In Support of Intergenerational Learning:

The Two-Generation Classroom as an Approach for Postsecondary Pedagogy

THEORY, RESEARCH & DEVELOPMENT

FULL PROJECT REPORT

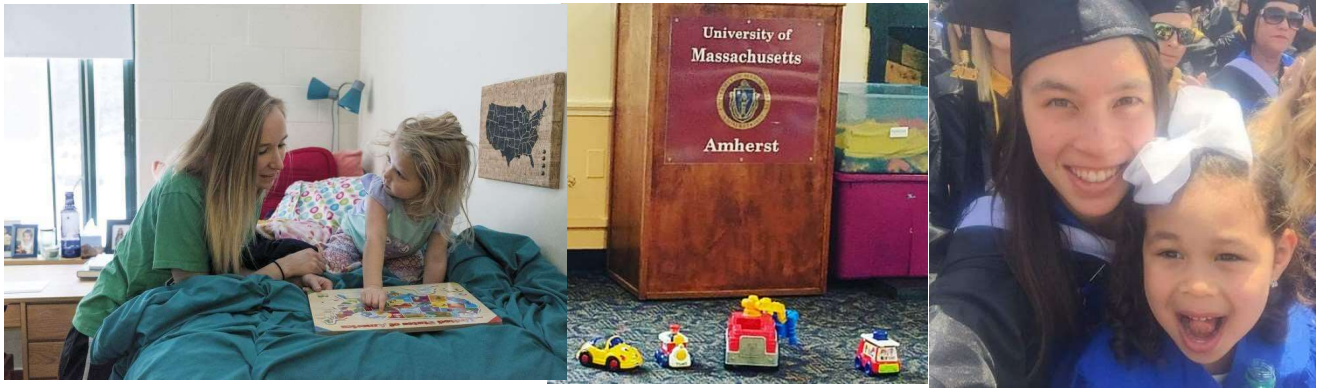As conceptualized and prepared by:

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ABSTRACT

This report explores and develops a two-generational approach to postsecondary pedagogy referred to as, *The Two Generation Classroom,* proposing an initiative to launch and pilot the project in various postsecondary contexts including four-year institutions, community-colleges, and satellite campus/community-based program partnerships. The Two-Generation Classroom is an approach to teaching and learning offered within the general education core to facilitate parent/child intergenerational learning, intentionally designed for and targeting student parents with young children (although non-parenting students may also enroll with a sibling, friend, or other child that they care for). Using hybrid learning designs that allow students to complete "adult" oriented assignments outside of class time, using weekly classroom time for two-generational integrated arts teaching/learning activities, and including a weekly "family homework" assignment, the Two-Generation Classroom approach aims to address and reduce inequity in college access and success for student parents, while ensuring excellence and rigor in the curricula through targeted learning objectives, and differentiated learning and engagement outcomes for adult and child.

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ACKNOWLEDGEMENTS

When I finished my doctoral dissertation, I felt compelled to thank every person who had supported my educational journey from beginning to end. While I continue to be thankful to the ways that so many people have supported my education and career, I also feel overwhelmed at my general apt for long-windedness and would like to keep this as concise as possible.

So in keeping with this, I will just say, thank you to my family (all of you) especially my kids and their dad who were my first companions in two-generational learning adventures.

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Lastly, I want to preemptively thank my future collaborators and co-conspirators who will join me as two-generation educators. I am excited at the future possibilities for innovation and collaboration in two-generational pedagogy that we might explore together!

INTRODUCTION

"I should have known better and just cancelled class." I silently told myself, feeling frustrated that just one student had made it to our freshman seminar course that morning. This course was part of the pilot and launch of a unique program for single parent students attending an urban college that offered two and four-year college degree programs. I had originally joined the project as part of the strategic planning committee that helped to launch the program. Through this involvement I had been asked to teach a specialized freshman seminar course for student parents. While each section of freshman seminar varies to reflect a different theme, our seminar specifically focused on learning about and studying the representation issues, experiences, and policies which shape and impact the lives of young low-income mothers from a sociological perspective.

This was a full three-credit semester-length course, meeting a requirement for the undergraduate general education core, in which students were asked to read academic articles and book chapters, watch films, analyze original policy documents, and begin to develop their sociological imaginations through academic perspectives on their own lived experiences (Mills, 1959).

Students were also provided with assistance with childcare placement, connections to, and support navigating, various public assistance and community programs, a bus pass, and other generalized academic and personal supports. These supports were facilitated by the program, and largely implemented by me, in the initial semester of the program, as a result of challenges and

hardships that the students raised. In the following semester a "life skills support coach" was hired to take on this role.

This was not the first time attendance had been low. In fact, because not all students had reliable childcare arrangements, simply getting students to come to class was an ongoing challenge. This particular day was a school holiday. So, even though the college was open as usual, students with children in public school, and in many of the state-run childcare programs such as Head Start, found themselves unable to come to class. The college had a supportive policy for student parents, but did not allow children to come on campus, despite the fact that, as the professor, I was totally fine with it. So, I ditched my carefully prepared lecture and lesson plan, pulled up a chair beside the solitary student, and said, "Well, I guess we can just have a chat about the reading and what-we were going to talk about in class today."

As a professor, and a researcher who has studied student parents in college for well over a decade, this was not the first time I had worked with student parents by any means. In fact, I became part of the program specifically for my experience and expertise in working with student parents. However, having taught at four fairly prestigious private universities prior, my experience with teaching student parents had been largely individualized: making accommodations on a case-by-case basis, allowing extensions and absences to be made up for family emergencies, and approaching their experiences as student parents with compassion and understanding (Threlfall, 2017). In this course, ALL of the students were parents, and thus it challenged me to realize that my previous approach had made the fatal sociological flaw: I had been individualizing solutions and strategies, to what is in fact, a pervasive social problem (Mills, 1959). In the case where every student was a parent, offering extensions and incompletes

meant that the whole class lagged behind, that my grading was significantly delayed (because assignments were submitted late), and I was concerned about helping the students meet their intended learning outcomes.

Lack of reliable and safe childcare, made attendance sporadic and inconsistent for some students. But I could also see in the students' assignments and in-class contributions and participation that not only did they fiercely desire to learn, but they were learning and grasping complex material, it was just difficult to find the time to do homework and the stability in their childcare arrangements to consistently come to class, and so they fell behind. Although almost all of the students received an incomplete grade in the course, given the extension of extra time, I saw that most of their assignments reflected thoughtful engagement with the material and substantial growth in their learning across the arch of their engagement with the course.

Although there are nearly 4 million undergraduate students with children in the United States (and a still unknown number of graduate students) (Noll, Gault & Reichlin-Cruse, 2017), the average time it takes for student parents to complete a bachelor's degree is ten years (Attewell et al, 2007). For teen parents, only 2% will complete a college degree by age 30 (Hoffman, 2006). Their economic security and ability to leave poverty is directly connected to their college completion and career development as part of their degree programs (Polakow, Butler, Deprez & Kahn, 2004; Adair & Dahlberg, 2003; Katz, 2013; Green 2013b). Extended time to degree completion: results in delayed opportunities for personal, economic and career development; reduces retention and graduation rates; and delays career entry (Tuman, Shulruf, &

Hattie, 2008). Many young parents find such a lack of support in college, they stop-out[1], waiting to return to their degree programs until their child is older and more independent (Green, 2013b; Katz, 2013; Rattner, 2004).

It is no wonder that among college students with children, graduation and retention rates are abhorrently low. Although the survey's methodology raises some problematic issues with regards to properly counting student parents, who are often transfer students, or otherwise recoded as missing data, analysis of data from the National Center for Education Statistics (NCES) by the Institute for Women's Policy Research reports that among student parents who begin their studies at a four-year institution, only 17.4% will complete a bachelor's degree within the six-year parameter after which they are no longer counted in degree completion rates (Reichlin-Cruse, 2016). Within the same time period of six years, only 33% of student parents will complete *any* degree or certificate, which includes students completing one and two-year certificate and associate's programs (Noll, Gault & Reichlin-Cruse, 2017).

Yet, student parents are also *not* a niche population. According to the Institute for Women's Policy Research's (IWPR) analysis of data from the National Center for Education Statistics (NCES), 26% of all undergraduate students were parenting a dependent child as of 2012. This represents a population increase of 30% between 2004 and 2012 according to one IWPR Report (Noll, Gault & Reichlin-Cruse, 2017), and 900,000 student parents according to comparison of reported demographics in other IWPR reports showing an increase from 3.9 to 4.8 million student parents between 2008-2012 (based on comparison between figures reported in

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[1] The term "stop-out" is used as an alternative to "drop-out" and is used to convey the intention that the student considers their decision to leave school temporary, with full intentions to return as soon as they are able to do so, whether or not they ultimately do so. This term is considered preferable to "drop-out" which often implies a connotation of permanence and failure rather than temporary setback (See Rusin, 2018).

Miller, Gault and Thorman, 2011 and Noll, Gault and Reichlin-Cruse, 2017). However, likely because of the substantial barriers to completion for student parents, enrollment had returned to pre-recession levels by 2016 (IWPR, 2019).

Unfortunately, many people, including many educators, have taken a hard-lined approach to student parents that both directly and unintentionally undermines their academic persistence and success. Many college professors express what I refer to as, *The Myth of Equality*, or the belief that to accommodate the needs of student parents would be unfair to other students (Green, 2013b). For example, Danni, an undergraduate student parent I interviewed in 2009, told a story of a time when her teenage daughter was admitted to the hospital, causing her to miss an exam. Her professor refused to allow her to make it up, because to do so would be "unfair" to other students, when none of her other classmates were parents (Green, 2013b).

This often extends to advising that may actually encourage student parents to "stop-out" of college until they are "ready" to take on the rigorous academic expectations of a college degree program. Jillian Duquaine-Watson has found that student parents experience a "chilly climate," in college, in which they are made to feel that, as a student parent, they are an anomaly, and are excluded: directly, and indirectly by lack of inclusive policies and practices, micro-level interactions with professors and classmates in and outside of the classroom, and by lack of parallel programs and services for student parents to those offered to traditional students such as family housing (2017).

Although Title IX of the Education Amendments of 1972, actually protects pregnant and parenting students from exclusion from any educational program, service, or extra-curricular offering at any institution or school receiving federal funding, enforcement by the Department of

Education has largely focused on policies surrounding mandatory excused absences for childbirth and postpardum periods, and has to date, largely failed to address the systemic inequalities experienced by student parents that directly and indirectly exclude them from full access to their colleges and impede their academic success (see US Department of Education, 2013).

Because students with children are disproportionately represented among other high-risk college student populations such as low-income students, commuters, first generation students and students of color, meeting the needs of student parents is critical to higher education equity and social justice. Among undergraduate students with children, 61% are the heads of low-income households, seeking to escape poverty through earning a college degree. Two-million student parents (42%) are single parents, 88% of whom live in poverty (Noll et al, 2017). The challenges facing student parents also disproportionately impact women: almost a third (32%) of all female undergraduate students in the U.S. are mothers (Noll et al, 2017). This overrepresentation is exacerbated for students of color, whereby nearly half (47%) of Black female undergraduates are mothers, and one-quarter of Black male undergraduates are fathers. Among Native American undergraduates, 41% of Native American women, and 24% of Native American men, are parenting in college. Mothers are also represented among undergraduate female students identifying as Pacific Islanders (39%), and 31.6% of Latina undergraduates are mothers of dependent children (Noll et al, 2017). Furthermore, over one-third of first-generation college students are parents (Nelson, Frohner, & Gault, 2013).

Returning to my experience, sitting in an empty classroom, unsure how to proceed with the day's lesson plan, I began to ponder whether there might be a better way to engage student

parents in learning from a pedagogical perspective. Could there be a structure within which the student parents in my course could be more deeply engaged in learning? How could I structure my classroom to be inclusive and responsive to their daily lived experiences? Was there a way, that as a professor, I could design a classroom structure in which children could come jointly engage in classroom activities with their parents, that could benefit rather than impede learning?

While I had already been collecting ethnographic field notes about the student parent program in which I was working, as part of our evaluation and research on the program's pilot, I knew I needed to do more research to figure out what pedagogical models had been employed for working with student parents in the past, and how I might glean lessons and strategies from other intergenerational and early childhood education settings for incorporation in the college classroom. The results of this research have produced a new evidence-based approach for working with college students and young children as partners in learning. I have coined this approach, *The Two-Generation Classroom.*

The Two-Generation Classroom is an approach that brings together expertise from the fields of education (broadly defined), human development, and sociology to inform classroom curricula and pedagogy. This program is designed to take an approach that is both pedagogical and practical. By partnering with existing campus-based programs serving college and university students, a baseline is established, through which to ensure that participants' basic needs are being met (e.g. housing, food, childcare, etc.). It is well established that one cannot focus on higher level functions such as academic learning, if their most basic needs are not already secure (Maslow, 1943).

The Two-Generation Classroom presents a format in which college students form a learning partnership with a child, engaging together in learning the course materials. In addition to two-generational classroom lesson plans and homework assignments, college students are also assigned additional reading materials and participate in online discussion groups reflecting on their observations and learning as they connect assigned material to classroom and at-home experiences. In this way, learning outcomes are able to be differentiated, with children engaging in learning subject-based material at a developmentally appropriate level, while adults learn college-level material using equivalent learning standards and outcomes to students who take the course in a traditional format.

By "teaching-to-learn," through a learning partnership with a child, students understand and retain more of what they are learning and better attain the established course outcomes. Lesson plans engage an integrative approach to classroom learning in which material is taught in interdisciplinary, creative, active, and applied ways using teaching modalities such as music, drama, dance, visual arts, exploration, and play, to facilitate intergenerational opportunities for learning together. Courses and lesson plans are created with targeted and differentiated outcomes, and benchmarks for both adult and child learners are established.

Although it is entirely possible that a student may enroll in a Two-Generation Course who is not a parent (e.g. a student might work with a sibling, cousin, or other child they care for as a learning partner), the Two-Generation Classroom is designed with intentional consideration for creating an engaging and responsive learning context for student parents. Although it is not anticipated that students will complete all of their courses in a two-generational format, this approach to learning is valuable, especially within the general education core, as it can provide

opportunities for family learning in response to students' identity development as parents (Parsons, 2017), while also foster inclusion and belonging for student parents on their campuses, while alleviating barriers to class attendance and homework completion created by tensions between college and caregiving.

LITERATURE REVIEW

Conceptualizing the Two-Generation Classroom began, from the place that I began: as a student and as a teacher. I am certainly not the first person to bring criticism to the modalities of teaching in higher education, or by extension education more broadly. As first community college student, then undergraduate honors student, graduate student, and into my first post-doctoral teaching position, my own educational upbringing as learner into teacher, was built upon a foundation of liberatory pedagogy (Freire, 2003, hooks, 2003, Clinchy, Belenky, Goldberger and Tarule, 1985). We often speak to the notion of "traditional pedagogy" when describing the *professor as revered expert speaking at students from a pulpit*, lecture-based college classroom model. However, the professors who most influenced me their as a teacher, as community college, baccalaureate, and graduate student, turned their lectures back to the students for discussion. They broke us into dyads, triads and groups to differentiate educational methods to target a wider variety of learners. They brought our lives into the classroom and our classroom into the world, valuing and engaging the real-world lives of students as opposed to the traditional dismissal of experiential knowledge within academe (Clinchy et al, 1985; Freire, 2003; Dewey, 1916; hooks, 2003).

They showed me how to use what I was learning to undermine, thwart, subdue, and overthrow the systems of oppression, power, domination, and control that I was observing and

unpacking as a training sociologist, and had experienced personally in my own life (Freire, 2003). The very best of them allowed, and even facilitated, opportunities for integrating the visual and performing arts within the learning process (Luttrell, 2003), although this was the most rare experience among my professors (albeit the opportunity for learning I found most helpful). The process of becoming educated, was for me, and for many other low-income mothers like me, a process of profound internal liberation (Adair, 2003). As I became a teacher, these experiences became the foundation of my own initial approaches to the classroom, and my experiences since that point have guided and shaped my pedagogy as an work in progress.

