate collaborative leadership (ethos around co-teaching)?
- ❖ How does engaging in workshops around movement and ensemble affect undergraduate epistemic stances about play, teaching and learning in an after school space?
- ❖ How are we managing the tension of planning versus improvisation?

Methodology

- Video data collected over four weeks during fall '18 and analyzed by our three person team.
- GoPro cameras worn on a body harness.
 - To gain a first person perspective in which we can see how bodies are engaged with one another during the activity from a participant's perspective in a way that allows participants to move their bodies freely during an activity.
- Conversation Analysis
 - Interactive organization of participation frameworks
 - Assess stance and affect (Goodwin 2007)
 - Moment-to-moment interaction



Methodology (cont'd)



We will consider what ensemble work looks like within Bruin Club and utilize Rogoff's (2014) frameworks of participation (Assembly-Line-Instruction, Learning by Observing and Pitching In).

Chuck Goodwin (Participation Frameworks) (2007).

Analytic Framework: Performance Theory

Relationship to Ensemble work: *Speech Act Theory* (J.L. Austin; 1975)

- “Performative utterances” or “performative sentences” are the *doing of an action*.
 - These speech acts occur in everyday life in the form of directives and accomplish an operation when utilized by an interlocutor. A successful performative utterance is formed when there exists an “accepted and conventional procedure having a certain conventional effect” (Austin 1975; 14)

We will consider *the performativity of translinguaging* (Martinez, Duran, Hikira) amongst Bruin Club activities **within the context of ensemble informed practices.**



Kids' understandings of college

Dear Oso "El Bruin",

Ibrahim, I'm 7 years old and my favorite color is blue and red. I think you should go to UCLA because it's a big school and they teach you good stuff and they also if you want to be a doctor and a teacher they teach you. You can also make friends and you can have a good time.

Oso Bruin (formerly El Maga) wrote **letters** to kids asking for help about how to prepare for college.

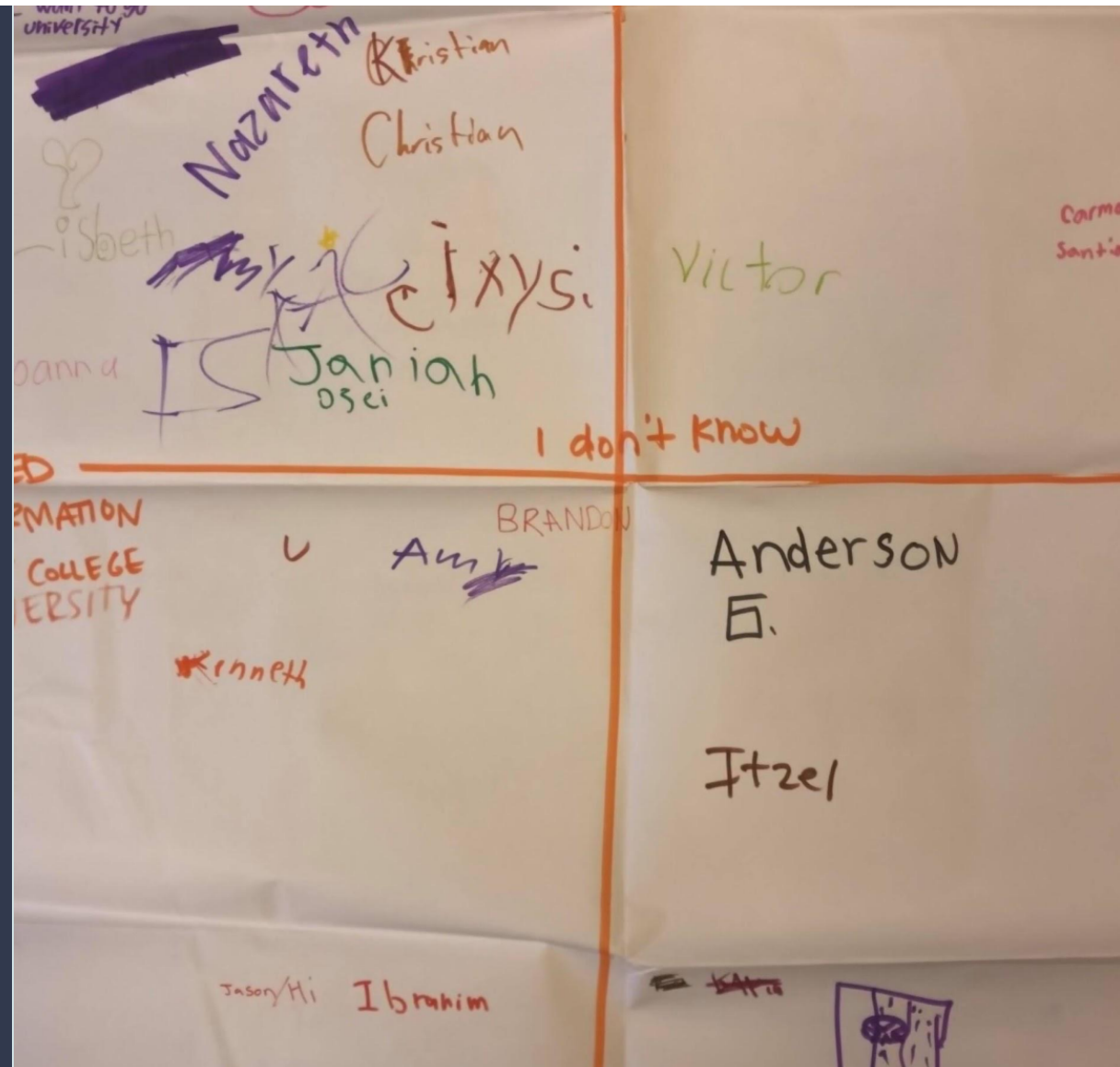
Kids would write back in English, Spanish, or both about **what they knew about college**.

