

Guidelines for Class Project Contributions

Your Class Project Contribution makes up 15% of your grade.

When we originally designed the class project, we imagined that we would be doing the class at Drexel, while everyone was physically here. Our focus was on **college-student experiences of energy vulnerability**. Our plan was to develop an in-person survey instrument that everyone in the class would use to collect data. We were also in the process of developing interview questions in case students wanted to conduct a longer-format interview. The idea was to have students survey or interview people in their existing social networks: current and past college-students, staff, faculty, and administrators. This is usually the easiest and most effective way to collect data during a quarter-length class. You can still choose to contribute to this class project! We recommend reviewing [Madeline DeIVescovo's PECE Essay on college-students and energy vulnerability](#) first.

Things have since changed, of course...

You are still welcome to contribute to the class project on **college-student experiences with energy vulnerability**, but we are also involved with an emergent, transnational project focused on COVID-19. Over the last few weeks, the Energy Vulnerability Project team has developed a research project focused on **energy demand and industry responses to COVID-19**. We are in the process of developing a phone survey instrument that we will all use to collect data on household energy use during this time. Students can also do interviews with people for this project. And there are other ways to contribute to the COVID-19 and Energy Vulnerability project, which don't involve human research subjects. There is lots of social media data available, for example, and news articles on legislation and energy sector responses to COVID-19. Below are four options for earning points towards the Class Project Contribution grade. I recommend choosing one of the four options, each of which are worth 15 points.

For the college-student experiences with energy vulnerability, your options are:

- Five surveys plus an analysis (each is uploaded as an Artifact+Analysis on housingenergy.info)
- Two transcribed interviews plus analysis (each is uploaded as an Artifact+Analysis on housingenergy.info)

For energy use during COVID-19, your options are:

- Five surveys plus an analysis (each is uploaded as an Artifact+Analysis on housingenergy.info)
- A PECE essay featuring social media data or news stories (minimum of 12 tweets or stories)

Class Project Contributions are, of course, optional. You can opt out and do an additional PECE essay based instead. Or, you can design your own survey or interview instrument, and conduct five surveys or two transcribed interviews to earn these points. You will need to get approval from me in advance, including on your data collection plan and instruments. Lots of options, you just need to design it, and have it approved. And if you have additional ideas for contributing to the class projects that are not listed above, please contact me.

Grade Submission for Weeks 1-3

Below, please report your numeric grades for **Class Participation** (weeks 1-3) and your **Artifact + Analysis** assignments (#1-3). For class participation, your grade should be out of 9 points. The Artifact + Analysis grade should also be out of 9 points.

Please reflect (informally is fine) on why you have given yourself this grade. Certainly reference the rubrics in the syllabus, but I'm looking for more than a formulaic evaluation. I would also like to hear about what you've learned and how you think it relates to the **Learning Goals** listed for the course. You can also elaborate on any challenges you are having or on ideas that are emerging for you. This is space for you to reflect on your learning in the course. Make it as long or as short as you like.

Class Participation Grade for Weeks 1-3 (out of 9 points): _____
Reflection:

Artifact + Analysis #1-3 Grade (out of 9 points): _____ **Reflection:**