TRANSFORMATIVE PEDAGOGY, DEMOCRACY & JUSTICE IN THE CLASSROOM

As early as 1915, John Dewey wrote about the importance of education, as beyond simply teaching students *what* to think, but rather teaching students *how* to think, arguing that this type of education is critical to vocational development, highlighting the importance of what are now referred to as "21st Century Skills": critical thinking, multi-dimensional problem solving, creativity, communication, active listening, and collaboration (1915). Contrary to the idea that it is essential that students take courses to develop cursory knowledge in subject areas and memorization of information that they will never use in their real-world lives, Dewey viewed the nature of education as an extension of the natural processes of learning as a lifelong fact of human existence: namely learning through a series of experiences (1916). Within Dewey's perspective, the purpose of education is neither to teach disembodied facts, figures, and concepts with no application to real-world lives, nor to teach solely the technical knowledge and skills required for any specific occupation. Rather, the process of becoming educated, involves a process of cultivating the mind through practicing the exercises of critical thinking, creativity,

multi-dimensional problem solving, communication, collaboration, and active listening across a variety of subject-areas and contexts (see also Lynch, 2008). The teacher within Dewey's democratic pedagogy is not infallible, nor all knowing, but rather a fallible, imperfect partner within a collaboration between a beginning scholar and a more advanced scholar within the same field, who serves as a facilitator and partner in learning the material together (1916).

One of the criticisms I have received in my teaching reviews is that I don't lecture enough. In fact, I would go as far as to say, I don't lecture at all. Even in the most traditional classroom contexts in which I have taught, my "lectures" have always been presented as a participatory dialogue in which I present information plus questions, and ask the students to reflect, critique, and both publicly and privately respond to both my questions, and those of other students. Dewey argues for a shift in the view of education/training and the role of teacher and student from the passive, that which is done *to* students ("I am educating you"), to viewing the student as playing an active, engaged, responsible and leading role in this process, with teacher serving as facilitator and mentor ("You are becoming educated.") (Dewey 1916).

Many college students, especially those taking requirements within the general education core, are not there for the love of the subject, they are there as a means to an end: taking and passing the course means progress made toward completing their degree program, and completing a college degree will lead to the credentials necessary to start a career. Especially for the low-income student parents that I have interviewed and worked directly with, the desire for a career is motivated by the need for economic survival, and the need for economic survival is

motivated by their children.[2] This feeds back to Dewey's view of passive versus active education. Taking into consideration these contexts and motivations for learning, educators can better motivate students to shift from passive to active modes.

The general education student is presented with a list of course options that meet various requirements as established by the core curriculum, and then weighs out a variety of considerations on which courses they will enroll in each term. Interest in the course subject is only a peripheral consideration, especially for student parents who also must consider scheduling, caregiving and childcare logistics, transportation time, other alternate course options, and overenrolled course rosters and waiting list processes. Many students settle on their courses based only on the combined premises that "There's a seat available," "It works for my schedule," and "I don't think I'll hate it," again reinforcing the inference that their purpose in taking the course is as a means to an ends; exercises in critical thinking, engaged reflection, and ongoing collaboration and dialogue, being framed as superfluous or tangential to their credential-seeking purpose (Pearson 2016; hooks, 2003; Stuber, 2011). Then, as if, the student walking into the university lecture hall draws a parallel to a patient walking into the doctor's office for an immunization: they draw their head away in the opposite direction of their arm, and clinch up their face, muttering, "Do it quick Doc." And much like the Neo character in the movie The Matrix, the Professor injects the student with instantaneous knowledge and masterful expertise that they did not previously possess (in Neo's case, mastery of Kung Fu). This reflects the passive view of education that is done *to* students as passive recipients ignoring the realities of

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[2] Interestingly, Dewey also references the notion that while education is a key condition of living, there is a key difference between *living* and *subsistence or surviving*. This is notable in the context of working with families who live in modes of daily survival. If we hope to attempt to engage them as learners, we must first ensure that they are able to attain the status of *living* as college students, rather than merely *surviving* college (Dewey, 1916).

learning as a process that takes time, practice and *active* engagement by all participants. Especially for poor, working-class, and first-generation college students (who are disproportionately represented among student parents), college is presented and understood foremost as a means to an end:

Degree → career → economic stability → better life for my kid (sports & lessons)

Notably the ends, a better life for my kid, is often described in terms of wanting to provide their children with education and enrichment opportunities that they cannot presently afford (often referencing sports, extra-curricular activities, and various types of lessons), and that they may either believe they benefitted from participating in as a child, or that they were deprived of participating in due to their own family's economic hardship during their childhoods, thus both sources of motivation drive the desire to ensure these activities for their own kids. The Two-Generation Classroom model taps directly into this motivation, offering students the opportunity to provide an educationally enriching experience for their child, and the opportunity to spend quality time with them, while also completing coursework toward meaningful degree requirements.

In order to break students out of the mold of viewing themselves as passive recipients of education, by establishing some basic understandings of *who* student parents are—their experiences, challenges, and motivations as college students—the Two-Generation Classroom leverages student parents' motivations as connected to their children, and builds in understanding of teaching and learning processes, to engage non-traditional college students in active learning, that draws direct connection and benefit to their most powerful sources of personal motivation: their children. By engaging with children as learning partners, the Two-Generation Classroom is

framed to activate the teaching/learning process. Sharing in learning and actively engaging in teaching and learning activities with their children is clearly, from the eyes of the parent, beneficial to the child. But, in order to share and teach the material to their children, the students must first digest, process, and distill the material that they are learning.[3] In this context it is impossible to remain locked into passive learning, because the process itself requires the student to actively engage: in thought, analysis, synthesis and communication of ideas, and to reflect and learn from the experience.

In order to learn, teaching and learning activities must be engaging, alive, active, and fun. Thinking is an ever presently dynamic process, and therefore in order to remain engaging and alive, education must confront the learner with challenges and experiences that stimulate their thinking, challenge their assumptions, and force them to consider diverse perspectives and possibilities. Dewey's colleague and friend, Alfred North Whitehead, similarly railed against the notion of "dead knowledge" and "inert ideas."

> In training a child to the activity of thought, above all things we must beware of what I will call—"inert ideas"—that is to say, ideas that are merely received into the mind without being utilized, or tested, or thrown into fresh combinations. In the history of education the most striking phenomenon is that schools of learning, which at one epoch are live with a ferment of genius, in a succeeding generation exhibit merely pedantry and routine. The reason is they are overladen with inert ideas. Education with inert ideas is not only useless: it is above all things harmful—Corruptio optimini, pessima*"
> (Whitehead, 1929: p. 1-2).
> * TRANSLATION: The corruption of what is the best, is the worse tragedy of all.

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[3] In the documentary film, *Mr. Rogers and Me*, Linda Ellerby, creator and host of Nick News recounts a conversation with Fred Rogers in which he told her that he thinks that *everyone* needs to watch her show, because when you can distill something and simplify it at a level that you would explain to a child, you are going to understand it best yourself. Mr. Rogers also stressed the simplicity of information as digestible and processable that both adults and children need in order to learn (Wagner, 2010).

Rote memorization of facts, speeches, theories and dates, were/are to both Whitehead and Dewey the downfall of intellectual brilliance. Society responds to great leaders, but instead of engaging with those leaders to foster continually emerging innovation and leadership, many people structure education in ways that "celebrate," "follow" and "herald" a sort of cultish study of those leaders in which students memorize the facts and dates of their personal biographies without frame of reference to the people, places, and contexts of their lives. They recite the words of their speeches, often without understanding what the words mean, and skipping over those words which were/are most revolutionary or threatening to the status quo (hooks, 2003). Overall this approach to educating students treats knowledge and information as a sort of currency, and the role of the educator as cramming as much information as possible into the vaults of their students' minds, by drilling it in forcefully. This is referred to as the "banking model" of education (Dewey, 1916; Freire, 2003).

Borrowing an unrelated analogy from political economist Mark Blyth involving a firehose and a tea kettle, that ultimately has nothing to do with education (Blyth, 2016), I have found, what I consider, a useful metaphor for the banking method. In the original metaphor, a person wishes to fill a kettle with water, and so gets out a fire hose, runs it inside from the hydrant on the sidewalk, through the mail slot, into the kitchen, and turns it on at full power, blasting the water in the room in the direction of a kettle sitting on the stove, and hoping that enough drops of water land in the kettle to brew more than a half of a cup of tea. Meanwhile, the kitchen (and the adjacent rooms most likely) is now soaked with a mess and the house is flooded with water that is absolutely useless to the tea maker's plight; and it has been wrecked in the process. Blythe declares, that there must be a more efficient way to make a cup of tea!

Envisioning this metaphor within the context of the banking method of education, I imagine the traditional college professor standing, firehose in hand, before a lecture hall of students, all of whom are holding empty tea kettles, ready to be doused with a weekly dose of knowledge. Students are then periodically evaluated and held accountable for how full (or empty) their kettle is over the course of the semester. The professor on the other hand shirks their own responsibility for the empty tea kettles of some students, by insisting that they have done their part in providing the knowledge, and it is the fault of the students that had not effectively caught and retained it in their tea kettles that they have failed to succeed.

As an alternate, imagine if the professor came to class with a watering can, walking slowly through the rows of students, while carefully filling their kettles one-by-one. As the professor fills the students' kettles each week, they get to know the students, learning who has a hard time standing still long enough to allow the knowledge to be poured into their kettle, who consistently brings extra bottles of knowledge to class to share, and who is absolutely terrified of knowledge. They may even begin to devise systems through which students are also asked to bring their own watering cans to class, and to engage and collaborate with other students to fill their own kettles, with no help from the professor at all. Does the professor ever get any tea (I'd like tea, please)? Perhaps they might acquire a kettle of their own as well. The more individualized, careful, and personal attention given to each student, and the collaboratively undertaken project of Tea for All, would result in more students with full kettles and they would also most likely retain more of the water inside their kettles over time. At the postsecondary level, educators must consider whether there can be more effective approaches to teaching than the banking method, and how to build professor accountability for ensuring that they teach in

ways that are individualized, responsive, dynamic, effective, connected with students' lives, experiences and perspectives, and that build learned knowledge into their long-term memories.

Whitehead echoed Dewey in viewing the importance of university education as primarily developing the student's ability to think actively and critically about the world around them so that they are able to encounter and overcome any challenge they face in a future vocation or career, regardless of specialization. Innovation and continued social progress requires active, engaged, and critical thinking.

> Imagination is a contagious disease. It cannot be measured by the yard, or weighed by the pound, and then delivered to the students by members of the faculty. It can only be communicated by a faculty whose members themselves wear their learning with imagination. More than two thousand years ago the ancients symbolized learning by a torch passing from hand to hand down the generations. That lighted torch is the imagination of which I speak. The whole art in the organization of a university is the provision of a faculty whose learning is lighted up with imagination (Whitehead, 1929: p. 97).

Whitehead continues to explain that imagination and creativity are ongoing processes which must be continually engaged, developed and nurtured, stating, "Imagination cannot be acquired once and for all, and then kept indefinitely in an ice box to be produced periodically in stated quantities. The learned and imaginative life is a way of living" (p. 111).

Moreover, the processes of learning in college must offer students the opportunity to observe and reflect on their own living experiences, and to provide the opportunity for applying theoretical knowledge and scientific processes to better understand and make sense of their past, present, and future worlds. Thus, educators must engage who their students are, and the backgrounds, experiences and social contexts they engage with outside the classroom. But moreover, colleges serve as a place for students to learn, process and reflect on the other aspects

of their lives and how they complement and contradict one another within the students' living experiences (Dewey 1915; Whitehead, 1929).

As a significant, yet still invisible population, student parents often feel that their family and work lives are completely disconnected from their campus and classroom ones. Although national percentages of truly "traditional" students have now fallen to 28.8% of all undergraduates (Casselman, 2016), ideologically, classroom design and pedagogy is still largely targeted toward imagined 18-22 year old childless (and relatively commitmentless) students. While parenthood is student parents' self-proclaimed, most central and important identity, it is as if they are expected to shed that identity when they enter the college classroom: experiential knowledge is treated as inferior to academic knowledge, student-teacher and peer interactions and dialogue reflect an assumed childless parenting status of all of the students, and flexibility and understanding around parenting emergencies, has to be individually requested (whether or not it is granted), as opposed to being implied as a classroom norm (Duquaine-Watson, 2017). To quote bell hooks:

> "Imagine how crazy-making it must be for students coming from an exploited and oppressed group who make their way through the educational system to attend college by force of a will that resists exclusion, and who enter a system that privileges exclusion, that valorizes subordination and obedience as a mark of one's capacity to succeed. It makes sense that students faced with this turnabout often do poorly or simply lose interest in education" (2003, p. 86).

Teaching at the postsecondary level that engages with students' parental identities, provides an ideal opportunity within the general education core, bridging connection and coordination between student's primary identities, aspirations and goals as parents, and their development as critical thinkers, capable of engaging, processing, digesting, and synthesizing

knowledge and communicating it to other people effectively, and of critical engagement and analysis through which they are able to better process and make sense of the world.

Importantly, by engaging parents and children together in what Whitehead refers to as "the learned life" as a way of living and engaging with the world from day to day, the processes and benefits of becoming educated are directly extended to the next generation. Parents and children engage and commit to this process together as a team, and can build shared investment and pride in sharing education that supports academic success for both generations (Dodson and Luttrell, 2008; Dodson, 1999; Katz, 2019).

Importantly, and critically, student parents are not a population drawn equally from all walks of life: they(/we) are disproportionately women, students of color, low-income, and first-generation college students. They come to our classrooms and our campuses seeking, not only to change the direction of their own lives, but also to alter the trajectory of their family's lives for generations to come. As professors we are assigned to play the role of gatekeepers, to assess students' learning and retention of the assigned material and to ultimately determine whether they will be allowed to achieve the given degree requirement they are pursuing and proceed forward toward finishing their programs and getting on to living that better life they are after. As the assessor, this is a lot of responsibility to shoulder!

If we assess their work inaccurately, inflating their grade to something that does not reflect the level of learning and engagement they have accomplished, that would be unfair and unjust, not necessarily to other students (I'm not a huge fan of measuring fairness in terms defined in reference to other students), but to the student who has been short changed and deceived into believing that they have learned something that they have not yet fully grasped. If

knowledge is power, deception is robbery. But if we as educator and assessor allow that student to fail, unlike a more privileged student with more grounding and stability, one failed course could very well not only derail their own academic progress, but also the trajectory of future generations of their families. These are high stakes and real lives. The only acceptable option is to ensure that they genuinely succeed.

While it is certainly not realistic to expect 100% retention and academic success from every student that sets foot in your classroom, a teacher can express fierce dedication to their students' success, match their effort and enthusiasm, and believe in their abilities, talents, and skills, reflecting this confidence back to them with affirmation (Clinchy, et al, 1985). Sure, some students will need to take breaks, redo work, or turn their priority to issues of caregiving and survival in ways that pull them away from school, and sometimes they just won't do their part in the work, and their grade will need to reflect their level of effort. Sometimes a student will fail. But we cannot use this as an excuse to release ourselves of the responsibility shouldered by educators to doing our *genuine* best to ensuring that all of our students succeed (and no, blasting them all with a water cannon does not count).

From this position we can choose whether we will play the role of judge or guide. The teacher as judge sends the student off to accomplish a prescribed task (read this, write this, watch this) and then judges and rates the students' performance on that task, emphasizing outcome over process as the most important component of the learning experience. The teacher as guide however is defined by their emphasis on process, engagement, and reflection, as the most critical aspects of learning, and their role as helping the student to reach the agreed upon destinations as student and teacher traverse the road of learning together. As assessor, they are able to greet their

student with joy as they arrive at intended destinations, and to recognize and strategize when they have not yet reached their scheduled destinations or have missed something critical that they have to go back and find (Belenky et al, 1985; hooks, 2003; Luttrell, 1997).