Oso Bruin was also able to go on adventures on college campus(es) to **share information about the college experience** through their photo journal.

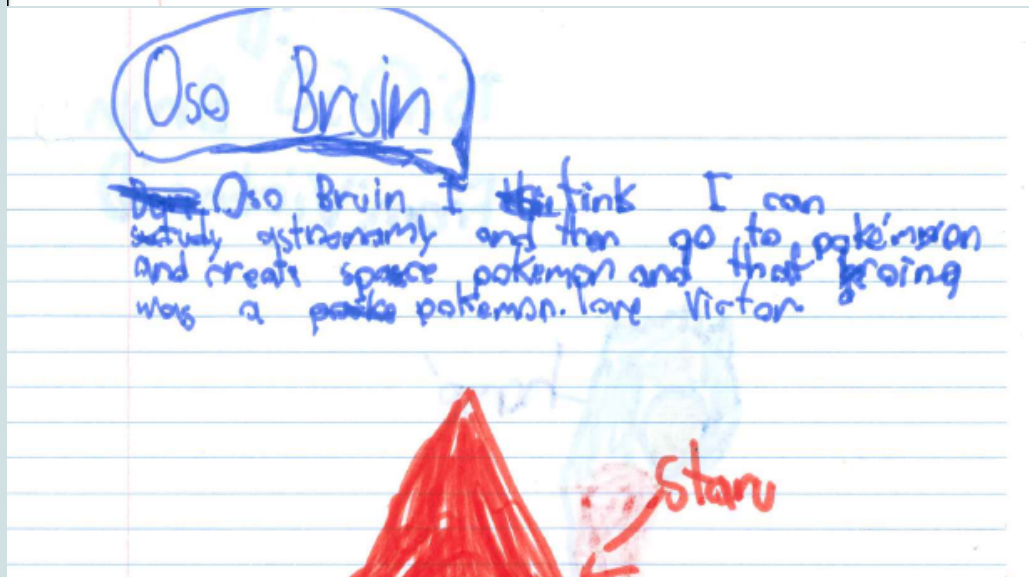
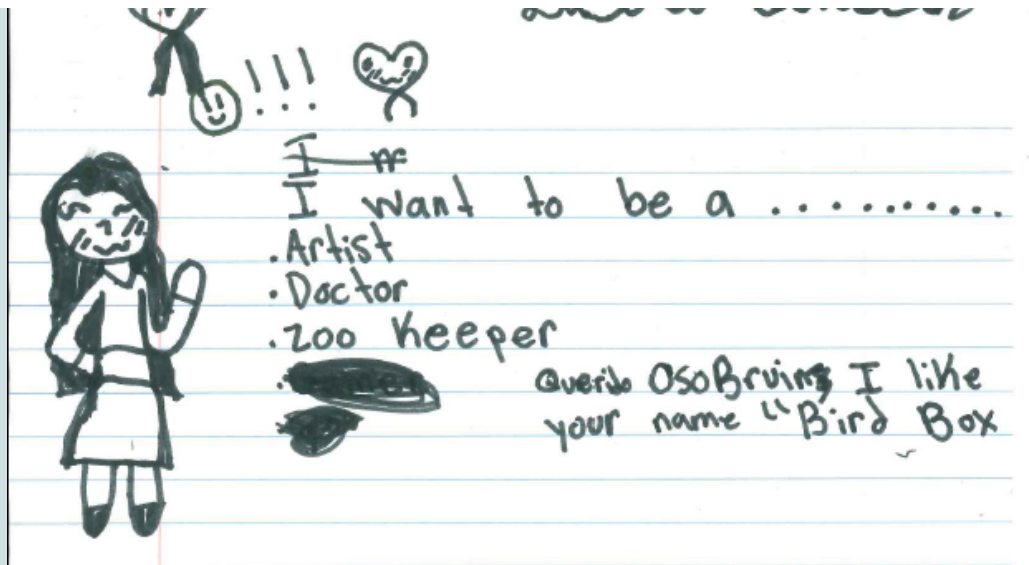
Kids also got to share with Oso Bruin their future aspirations.