Blythe Clinchy, Mary Belenky, Nancy Goldberger, and Jill Tarule, introduce *Connected Education*, as an alternate approach rooted in non-hierarchal relationships in which the educator nurtures student development, working with and alongside them to help them achieve a trajectory of ongoing personal and intellectual growth (1985). However, as Peter Elbow points out in his critique of applications of Freire's *Pedagogy of the Oppressed* to the context of the college classroom, the role of educator as both mentor and assessor is inherently deceptive, as it is ultimately a conflict of interest to serve as both ally/mentor to the student and also be the person assigned to grading them (1973). This is a valid critique. Admittedly, as an educator I am *passionately* dedicated to seeing my students succeed, but equally, recognize that it would be an injustice to allow them to do so without having done the work necessary to earn their success by awarding them grades that they have not actually earned. Similarly, telling the stories of her early teaching experiences, bell hooks reflects:

> "I taught predominantly non-white students from poor and working-class backgrounds, most of them parents, and many of them doing the work of full-time single parenting, working a job, and attending school. This required of me constant vigilance when it came to maintaining standards of excellence in the classroom…It was often hard to face their pain and hardship and remind them that they had made the choice to be a student and were therefore accountable to the demands and responsibilities required of them. Their task, I told them, was to learn how to do excellent work while coping with myriad responsibilities. And if they could not excel then their task was to give their very best and make peace with the outcomes. I too had to make peace with the outcome. Just as it was often emotionally difficult for students, it was emotionally difficult for their beloved teacher." (2003, p. 18-19)

bell hooks' experiences resonate with my own early experiences in the classroom working individually with the student parents who enrolled in my courses, and my later experiences as professor and mentor working almost exclusively with single mother students. When as educator you are passionately dedicated to seeing all of your students succeed, yet your students face complex barriers that lead them to continually come to the point of "making peace with the outcome," to be the one responsible for implementing the delivery of that outcome is profoundly difficult—heart wrenching to be genuine.

I will never forget the name or the face of the single mom student who I bent over in contortions to try to help hold above water as I watched her drowning in the demands of poverty, college, and motherhood, as a single mom without reliable childcare, and commuting two hours across the city by public transportation to get to school. I was also a poor student mom, a more advanced scholar, but one who "got it" in a way that none of her other professors had offered to her. And then, ultimately, I had to fail her, twice. Knowing fully how difficult her situation was, as her beloved teacher it broke my heart to feel as though I did everything I could to help her and it still wasn't enough. Uploading the F into the university grading system was brutally painful, but we both knew that there was no way to justify that she had earned any other grade. I balled my eyes out on the phone with my sister for two hours trying to make peace with the outcome— I'm still not sure that I have fully made peace with the outcome.

Contrary to the way one might imagine a college professor who dreams of dressing like Ms. Frizzle and singing, dancing, playing, and learning, with parents and their kids all day, my students will tell you that I'm a pretty tough grader. I allow a lot of flexibility, but I hold students accountable for completing their work (allowing extensions when necessary), and for playing an

active role in their own successful engagement with, and processing of, the content, ideas, and processes presented and engaged within the trajectory of the course.

However, because I genuinely like my students and have committed as an ally in their learning and academic success, I've had more than a few funny interactions with students who clearly scribbled off their paper five minutes before class without having done the readings, or who didn't think they *really* had to do that assignment, or who straight up fell asleep in class. But while I'm definitely a professor who understands and empathizes with my students, I am also a professor who holds them accountable for doing their work and for their engagement in learning.

Grading and assessment in this context *must* begin with clearly communicated expectations that students understand and use to guide the process of their work. Each graded component of a course should provide a list of assignment components and expectations and a grading rubric against which the assignment will be assessed. Grading standards and rubrics can be created by the professor or co-constructed by the classroom community. The latter approach helps ensure that everyone understands the expectations and guidelines, and that they are more or less mutually agreed upon (Caprio, 2001). Additionally, by developing grading rubrics collaboratively, students learn to assess and apply the standards of academic rigor, and quality work, and consequently to recognize work that does not meet the bar. Student-guided grading parameters can also allow more flexibility in form, modality, and presentation, by establishing guidelines reflecting learning outcomes and deliverables that allow for creative interpretation within specified parameters. Additionally, because students were involved in designing the parameters of an assignment, there is a stronger sense of objectivity in assessment whereby students understand exactly what grade they earned and why. With very clear and collectively

understood grading rubrics, students can even assess their own work or peer-review their classmates' assignments with decent inter-rater reliability between professor and student assessments (Caprio, 2001).

For those of us that struggle with the emotional difficulty of grading, standardized grading rubrics, especially those that are collaborative developed and implemented, allow the standards and expectations to be clear, well understood, realistic, and rigorous, while softening the emotional and personal aspects of grading. Using grading rubrics, I also find that grading takes a lot less time, because I spend less of it internally debating whether a specific assignment is a B or a B-, or questioning whether I graded one students' paper more harshly than another because I hadn't had enough caffeine yet when I graded it.

Within the Two-Generation Classroom, every graded assignment has clear grading standards and rubrics, and/or incorporates the process of collaboratively developing them as the assignment is introduced. In a traditional format course, this would happen in class using the chalk or whiteboard. However, because classroom time is dedicated to parent/child activities, for assignments where the child is not directly involved in completing the assignment, planning assignment assessment standards will take place in the online learning platform and/or video chat discussion groups.

Combining the principles of *Connected Teaching* (Clinchy et al, 1985) with Freire's *Pedagogy of the Oppressed*, and the underpinning educational philosophies of John Dewey and Alfred North Whitehead, the following are provided as generalized guidelines for democratic, engaging, and participatory, teaching/learning that I refer to as *Transformative Pedagogy.* I

believe that this approach to teaching/learning should be the basis of all contemporary education, and is the foundation upon which the Two-Generation Classroom has been conceptualized:

1. Acknowledge and value the intellectual brilliance of each student in the classroom: Too often, we believe that we are not brilliant until we are told that we are. Connected Education stresses that student parents need to hear that they are brilliant (not just that they have the capacity to *become* brilliant, but that they are *already* brilliant), in whatever ways they truly are (acknowledging brilliance must be genuine). As we get to know our students as individuals, we come pretty easily to recognize their brilliance, but can't forget that they often might need a mirror to reflect it back at them in order for them to see it (Clinchy et al, 1985).

2. Value and engage students lived experiences in the classroom. Work together as a community of learners to create learning experiences that are meaningful to all participants.

3. Create space for applying theory as a means toward better understanding practical experiences and living knowledge.

4. Begin with the expertise of the student, rather than that of the teacher.

5. Present the teacher as fallible, subjective, flawed and imperfect. A human being partnering to engage in the process of learning, rather than an all-knowing expert who should be revered rather than engaged, copied rather than challenged.

6. Value the applied and experiential. Intentionally build bridges between learned knowledge and real-world applications that are meaningful in student lives.

7. Challenge students to think and make choices independently rather than reproducing the right answers and accepting choices that are made for them. Shift to learning *how to decide* what to do, rather than learning how to figure out what you are being asked to do and doing it efficiently. Support students to shift their roles from followers to leaders.

8. Awaken student interests and passions in ways that make learning: fun, engaging and more successful.

9. Bend the rules to allow flexibility when a student needs more time, or modification of the learning structure in order to best achieve the intended learning outcomes.

10. Nurture and care for and about students without coddling them. Be genuine and compassionate. Understanding and flexible, but also strict, disciplined, and rigorous. Give the student all the time they need, but don't allow them to pass until they have done the work successfully.

11. Allow the roles of student and teacher to become more fluid and dialectic, whereby the student sometimes assumes the role of teacher, and teacher of student. Recognize that teaching and learning are the same processes. These can be described with the German word onderwijzen, or "tearning" as Dalke refers to the simultaneous processes of teaching/learning (2002).

12. Engage together as students and teachers to actively work to co-construct the classroom: engage in discussion, generate theory, actively listen to the contributions of all participants. Establish and enforce classroom guidelines and expectations collectively. Work through and problem-solve challenges and issues as they arise, as opposed to unilateral decision making by the person in power (the professor).

13. Invite students to help inform and instruct curricula and content in shaping their own learning processes and trajectories.

14. Move from viewing the individual as passive, to seeing them as an active occupant of a social world in which they interact with other people, and institutions, and in which they have agency and autonomy and serve as co-creators.

15. Engage in dialogue / multi-vocality / (multi) perspectival understanding.

16. Question Everything. Employ the question "Why" to insist upon accurate, rational and justified conclusions and recommendations.

17. Use the methods of inquiry and science to challenge the status quo, and to undermine, thwart, subdue, and overthrow systems of oppression.

18. Engage students as long-term partners toward the emergence of increasing social justice and equity within the surrounding society and broader world.

STUDENT PARENTS & SUPPORT FOR HIGHER EDUCATION

It is hard to get major funders to line up behind the ideals of transformative pedagogy in the sake of education for education's sake, especially when the beneficiaries are predominantly poor women of color who have been villainized by welfare stereotypes and ravaged by the aftermath of welfare reform, the great recession, and the ongoing labor of maintaining a tattered and torn patchwork safety net of social service program benefits (Green, 2013a; Green 2013b, Marchevsky & Theoharis, 2006; Katz, 2013; Polakow et al, 2004; Adair & Dahlberg, 2003;

Shaw et al, 2006). On the one hand, I know that in the minds of many human services and education commissioners, the aims of a college education are simply too lofty, too long-term, and thus, too unstable to warrant the support of program services while a parent is enrolled in a college degree program (Kates, 2004). However, it seems to be growingly recognized that some level of education and training beyond high school is necessary for meaningful engagement in the 21st Century labor market (Somer et al, 2018; Green 2013b; Polakow et al, 2004).

Furthermore, I know that for so many of the students who I have worked with, the prospect of a career-wage job that can offer stability to their financial and family lives cannot come soon enough. Thus, I fully understand and embrace the importance of vocational preparation and career readiness as critical to students' postsecondary educations—but also staunchly argue that for most people, these outcomes are best achieved through a baccalaureate education, including those that—like my own education—often begin at community colleges.

It is important to consider that educational stratification continues to perpetuate in ways that privilege access to higher education for white middle-class traditional students, while systematically working to barricade access for poor and working-class students and students of color. Samuel Bowls and Herbert Gintis raise a legitimate issue, which should be considered and accounted for, within any educator attempts to reform the field of education. In addition to the direct purposes of the education system—transmitting knowledge and curating the development of the mind and interpersonal communication and collaboration—as a social institution the system of education also serves to reproduce and maintain inequalities and to uphold the existing systems of social order. The purpose of education, according to Bowls and Gintis, is therefore not necessarily societal progress and personal transformation, but rather social reproduction and

continuity. Bowls and Gintis argue, that from this prospective the educator who sees their purpose as facilitating processes of teaching/learning that are transformative to student and society, wagers a direct challenge: positioning themselves in conflict with the forces within the institution of education that view its purpose as social reproduction rather than social advancement; socializing people to get along in the society we live in, rather than developing leaders and innovators aimed at changing and improving it (1976).

It is also important to consider that the students who most need change to be brought about in the world, are those whose experiences of it are pointedly oppressive within the current order of things.[4] These are also the students who are the least likely to find success within the current structures of schooling—extending from early childhood through postsecondary education.

Mitchell Stevens, Elizabeth Armstrong, and Richard Arum introduce the metaphors of sieve and incubator in describing the functions of higher education, which also can be extended to apply to children's education as well. The first purpose of education is to cultivate and curate critical thinking and the development of the mind and skills for effective communication and collaboration with other minds: the incubator. However, the second function, the sieve, functions to continuously push people out of the education system. Often in the name of principles such as "rigor," "academic commitment," "personal dedication" and "grit," these systems lay claim to the principles of objectivity and neutrality, while systematically perpetuating racialized,

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[4] Here I am being intentional to not use comparative language describing experiences as "more" or "less" oppressive. This incorporates Patricia Hill Collins' perspective on intersectionality and the *Matrix of Domination*, which posits that comparative language issuing judgement about the degree of an individuals' oppression is counter-productive. Instead of sparking arguments about who is and is less oppressed, we can all work to process and acknowledge the ways in which our past, present and future experiences have been shaped by systems of privilege and oppression (1990).

gendered, and socioeconomic inequities that shape who does and does not make it through the educational system along lines of race, class, gender, age and parenting status as intersectionally experienced.

There are countless examples of the ways in which students of color, and students from poor and working-class families, and non-traditional college students encounter barriers and challenges in the education system that set them up for academic failure. Importantly, these are experiences that are largely non-existent within the lives of more privileged students (i.e. traditional middle-class/affluent white students without children). Even whereby women are now the majority of college students (Diprete & Buchmann, 2013), educational institutions and systems also continue to fail, even on the most basic protections afforded by Title IX that are mandated by federal law (U.S. Department of Education, 2013). I argue that the systems that form the intersectional experiences of student parents, who are all non-traditional students, are overwhelmingly poor, and are disproportionately students of color, work to systematically undermine the educational success of even the most gritty, dedicated, and brilliant student parents (Green, 2013b).

From this perspective, the fundamental disconnect between the brilliance I have seen in the student parents I have met across the country and the world, and the low national retention and graduation rates of students who list a child on their federal applications for financial aid (FAFSA), begins to make sense as a deeply institutionalized manifestation of oppression and inequity in education. Those of us who see our commitment as educators as expanding equitable opportunity, inclusion, and shared commitment to a more just world, *must* consciously intervene in this system in order to shift its outcomes to become more equitable.

Educators who have worked with student parents in the classroom have emerged from these experiences having transformed the way that they approach the processes of teaching and learning. Using varied approaches to transformational pedagogy, educators have found ways to align themselves with the success of their student parents; to engage them in their identities and life experiences; and to use pedagogy as a means to confront, unpack, and challenge their own oppression (hooks, 2003; Clinchy et al, 1985; Luttrell, 2003; Luttrell, 1997; Adair, 2003). This was also the experience I shared with the students in my *Freshman Inquiry* seminar.

For poor and working-class students in particular, the transformative power of developing oneself as a critical thinker and building relationships with professors and classmates is tangential: at the end of the day, most poor and working-class students come to college to get a degree that will prepare them for a career-track job (Stuber, 2011; Green, Forthcoming; Pearson 2016). However, Jenny Stuber observes that this orientation to college as part of a career trajectory, rather than college as a process of discovery and calling, is horizontally stratified on class lines. In other words, middle-class and affluent kids view college as a place to explore, discover, make friends, and get involved in a variety of interests, activities, and projects, in and outside the classroom, while poor and working-class kids (and adults) go to college to get degrees that will get them jobs (Stuber, 2011). However, these outcomes need not be exclusive: one can graduate from college having both discovered, explored and found calling, *and* successfully prepared for a career—in fact, those who do find the opportunity to do both, are the most successful after graduation (Stuber, 2011).

In addition to the internalized forces that shape students' approaches to and views on the purpose and nature of higher education, it is also important to acknowledge that for the poorest

among us, support for postsecondary education is often restricted to only the shortest and least prestigious degree and credential programs (Kates, 2007). Federal, state, and private funders have largely aimed their antipoverty initiatives at non-degree bearing credential programs, aimed at short-term job training for as little as a few weeks to a few months, and generally no longer than a year. However, growing support has recently been directed toward community colleges, sometimes supporting associate degree programs (Chase-Lansdale & Brooks-Gunn, 2014). Importantly qualitative research with low-income mothers across multiple studies, report that short-term job training led them only to jobs that were impermanent, credentials that were not transferrable, and ultimately did not effectively lift their families out of poverty (Dodson, 1999). Conversely, research has found that higher education provides immediate benefits that incrementally increase at each degree level, beginning not at the point of graduation, but rather the point of initial college enrollment (Katz, 2019).

While a bachelor's degree is now considered by some to be the entry-level floor for most middle-class occupations (excepting some fields which are still unionized and/or in heavily male dominated industries), when I show up talking about supporting student parents to complete bachelor's degrees—and graduate degrees, or whatever other degrees that students define as their individualized goals—people think I'm nuts. With the average time to baccalaureate degree completion for student parents at about ten years (Attewell et al, 2007), and the recognition that longer degree trajectories are tied to increased opportunities for things to go wrong, I guess I can see why they would think that. Is it worthwhile to invest in programs that take a long time for people to finish, have relatively low success rates, and are very expensive? No funder would

think so, and programs ultimately do not survive without funding. If this was reframed however, to reflect the reality of experience that I witnessed I believe that they would change their minds.

What if I told you that we could change the intergenerational trajectory of family poverty in six years (not ten), by investing in approaches to supporting whole-family education? If there is a meaningful way to get the heads of low-income households into career-trajectories that support both financial independence and personal fulfillment, while simultaneously ensuring that their children also attend college in the future, six years becomes a relatively short time-frame— especially when measured in the course of multiple generations of lifetimes.

What if I also added that this approach will effectively prepare two-generations with the skills and aptitudes necessary not only to compete in 21st Century economies and labor markets, but to become innovators and leaders within them? Perhaps people might begin to change their minds.

When I first began the sociological study of issues impacting student parents in 2003, it was in the aftermath of welfare reform, which had eliminated cash and childcare assistance eligibility for households with parents enrolled in college. From 1996-1999 the numbers of mothers receiving welfare benefits while attending college plummeted from 650,000 to 358,000 nationally (Price, 1999). Students who wished to retain their cash and childcare benefits (essential to their basic economic survival) were forced to leave college to complete "approved" work activities (generally leading to low-wage rather than career-track jobs) or lose their benefits. Many stopped out. Yet many more persisted in pursuing their degrees even in the face of punitive welfare sanctions, and unsupportive campus climates. They came up with creative strategies, sought out alternate sources of support, and persisted in the face of a system of social

institutions that seemed doggedly determined to undermine their academic persistence and success (Green, 2013b, Katz, 2013; Duquaine-Watson, 2017).

As some states relaxed requirements to allow college students to once again utilize cash and childcare assistance programs, and the great recession hit, numbers of undergraduate student parents enrolled in higher education institutions ballooned, growing from 3.9 to 4.8 million students between 2008 and 2012 (an increase of approximately 900,000). Some of these students lost their jobs during the great recession and returned to college for retraining, while others who had lived in poverty before 2008, felt the blow of the recession, as combined with a disintegrated and dismantled social safety net, most severely (Katz, Forthcoming B) and were motivated by looking for any opportunity for stability and mobility. Yet by 2016 most of these new student parents had stopped out and student parent enrollment fell back to pre-recession levels.

Even in the face of incredible adversity, despite restrictive welfare policies and campuses that are not particularly family friendly, *college is catching* as a meaningful pathway out of poverty for many people. Student parents are negotiating and navigating their tenuous ability to stay in school, often in stubborn spite of the forces, institutions, individuals and policies that attempt to undermine their persistence.

These students recognize the importance of a college education to their own lives and to the betterment and wellbeing of their children (Dodson & Luttrell, 2008). They strive to achieve financial independence and stability, educational opportunities and extracurricular enrichment for their children, and the opportunity to make meaningful contributions to the world. Thus, they persist, even in the face of obstacles and hardships. They refuse to accept defeat, framing their setbacks as temporary, and their determination to completing their degrees as both fierce and

strategic. This is what we see in a context of minimal support. *Imagine the potential and possibility if the systems of education were actually designed to support their success.*

THE TWO-GENERATION APPROACH & INTERGENERATIONAL LEARNING

While there may be varying models for what one might refer to as intergenerational learning, or two-generational classroom contexts, the definitions and parameters for The Two-Generation Classroom are specifically defined, with areas for potential growth or flexibility noted, and guidelines that should be strictly considered, clearly indicated.

Intergenerational learning, is a broader approach, which I define as any setting within which adults and children share together in some form of educational context (formal or informal) to learn something. Although some programs that work with bridging the elderly with younger adults might also be considered "intergenerational" (for examples see Next Avenue, 2016; Styles & Morrow, 1992), these programs fall outside the scope of my use of the term because children are not involved (although a program connecting preschoolers with the elderly would qualify within the given parameters) (e.g. Predny & Relf, 2001).

Two-generation Programs, are those that employ the *Two-Generational Model of Human Capital Development,* toward efforts to support low-income families to achieve educational and career goals aimed at mobility from poverty (Somer, Sabol, Chor, Scheider, Chase-Lansdale, Brooks-Gunn, Small, King, and Yoshikawa, 2018). Such initiatives offer programming and services, and target measurable outcomes from both adult and child, primarily within the context of anti-poverty/mobility initiatives. Two-generational programs may take an approach that is initiated with the Child (e.g. Head Start), or that is initiated with the parent (e.g. many college

programs), but that aims services and outcomes toward families holistically (Annie E. Casey Foundation, 2014; Cook, 2015; Schmit, Matthews & Golden, 2014).

In recent years, many major foundations have developed interest in and adopted a two-generation orientation, especially with regards to education programs, with many of the major foundations, as well as the U.S. Departments of Health & Human Services, Education, and Labor, and many state and city governments, and other non-profits and smaller foundations across the country all focusing on two-generation initiatives (Annie E. Casey Foundation, 2014; Jobs for the Future, 2016; U.S. Department of Education, ND; Administration for Children & Families, ND; U.S. Department of Labor, 2016).

Two generation programming is more narrowly defined as those programs and activities which are offered in ways that support parent and child simultaneously. Two-generation programming may include both parallel models in which parents and child engage in separate age appropriate activities within the same program, (often in the same building or on the same campus), and integrative models, through which parents and children participate and engage in the same activities together. Two-generation programming may include special and regular events, field trips, classes, or larger scale program designs which are offered in ways that support both parent and child.

The underpinnings of the two-generation human capital approach, or two-generation anti-poverty approach (both terminologies are commonly used), are the

> "…interrelatedness of outcomes for parents and children…and decades of research from developmental science [that] demonstrates that parents are the primary influence on young children's development…and that the parent child dyad and home environment are the foundation for children's health and development" (Somer et al 2018: p. 121).

Two-Generation approaches work to address the needs of parent and child simultaneously (albeit most often separately) to help both achieve educational and career development outcomes. As parents reach their educational and career goals, they transition into career-track employment, and (hopefully) a living wage with benefits that can support their families. Family investment theory suggests that as parents move through this transition, they will spend more money on their children's educational enrichment through purchase of educational toys and literacy/numeracy materials, and enrolling them in extra-curricular activities (Somer et al, 2018). Financial stability also reduces stress, enhances parental mental health and wellbeing, and increases optimism, all of which are associated with improved family/child wellbeing as well (Somer et al, 2018).

The aspirations and goals expressed by the students I have worked with echo this sentiment, with a caveat. Sheila Katz challenges the presumption that families must wait until the end of their education to achieve these benefits for parents, children and families. The educationally enriching familial environment that develops when student parents go back to school, begins on day one; the two-generational benefits of this environment are not only achieved in the long-term, beginning not so much, *someday*, but, *the next day* (Katz, 2019). Together parents and children take mutual pride in education, complete homework assignments together, celebrate their successes, and strategize their challenges (Katz, 2019; Dodson 1999; Dodson & Luttrell, 2008). Supporting student parent families to collectively engage in educationally enriching activities as a family, ranging from parents and children completing, sharing and celebrating homework assignments together, to Two-Generational Courses, in which

parent and child mutually engage in formal learning together, affords the long-term benefits of whole-family educational enrichment, beginning immediately (Katz, 2019).

Furthermore, by directly addressing and alleviating barriers to educational participation and engagement for student parents, the Two-Generation Classroom approach aims to reduce student stress, while acknowledging and validating their identities as both parents and learners, and as individuals, targeting outcomes that will likely reflect improved parental mental health. Research shows that early childhood and two-generation programs are most impactful when initiated while children are still in early childhood (Somer et al, 2018), Two-generation approaches must focus not only on the career and economic outcomes achieved at the end of an educational program, but the processes of growth, affirmation, and engagement with lifelong learning that begin on day one.

Two-Generation approaches and strategies are not new to antipoverty programs and agendas. The term and conceptualization of two-generational approaches began in the 1980s and 1990s with programs that Lindsay Chase-Lansdale and Jeanne Brooks-Gunn refer to as "Two-Gen 1.0." These programs largely began out of child focused programs such as Head Start, adding on family support components, such as support with applying for public assistance, GED/high school completion, literacy programs, parenting skills, and family coaching for the parents of enrolled children. Additionally, teen parent programs, mostly offered in high schools, worked to help young parents earn their degrees, while ensuring child wellbeing (Chase-Lansdale & Brooks-Gunn, 2014; Somer, et al, 2018).

Two-Gen 1.0 programs were not particularly effective in meeting their targeted goals—particularly parental educational benchmarks. Scholars of these programs criticize Two-Gen 1.0

programs as being, "light touch services for one generation…lacking intensity and purposeful coordination of services for either parents or children and the level of partnership needed to achieve impacts across generations." (Somer, et al, 2018: 121). Many programs involved "soft referrals" to third-party services and programs, and no real evaluation measurements were established to determine whether the programs were successfully meeting their goals for both generations (Chase-Lansdale & Brooks-Gunn, 2014). Additionally, I would add the criticism that the programs themselves were quite "soft." Programs offered support in areas such as parenting skills, "soft" skills (such as interviewing and dressing for success), considering their goals ambitious if they went as far as to provide a GED Program or English Proficiency Course. As a result, although the underpinning theory was well founded, these programs were not particularly successful (Chase-Lansdale & Brooks-Gunn, 2014).

Around 2013, new emphasis began around approaches that Lindsey Chase-Lansdale and Jeanne Brooks-Gunn refer to as "Two-Gen 2.0" (2014). These programs approach working with families more holistically, in ways that simultaneously offer programming and services at the adult and child levels and evaluate their impacts and effectiveness through measuring outcomes for both parent and child. Two-Gen 2.0 programs are distinct from their 1.0 predecessors in that they intentionally work to break down the silos between adult and child-based services, and to extend their adult programming focus beyond high school and GED programs to include postsecondary education.

The key components of these programs bring together services for adults focused on education and career development, with early childhood education programs, both programs being coordinated by a single entity (Chase-Lansdale and Brooks-Gunn, 2014). It is notable that

although Two-Gen 2.0 programs are generally thought as the present approach, while 1.0 is considered the past, there are many programs that I have visited and contacted by phone and video chat that have provided coordinated adult-and-child services, especially on college campuses, dating back to the GI Bill, although they only recently began referring to themselves as two-generation programs. Thus, instead of considering 2-Gen 1.0 and 2.0 to coincide with a timeline, I think of the differences between the two more in terms of an upgrade. This upgrade is informed by the guidelines of evidence-based best practices, with some Two-Gen 2.0 programs being very well established, and others just beginning to emerge.

Today's Two-Generation Programs begin from one of three starting points: some programs begin primarily with the adult, and work toward strategies for including and supporting the child as part of efforts to expand toward a two-generation approach. This is the most common starting place for most colleges and universities.

Other programs begin with services oriented toward the child and expand toward serving and supporting the parent and family/household. These programs view adult and family supports and services as an extension of their support for children as situated within families upon which they are integral and dependent. Head Start is a great example, whereby the primary service is early childhood education, and the primary target is the child, but family support services and parental programming are added as strategies for increasing whole family support.

The third approach begins simultaneously with parent and child at equal yet differentiated levels of support. The example used by Ascend at the Aspen Institute of such a program is The Jeremiah Program, which I have personally visited in Minneapolis and St. Paul and partnered with closely over the past five years in Boston. Jeremiah's traditional program model provides

affordable family housing for low-income mothers and their children in Minneapolis and St.

Paul, Minnesota (there are program sites in each city), Austin, Texas and Fargo, North Dakota

(as well as a non-residential program site in Boston). Mothers are required to be enrolled in

postsecondary education programs and work for the combined equivalent of full-time hours.

Additionally, the program provides life skills workshops, weekly coaching to address and

strategize academic and life challenges, and opportunities for socializing and network building.

Simultaneously, the program offers a high-quality on-site early childhood education center

(accredited by the National Association for the Education of Young Children—NAEYC) where

children engage in their own educational experiences while their mothers are at work and school

(Sims & Bogle, ND). Thus, Jeremiah takes a "whole family" approach, which is presented as the

ideal to which two-generation programs should move inwardly towards from either direction

(parent centered or child centered) (Chase-Lansdale & Brooks-Gunn, 2014).

Emergent two-generation program partnerships have developed collaborations to

streamline and package two-generational programs and support services by bringing together

partners from child-oriented and adult-oriented programs, to coordinate simultaneous supports to

both adult and child. For example, The Ohio State University and Columbus State Community

College have partnered with a Columbus-Based affordable housing developer, Community

Properties of Ohio, which built and operates housing and childcare for single parents enrolled at

either institution, while college and university staff run academic programming and support

services. Overall, in all cases, two-generation programs to date have been structured with

primarily separate components and activities for parent and child, with some limited whole

family components (generally meals, social gatherings and special events are structured as intergenerational activities).

Two-Generation approaches have become incredibly popular in the past five years. Ascend at the Aspen Institute, a program whose mission is to serve as a hub for the development of networks, strategies, best practices and evaluation outcomes for two-generation programs, launched in 2012, and has now grown to reflect a national network of hundreds of programs and institutions. Major foundations and federal agencies, as well as several smaller philanthropic entities, have created initiatives, funding priorities, and partnerships emphasizing and cultivating two-generational programs.

Ascend at the Aspen Institute worked with an interdisciplinary national working group to develop a report providing suggested outcomes and strategies for assessment of two-generation programs and a bank of questions and considerations to be used in these efforts. These guidelines offer that Two-Generation Program Evaluation should:

1) Account for and measure outcomes for both parent and child.

2) Embed ongoing learning and evaluation in the processes of developing programs, policies and systems to support two-generation initiatives.

3) Use mixed-methods both in terms of qualitative and quantitative research components, and combinations of multiple qualitative and/or quantitative approaches/methods (e.g. interviews and focus groups or parent surveys and child educational assessments).

4) Use and Promote Data to support the justification for and effectiveness of the program approach and how it contributes to familial and broader social outcomes.

5) Build internal capacity and iterative program development through continuous feedback and strategies for ongoing innovation.
(Sims and Bogle, ND).

While these guidelines, the upgrade in emphasis from Two-Gen 1.0 to 2.0 models, and growing national interest in two-generation approaches, has impacted major nationwide advances in policy and funding, and in program availability and design, there is more to be explored and developed within frameworks of the Two-Generation Human Capital Approach. Most Two-Gen 2.0 programs have only extended the focus of their targeted adult degree programs one ladder-step from high school and GED programs to short-term credentials and certificates and community college programs that exclude baccalaureate transfer degree options (Somer et al, 2018; Chase-Lansdale and Brooks-Gunn, 2014; Sims & Bogle, ND). However, college and university programs have strongly aligned with the two-generation approach, and many are working to develop family friendly campuses and sustain and expand two-generational programming (National Center for Student Parent Programs, 2018).

In terms of two-generational approaches to educational curricula, there is still a lot to be explored. Many Two-Gen 1.0 and 2.0 programs offer programming for parent and child asynchronously, or in a parallel but separate structure in which adults and children are divided into separate spaces to complete disconnected and separate activities. These structures present ongoing challenges to evaluation that separate parent and child into distinct groups and continue to emphasize one over the other. They also present contexts that perpetuate the separation of parents from their children, creating a situation that can exacerbate the guilt that student parents feel about the long hours of separation that they already have from their children. Even though an activity or program may be enriching, educational, and fun for their children, it is complicated by the reality that it is yet another context that takes away from time spent together and

opportunities for parent/child bonding (Severens, Rizer, Pellinen, & Chablani-Medley, 2014).

Perhaps these considerations will drive Two-Gen 3.0 in its next iteration.

TWENTY-FIRST CENTURY SKILLS & TWENTY-FIRST CENTURY CLASSROOMS

The Partnership for 21st Century Skills defines learning, not only in terms of the three

Rs—Reading, (w)Riting and (a)Rithmatic (or four Rs if we add the (a)Rts)), but also in terms of

the four Cs: Critical Thinking, Communication, Collaboration and Creativity. These central areas

of learning and skills development are augmented in the 21st Century toolkit, by additional

focuses on career and life skills development, and information, media and technology training

(Partnership for 21st Century Skills, ND). Integrative arts approaches to learning within the

general education curriculum, are directly linked to the four Cs (Fineburg, 1995), and are thus

important within a twenty-first century education. Through intentional design around these 21st

Century Learning Outcomes, and use of an integrated arts approach, the Two-Generation

Classroom offers an opportunity that addresses non-traditional students as the majority of

twenty-first century undergraduates, while also using a pedagogical approach that supports

student learning and intellectual development, including targeted learning outcomes in both

subject-area content, and twenty-first century skills development.