Kids' positioning

1. Do you plan to go to college?
1. Do you know how to get ready for college?

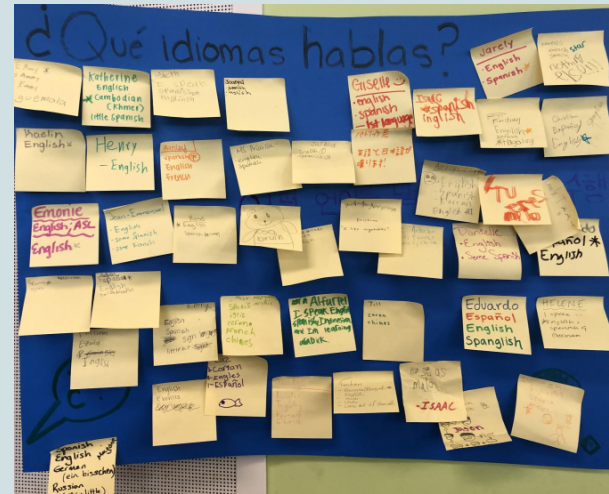


Kids' career aspirations



Language, Literacy and Human Development

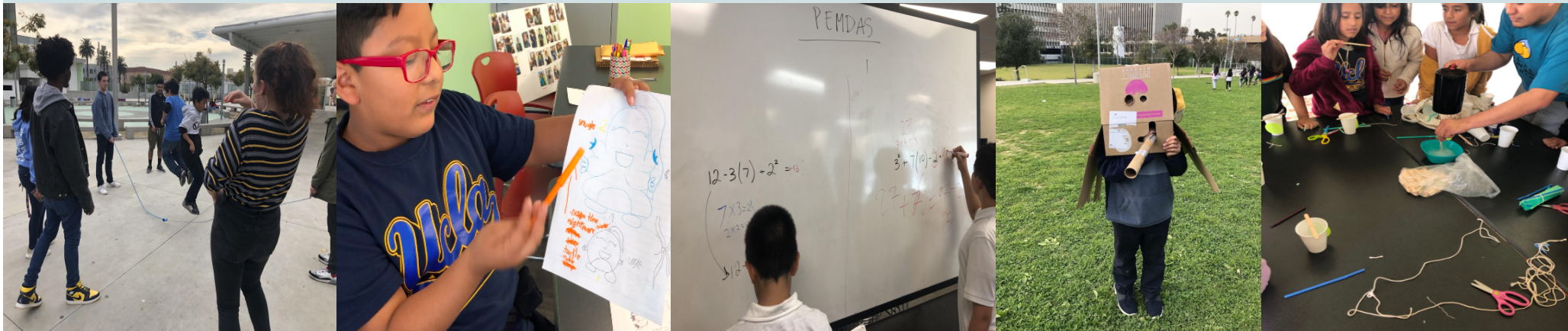
1) **Language:** Oso el Bruin, asked students to share with Bruin Club all the languages they spoke



Language, Literacy and Human Development (Con.)

2) **Literacy** : Using students' interests to engage in spelling, story-telling, and numeracy.

3) **Human Development**: Encouraging Participation in STEM Related Activities with Reusable Materials.





Lights, Camera, Action: Bruin Club Movie