In addition to considering who twenty-first century learners are *outside of the classroom*,

it is equally important for educators to consider who their students are as learners *in the*

classroom. What motivates and compels them to learn? What skills will they need as they earn

their degrees, transition to work, and build their careers during a period of rapid automation,

technological advancement, and intellectualization within the workforce? When "any job is

vulnerable if it can be replaced by a computer" (Cornett, 2011: p. 11), brain power is what will

drive the twenty-first century labor market (Lynch, 2008). The strategies of memorization, recall, and rote that supported the education and training of factory and white collar workers, pose inadequate challenge to learners who will grow up in contexts whereby there is no pre-determined "right" or "wrong" answer, and they are challenged to think critically and to consider the strengths and limitations of multiple perspectives and potential solutions (Binkley, Erstead, Herman, Raizen, Ripley, Miller-Ricci, & Rumble, 2012). Today's students need preparation to become tomorrow's innovators and problem solvers, through approaching and considering issues from multiple points-of-view, and through multiple modalities of learning and understanding.

INCLUSION & EQUITY

In 2005, the Association of American Colleges and Universities called for an inclusive excellence approach to postsecondary education, considering diversity and inclusion on campus within four areas: (1) access and equity; (2) campus climate; (3) diversity within the curriculum, and (4) student learning and development (Danowitz and Tuitt, 2011). The integrated arts approach to education offered within the context of the Two-Generation Classroom is important to all of these goals. Particularly as Mary Ann Danowitz and Frank Tuitt explain:

> Although diversifying the curriculum can assist in the creation of an inclusive learning environment, this is only the first step. Even in cases where the curriculum is diverse…faculty members often use traditional modes of instruction, which serve to exclude rather than include students…Thus, faculty members must not only concern themselves with *what* they teach, they also must be concerned with *how* they teach (2011, p. 43).

Through the integrative arts and two-generation approaches of this model, we celebrate, engage, and include the diversity of students and their families in an authentic manner, "celebrating each [student's] powerful voice," (Karafalis and Dicks, n.d.) as they bring their own lifeworlds to the classroom (Habermas, 1987).

While sociologists are keenly aware of the systems of power and oppression that are structured intersectionally within our society along the lines of race/ethnicity, social class, gender, age, sexual orientation, (dis)ability, nationality, immigration status and native language, what we are less aware of are the less tangential or visible issues: life experience, learning style/strengths, and dominant form of intelligence.

According to cognitive and neurological scientist Howard Gardner, intelligence is multifaceted. The question is thus, not whether an individual is intelligent, but rather *in what ways* they are intelligent (the fact of intelligence being reframed as a given) (Gardner, 1999). There is a quote that is often misappropriated to Albert Einstein that reads, "Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." Although the attribution of this quote should probably actually go to Matthew Kelly, who falsely attributed the quote to Einstein in 2004 (Creighton, 2014), the premise that everyone has strengths and weaknesses, and that intelligence should have multiple dimensions, resonates with the premises of Gardner's theory of multiple intelligences.

Gardner originally identified seven forms of intelligence: verbal/linguistic, logistical mathematical, musical, bodily-kinesthetic, visual/spatial, interpersonal, and intrapersonal (1983). Additional forms of intelligence have since been added including: naturalistic, spiritual, existential, and moral (Smith, 2008).

Gardner differentiates multiple intelligences as distinct and different from learning styles, which also inform classroom instruction (Gardener, 2003). Learning styles define students as visual, kinesthetic, and/or auditory learners. Visual learners best incorporate information by sight; kinesthetic learners by touch or moving around in space; and auditory learners through

hearing (Willingham, 2006). College educators often work to balance classroom activities between these learning approaches: students read articles or watch films (visual) and engage in lectures and classroom discussions (auditory). Although kinesthetic learning seems to be less prioritized, it is sometimes presented, in the form of fieldtrips, walk-throughs, and other experiential learning activities.

An established critique of the American education system by multiple intelligence theorists is that some dominant intelligences and learning styles are privileged and reinforced in ways that reproduce social and educational inequities (Smagorinsky, 1991; Gardner, 1999). Specifically, verbal/linguistic, logistical/mathematical, and to a lesser degree, visual/spatial learning is emphasized, to the benefit of students who find strength in these modalities for learning, while those who are more bodily/kinesthetic, musical, or naturalistic, might fidget in desks, unable to learn from classroom approaches that emphasize their weaknesses while ignoring their strengths.

Additionally, a diverse and inclusionary approach must incorporate life experiences and personal perspectives as a key consideration. In the college classroom, data is generally privileged over experience. While the current "fake news" era has led to some arguments that personal experience does not trump the basic reality of facts, there should be space within the classroom for students to present and share their life experiences, and to theorize and situate these experiences within what they are learning. Moments where a student's experience contradicts or challenges an idea, concept, or theory presented in class are critical. If a student can attach new learning to life experiences, they will learn and retain it better (Anderson, Reynolds, Schallert, & Goetz, 1977). However, if the course material contradicts life

experiences it must be processed, challenged, unpacked, discussed, and further theorized, or risk being dismissed entirely as out-of-touch and inaccurate. Students often lack the ability to articulate this criticism within academic terms, which is responded to by the academy through silencing their voices within their own institutions, thus feeding the view of the academy as oppressive and out of touch (hooks, 2003).

Non-traditional students often perceive and experience the college classroom as a space where experience is deemed wrong, while academic knowledge passed down from intellectual authorities (such as professors and authors of textbooks) is to be heralded and accepted without challenge. It is a space in which they are blasted violently with a firehose of knowledge barraging them with information too quickly and too abstractly to give it meaning or retain it. This is compounded by a power differential within which, by having control over grading and assessment, the authority figure (the professor) compels the student to agree rather than argue.

Non-traditional students arrive in the classroom with myriad rich, complex, and sometimes painful adult life experiences. These experiences directly inform their current perspectives and form a backdrop upon which the student begins to absorb and incorporate new information and learning. Thus, student experiences must be incorporated as a matter of connected teaching and engaged learning dynamics, and as matters of inclusion in the classroom.

Importantly, pedagogical approaches to engaging diverse perspectives in the classroom must consider that the modalities of inequity do not exist in isolation. The term intersectionality acknowledges that systems of privilege and oppression are experienced simultaneously and overlap to create unique prisms of experience (Collins, 1990; Crenshaw, 1989). Thus, in considering an undergraduate sub-population that is comprised of students of color, low-income,

older/returning, and first-generation college students, immigrants and English language learners, and parents balancing college with raising families, an intersectional perspective is critical. Furthermore, when considering the learning needs of students who have yet to thrive in traditional education settings, diversity and inclusion must include efforts to engage with and celebrate multiple approaches to learning, including those that are more experiential and applied.

In research with English Language Learners, Joy Reid found that students preferred tactile and kinesthetic approaches, such as those utilized in arts integration, and that engaging with these pedagogical strategies helped them to better incorporate and learn new information (1987). Research conducted in community centers in low-income neighborhoods has found that arts integration approaches helped participants discuss, engage, and affirm individual experiences and identities, and to cultivate strong relationships with teachers, staff, and other students. Simultaneously, community center staff were better in touch with their constituents needs and life circumstances, and were able to offer consistency, safety, and support in response to their needs (Davis, 1995).

Darby and Caterall also discuss the merits of the arts, especially for low-income, at-risk, and disadvantaged students, who have experienced few successes with conventional educational approaches. Because the arts can approach subject matter through varied teaching modalities, and ways of knowing, the arts can support newfound engagement with academic learning, improve achievement of targeted learning outcomes, improve school satisfaction, promote a sense of belonging and community, and offer students opportunities in which they experience success as students and learners (1995). These are critical to student retention, especially as students grow older and educational enrollment transitions from mandatory to optional, as it is

within postsecondary and adult education. Thus, arts integrated and applied teaching strategies can powerfully impact college access and success for the most at-risk students.

Inequity within higher education can extend the same systems that foster educational injustice across the institution of education. Many non-traditional students begin their studies at community colleges. Of these students, many are placed in pre-college coursework, sometimes referred to as "developmental courses," "remediation," "skills development," or "college prep," targeted at helping students develop their academic skills to prepare for the expectations of college-level coursework (Attewell, Lavin, David, Domina and Leavy, 2006). Research on remediation has found that non-traditional students are most likely to be assigned to developmental coursework. Students assigned to remediation are also overrepresented among students of color, immigrants, and students who receive Pell Grants (indicating lower-income). Debates regarding remediation argue that offering developmental courses at four-year colleges and universities increases college access for minorities, immigrants, and English language learners. Others argue that accepting these students to four-year institutions lowers the bar, and thus the standards and rigor of the academic curriculum itself (Attewell et al, 2006).

In the classroom people often confuse the principles of equity and equality. Equality is focused on inputs. It is the premise through which professors often justify their refusal to modify their curriculum or afford accommodations to a student experiencing structural inequity with the rationale that to do so would not be "fair" to other students. Conversely equity is about outcomes. Each accredited course curriculum, from early childhood education through graduate school, has a determined set of learning outcomes. From an equitable perspective, the teachers' responsibility is to ensure that all of their students are able to achieve those outcomes. This is not

to say that a professor should "dumb-down" or otherwise lower their expectations for any

student, to do so would also be incredibly problematic and unjust. However, the principles of

creative problem solving teach us that more than one equation can lead us to the same outcome:

3+3=6 this is true, however we can also get to six via 4+2 or 5+1 or even 6+0. Translating this to

the classroom context, we can engage in subject-based learning, as well as the development of

critical thinking, and academic skills, through multiple learning pathways.

Arts integrated approaches to teaching and learning can be used at all age levels but are

not as common within postsecondary education. Using the arts has shown to be incredibly

effective in helping students who might otherwise struggle, such as English Language Learners,

and students with attention issues and/or learning differences (Gallas, 1991; Olshansky, 2008).

Through arts integration, multiple intelligences are engaged, allowing students who may struggle

with the mechanics of academic writing to simultaneously demonstrate their learning of

substantive course content, while also supporting the development of literacy and academic skills

(Gardner, 2003; Pica, 2010). Olivia Gude states,

> "Learning begins as creative, deeply personal, primary process play. Such play must be
> truly free, not directed toward mastering a technique, solving a specific problem, or
> illustrating a randomly chosen juxtaposition. Students of all ages need opportunities to
> creatively 'mess around' with various media—to shape and reshape lumps of clay or to
> watch as drops of ink fall upon wet paper and create riveting rhizomatic rivulets (2007:7)

Gude continues that the capacities for imaginative play and creative problem solving are not only

critical for adult learning and development, but are also an economic necessity toward

preparation for the twenty-first century's creative and technical economies (2007).

The general education curriculum is a place that learning in the postsecondary context

begins, and thus, it is important to consider how, as postsecondary educators, we engage our

early college students in the processes of *creative, deeply personal, primary process play.* Thus, while the arts and even play are often thought to reflect the antitheses of rigor, discipline, and serious learning that are central to the collegiate curriculum, in fact they can not only be "serious learning" but can be leveraged to create learning contexts and environments that foster inclusion and collaborative success in the classroom for all students, and allow for educational inclusivity within a two-generational context through differentiated yet inclusionary classroom approaches.

TEACHING TO LEARN

> *We learn:*
> *10% of what we read*
> *20% of what we hear*
> *30% of what we see*
> *50% of what we see and hear*
> *70% of what we talk about*
> *80% of what we experience*
> *95% of what we teach to others.*

While this quote is wildly popular among teachers on the internet, like many quotes on the internet it is misquoted (to William Glasser), and while I cannot figure out where it originated or on what data it is based (even after running it through three plagiarism checkers), I do know that it is a sentiment that resonates with teachers. Part of the reason for this resonation, is because it reflects the experience of teaching itself: we learn to teach and become better teachers, largely through the processes and experiences working with students in the classroom (Dalke, 2002).

Teaching to learn is used in two different ways, which are simultaneously interconnected and distinct. In the first, the phrase, *Teaching to Learn*, is actually used to describe the process of *Learning to Teach*. Recognizing the dialectic between the experience of teaching in the classroom, and the ability to learn and respond in ways that continually improve and develop

one's teaching approaches and strategies, *Teaching to Learn,* is used to refer to the role of teaching within the process of becoming a better teacher.

While this understanding of Teaching to Learn is pedagogical, perhaps the converse understanding could be considered more literal: the process of teaching learned content to others as a means of deepening classroom engagement, promoting increased retention of learning, and sharing the mutual experience of teaching/learning with another person. Both perspectives are critical to approaching the Two-Generation Classroom.

While the primary aim is based on the more literal understanding: students teach learned material to younger learning partners, and in doing so, deepen their own comprehension, engagement, and retention of the content of the course. This intent and strategy is overt and direct, framing the central premise of the Two-Generation Classroom Model.

However, the pedagogical perspective of Teaching to Learn as Learning to Teach is also important, particularly within a model premised on the parent/child relationship or bond. In addition to learning subject-based content established by course curricula, students learn strategies for communicating, interacting, and teaching with children through the process of teaching and learning with a child. Whereby the student is the parent of that child, these skills translate outside of the classroom/homework dynamic of a single course to the broader interactions of parenting. Thus, while students and children learn course materials directly through the process of teaching to learn, students will also more indirectly acquire parenting skills that will transcend the boundaries of course and curriculum.

Previous initiatives engaging the practice of engaging students as teachers to younger students have shown effective positive results for both older and younger learners. At the

elementary-age level, fourth grade students with reading delays were paired as "Learning Coaches" with emerging readers in Kindergarten and First-Grade. Older children first "Applied" to become a learning coach: filling out applications for the position, collecting signed references from teachers and family members, and completing a job interview to emphasize the seriousness of their commitment. Pairs were assigned based on children who needed to work on similar areas of literacy development. The coaches met weekly with teachers and other coaches to plan their lesson plans, and then met with their learning buddies to implement the lessons. After completing the lessons, students were asked to reflect on what worked effectively and what they would do differently for next time. Reflections included both individual reflections completed after each lesson, as well as a cumulative reflection at the end of the project (or in my context, at the end of the course). Students invested in their learning buddies, viewing themselves as role models, and feeling connected. Students also engaged in more depth and with increasing confidence in their own knowledge and skills and made significant progress in their own reading skills (Brewer, Reid and Rhine, 2003).

At the college level, another example of a Teaching to Learn Program, involved Tennessee community college students, who were assigned to design inquiry-based lessons about a particular scientific concept as part of their own college science course. "The collaborative groups presented their lessons to the class, suggested assessment strategies, and peer-tutored their topic to students requiring assistance. The instructor facilitated their presentations, from assisting with multi-media aids to supplementing or clarifying the subject matter where appropriate. After each presentation, [they] reviewed the subject matter and explored its implications, discussed the strengths and weakness of the lesson, and talked about how to modify

it for a younger audience." (409) After the students had created their lesson plans, they set up and planned two teaching/learning experiences: a visit to a high school for juvenile justice system involved boys, and a Science Expo, held at the community college for a boy scout troop and other members of the local community. Using the "Knowledge Fair" type model, students set up learning stations, and greeted visitors to their stations, sharing their information and lesson plans. This gave the community college students the distinct opportunity to educate and share and to play the role of expert on a subject-matter on which they were still learning and developing their confidence.

College students benefited from the project in multiple ways. They expressed a clear sense of service: that their teaching had felt meaningful and provided a rewarding opportunity to use their knowledge in the service of others. One student reported, "I really think we made a difference in these kids' lives." Imagine the magnitude of this reward, when it is being spoken about your own child. Students also recognized their practice and experience with working with children through the project to help them to build their intergenerational communication skills and discussed how they saw it supporting their own roles as parents (or future parents). "The opportunity was afforded to master a topic that was difficult for them and apply their new knowledge to a real-world situation. This validated their competence and self-confidence with scientific subject matter. Self-confidence and a sense of personal competence are important motivators to learning." (Caprio, 2001, p. 410). The author also reported that students built stronger bonds with one another and with the professor than had been his experience in more conventional courses, and that students who participated in the Expo performed significantly better on their next exam than the students who did not attend (Caprio, 2001).

The children who participated also experienced a number of benefits of this model of teaching to learn. Those who participated, were reported to have applied their new knowledge and feelings of success through the learning experience, to teach classmates who had been absent on the day of the visit about what they had learned. Students expressed increased enthusiasm for the school's science fair and had high quality projects reflecting their exposure to the college students. Importantly, the children at the middle school were kids with severe behavioral challenges, that were so inspired to learn about and engage with science that other teachers at the school asked to borrow the curriculum. Additionally, for the group that came to the Science Expo at the community college, both children and parents who participated had the opportunity to come to a college campus, ask questions about what college is like, and how one goes about applying to college, influencing their own aspirations to attend in the future (Caprio, 2001).

Within the Two-Generation Classroom, *Teaching to Learn* is the basis of pedagogy. Students study and learn difficult and complex college-level material through the processes of teaching it to their children. The processes of planning, execution, and reflection, within adult/child learning activities and assignments helps students to process new material, distill it to a more basic form of understanding, communicate it to another person, and to reflect on their process. The ongoing nature of the curriculum as continuously two-generational, provides students not only the opportunity to speak on the issues about which they are learning with authority and expertise, but also to co-engage with their learning partners as collaborative inquirers, that do not know or have all the answers, but can figure out and work through a question of inquiry together, learn about key issues, and actively engage and create meaning around them.

These past teaching projects suggest that the Teaching to Learn approach of the curricula of the Two-Generation Classroom approach, will benefit learning for parent and child, and create ongoing opportunities for critical thinking, creativity, communication and collaboration. To what extent and in what ways the Two-Generational Classroom Experience will benefit both adult and child learning partners, I am excited to pursue as a process of inquiry as the Two-Generation Classroom Initiative is launched and implemented.

METHODS OF RESEARCH & INQUIRY

As a complex and interdisciplinary inquiry, the puzzle of pedagogy with regards to the Two-Generation Classroom is rooted in equally multi-faceted and interdisciplinary research. In my prior research, I conducted interviews and collected research journals from 50 low-income mothers attending college at two- and four- year institutions in ten states, which informed my basic sociological understanding of the issues and challenges faced by low-income student parents in higher education (Green, 2013b).

From this point I went to work closely with two campus-based student parent programs (one urban, one suburban), including the program described in the introduction. As a professor I taught in both programs and collected ethnographic field notes in the urban program over the course of two years. In the suburban program, teaching notes, informal conversations and requests for feedback from student parents on the Two-Generation Classroom as a developing pedagogy, and opportunities to facilitate and test-out two-generational activities, were the primary contributions to this project.

In the first year, my role in the urban program included both serving on the leadership team, and teaching and coaching the students. This role gradually transitioned as a coach was

hired to work more closely with the students on their support needs, with whom I met regularly and directly collaborated. I continued to teach program-specific courses through the first year, and then transitioned to overseeing the programs' *Family Literacy Series*, a monthly educational fieldtrip offered by the college for students and their families. While I continued to work with and support the program in an advising and support capacity beyond this time, my direct involvement with students ended after the second year. In addition to ethnographic field notes, we also collected program data on participant demographics and outcomes, notes and materials from lesson plans and event planning, as well as student work.

The Urban Program, was offered at a small private college, primarily serving low-income students of color in a major metropolitan city on the east coast. The program was initiated by the senior administration, after the college recognized that at least a third of its students were parenting. On the Urban Campus, 93% of students identified as students of color, multi-racial, or "other." 100% of the student parents who participated in the program were first-generation college students, and all but one were Pell Eligible (her disqualification was due to immigration status rather than income). The college also targeted recruitment toward immigrants and English Language Learners, who are not being otherwise served by other colleges and universities in the city, and many of the student parents in the Urban Program were immigrants and/or students whose first language was not English.

In addition to working closely with these two programs, in other capacities I have conducted extensive research and collaboration with multiple student parent programs, including building comprehensive regional datasets on student parent programs offered across the country, and working closely to advise and support student parent programs within campus-based and

non-profit models. Again, while the findings of these studies are largely outside the scope of this initiative, my expertise on student parent programs, and student parent success, has been informed by these efforts.

While beginning my direct work in these two programs, my recognition of the need for a new and innovative pedagogy was nearly immediate. So, in parallel with my ethnographic research, I began a strategic inquiry into the question of how one might build an evidence-based innovation in pedagogy targeted toward increasing academic retention and success for students with children. This began with immersive study in Educational Pedagogy across the life course, specifically considering benefits of, and strategies for, integrating arts into the general education curriculum, through completing the coursework and requirements for the M.Ed. program in Arts, Community and Education focusing on Arts Integration at Lesley University as a second master's degree. This program involved engaging in in-depth study of educational strategies for learners of all ages from infants to the elderly. In addition to this coursework, I also completed two summer courses toward certification in the Orff Schulwerk approach to music education (Introduction and Level I) at the *San Francisco International Orff Course*.

While completing these programs, I began to conduct field research on intergenerational learning, by studying and learning about strategies and settings in which adults and children learn together. As part of this process I conducted observations of four parent/child educational programs, observed family museum field trips, and taught a pilot two-generation class session as part of a special program event. I also sought to identify models in which others had engaged in intergenerational learning, and to interview educators who have used two-generational pedagogy, particularly in the postsecondary setting.

I sought iterative feedback from students as my thinking developed, on what they thought would be supportive, and spoke to them about the ways in which they and their child learn together. To expand my thinking about the structure of out-of-class family time and homework assignments, I observed two families with young children in their homes as both a participant and non-participant observer. This helped me learn about family routines and potential opportunities for facilitating parent/child engagement outside of the classroom.

The findings gleaned from these collective efforts were then used to inform the development of two-generation course syllabi and lesson plans, a process through which to adapt syllabi to a two-generation format, and a rationale through which to build a case for the Two Generation Classroom to be adopted and piloted, and a proposal to pilot the Two Generation Classroom model in at least three postsecondary educational settings.

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FINDINGS

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LESSONS LEARNED FROM INTERGENERATIONAL PEDAGOGY

As I set out to create a new approach to two-generational pedagogy, as any social scientist would, I first asked myself what examples of two-generational teaching and learning I might turn to as a starting point to inform my efforts. In what contexts do parents and children learn together? In many cultures around the world, intergenerational learning is woven into the very threads of the fabric of daily life. Learning is often applied, practical and experiential. Participation is expected at some level from all community members, and so people, whether they are nine-months old, or ninety years old, are expected to contribute, teach, learn and participate at a level that they are able to do so (Goodkin, 2002).

In most western systems of education however, education is highly stratified and disassociative. Children are separated into distinct groups based on the year that they were born, with only rare opportunities to work with other students only a few years older or younger than them. Learning is generally separated into subject-areas with few opportunities for integrated learning, especially as people grow older. Adult education is often rigid, demanding large amounts of reading about abstract concepts that are rarely made concrete by the disembodied classroom lectures that aim to assist students in making sense of them. Classroom learning often serves to further confuse, and to impose arbitrary expectations in the name of imposing professionalist ethic upon those seeking to attain a degree or credential. In these contexts, age differentiation shifts from the imposition of small grade-based learning groups, to the differentiation between learners as adults versus children. This further isolates adults and children from learning together. Children are outright banned from the classroom by some campus policies and can be seen as a nuisance by individual faculty, students and staff, both directly and indirectly discouraging students from bringing their children to campus with them.

Museum Settings

"So, where do adults and children learn together?" I asked myself, turning to colleagues and friends for advice on this matter. The first context I identified was museum settings, broadly defined to include any space in which movement through physical space is used as a pedagogical tool, and which offers specific programming or curricula aimed at working with children and adults together. This might include museums, zoos, aquariums, national parks and monuments, or other similar settings. However, the programs that I specifically observed were at the Museum of Fine Arts, Marine Science Center, Museum of Science, Children's Museum, and Aquarium.

Museum settings present two approaches to intergenerational curricula. Museum exhibits create spaces designed for people to move through as a mechanism for facilitating experiential learning asynchronously. Families may engage together as they move through space, visiting exhibits designed to teach various material, individually or in groups. My observations of families on trips to the Boston Museum of Science, Oregon Museum of Science and Industry, and Boston Children's Museum reflect this approach to intergenerational learning.

Museums also offer classroom programs, in which parents and children are presented by an instructor or facilitator with a synchronous lesson plan that participants carry out within a specific scheduled timeframe. Some of these programs require advanced registration, and others are announced at scheduled times for drop-in attendance by museum visitors, and may take place in classrooms not generally accessible to general museum visitors. I observed such a course, *Marine Messes,* at the Hatfield Marine Science Center in Newport, Oregon.

Finally, some museums have created programming that blend synchronous and asynchronous approaches. For example, the Boston Museum of Fine Arts' *Playdates* program offers a classroom curriculum that includes moving through and exploring various exhibits in the museum. The Oregon Coast Aquariums' *Aquatots* program opens a special exhibit space for preschoolers and their families to learn about various topics in marine science, offering various activity stations through which parents and children engage in learning. This program is only open for a 90-minute timeframe one morning per month however, providing a specific scheduled timeframe as a "class" rather than being a purely drop-in/walk-through exhibit.

My observations in museum settings helped me to think about how to use physical space and asynchronous learning in classroom lesson plans. A professor could, for example, set up

their classroom as a learning laboratory, allowing students and their child learning partners to move through the space at their own pace, engaging with activity stations or exhibits designed to facilitate certain learning outcomes; these stations might also be collaboratively developed by the students and their learning partners, or in preparation for class as an adult focused process. A professor might also leverage existing museum settings, taking the class on field trips and designing guides to help ensure that students engage with and learn about specified material defined by the course curriculum; courses could even be taught on-site at museums (or libraries) through a satellite campus arrangement with the college or university, and lesson plans might include various exploratory activities within the museum.

My observations in these settings also led me to think about issues of participation and engagement. Who is expected to participate? Who does participate? In what ways do parents and children of varying ages participate? I also considered who learning outcomes and engagement appeared to be targeted toward, which was overwhelmingly the child over the adult. Some parents appeared to be very engaged, taking on the role of guide, helping their child to navigate through the exhibit in a way that supported learning. Other parents were much less engaged in the exhibits, allowing their child to use the exhibit as a play space, while they turned their own focus to their phones, or to chatting on nearby benches with other parents, similar to the dynamics of parents and children on playgrounds (an indoor playground is, in fact, a permanent exhibit at the Boston Museum of Science). Regardless of the parents' approach however, even in the classroom format, it was quite clear to me that the child had been defined as the primary learner, and that the primary outcome sought by the adult-learning partner was the child's educational enrichment, socialization, and learning, rather than their own.

While I observed program facilitators make some extensions toward a more adult level of understanding, curricula was presented primarily at a child's level, while parents appeared to be disconnected with or unmotivated by the possibility that the activity might also present an opportunity for themselves to learn in meaningful ways at the same time. I also observed that activities were often targeted toward children within a certain age-range (about 3 to 12), and that younger children were often confined to strollers or other baby carrying devices that prevented them from engaging in the activities, even when it was clear that they wanted to, while teenagers were generally not present at all. Programs targeted toward children under three years old, focused on early development outcomes rather than subject-based learning, and therefore did not translate as easily to parallel adult subject-based learning experiences (although such settings certainly helped support parenting knowledge and skills, and potentially, learning about early childhood education or development).

I decided that my approach to the Two-Generation Classroom, which focuses on differentiated but parallel learning by adult and child, would work best with kids between about 3 and 12 years old. Young children under three years old, are still developing language and basic motor skills, and are not yet ready to be held accountable for subject-based learning. Children older than 13 are transitioning toward becoming adult learners and may need less differentiation or different approaches to instruction than are used with young children, in order to remain interesting/challenging. While I encourage other educators to explore two-generational pedagogies with children birth to three and teenagers, my approach to the Two-Generation Classroom is specifically toward college students and preschool and elementary-age child learning partners. Furthermore, in recognition that learning materials presented to a four-year old

are different than those presented to a ten-year old, further differentiation may be necessary

between curricula targeted toward partnerships with older and younger children, with younger

children being defined as ages 3-8 and older children as ages 8-12.

Music Education Programs and Philosophies

In addition to my observations of museum settings, I was also drawn into music

education, which, in many parts of the world is presented and engaged with intergenerationally.

In Ghana, for example, music is a collaborative and participatory activity in which everyone

participates, whether through drumming, dancing, singing, or shaking and striking the shekere.

Children learn music intuitively, feeling and embodying the beat, and learning new techniques

through observation and individualized and group tutorials from more experienced players

(Goodkin, 2002).

This shared, community-based, and intergenerational approach to music education

inspires the Orff Schulwerk approach, which has deeply informed my thinking and design of the

Two-Generation Classroom. Outside of the field of music education, Orff Schulwerk is not

commonly known. However, the vision of its initiators, Gunild Keetman and Carl Orff was

always the integration of subject-based learning with music, movement, and art. While there are

certain musical instruments, such as xylophones and recorders, which are used in Orff

Schulwerk, at its most elemental level, the method envisions the integration of music and

movement, as a mechanism for applied and experiential subject-based learning for the general

education classroom (Goodkin, 2002).

In my training on the Orff Schulwerk approach, the promise of this method to inform

interdisciplinary, integrated, and intergenerational approaches to classroom teaching was

abundantly clear. We practiced division by calculating the number of beats per measure in a song, in a way that resonated in our hands and bodies as well as our brains. We danced the cycle of the water molecule, becoming atoms of hydrogen and oxygen that violently crashed together, danced in unison, and flowed through its forms as gas, liquid and ice. Orff Schulwerk educators and trainers, define three curricular learning outcomes in Orff Schulwerk: Sing. Dance. Play. If these learning outcomes are met, than the curriculum has been successfully implemented (Goodkin, 2002). While this may work well in music education, does it translate to other subject matter? Science? Mathematics? History? Literature? Certainly, the learning outcomes for courses outside of music education must also include targeted subject-based and conceptual understanding, and application of learning to lived experience. However, singing, dancing and playing can be employed as powerful pedagogical tools for facilitating classroom learning.

Additionally, employing song, dance and play (as well as visual arts and other experiential modalities of learning) in the college classroom, creates the opportunity to facilitate an intergenerational learning environment, in which children and adults are able to learn and participate together. Because singing, dancing and playing are the natural learning modalities of early childhood (Greene, 2006), the Orff Schulwerk approach is accessible to children of all ages, yet encourages participation and learning together as a classroom community that is simultaneously engaging to adults. Adults also feel more comfortable acting silly or childish when doing so in the presence of, and for the presumed benefit of, young children—no need to disclose that these strategies also benefit adult learning too! (Goodkin, 2002; Greene, 2006) These strategies promote and encourage retention of the broader course concepts and ideas that are presented in the assigned readings and can offer examples of applied learning for students to

reflect upon in graded assignments. Thus, the learning modalities of song, dance, and play are embraced within my approach to intergenerational learning in the Two-Generation Classroom.

In addition to my Orff Schulwerk training, I also had the opportunity to observe a *Music Together* class, of about ten parents and their young children (ages 0-5 years old). *Music Together* is a licensed curriculum for parent-child music education, aimed at early exposure to music for young children ranging from infants and toddlers through the start of Kindergarten. In the course, the instructor followed a carefully designed lesson-plan, using licensed *Music Together* screen printed images and the *Music Together* CD to play familiar songs, while making references to parents about where they could find the activities and lesson plans within their *Music Together* curriculum workbook. Parents are generally motivated to enroll with their child in *Music Together* by their desire to promote their child's musical ear and literacy, have fun together, and meet and interact with other children and their families. It is generally widely praised on online parenting boards, as essential for your child's early development, and families generally describe it as fun and engaging, but primarily child focused.

However, in my conversation with the instructor for the course, it was clear that she saw her role primarily as facilitator and teacher to the parent, who then shouldered the responsibility of teaching their own child. But, while parents certainly learned about music, their motivations as learners were centered around supporting their child's engagement, development, and learning, and so therefore, despite the insistence of the teacher, I would still argue that the targeted learning outcomes are focused on the child. Although there may also be some focused on two-generational classroom goals, the goals of the course do not include significant adult

outcomes such as those involved in a course that is offered not only for college credit, but to meet a specific degree requirement.

Additionally, while I found the two-generational approach of *Music Together* to be fun, engaging, and inspirational, I found the packaged nature of the curriculum to constrain flexibility and growth. This made me consider the distinction between a branded curriculum like *Music Together* versus an educational sub-field such as Orff Schulwerk, and how the Two Generational Classroom Approach is presented and framed. Like Orff Schulwerk, I think that it is important that the Two-Generation Classroom be conceptualized as an approach, rather than a curriculum. As an approach it can be adapted, modified, refined, and further innovated and improved upon by other educators.

As I have begun to discuss the Two-Generation Classroom approach with colleagues, new ideas and considerations often emerge, that I have not considered, or that lead in directions which are compelling, but I am not personally interested in pursuing. However, this does not mean that they are not interesting possibilities for others to pursue. As an approach, I envision two-generational pedagogy to become a method of teaching to be learned, refined, and continuously developed, and thus it is important to me that my curricula, as presented in this thesis, are considered as examples, and guidelines for the process of developing and teaching two-generationally, rather than as the only possibilities available within the approach, or a recipe to be strictly adhered to rather than inspired by.

Early Innovations in the Postsecondary Setting

In addition to more generalized modalities of intergenerational learning, I also sought to identify any previous modalities of intergenerational teaching and learning that had been used in

higher education settings. Many colleges and universities offer laboratory schools as part of their early childhood education programs, at which children of students, faculty, staff, and community members may enroll. Early childhood education students use these centers as learning laboratories for teacher education. Undergraduate Early Childhood Education students may also assist in the Two-Generation Classroom as observers and assistant teachers in order to gain practicum experience, assist families when needed, or buddy with a family to allow more than one child to enroll in the course. In addition to credit for taking the course, students may also potentially gain practicum experiences to be used toward their own early childhood degree programs. Similarly, a course such as *Child Growth and Development* might be taught in a laboratory context, in which college students observe and study children in a classroom setting to reflect upon issues pertaining to children themselves, including the field of education.

Some colleges and universities organize special parent/child extra-collegiate activities for parenting students, or even offer parenting and life skills courses for a small number of credit hours (typically one). When I was a student at Chemeketa Community College in 1999, I took a one-credit parenting seminar, *Human Development and Family Studies (HDFS050)*, which was essentially a playgroup and child development training for me and my then 6-month-old daughter. Parents had the opportunity to discuss their child's development, receive resources and express concerns, and get parenting tips and advice both from one another and from the instructor. While I had also taken other courses that focused on parenting, such as a life skills seminar on school/work/family balance and a stress management online course, what made this course distinct was the expectation that parents attended the course *with* their children.

A few other colleges and universities offer parenting seminars, playgroups and activities, some structured as non-credit courses, and others as student activities. Linn-Benton Community College offers an elective series focused on parenting skills called, *Live and Learn with Your [Child]!...*with differentiated classes for parents of infants, wobblers, toddlers, and preschoolers. Bellevue College in Washington offers a *Family Inventors Lab* Course. Cecil College in Maryland offers subject-based parent/child courses including ceramics, gardening and visual arts, however, these courses are not credit bearing and do not count toward degree requirements.

In fact, the majority of parent/child courses offered on campus to date, rarely count toward meeting degree requirements, and if they are counted, usually do so only as electives. Many academic degree programs afford students very little room for electives in their degree plans, and thus students are limited in which electives they can enroll. Student activities organized for student parent families also help to promote community building and connection to the campus community, but serve a different purpose and are, by definition, organized in programs and spaces outside of the classroom.

Another model for two-generational programming on college and university campuses offers parallel but separate activities for parent and child in adjacent spaces. For example, *Dinner on Us*, a program at the University of Massachusetts at Amherst, offers a speaker series focused on issues of interest to parents, while a children's program is offered in a nearby separate room. While parents and children eat together in a communal dining room space, the educational components of the program are conducted separately. At the Ohio State University, the *ACCESS Collaborative* program hosts a parent-child study hall, in which tutoring and academic resources,

and quiet study spaces are made available to students in evening hours, while childcare is offered on-site in another room nearby.

Julie's Family Learning Center, in Boston, offers another example of parallel programming, whereby the first floor of their building houses a Montessori inspired preschool program, while an adult education program is offered to their parents upstairs on the second floor of the building. Education Alliance in New York City also offers a similar model, bridging partnerships with NYU, the City University of New York, and Head Start to support two-generational education through college courses co-located with their Head Start Center.

Promoting and supporting two-generational intentions and goals through parallel programming for parent and child is a key strategy for intergenerational college success. I have partnered with and visited these programs and have personally benefitted from parallel programming models as an undergraduate and graduate student parent myself. Thus, it is important that I fully emphasize how much I support their work. However, I also wonder about the possibility of *also* creating two-generational contexts in which parents and children engage together rather than being separated into distinct spaces.

My approach to the Two-Generation Classroom considers the parent-child bond, and the important role that it can play in student parent success (Luttrell & Dodson, 2008). When parents and children are separated into different activities, they lose the opportunity for time together, which is often cherished by time-poor student parents. Parents in my research have reflected feeling painfully guilty about the time with their children that is lost to attending classes, working, and completing homework. Thus, engaging parent and child together in learning (both

in the classroom and through family homework assignments), helps to create opportunities for bonding through the process of learning together.

Student Parent Initiated Intergenerational Learning

Some student parents have already begun to devise ways to incorporate their children in what they are learning in school completely on their own. London, a pre-nursing student I interviewed in Seattle, laughed as she talked about how her six-year-old daughter knew the anatomically correct names of all of the bones in the human body. She had learned from helping her mom study for an anatomy exam by singing a song about bones together. Ella told me that she had taken an online science course and took her son outside with her to help her complete her lab assignments. Cherry told me how, upon being assigned by her math teacher to teach an algebraic concept from class to someone else, she decided to teach it to her five-year-old daughter. My sister took me and her eight-year-old daughter to the beach to complete her oceanography lab, teaching her about the jetty, cliffs and other coastal structures, the local biology, and other course concepts, as she observed and marked them off on her lab sheet.

However, for these students, the intergenerational component of their learning had seemed, at least from their perspective, to have been their own adaptation or even subversion of the intended curriculum, rather than a consideration made within the professor's lesson planning. In development of further two-generational curricula the creativity and contributions of student parents such as these should be engaged to further inspire two-generation educators.

A potential future project might involve interviewing a broader range of professors, especially those who teach at community colleges or online, about how they consider student parents as they design their lesson plans and course assignments, and about their observations of

strategies employed by student parents to engage their child in fun learning activities that are related to their own coursework.

Some pilot projects are exploring curriculum design for online courses specifically for student parents. One possibility for these courses is to intentionally design homework assignments to incorporate opportunities to engage in learning activities at home with your child, perhaps reflecting on these activities in discussion board posts, or through other written or multi-media assignments. A professor could easily differentiate assignments by creating both conventional and two-generational assignment prompts or could promote and encourage non-parenting students to engage in two-generational learning by connecting with a child that is part of their life to complete the assignment.

An Early Approach to a Two-Generational Classroom

I interviewed an Early Childhood Education Professor, who had attempted to structure a course in which parents and children enrolled and attended together, alongside other non-parenting education students, who also observed and engaged with the children in attendance. The course, *Sense of Wonder*, taught by Elizabeth Cain at Endicott College, engaged in outdoor exploration to learn, explore, and discover nature as a philosophical and physiological concept. Class time was spent trekking through the woods on various adventures, and re-creating and experiencing various structures in nature inspired by the Reggio Emilia educational philosophy, contemporary outdoor art installations, and the imagination of participants.

However, this course was short-lived, as only one parent/child dyad ultimately enrolled, due to scheduling issues and course conflicts. While the course had been designed to be led and inspired by several child learning partners, with only one child in the course, the dynamic felt a

bit panoptic rather than fully participatory. Had the course been able to run as planned with a larger group of parent/child dyads, the dynamic of the course would have played out very differently. However, it was ultimately decided that the enrollment issues could not be overcome, and the course was not offered again.

Because the course was considered an elective for most of the student parents, they simply could not fit it into their degree plans. In this case, the college did not have a large enough student parent population to sustain the enrollment of a two-generation class, and the dynamics of having only one family, created an uncomfortable learning context.

Thus, it is important to consider when starting a Two-Generation Classroom initiative, that it be implemented at colleges and universities with large enough student parent populations to support interest and enrollment, and to consider how Two-Generation Courses might be offered as more than electives. This realization helped to initially direct my focus toward the general education core curriculum. The general education core is an ideal target for the Two-Generation Classroom, because classes within the core are non-major specific, while still meeting specified degree requirements. The general education core is also focused on supporting critical thinking and creative problem solving, which are intentional targeted outcomes for Two-Generation Classroom curricula. Additionally, the general education core is a part of nearly every accredited college and university degree program, and can be implemented in a variety of settings, from community colleges to baccalaureate programs.

ENGAGING STUDENTS AS PARENTS: TWO GENERATIONAL OUTCOMES

Developmentally, becoming a parent involves its own processes within human development that are distinct, yet parallel from one's development by chronological age

(Parsons, 2017). For parents of young children, one's status as a parent is a primary identity. For student parents that I have worked with, and for low-income parents that colleagues have interviewed, they are uniformly parents first (Green, 2013b; Dodson & Luttrell, 2007; Katz, 2013). From there their identity as students and as employees seems to wage for the fight for second place, with many individual student parents falling on either side of the coin. Engaging student parents through their identity as parents and building curricula that considers and supports who they are as students and learners, holistically considering the realities of their daily lives, engages them as who they are, and promotes a feeling of inclusion and belonging for student parents who often feel marginalized and invisible on campus (Duquaine-Watson, 2017).

It also creates the opportunity for children's engagement and participation in the college environment, engaging them in learning subject-based material, and providing a special opportunity for parent/child bonding within an educational context during early childhood. Bringing children onto campus and exposing them to a collegiate environment as members of the campus community, promotes their familiarity with college, and the anticipated expectation that they will one day attend college and complete a degree as they grow up and become adults.

Exposure to education-rich environments, especially in early childhood, has been shown to promote positive brain development, and lifelong beneficial outcomes (Ramey, Campbell, Burchinal, Skinner, Gardner & Ramey, 2000). Exposure to music at any point in the life trajectory, but especially in early childhood, has been shown to impact brain development, particularly to the areas of creativity and higher-level thought (Collins, 2014; Iverson, 2015). Music engages the whole brain in multiple hemispheres simultaneously and promotes positive learning and neurological development outcomes (Weinberger, 2004).

Children also have the opportunity to engage with their parents (or another trusted adult) in an educational context that promotes their own learning at age appropriate levels. In a children's literature course, for example, as the parent learns about the publications process, writing strategies and devices, assessing quality standards, and literacy acquisition and development, together the parent and child are engaged in a literacy curriculum in which they are exposed to a diverse range of children's literature, learn to use libraries and community information resources, and engage in a range of fun and memorable learning activities. Thus, the Two-Generation Classroom will be able to offer differentiated instruction that meets intended learning outcomes for both parent and child.

THE TWO-GENERATION CLASSROOM INITIATIVE

Within the Two-Generation Classroom, adults and children engage together as partners in learning. While the adult develops a more advanced mastery of, and engagement with, the subject and materials presented in the course, the child is engaged, not as an object of observation, but as a pupil and partner to the adult student, who is learning the same subject matter, albeit not at the same level. By engaging together in learning with a child, the college student has the opportunity to teach the material that they are learning, increasing their overall depth of engagement and retention. Learning is enriched through blending theoretical readings and reflective assignments with interactive two-generational activities in and outside the classroom through weekly lesson plans and family homework assignments.

Students and their child learning partners attend weekly lessons and complete family homework assignments, while the college student is also assigned to college-level readings and reflections. Online discussion boards, provide an opportunity for students to make connections

between parent/child activities and theoretical learning from reading assignments and other course materials. As an alternate to online discussions, faculty might place students into discussion groups, which meet via video chat at a scheduled weekly time, to be video recorded and used in course assessment.

Importantly, the Two-Generation Classroom is designed as a twenty-first century learning environment in which adults and children engage in complex critical thinking, working together to confront and address challenges, as part of a pedagogical process. The Two-Generation Classroom is designed to be responsive to student parents, being one of the most diverse sub-populations of undergraduate students, who come to college with a wide variety of educational backgrounds, learning styles and challenges. By engaging in an integrative curriculum in which the modalities of song, dance, play, and art, are incorporated in pedagogy, learning outcomes can be accomplished that meet or exceed the same standards established for students in traditional course formats. In fact, because the Two-Generation Classroom is designed in response to, and with direct consideration of, the needs of student parents, recognizing and supporting the bonds shared with their children that are central to their identities, I anticipate that course completion rates and assessment of learning outcomes will be *higher* for student parents that enroll in Two-Generation Courses, than for student parents who enroll only in traditional course formats.

Although the Two-Generation Classroom lends itself to multiple scheduling formats, and could be used in accelerated courses, my initial conceptualization of lesson plans is based on a standard 3-credit semester-length course calendar with a time commitment of 3 hours per week in-class time, and 6 hours per week of out-of-class homework and course assignments. For

colleges and universities on a quarter-system, syllabi can also be adapted to reflect a 4-credit course within the quarter-system structure.

Parents and children attend a weekly three-hour class session, structured as a series of varying activities and games, including a short snack-time. I recommend that educators carefully consider scheduling when it comes to student parents and to meet with the student parents on their campuses to ask about their scheduling needs and what works best for them. From the feedback students have given to me, it is not helpful to interrupt a child's school day, and weekday evenings were difficult because children often came home from school already tired and hungry, and families had strict evening rituals and bedtimes for their children. Because parents often look to spend time with their children on the weekends in ways that are educationally enriching, and because they are swamped with jobs and other coursework during the week, I originally imagined Two-Generation Courses being offered in a weekly format on Saturday or Sunday afternoon.

However, it may be possible to schedule during a weekday, if the children are already on campus (such as campuses with on-site childcare), or if the student parents do not have their child enrolled in full-time childcare. In fact, for student parents who do not have access to childcare, The Two Generation Classroom, allows them to attend class, and complete their work with their children. However, it is important to emphasize that Two-Generation Courses are not a childcare program, nor a playgroup. Each student and child makes a commitment to learning the material together, and to full participation in the course. Expectations for the Two-Generation Classroom are established and agreed upon as an enrollment pre-requisite. Most important is defining the expectation that *everyone participates* at a level reflecting the best of their ability.

For people with disabilities, their full and engaged participation may involve dancing from their chair, or singing in sign language, but this guideline proactively reels in any false impression that the course is a place for their child to play, while they sit on the sidelines.

It is possible to offer Two-Generation Courses across the general education curriculum, although admittedly, not every course lends itself to a two-generation format. It is also not my expectation that it might become possible for a student to complete their entire degree program through two-generational courses, only that it become offered as one of many formats for postsecondary learning. The courses that I have originally conceptualized here include: Children's Literature (English/Literature Core) and The Harlem Renaissance (History, Art History, Multiculturalism, Philosophy). However, I am also currently development curricula for an Introduction to Music course (Arts & Arts Appreciation Core), and have started considering how the approach could be used in STEM (Science, Technology, Engineering, Mathematics) courses (or rather *STEAM—Science, Technology, Engineering, Arts & Mathematics* courses), History, Visual and Performing Arts, Social Sciences, engineering, ethnic and cultural studies, mathematics, and other entry-level arts, science and humanities courses, as the approach continues to develop and new curricula are created.

<u>NEXT STEPS</u>

The Two-Generation Classroom has been carefully conceptualized and designed to offer an innovative postsecondary strategy engaging parent and child together in the college classroom, and given the background research, ethnographic data, and theoretical considerations that went into its design, presents a robust curriculum format that is ready to be piloted.

Each pilot program will involve a student support services component, provided by a student parent support center or similar college/university office. This will be used to establish a baseline of basic-needs services and a control group of student parents receiving basic needs support services, who are not enrolled in Two-Generation Courses through which to conduct comparative evaluation. While ideally, a test-pilot might involve a randomized control sample, ethically and practically speaking, test and control groups for the Two-Generation Classroom will need to be designated through self-selection and individual interest in and commitment to the Two-Generation Classroom's expectations and approach.

At each institution, at least one Two-Generation course section will be offered per term for a total of two semester-length courses, or three quarter-term courses per institution. Students may enroll in the courses sequentially or individually and may enroll in each course with the same child or another child, although the parent and one child commit to complete each course together. One could not say, swap out one child for another from one day to the next as a learning partner as the child's commitment to the course and identity as a member of the classroom community is critical to the impact of the Two-Generation Classroom model.

My vision for testing the pilot at three varying types of institutions, aims to explore the Two Generation Classroom model within varied educational contexts. Often students who start their studies in baccalaureate degree programs, are thought to be better academically prepared, and may have access to more campus-based resources and supports that can help them to academically succeed. Yet student parents at these institutions also need, and find, supportive services and opportunities, which the Two-Generation Classroom approach can easily tie-in to

and which can become partners for ensuring basic-needs supports for both pilot and control group students.

Student parents are disproportionately represented at community colleges, and as two-year institutions, community college curricula often give heavy emphasis to the general education core. However, community colleges also offer an open-enrollment structure, in which students come to study from diverse backgrounds and experiences, and may need to work on developmental skills, prior to enrolling in college-level coursework. This provides a different, and compelling context in which to study and test the impact and efficacy of the Two-Generation Classroom that will both support and challenge the development of the model.

Lastly, considering new two-generation partnerships, which include a postsecondary component offered in a satellite-campus context (e.g. a community center, childcare program, or residential community room), the Two-Generation Classroom may provide a compelling introduction to college, or lend itself well to alternative contexts. Thus, the pilot and demonstration projects will target partnerships with up to three university-community partnerships to pilot Two-Generation courses. At least one of these programs will target student parents in high school, or who are in the process of transitioning to college, offering Advanced Placement college credit and an introduction to college that embraces and encourages them as future undergraduate students.

Evaluation of the Two-Generation Classroom Pilot will include collection of ethnographic data, evaluation of student work, teacher evaluations of student attainment of learning outcomes, rates of retention and course completion, grades, and student interviews and surveys. Use of a control group, receiving comparable basic-needs support services, but who are

not enrolled in Two-Generation Courses, will evaluate the impact and value added through use of two-generation pedagogy in the postsecondary curriculum, with an assumed baseline that students have their most essential/basic needs met sufficiently to give their attention to learning.

Working with colleagues at Wellesley Centers for Women, I will also collaborate to design evaluation systems for measuring the value and impact of the Two-Generation Classroom on the participating children. In measuring these impacts, we will utilize developmental and educational assessment tools, parent interviews, and qualitative observations of children's classroom participation and contributions (including student work), to consider the additional potential impacts of the Two-Generation Classroom as an early childhood experience, including neurological and social development that promote positive brain development, and social development within an educationally focused context that I hypothesize will promote positive long-term outcomes for participating children. Evaluation measures comparing participant and non-participant children, may also provide additional insight on the impact of the approach on children, but cannot ethically be enforced if a parent decides to enroll with another of their children in a subsequent term. Pre and post program evaluation measures will also be collected with children, to measure any individual growth that is accomplished from the beginning to end of each course.

Through piloting the Two-Generation Classroom through this initiative, I will iteratively refine and further develop and modify curricula and pedagogical approaches, in response to ongoing classroom experiences, challenges, and promising practices. Evaluation of the Two-Generation Classroom approach will help to build justification for two-generation pedagogy to be expanded to a greater number of colleges and universities, both encouraging other educators

to adopt a two-generational approach in some of their own teaching, and presenting a theoretically informed rationale for the program to present to university gatekeepers and accreditation committees for institutional approval.

PLANTING THE SEED

In addition to conducting a pilot program initiative, building the case for the Two-Generation Classroom approach, must involve connection with interested educators as co-conspirators in development and testing of curricula. As other educators take on and pilot their own two-generation curricula, the model will continuously be refined and added to, with Two-Generation Educators exploring a variety of possibilities for subject-matter, age of the children, and student population demographics.

As co-conspirators in the Two-Generation Classroom approach are recruited, it will be important to bring them together to share classroom strategies, lesson plans, and approaches to two-generational learning through a summer two-generation pedagogical training institute. At this institute two-generational educators will complete workshops supporting varying models and strategies that can be employed within two-generational pedagogy. They will also have the opportunity to share their own experience or conceptual work as Two-Generation Educators, and receive technical assistance and support towards implementing their Two-Generation Classroom curricula.

As this approach becomes more established, teacher training programs may expand, and new curricula will continuously be developed and refined. Program evaluation of Two-Generation Classroom initiatives beyond the initial proposed pilot, will also help in continuing to develop promising practices, in support of both intergenerational learning and student parent

success. The Two-Generation Classroom institute can also offer ongoing opportunities for collaboration and sharing, continuing to support and develop interest in intergenerational pedagogy within the context of postsecondary education.

CONCLUSION

Considering both the large numbers of student parents in the United States, and the considerable disadvantages that they face in pursuit of postsecondary education, presents a context of need for the Two-Generation Classroom, that situates its promise as a model for postsecondary pedagogy. As a model informed by both sociological and educational understandings of who student parents are, and their challenges, as well as their opportunities for learning, the Two-Generation Classroom is a worthwhile approach to consider. By providing an academic context intended to support and engage student parents, while simultaneously supporting the developmental and learning outcomes of their children, the Two Generation Classroom will address and engage diverse learners, meet and identify with student parents holistically as learners and nurturers, and eliminate barriers to academic success, while promoting family literacy and intergenerational educational outcomes. It is therefore a promising practice that should be pursued, piloted, and adopted by postsecondary educators, especially those who work in educational contexts with large student parent populations. It is my hope that as I continue to pursue the Two-Generation Classroom Initiative, it will attract the interest of collaborators and supporters, and will, most importantly, offer a fun, enriching, and educational opportunity for student parents and their children to learn together.

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This anthology includes multiple articles that collectively account the positive impacts of higher education for low-income mothers receiving public assistance, the impact of welfare reform in eliminating college access for these women, and their resistance and fight to earn college degrees in spite of restrictive and punitive welfare policies.

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Predny, M.L. and Relf, D. (2001). Horticulture Therapy Activities for Preschool Children, Elderly Adults, and Intergenerational Groups. *Activities, Adaptation & Aging 28* **(3), 1-18.**
This article discusses an intergenerational gardening program pairing preschoolers with the elderly.

Ramey, C.T.; Campbell, F.A.; Burchinal, M.; Skinner, M.L., Gardner, D.M. and Ramey, S.L. (2000). Persistent Effects of Early Childhood Education on High-Risk Children and Their Mothers. *Applied Developmental Science, 4* **(1), 2-14.**
This article presents research tracking the positive impacts of an early childhood education focused two-generational program for both children and their mothers as part of a large-scale demonstration project.

Rattner, L. (2004). Failing Low-Income Students: Education and Training in the Age of Welfare Reform. in Polakow, V., Dahlberg, SS. Deprez, L.S., Kahn, P. (eds), *Shut Out: Low-Income Mothers and Higher Education in Post-Welfare America.* **Albany, NY: SUNY Press.**
This chapter discusses advocacy efforts by low-income mothers in New York to regain access to higher education after welfare reform.

Reichlin, L. (2016). IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09). Personal Correspondence. May.
In response to a conversation about the lack of available baccalaureate degree completion rates in published reports, Lindsey Reichlin-Cruse ran this analysis and emailed me the given graduation data.

Reid, J. M. (1987). The Learning Style Preferences of ESL Students. *TESOL, 21* **(1), 87-111.**
This article presents the results of a survey on the learning style preferences of English Language Learners, noting differentiation between various groups from different language

background with regard to their learning preferences as well as other variations by English proficiency, time spent in the United States, and other factors.

Rusin, C. (2018). Shifting the View from Dropout to Stopout. *Crossroads: NASPA Adult Learners and Students with Children Knowledge Community Quarterly Newsletter, 5* **(1), 6.**
In this article Rusin discusses why it is important to change the framing and verbiage from "drop out" to "stop out" in support of adult learners and students with children. The term "stop out" offers acknowledgement that while the student must take a break from their academics, they intend to return to college and finish their degrees when it again becomes possible. This leads students who have stopped out to internalize motivation to return to college rather than defeat at having tried and failed.

Severens, L.; Rizer, M.; Pellinen, B.; Chablani-Medley, A. (2014, October 8) The Message Box: Communicating Two-Gen [Conference Panel]. *ThinkXChange*. **Aspen, CO: Ascend at the Aspen Institute.**
This panel discussed how we communicate and talk about the two-generation approach with the families that we work with. Specifically, my colleague at Endicott College, Brian Pellinen discussed the tension between intellectualizing that a program or service or activity is "good for you" versus the combined difficulty of accomplishing it, and the fact that it often does not feel very good (e.g. wanting to spend time with your kids vs. it being good for you to do your homework).

Shaw, K., Goldrick-Rab, S., Mazzeo, C., and Jacobs, J. (2006). *Putting Poor People to Work: How welfare reform eroded college access for the poor.* **New York: Russell Sage.**
This book discusses how the punitive welfare policies of the mid-1990s prevented poor mothers from accessing and finishing college, instead driving them into low-wage jobs that could be attained more immediately (an approach known as "work first" that has been proven largely ineffective in supporting long-term mobility).

Sims, M. and Bogle, M. (ND). *Making Tomorrow Better Together: A guide to outcomes for two-generation policy makers* **[Report]. Washington DC: Ascend at the Aspen Institute.**
Referred to as the 2-Gen Outcomes report, this report was co-authored by a working group of leading thinkers and innovators of two-generation program development and evaluation from across the U.S. as coordinated through Ascend at the Aspen Institute and co-organized by Marjorie Sims of Ascend, and Mary Bogle of the Urban Institute. The report gives an overview of the two-generation approach, and a table of evaluation targets and outcome measures that such programs can use to measure outcomes.

Smagorinsky, P. (1991). *Expressions: Multiple Intelligences in the English Class, Theory and Research Intro Practice.* **Urbana, IL: National Council of Teachers of English.**

This book provides strategies and activities for integrating the arts in literacy and language arts lessons and classrooms. This is built on Gardner's Multiple Intelligences theory, arguing that inclusionary classroom practices mandate that teachers engage difference forms of intelligence in the classroom.

Smith, M. K. (2008). Howard Gardner and Multiple Intelligences. Retrieved January 5, 2015, from The Encyclopedia of Informal Education: http://infed.org/mobi/howard-gardner-multiple-intelligences-and- education/
This article provides an interview with Howard Gardner about his theory of multiple intelligences.

Sommer, T.E; Sabol, T.J; Chor, E.; Schneider, W.; Chase-Lansdale, P.L., Brooks-Gunn, J.; Small, M.L.; King, C.; Yoshikawa, H. (2018). A Two-Generation Human Capital Approach to Anti-poverty Policy. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 4 (3), 118-143.
This article discusses the history and foundations of the two-generation human capital approach to supporting mobility for low-income families. The latter half of the article discusses the Career Advance Program at Community Action Partnership of Tulsa (CAP Tulsa), which supports student parents to complete nursing education while their children attend Head Start.

Stevens, M.L., Armstrong, E.A. and Arum, R. Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education. *Annual Review of Sociology, 34*, 127-151.
This article addresses and discusses the functions of the educational system as sieve and incubator, or in other words, to nurture minds, while retaining the best students and eliminating the others.

Stuber, J.M. 2011. *Inside the College Gates: How Class and Culture Matter in Higher Education.* Lanham, MD: Lexington Books.
In this book Jenny Stuber presents her research on how working-class and middle-class students view and understand the college experience, particularly with regard to extra-curricular and outside class involvement and activities.

Styles, M.B.; Morrow, K.V. (1992). Understanding How Youth and Elders Form Relationships: A study of four linking lifetimes programs [Report]. Philadelphia, PA: Public/Private Ventures.
This article discusses four intergenerational programs linking elders with at-risk youth.

Threlfall, P. (2017). "Students Can Be Parents Too." *The Chronicle of Higher Education.* April 16.
In this article Perry Threlfall discusses various ways that professors can support student parents in the classroom.

Tumen, S. Shulruf, B. & Hattie, J. (2008) "Student pathways at the university: patterns and predictors of completion," *Studies in Higher Education*, *33* (3), 233-252.
This article discusses various risk-factors in degree completion for high-risk college students.

U.S. Department of Education. 2013. Supporting the Academic Success of Pregnant and Parenting Students: Under Title IX of the Education Amendments of 1972. Washington DC: U.S. Department of Education Office of Civil Rights.
This brochure, along with a Dear Colleague letter was sent out in 2013 by the U.S. Department of Education's Office of Civil Rights, to inform colleges, high schools and middle schools of their responsibilities under Title IX with regard to pregnant and parenting students.

U.S. Department of Education. (ND). 2Gen Tools That Help Children and Families Thrive: A resource for staff implementing federal, state, and local programs serving children and families [Briefing]. Washington DC: U.S. Department of Education.
This briefing provides guidance directing and encouraging DOE grantees and agents to understand and employ a two-generational approach in this work. DOE is one of the federal agencies that has created funding priorities for programs employing a two-generational approach.

U.S. Department of Health & Human Services, Administration for Children and Families (2016, September 7). Implementing 2-Generation Approaches in Human Services Programs: State human services commissioners webinar [Webinar]. Retrieved from https://www.acf.hhs.gov/sites/default/files/assets/two_gen_human_services_commissioner_webinar_slides.pdf
This webinar was presented to the 50 state commissioners of human services by the Administration for Children & Families to promote a two-generation approach.

U.S. Department of Labor (2016, June 14). US Labor Department Announces $54M in grants to improve access to skills training and quality, affordable child care for parents [Press Release]. Retrieved from https://www.dol.gov/newsroom/releases/eta/eta20160614
This press release summarizes the U.S. Department of Labor's *Strengthening Working Families Initiative,* which focused on creating partnerships for two-generation programs promoting skills and occupational training for parents.

Wagner, B. (2010). *Mr. Roger's and Me*. **PBS DVDs.**
In this documentary film friends of Fred Roger's discuss what it meant to know him, and his philosophy on living a deep and simple life.

Weinberger, Norman. 2004. Music and the Brain. Scientific American. 88-95. Retrieved from http://nmw.bio.uci.edu/publications/Weinberger%2C%202004e.pdf

This partially illustrated article discusses the neuroscience of music and how music is supported by the whole brain, and promotes positive learning and neurological development outcomes.

Westervelt, E. (2014, April 26). Struggling to Get Out of Poverty: The Two-Generation Approach. *NPR*. **Retrieved from** https://www.npr.org/2014/04/26/307186244/fighting-poverty-by-helping-parents-and-children-at-once-in-okla
Feature story on NPR about the Tulsa Career Advance program and discussing the two-generation approach more broadly.

Whitehead, A.N. (1929) *The aims of education and other essays.* **New York: The Free Press.**
In this book Alfred North Whitehead rails against what he refers to as "inert knowledge" and "rote learning" calling for a new approach to education aligned and in dialogue with the theories of John Dewey.

Willingham, D. T. (2005). Do Visual, Auditory, and Kinesthetic Learners Need Visual, Auditory, and Kinesthetic Instruction? *American Educator.* **Retrieved from** http://www.ldonline.org/article/Do_Visual,_Auditory,_and_Kinesthetic_Learners_Need_Visual,_Auditory,_and_Kinesthetic_Instruction%3F?theme=print
This article argues for differentiating instruction to fit the content of the material, employing varied instructional techniques relevant to visual, auditory and kinesthetic learning as appropriate and fitting with the content being taught.